

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

Appendix



submitted by:

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APPENDIX A.0.1

GLOSSARY OF TERMS

RATIONALE: DEFINITIONS OF KEY
TERMS USED THROUGHOUT THE
APPLICATION.

**REFERENCED IN:
CROSS-CUTTING**

GLOSSARY OF ACRONYMS AND TERMS		
Term	Description	Definition
ACA	America COMPETES Act	A federal law that seeks to create opportunities to meaningfully promote excellence in technology, education and science, by aligning secondary school graduation requirements with the demands of 21 st -century postsecondary endeavors and by supporting P-16 education data systems.
AEL	Alternative Educator License	A license gained through an alternate pathway that enables qualified baccalaureate degree-holders with knowledge expertise to transition to careers as classroom teachers.
APL	Alternative Principal License	A license gained through an alternate pathway that enables qualified baccalaureate degree-holders with successful work experience in education, management or administration to transition to careers as building principals.
ARRA	American Recovery and Reinvestment Act of 2009	A federal law that provides approximately \$100 billion for education, creating a historic opportunity to save hundreds of thousands of jobs, support states and school districts, and advance reforms and improvements that will create long-lasting results for U.S. students and the U.S. including early learning, K-12, and post-secondary education.
BASA	Buckeye Association of School Administrators	An organization of Ohio school administrators whose mission is to inspire and support its members, develop exemplary school system leaders and advocate for public education.
BFK	Battelle for Kids	A national not-for-profit organization that provides strategic counsel and innovative solutions for today's complex educational-improvement challenges through partnerships with state departments of education and school districts to deliver personalized solutions to improve teaching and learning and to maximize opportunities for all students to thrive in college, careers and life.
CCIP	Comprehensive Continuous Improvement Plan	Ohio's unified grants application and verification system that consists of a planning tool, which contains the goals, strategies, action steps and district goal amounts for all grants in the CCIP, and a funding application, which contains the budget, budget details, nonpublic services and other related pages.
CCRPI	College & Career-Ready Policy Institute	A partnership of Achieve, the Data Quality Campaign, the Education Counsel, Jobs for the Future and the National Governors Association Center for Best Practices and a few other American Diploma Project Network states, supported by the Bill & Melinda Gates Foundation, that is working to develop cutting edge college- and career-ready assessment and accountability policies.

GLOSSARY OF ACRONYMS AND TERMS

Term	Description	Definition
CELT	Center for Educational Leadership and Technology	A nonprofit educational service agency that helps K-12 leaders develop and implement IT strategies and systems that truly align technology with the core mission of today’s schools – student achievement, accountability and staff development.
CRB	Credential Review Board	A 15-member Ohio board responsible for assessing individuals pursuing alternative routes to educator licensure and out-of-state educators seeking licensure in Ohio.
CSLS	Comprehensive System of Learning Supports	Resources, strategies and practices as well as environmental and cultural factors extending beyond the classroom that provide the physical, cognitive, social and emotional support that every student needs to succeed in school and in life, focusing on: <ul style="list-style-type: none"> ● assessing children’s individual characteristics as well as the risk and protective factors at school and in students’ family, school and community settings; ● selecting appropriate intervention strategies (ranging from prevention to early or intensive intervention); ● providing experiences that encourage young people to make positives choices and become responsible, caring adults; ● looking beyond the school to establish a system of care that offers resources, programs and services for children and their families; and ● incorporating fiscal, human resources, accountability and instructional considerations into the process of providing resources and strategies best tailored for children’s needs.
CTAG	Closing the Achievement Gap	Ohio initiative that aims to increase the graduation rate for all ninth- grade male students, with a special focus on African-American students who have the highest percentage of dropout rates.
D3A2	Data Driven Decisions for Academic Achievement	An ODE data tool designed to help teachers identify and address specific learning needs of students, D3A2 provides teachers and other users with access to valuable performance data, aligned educational content, and professional development materials that help teachers become familiar with using data as part of instructional decision making.
DQC	Data Quality Campaign	A national, collaborative effort to encourage and support state policymakers to improve the availability and use of high-quality education data to improve student achievement through a campaign that will provide tools and resources to help states implement and use longitudinal data systems as well as provide a national forum for reducing duplication of effort and promoting greater coordination and consensus among the organizations focused on improving data quality, access and use.

GLOSSARY OF ACRONYMS AND TERMS

Term	Description	Definition
EBM	Evidence-Based Model	Created under Ohio's new education reform plan in Am. Sub. House Bill 1, a funding formula for schools that uses a per pupil level of funding to follow a student to the school that best meets the student's individual learning needs.
ECF	Education Challenge Factor	Per Ohio Revised Code 3306.051, an index that accounts for differences that exist in each school district in terms of college attainment, wealth and concentration of poverty, which provides an adjustment to help provide equitable funding to school districts with challenges of wealth and poverty (e.g., school district with low college attainment, low wealth and high concentration of poverty would have applicable Evidence-Based Model funding components adjusted upward by a higher ECF).
ECHS	Early College High Schools	High schools that combine high school and the first several years of college, where students in grades 9 and 10 take college-prep classes and students in grades 11 and 12 take college-level classes, earning both college and high school credit. Tuition at most Early College High Schools is free, which can lower the overall cost of a student's college education.
ESB	Educator Standards Board	A 21-member board established by the Ohio General Assembly to bring standards-based reform to the educator level by defining standards for teachers and principals at all stages of their careers.
ESC	Educational Service Centers	Centers dedicated to providing school districts with professional development, technology, support, planning and administrative services that help improve student learning, enhance the quality of instruction, expand equitable access to resources and maximize operating and fiscal efficiencies.
ESCCO	Educational Service Center of Central Ohio	Educational Service Center that serves 25 Ohio school districts with more than 200,000 school children in Delaware, Franklin and Union counties through direct instruction and quality professional development, partnerships with districts to improve education for all students (particularly those with special needs) and educational consultancy through a growing list of programs including instructional coaching, administrative counseling, professional employment services and business services.
eTech	eTech Ohio	State of Ohio agency dedicated to enhancing learning through technology by addressing critical educational technology issues and developing programs and using best practices to serve learning organizations in acquiring, integrating and sustaining educational technology.
FCFC	Family and Children First Councils	County councils that work in conjunction with the Ohio family and children first cabinet council to streamline and coordinate existing government services for families seeking services for their children. For more details, see Ohio Revised Code 121.37.

GLOSSARY OF ACRONYMS AND TERMS		
Term	Description	Definition
FERPA	Family Educational Rights and Privacy Act	A federal law that protects the privacy of student education records for all schools that receive funds under an applicable program of the U.S. Department of Education.
Gates Foundation	Bill & Melinda Gates Foundation	A foundation that supports a number of education initiatives through its United States Program, with focuses on increasing high school graduation and college-readiness rates and increasing attainment of postsecondary credentials.
HB1	House Bill 1	Ohio's biennial budget bill passed by the Ohio General Assembly in 2009, which included provisions for education reform.
HB 290	Amended House Bill 290	A bill passed into law by the Ohio legislature that, among other provisions, permits the Ohio Department of Education and the Chancellor of the Board of Regents to establish a longitudinal student data system that connects K-12 student data to higher education.
HCMS	Human Capital Management System	The Human Capital Management System is a framework that provides a comprehensive and systemic view of educator development.
	High Support	Under Ohio's differentiated accountability system, districts and schools in improvement status that fail to meet more than 29 percent of AYP measures are labeled as high support and receive improvement support from State Support Teams.
IHE	Institutions of Higher Education	A college, university or other education entity providing educational opportunities at the postsecondary level.
IIS	Instructional Improvement System	Technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: <ul style="list-style-type: none"> ● instructional planning; ● gathering information through formative assessments, interim assessments, summative assessments, and looking at student work and other student data; ● analyzing information with the support of rapid-time reporting; ● using information to inform decisions on appropriate next instructional steps; ● evaluating the effectiveness of the actions taken by promoting collaborative problem-solving and action planning; and ● integrating instructional data with student-level data such as attendance, discipline, grades, credit accumulation and student survey results to provide early warning indicators of a student's risk of educational failure.

GLOSSARY OF ACRONYMS AND TERMS

Term	Description	Definition
iLRC	Interactive Local Report Card	An interactive tool developed for parents, educators, lawmakers, community members and researchers to provide current and historical Local Report Card data on Ohio’s school buildings and districts.
IMS	Instructional Management System	Ohio’s Web-based source for model lesson and unit plans, assessments, research and resources, standards-based education information and programmatic improvement recommendations to help teachers creatively teach Ohio’s Academic Content Standards to improve student achievement in Ohio.
ITC	Information Technology Center	Centers that provide technology support services to the school districts they represent, providing a core set of services to districts including payroll services, attendance reporting, e-mail, data processing and professional development for employees of the districts.
KRA-L	Kindergarten Readiness Assessment-Literacy	Ohio Department of Education assessment tool, required of all children entering kindergarten in public schools for the first time, but not required for children being retained in kindergarten, that measures skill areas important to becoming a successful reader and helps teachers plan for experiences and lessons that encourage reading.
OAC	Ohio Administrative Code	Rules promulgated by administrative agencies of the State of Ohio.
OAT	Ohio Achievement Tests	A standard-aligned test meeting NCLB requirements of grades 3-8 students in reading, mathematics, science, social studies and writing. These were renamed the Ohio Achievement Assessments (OAA) in House Bill 1.
OBR	Ohio Board of Regents	A nine-member advisory board to the Chancellor with two ex-officio representatives from the State Legislature responsible for overseeing higher education in Ohio.
ODE	Ohio Department of Education	State of Ohio government entity that operates under the direction of the State Board of Education, that works to accredit schools, certify teachers, appropriate state school funds and oversee the state’s public K-12 education system.

GLOSSARY OF ACRONYMS AND TERMS

Term	Description	Definition
OEE	Office of Educator Equity	Office within ODE’s Center for the Teaching Profession that: <ul style="list-style-type: none"> ● monitors the implementation and continued progress of the 68 strategies contained in Ohio’s Teacher Equity Plan; ● designs methodologies to successfully complete new strategies; ● ensures that all 68 strategies are successful, ongoing and effective programs, initiatives and incentives that positively impact student achievement; and ● leverages support through effective communication and collaboration with stakeholders for successful completion of the plan.
OGT	Ohio Graduation Tests	Achievement assessments aligned to Ohio’s Academic Content Standards designed to measure a student’s level of academic achievement expected at the end of the 10 th grade in reading, mathematics, writing, science and social studies that students in high school must take to demonstrate proficiency before graduation from high school. These assessments fulfill the state achievement assessment requirement under the federal No Child Left Behind Act which requires annual testing in reading and mathematics.
OHSTI	Ohio High School Transformation Initiative	Program designed to create urban high schools that provide personalized education to engage students and prepare them for the 21 st century. This initiative is supported through the Knowledge Works Foundation, the Bill & Melinda Gates Foundation, the Ford Foundation, the Ohio Department of Education, the U.S. Department of Education, and local community-based foundations.
OIP	Ohio Improvement Process	Ohio’s strategy for ensuring a systematic and coherent approach for building the capacity of all districts and schools in meaningful ways that allow districts to improve instructional practice on a district-wide basis, and make and sustain significant improvement in student performance against grade-level benchmarks aligned with academic content standards for all students across the district.
OLAC	Ohio Leadership Advisory Council	An advisory and study group comprised of representatives of key professional associations, business and school board representatives, practitioners in leadership roles, higher education representatives and ODE personnel.
	Operating Plans	Detailed implementation plans developed by Participating LEAs that are approved by ODE and used as the basis for subsequent performance monitoring.
ORC	Ohio Revised Code	A compilation of all Acts passed by the Ohio General Assembly and signed by the governor.

GLOSSARY OF ACRONYMS AND TERMS

Term	Description	Definition
OSLN	Ohio STEM Learning Network	An unprecedented collaborative aimed at building and connecting Science, Technology, Engineering and Mathematics (STEM) teaching and learning capacity in regions across the State of Ohio, focused on student and teacher success, built from a slate of committed partners from PK-12 education, higher education and business and industry.
OTIF	Ohio Teacher Incentive Fund	Ohio’s statewide system of rewarding teachers and school leaders for high levels of performance and solid achievement with competitive compensation and career opportunities. The Ohio Teacher Incentive Fund is funded by a grant from the U.S. Department of Education and provides opportunities for teacher development, differentiated leadership roles and incentive pay, designed to secure the best-qualified teachers for schools with the greatest need and lowest academic performance.
P-20	Preschool to grade 20	Encompasses early learning through eight years of postsecondary education.
PAR	Peer Assistance and Review	Programs where experienced, accomplished veteran teachers provide sustained, intensive assistance to teachers who are in need of additional support.
	Participating LEAs	LEAs that choose to work with the State to implement all or significant portions of the State’s Race to the Top plan, as specified in each LEA’s agreement with the State.
PBA	Poverty-Based Assistance	Funding for high-poverty districts.
PSL	Provisional STEM License	A licensure gained through alternative pathway that enables knowledge expert candidates in STEM fields who hold a bachelor’s degree to enter the teaching profession.
RBCL	Route B Career-Technical Licensure Pathway	A licensure pathway available for knowledge expert candidates whose background and expertise in a career-technical field serve as a basis of qualification for a teaching license.
REL	Regional Education Laboratory	A network of 10 laboratories that serve the educational needs of a designated region by providing access to high-quality scientifically valid education research through applied research and development projects, studies and related technical assistance activities.
SIF	Schools Interoperability Framework	A data-sharing, open-specification industry initiative for grade K-12 academic institutions that enables diverse applications to interact and share data.

GLOSSARY OF ACRONYMS AND TERMS

Term	Description	Definition
SLDS	Statewide Longitudinal Data Systems	Data systems that manage, analyze, disaggregate and enable use of individual student data over time to improve educational outcomes.
SRN	Stanford University School Redesign Network	Organization that engages in research and development to support equitable districts and schools that enable all students to master the knowledge and skills needed for success in college, careers and citizenship.
SSID	Statewide Student Identification	A unique student identification number assigned to all K-12 public school children in the state.
SST	State Support Teams	16 regional teams that work with districts using a tiered model of service delivery, with the lowest performing districts receiving the greatest intensity of services, to increase student achievement.
TSI	Teacher Shortage Index	Supply and demand data used to recruit and track educators, and determine areas where additional teachers are needed.
UDL	Universal Design for Learning	An educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences.
VA	Value-added	The fourth component of Ohio’s accountability system that measures growth or improvement over a period of time to determine the “value” gained by a student during that time period.

APPENDIX A.1.1

THIRD FRONTIER ANNUAL REPORT

RATIONALE: ANNUAL REPORT OF OHIO'S THIRD FRONTIER INITIATIVE, A STATEWIDE INITIATIVE TO FIRMLY ESTABLISH THE STATE AS AN INNOVATION LEADER.

REFERENCED IN:

(A)(1)



Third Frontier

Innovation Creating Opportunity

2009 Annual Report

(b)(6)



An employee of Siemens is seen through the copper wires of an electric motor at the company's plant expansion in Norwood, Ohio.



Department of
Development

Ted Strickland, Governor
Lee Fisher, Lt. Governor

Lisa Patt-McDaniel, Director

(b)(6)



Ted Strickland, Governor
Lee Fisher, Lt. Governor

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Thomas Waltermire
TeamNeo

December 2009

**Ted Strickland, Governor, State of Ohio
General Assembly, State of Ohio**

Dear Colleague,

We are pleased to present to you the 2009 Ohio Third Frontier Annual Report. The success of the program, as outlined in the personal stories and metrics in this report, demonstrate how a visionary and bipartisan commitment to Ohio's future continues to bring prosperity to the people and businesses of our state even in these challenging times.

The Ohio Third Frontier continues to support technology-based economic development in the State of Ohio through investments that not only create new products from Ohio ingenuity, but also create sustainable growth in companies in every stage of development. We understand that economic growth does not appear overnight, but rather through strategic and consistent investments in people and places.

In its seven years of operation, the Ohio Third Frontier is living up to its commitment to drive growth in company, job, and wealth creation throughout the state. SRI International, in partnership with Georgia Tech, completed an independent study of Ohio Third Frontier and related Ohio Technology-Based Economic Development programs. Their report showed that since inception, the Ohio Third Frontier has:

- Generated \$6.6 billion in economic activity in Ohio;
- Created 41,300 total jobs through December 2008;
- Significantly impacted the diversity and competitiveness of Ohio's manufacturers;
- Assisted in the formation, attraction, or initial capitalization of more than 570 companies; and
- Leveraged a \$10 return for every dollar invested during 2003 - 2008, with the expectation of increased impacts in the years to come.

We are proud to present the 2009 Ohio Third Frontier Annual Report, showcasing the accomplishments and milestones reached through our continuous investment in Ohio. The program is fostering widespread growth in the technology sector and enabling Ohio to continue its leadership in our fast-changing economic climate.

Sincerely,

Eric Fingerhut, Chair
Ohio Third Frontier Commission
Chancellor
Ohio Board of Regents

Lisa Patt-McDaniel
Ohio Third Frontier Commission
Director
Ohio Department of Development

Ohio Third Frontier: Making an Impact

In Technology-Based Economic Development, there is no such thing as a quick hit. Real success comes from having a sustained, comprehensive effort grounded in smart choices and arising from an understanding of the inherent technology and industry strengths of a state or region. Whether reinvigorating a long-standing industry or blazing new trails in an emerging technology sector, the goal of Technology-Based Economic Development investment is to be the spark that ignites spontaneous, market-driven growth which ultimately transcends the public investment. With ongoing care and nurturing, those seed investments become embedded deeply enough in the economic fabric of a locality that they will have a meaningful and lasting positive impact on wealth and job creation.

Ohio Third Frontier is blazing a new trail and creating a national model for future Technology-Based Economic Development efforts. Ohio Third Frontier was founded on the commitment to shape the future economy of the state through a portfolio of programs to support applied research and commercialization, entrepreneurial assistance, early-stage capital formation, and expansion of a skilled talent pool that can support technology-based economic growth. Co-opting a phrase from the national dialog on Technology-Based Economic Development, our strategic intention is to create an "innovation ecosystem" in Ohio that supports the efficient and seamless transition of great ideas from the laboratory to the marketplace.

(b)(6)

In its seventh year of operation, Ohio Third Frontier is living up to its commitment, implementing a clear and comprehensive strategy with a focus on Ohio's traditional and emerging research and industrial strengths. In September 2009, SRI International, in partnership with Georgia Tech, completed an economic impact study of Ohio Third Frontier and related Ohio Technology-Based Economic Development programs. The study found that as of December 2008, \$681 million in State of Ohio expenditures related to Ohio Third Frontier had generated:

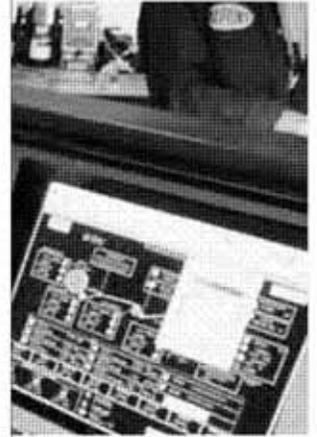
- \$6.6 billion of economic activity,
- 41,300 total jobs, and
- \$2.4 billion in employee wages and benefits.

This represents a nearly \$10 return on every dollar of Ohio's investment in the period from 2003 - 2008, with the expectation of increased impacts in the years to come.

A key program strength identified by SRI is that Ohio looks strategically at the key factors that determine innovation capacity and makes investments on a scale that can make a difference. In support of this view, they reported that Ohio Third Frontier has made major contributions in the following areas:

- Ohio Third Frontier and related initiatives contributed to the major growth of venture capital investment in Ohio, from **\$243 million** in 2004 to **\$446 million** in 2008.
- More than **500 new companies** have been created, attracted, and capitalized by Ohio Third Frontier — each offering the potential for significant growth.
- **3,000 Ohio students** have been awarded internships with nearly 700 companies in 77 of Ohio's 88 counties.
- Ohio Third Frontier has not only created economic opportunities and wealth in Ohio, its projects have improved Ohioans' quality of life through advances in medical care, producing affordable and sustainable sources of advanced energy, and protecting Ohio's environment through better use of natural materials and sensors for our safety and security. In doing so, Ohio Third Frontier has fostered the emergence of new technology clusters across the state, including **Biomedical Imaging, Fuel Cells, Photovoltaics, and Liquid Crystals/Flexible Displays**.
- Ohio Third Frontier, with its **long-term strategic approach, merit-based implementation, and its agility in responding to needs and opportunities**, is a pathway to the positive economic growth trajectory enjoyed by many other high technology regions within the United States and globally.

(b)(6)



The SRI evaluation also compared Ohio's program to other notable technology-based success stories: Research Triangle Park (North Carolina), Austin (Texas), Silicon Valley, and the Route 128-Boston metropolitan area. SRI identified four structural characteristics that these regions share that are also present in our state because of Ohio Third Frontier and associated programs:

1. Research-intensive companies and universities, producing world-class research and training a world-class workforce;
2. Visionary regional leaders;
3. Networks that involve business, research, and finance; and,
4. Strong entrepreneurship support infrastructure, including early-stage capital and support for technology transfer and early-stage companies.

(b)(6)

In conclusion, SRI stated the following about Ohio Third Frontier's (OTF) economic impact:

"It is important to note that the \$6.6 billion impact is only for the OTF expenditures to date. These investments are likely to generate larger impacts in the years to come for several reasons. First, a majority of OTF funds remain to be spent. Some OTF funds have not yet been awarded, and some funds awarded have not yet been entirely spent. The economic impact of the program is expected to increase significantly over the next five to ten years. Second, the OTF is generating successful outcomes in spite of the longest U.S. recession in the post-World War II era. The diminished demand, financial capital, business activity, and job losses associated with the recession weigh down the net economic impacts generated by the OTF investments. However, it is likely that the new products and processes being commercialized by Ohio companies and the new industries that are emerging will be in a position of strength during the next global expansion."

The findings of the SRI report confirm that Ohio is truly unique in its approach to Technology-Based Economic Development, and that the initiative has produced significant and measurable results in a relatively short period of time.

SRI International's report titled "Making an Impact: Assessing the Benefits of Ohio's Investment in Technology-Based Economic Development Programs" is available at www.thirdfrontier.com.

APPENDIX A.1.2

DEPARTMENT OF DEVELOPMENT STRATEGIC PLAN EXCERPT

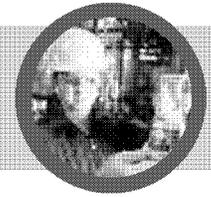
RATIONALE: DESCRIPTION OF
OHIO'S PLAN TO LINK AND
LEVERAGE THE STATE'S INVENTIVE
PAST WITH ITS INNOVATIVE FUTURE

**REFERENCED IN:
(A)(1)**

- 1 Share the Ohio Story**
- 2 Strengthen our Strengths**
- 3 Cultivate Top Talent**
- 4 Invest in our Regional Assets**
- 5 Focus on our Customers**

Goal 2: Strengthen our Strengths

Link and leverage our inventive past with our innovative future.



The greatest opportunities for economic growth in Ohio lie where our historic economic strengths intersect with the innovative promises of our economic future.

We must strengthen and expand Ohio's economy by building a more competitive business environment by supporting entrepreneurship, innovation, and technological advancement at every stage of the commercialization process. We will build this capacity with the following key strategies:

Key Strategies to Strengthen our Strengths

1. Establish a Targeted Industry Approach to Economic Development.

Target resources to statewide and regional industries identified as best suited to Ohio's core strengths, building from our manufacturing, agricultural, technology, research, and entrepreneurship strengths.

2. Invest in Technological Innovation and Commercialization.

Leverage our state's ongoing investment in research, product development, and technology to accelerate the pace of innovation and new product development in the areas of our state where industry and innovation intersect.

3. Grow and Support Minority- and Women-owned Enterprises and Small Businesses.

Strengthen and increase financial and technical assistance at every stage of the business development continuum to support the growth and expansion of minority- and women-owned enterprises and small businesses in Ohio.

Background on Ohio's Strengths

The greatest opportunities for economic growth in Ohio lie where the industrial treasures of our economic past intersect with the innovative promises of our economic future. Where industry meets innovation, new products and new opportunities emerge. New technologies and processes lead to new products, open new markets, and launch new industries. These are the principal forces at work in the global economy and are drivers of Ohio's economic future.

Ohio's economic history is rooted in technology-based industries. Our state is a long-standing leader in automotive manufacturing, aerospace, polymers and composite materials, steel and metal, frozen specialty foods, as well as bioscience, insurance, and professional services. Ohio is renowned for the quality of our manufacturing facilities and our workforce and for the strength of our product innovation pipeline.

World-class research and development facilities, top-rated hospitals, universities, and industry-specific centers of excellence pepper the state. In 2007 more than \$170 million was invested in Ohio by venture capital firms focused on technology. *Forbes* magazine in 2008 recognized the Central Ohio region as the nation's top metropolitan area for future technology innovation and commercialization success.

Still, Ohio lags in several key indicators of economic prosperity in the 21st century: per capita personal income, educational attainment, and high value job creation. Increasing prosperity for all Ohioans means building on the strengths of the core industries that made Ohio strong, while creating a business climate favorable to investment in new and emerging industries that are becoming the cornerstones of a globally-competitive economic future.

"High achievement always takes place in the framework of high expectation."

Charles Kettering
(1876 – 1958)
American Inventor
Born in Loudonville, Ohio



(b)(6)

Entrepreneurship and small business development have been dynamic and strong parts of the growth of Ohio's economy throughout our state's history. These two forces must play an even stronger role in sparking Ohio economic growth in the future. While a longer term path to economic development, entrepreneurship is essential to capitalize on changes in well-established industries and product innovation using new business concepts. This will give birth to new businesses and industries.

Ohio's economy is shaped by small business, which continues to account for the majority of our state's job growth. Small business is a major source of wealth creation for Ohio citizens. According to County Business Pattern data for Ohio from 2005, almost 94 percent of Ohio business establishments have 50 or fewer employees. The U.S. Small Business Administration reported in its *2006 Ohio Small Business Profile*, that Ohio firms owned by women increased 12 percent between 1997 and 2002, representing 28.1 percent of the state's total businesses in 2002, the most recent reporting period. The Profile also showed that Asian-owned firms totaled 13,740 and generated \$5.1 billion in receipts; black-owned firms numbered 35,658 and generated \$3.6 billion in receipts; and Hispanic-owned businesses totaled 7,109 and created \$1.3 billion in receipts. Together, minority-owned businesses make up 7.3 percent of Ohio businesses.

These numbers and observations demonstrate the importance of small businesses to Ohio's economy.

Our Department looks to encourage greater investment in entrepreneurship and small business growth by all Ohioans with a particular emphasis on minority- and women-owned enterprises.

Our Economic Development Opportunity

Because Ohio is a portfolio economy made up of several distinct regional economies each with different products and talents, as well as technological and geographical assets, our state requires an economic development plan that is nimble, regionally-responsive, and strategically-focused. This will ensure that Ohio's economic development efforts serve all Ohioans. The regional diversity in products, technologies, and talent means that Ohio's key economic growth opportunities are represented by an equally diverse portfolio of target industries with statewide and regional significance. Some businesses hail directly from Ohio's industrial and agricultural heritage; others from our emerging strengths in advanced energy, biosciences, and advanced materials.



Our plan enables Ohio's mature industries to harness the power of technology to rejuvenate existing products and create new products, gaining competitive ground in their field. We will continue to supply sufficient resources to accelerate the commercialization of new products and innovations emanating from the research, entrepreneurship, and industrial innovation activities going on throughout our state in the private and public realms.

In establishing priorities for future economic development investments, our Department consulted two studies: The Deloitte/Cleveland State University Driver Industry Study (2005) and The Battelle Technology Platform Studies (2002; 2006). The Deloitte/CSU study identified the driver industries most important to the economic growth of our state and our state's regions along with emerging industries most likely to shape our economic future. The Battelle Technology Platform Studies (2002; 2006) addressed the need to cultivate the specific technologies of greatest importance to those existing and emerging industries.

Ohio's portfolio of targeted industries encompasses the spectrum of industries which are the foundation of the 21st economy: energy, food, health, and materials.



The J.M. Smucker Company - Orrville, Ohio

Our nine statewide targeted industries are based on a number of factors identified in the Deloitte Driver Industry Study including specialization in Ohio, value added in manufacturing and services, productivity, and the growth potential in the global marketplace. These industries are also recognized by our regional partners as drivers in their local economies over the next decade.



Cardinal Health - Dublin, Ohio

For any investment portfolio the key to long-term growth is diversity. This portfolio has a blend of customer and supplier industries. Supplier industries produce goods and services used as inputs by the customer industries. Each of our nine targeted industries builds on the technological, physical, and human resource bases of these interconnected industry groups. By broadening and deepening the Ohio network for a targeted industry, we build a stronger, more competitive regional and state economy. We have the opportunity to contribute to the development of new platforms in the energy, food, polymer, bioscience, and other industries by drawing on the rich physical and human resources of Ohio.

Ohio's Statewide Targeted Industries

- Advanced Energy and Environmental Technologies
- Aerospace and Aviation
- Agriculture and Food Processing
- Bioscience and Bioproducts
- Corporate and Professional Services
- Distribution and Logistics
- Instruments, Controls, and Electronics
- Motor Vehicle and Parts Manufacturing
- Polymers and Advanced Materials

Embedded within each target industry and identified as particular strengths in Ohio are three cross cutting core functions necessary for success in the new economy

- Research and Development
- Advanced Manufacturing
- Information Technology

In addition, each region has its own targeted industries, some of which are unique to the region.



Deloitte/Cleveland State University Driver Industry Study | With Specialization in Ohio

Strategic Technology Platforms												
	Advanced Materials	Electronics	Engineered Components & Industrial Machinery	Engines, Turbines, & Power Generation Equipment	Vehicle Systems & Components	Optics, Photonics, & Imaging Systems	Polymers	Information Technology	Experimental Therapeutics & Diagnostics	Implantable Devices & Implantation Technologies	Regenerative Medicine	Agbioscience
State/Regional Drivers (Deloitte/CSU 2005)												
Automotive and Related	✓	✓	✓	✓	✓		✓	✓				
Aerospace	✓	✓	✓	✓	✓		✓	✓				
Bio-Medical	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
Building Products	✓		✓	✓			✓					✓
Chemicals	✓			✓	✓		✓		✓	✓	✓	✓
Energy Production & Transportation		✓	✓	✓			✓					✓
Environmental Remediation Technology	✓		✓				✓					✓
Metals & Metal Working (Non-Auto)	✓		✓		✓					✓		
Machinery			✓				✓					
Food Manufacturing		✓	✓				✓					✓
Logistics/Distribution Centers					✓			✓				
Other Manufacturing	✓	✓	✓			✓		✓				
Professional Services/Value Added Services						✓		✓				
Other Services								✓				

Prepared by the Technology Partnership Practice at the Batelle Memorial Institute



Deloitte/Cleveland State University Driver Industry Study | With Specialization in Ohio

Strategic Technology Platforms												
	Advanced Materials	Electronics	Engineered Components & Industrial Machinery	Engines, Turbines, & Power Generation Equipment	Vehicle Systems & Components	Optics, Photonics, & Imaging Systems	Polymers	Information Technology	Experimental Therapeutics & Diagnostics	Implantable Devices & Implantation Technologies	Regenerative Medicine	Agbioscience
State/Regional Drivers (Deloitte/CSU 2005)												
Polymers: Biocompatible							✓		✓	✓	✓	✓
Polymers: Photonic			✓		✓		✓					✓
Polymers: Electronic		✓	✓	✓	✓		✓	✓				
Polymers: Conductive		✓	✓	✓	✓		✓	✓		✓		
Liquid Crystal Displays	✓	✓	✓		✓	✓	✓	✓				
Medical Equipment & Research	✓		✓			✓	✓	✓	✓	✓	✓	
Fuel Cells: HVAC	✓	✓	✓	✓			✓					
Fuel Cells: Automotive	✓	✓	✓		✓		✓					
Fuel Cells: Electric Power Generation	✓	✓	✓	✓			✓			✓		
Nanotechnology: Polymers/ Materials	✓		✓		✓		✓					
Nanotechnology: Sensing	✓		✓	✓	✓	✓	✓			✓		✓
Nanotechnology: Biological			✓			✓			✓	✓	✓	✓
Nanotechnology: Chemical	✓		✓	✓	✓					✓		
IT: Medical Industry		✓	✓			✓		✓	✓	✓		
IT: Financial Services Industry		✓	✓			✓		✓				
MEMS: Machines	✓		✓									
MEMS: Automotive Applications	✓		✓	✓	✓			✓				



Goal 2: Strengthen our Strengths

Link and leverage our inventive past with our innovative future

Ohio's diverse industry portfolio includes more than 1,000 well-established international companies. Our state ranks 8th in the nation in exports with \$42.4 billion in goods to 204 countries annually. In fact, Ohio is the only state that has experienced export growth every year for the last 10 years, and we are well positioned to continue this incline. The conditions of today's current global marketplace present a unique opportunity for us to further accelerate export activity among Ohio companies. We will continue to work hard to ensure that all Ohio companies with international market potential have access to our Global Markets services to build their export sales.

As part of our economic development plan to transform Ohio's economy and prepare all Ohioans to compete in the 21st century, concerted efforts are and will continue to be made to promote and accelerate the growth and expansion of current and emerging driver industries.

New Initiatives:

- Economic Development Incentives Modernization
- Targeted Industry Development Teams
- Integration of Technology-Based Economic Development Programs
- Next Generation of Ohio Third Frontier
- Check Ohio First
- Ohio's Urban Entrepreneur Partnership
- Ohio Lender Participation Program
- Minority Business Initiative

Major Initiatives to Strengthen our Strengths

Strategy #1:

Establish a Targeted Industry Approach to Economic Development. Target resources to statewide and regional industries identified as best suited to Ohio's core strengths, building the economy from our manufacturing, technology, research, and entrepreneurship strengths.

Major Initiatives for our Targeted Industry Approach:

- Economic Development Incentives Modernization 

With changes to our economic development environment, including full implementation of Ohio's tax reform, it is imperative that Ohio update and modernize our economic development incentives. As part of the 2008-2009 biennial budget, our Department undertook an extensive study of Ohio's incentive programs looking for ways to make them more responsive to business needs, more transparent to Ohio citizens, more cost effective to administer, and more competitive with other states. Examples of needed improvements include simplifying and consolidating Ohio's property tax abatement programs and streamlining the process of administering programs to make them more efficient and less costly for both the state and the client.



Honda of American Manufacturing – Marysville, Ohio



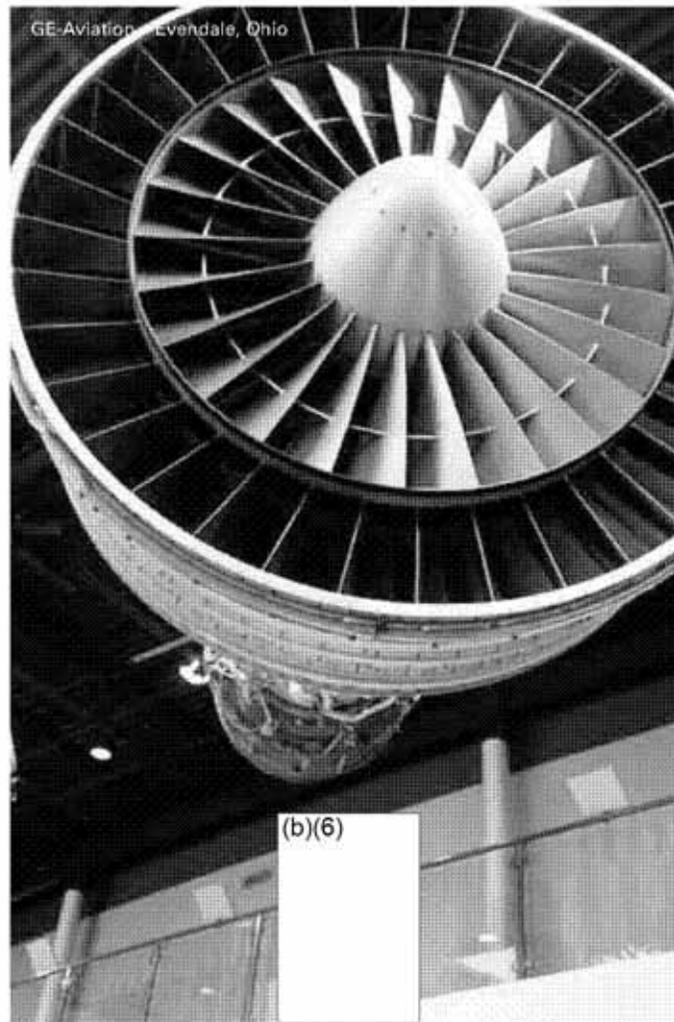
Modernizing Ohio's Economic Development Incentives

Key Incentive Study Recommendations:

- Simplify Ohio's property tax abatement system by consolidating all Ohio tax abatement and tax increment financing statutory authority into a single integrated program.
- Refocus Ohio's property tax abatement system by establishing a tiered system that targets benefits to distressed areas, discourages urban sprawl, and provides for controlled and sustainable greenfield development.
- Reduce the potential for adverse impacts on the funding of education while encouraging greater intergovernmental collaboration between school districts and units of local government.
- Refocus the Job Creation Tax Credit program to emphasize payroll growth in addition to job creation. This change will allow increased business flexibility, reflect the policy focus to grow both income and jobs, and simplify reporting requirements.
- Harmonize and strengthen notification requirements when a company is seeking incentives for a project that will relocate jobs from one Ohio community to another.

The Targeted Industry Development Teams will work to ensure Ohio's regions are equipped with the necessary workforce skill and talent and the appropriate facilities to retain and expand existing businesses as well as to attract new businesses to Ohio.

Most importantly, these teams will become industry experts who can identify business opportunities across our state and connect companies that may become customers, suppliers, or partners.



• Targeted Industry Development Teams

Our Department will create Targeted Industry Development Teams to develop specific retention, expansion, and attraction strategies for each target industry. The Targeted Industry Teams will include a diverse mix of regional and statewide stakeholders and feature expertise from industry, regional economic and workforce development organizations, centers of technology and innovation, and academic institutions.



Strategy #2:

Invest in Technological Innovation and Commercialization.

Leverage our state's ongoing investment in research, product development, and technology to accelerate the pace of innovation and new product development in the areas of Ohio where industry and innovation intersect.

Major Initiatives for Technological Innovation and Commercialization:

Integration of Technology-Based Economic Development Programs

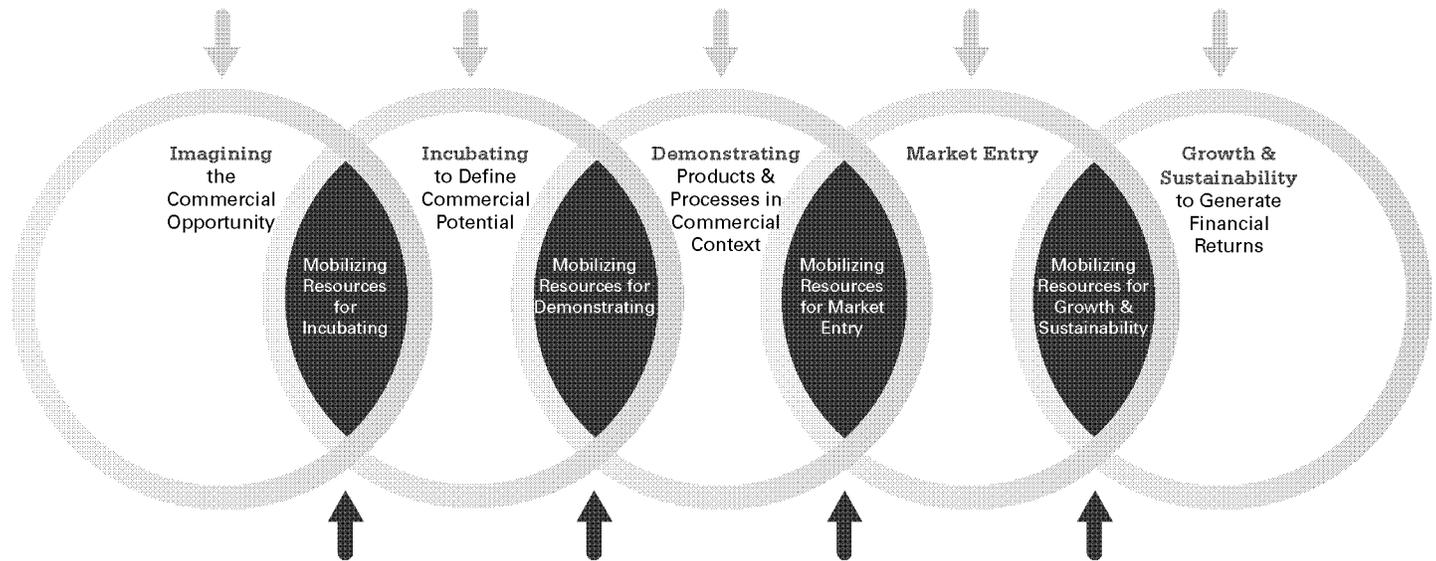
We will align, enhance, and restructure existing technology-based economic development programs, as well as develop new programs to meet identified needs to ensure we provide the right resources within every stage of the technology commercialization process – from the earliest stage when the product or service is first imagined by the entrepreneur to more mature phases of the product's life cycle. With the end goal of providing needed assistance along the entire comprehensive commercialization continuum, we will:

- Integrate programs currently offered through the Ohio Third Frontier program, the Thomas Edison Program, and the Ohio Venture Capital Authority;
- Leverage other state programs that can impact technology-based economic development; and
- Identify gaps in service delivery and develop new programs and initiatives that will stimulate economic growth and prosperity through the development, infusion, and maturation of technology within Ohio's economy.

The state of Ohio's technology development programs improves the chances of a technology finding its niche in the commercial marketplace. Technology-based development moves an idea from technology to product. Critical to Ohio's strategy of encouraging technology-based developments is flexibility, allowing the state's entrepreneurs and inventors to respond to new technologically-based market opportunities.

Technology Commercialization Framework

Phases of Development to Create Proof



Transitions to Mobilize Resources



Ohio's Third Frontier program moves companies through the Valley of Death – defined as the gap between technology development and commercialization – and into the marketplace. The Edison Program incubates the companies and assists them through market entry, growth, and sustainability cycles. Finally, the Ohio Venture Capital Authority helps to ensure that financial risk capital is available for our most promising high-growth companies. Through the integration of these and other programs, new technological opportunities will be supported at every stage by:

- Building the research capacity needed to support innovation;
- Supporting product development around platforms that focus on technologies strategically important to Ohio's economy;
- Supporting entrepreneurs and their new businesses who will translate technologies into viable business enterprises;
- Providing capital to support the financial needs of emerging and existing companies;
- Supporting the use of technology by Ohio companies to gain product and productivity advantages; and
- Attracting new companies to Ohio because of the technological support assets in our state.

The newly defined system of services will be comprehensive and cohesive with a simple interface. This continuum of programmatic activities will drive new technologies and products through the commercialization process in a simpler, more streamlined manner, making it easier for researchers, entrepreneurs, and technology companies at every stage to know what programs and services are available to help propel them to the next level. And finally, we will communicate our successes globally with a broad based campaign inviting inventors, researchers, and entrepreneurs to find out how they can accelerate their growth and increase their chances of success by innovating in Ohio.

• Next Generation of Ohio Third Frontier

We are firmly committed to renewal and improvement of the Ohio Third Frontier Program, currently funded through 2012, with a continued focus on supporting the five stages of commercialization. Flexibility will be built into the next generation of the program to allow for adjustments in the market, making us more nimble and responsive to the needs of existing and emerging industries. We also will expand Ohio's Edison Program

to reach all parts of our state, seek to reauthorize the Technology Investment Tax Credit Program, and enhance the leverage of the Ohio Venture Capital Authority.

Cu	Hg	Pd	Ag	Cd	In	Sn	Sb	Te	I
63	80	46	47	48	49	50	51	52	53
112	200	106	107	112	75	76	77	78	79
191	186	195	197	200	115	116	117	118	119
289	285	295	297	301	135	136	137	138	139
370	369	378	381	385	155	156	157	158	159
479	478	487	490	494	175	176	177	178	179
609	606	615	618	622	195	196	197	198	199
762	761	770	773	777	215	216	217	218	219
940	939	948	951	955	235	236	237	238	239
1144	1143	1152	1155	1159	255	256	257	258	259
1377	1376	1385	1388	1392	275	276	277	278	279
1639	1638	1647	1650	1654	295	296	297	298	299
1930	1929	1938	1941	1945	315	316	317	318	319
2241	2240	2249	2252	2256	335	336	337	338	339
2582	2581	2590	2593	2597	355	356	357	358	359
2953	2952	2961	2964	2968	375	376	377	378	379
3355	3354	3363	3366	3370	395	396	397	398	399
3788	3787	3796	3799	3803	415	416	417	418	419
4253	4252	4261	4264	4268	435	436	437	438	439
4750	4749	4758	4761	4765	455	456	457	458	459
5279	5278	5287	5290	5294	475	476	477	478	479
5840	5839	5848	5851	5855	495	496	497	498	499
6433	6432	6441	6444	6448	515	516	517	518	519
7058	7057	7066	7069	7073	535	536	537	538	539
7715	7714	7723	7726	7730	555	556	557	558	559
8404	8403	8412	8415	8419	575	576	577	578	579
9125	9124	9133	9136	9140	595	596	597	598	599
9878	9877	9886	9889	9893	615	616	617	618	619
10663	10662	10671	10674	10678	635	636	637	638	639
11480	11479	11488	11491	11495	655	656	657	658	659
12329	12328	12337	12340	12344	675	676	677	678	679
13210	13209	13218	13221	13225	695	696	697	698	699
14123	14122	14131	14134	14138	715	716	717	718	719
15068	15067	15076	15079	15083	735	736	737	738	739
16045	16044	16053	16056	16060	755	756	757	758	759
17054	17053	17062	17065	17069	775	776	777	778	779
18095	18094	18103	18106	18110	795	796	797	798	799
19168	19167	19176	19179	19183	815	816	817	818	819
20273	20272	20281	20284	20288	835	836	837	838	839
21410	21409	21418	21421	21425	855	856	857	858	859
22579	22578	22587	22590	22594	875	876	877	878	879
23780	23779	23788	23791	23795	895	896	897	898	899
25013	25012	25021	25024	25028	915	916	917	918	919
26278	26277	26286	26289	26293	935	936	937	938	939
27575	27574	27583	27586	27590	955	956	957	958	959
28904	28903	28912	28915	28919	975	976	977	978	979
30265	30264	30273	30276	30280	995	996	997	998	999
31658	31657	31666	31669	31673	1015	1016	1017	1018	1019
33083	33082	33091	33094	33098	1035	1036	1037	1038	1039
34540	34539	34548	34551	34555	1055	1056	1057	1058	1059
36029	36028	36037	36040	36044	1075	1076	1077	1078	1079
37550	37549	37558	37561	37565	1095	1096	1097	1098	1099
39103	39102	39111	39114	39118	1115	1116	1117	1118	1119
40688	40687	40696	40699	40703	1135	1136	1137	1138	1139
42305	42304	42313	42316	42320	1155	1156	1157	1158	1159
43954	43953	43962	43965	43969	1175	1176	1177	1178	1179
45635	45634	45643	45646	45650	1195	1196	1197	1198	1199
47348	47347	47356	47359	47363	1215	1216	1217	1218	1219
49093	49092	49101	49104	49108	1235	1236	1237	1238	1239
50870	50869	50878	50881	50885	1255	1256	1257	1258	1259
52679	52678	52687	52690	52694	1275	1276	1277	1278	1279
54520	54519	54528	54531	54535	1295	1296	1297	1298	1299
56393	56392	56401	56404	56408	1315	1316	1317	1318	1319
58298	58297	58306	58309	58313	1335	1336	1337	1338	1339
60235	60234	60243	60246	60250	1355	1356	1357	1358	1359
62204	62203	62212	62215	62219	1375	1376	1377	1378	1379
64205	64204	64213	64216	64220	1395	1396	1397	1398	1399
66238	66237	66246	66249	66253	1415	1416	1417	1418	1419
68303	68302	68311	68314	68318	1435	1436	1437	1438	1439
70390	70389	70398	70401	70405	1455	1456	1457	1458	1459
72509	72508	72517	72520	72524	1475	1476	1477	1478	1479
74650	74649	74658	74661	74665	1495	1496	1497	1498	1499
76823	76822	76831	76834	76838	1515	1516	1517	1518	1519
79028	79027	79036	79039	79043	1535	1536	1537	1538	1539
81265	81264	81273	81276	81280	1555	1556	1557	1558	1559
83534	83533	83542	83545	83549	1575	1576	1577	1578	1579
85835	85834	85843	85846	85850	1595	1596	1597	1598	1599
88168	88167	88176	88179	88183	1615	1616	1617	1618	1619
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92940	92939	92948	92951	92955	1655	1656	1657	1658	1659
95379	95378	95387	95390	95394	1675	1676	1677	1678	1679
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108054	108053	108062	108065	108069	1775	1776	1777	1778	1779
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135864	135863	135872	135875	135879	1975	1976	1977	1978	1979
138855	138854	138863	138866	138870	1995	1996	1997	1998	1999
141888	141887	141896	141899	141903	2015	2016	2017	2018	2019
144963	144962	144971	144974	144978	2035	2036	2037	2038	2039
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154440	154439	154448	154451	154455	2095	2096	2097	2098	2099
157683	157682	157691	157694	157698	2115	2116	2117	2118	2119
160968	160967	160976	160979	160983	2135	2136	2137	2138	2139
164295	164294	164303	164306	164310	2155	2156	2157	2158	2159
167664									



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Strategy #3:

Grow and Support Minority- and Women-owned Enterprises and Small Businesses. *Strengthen and increase financial and technical assistance at every stage of the business development continuum to support the growth and expansion of minority- and women-owned enterprises and small businesses in Ohio.*

Major Initiatives for Minority- and Women-owned Enterprises and Small Businesses:

- Check Ohio First 

We will promote and encourage companies operating in Ohio and those attracted to our state to maximize the use of Ohio businesses when making purchases. Our Department will create an on-line directory of Ohio businesses enabling purchasing and sourcing agents to identify potential vendors and offering Ohio small businesses the opportunity



to be considered for a wider variety of business solutions. We will engage our regional partners in this effort and undertake direct outreach to women- and minority-owned enterprises to ensure our directory is representative of the breadth of Ohio's businesses.

- Ohio's Urban Entrepreneur Partnership 

We will support an Urban Entrepreneur Partnership Initiative for Ohio providing a comprehensive business assistance model designed to enhance the growth, scale, and infrastructure of minority-owned and operated businesses. The initiative will have a special emphasis on high impact minority firms referred to as "Gazelles", which are businesses that demonstrate the ability to disproportionately impact key economic indicators such as job creation, revenue growth, and capital attraction; minority companies considered startup and small will also be serviced. In addition to growing minority-owned companies spurring economic development and job growth, the Urban Entrepreneur Partnership also will seek to foster entrepreneurship and capture critical data needed to impact public policy.



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• **Minority Business Initiative**

We are committed to executing and assisting other state agencies to take the actions outlined in Executive Order 2008-12S: Enhancing the State's Procurement Process through the Establishment of "Think Ohio First" and other Procurement Best Practices. Our Department will strive to increase participation in the Encouraging Diversity, Growth and Equity (EDGE) and Minority Business Enterprise programs to prepare more businesses to have greater access to procurement opportunities awarded by the State of Ohio. Governor Strickland put forward the Executive Order to reinforce our state's commitment to minority-owned and disadvantaged businesses. The order will help ensure all businesses have equal access to compete for and enter into state contracts.

We also will revitalize our programs for minority business – the Minority Business Loan Program and the Capital Access Program – by significantly increasing outreach to our state's business and lending communities, streamlining the program's operations, and increasing the flexibility of the program to support minority business, all with the same goal of invigorating programs that have experienced unacceptably low levels of activity for many years. We will revive and enhance the programs to improve their reach and value to minority-owned enterprises.

Our Metrics and Targets

Build a More Globally-Competitive Economy

	Baseline	Target 2020
Export Growth	7.4%	10.0%
Targeted Industries, Percent of Gross State Product	TBD	TBD
Venture Capital Investment Percent of Midwest	14%	20%

TBD – To be developed as measures are calibrated

Percentage Export Growth: Exports are critical to our state's economic future. Exports fuel incomes in the state by exchanging goods and services for income. Presently, Ohio's companies ship \$42.4 billion of goods annually to 205 countries. Ohio is the only state to experience export growth each year over the past decade and ranks eighth in the nation for the total value of goods and services exported. Over the past five years the average export

• **Ohio Lender Participation Program**

We will implement the Ohio Lender Participation Program to bring financial institutions and our Department together to assist small business growth. Our voluntary Ohio Lender Participation Program will work with Ohio's banks, credit unions, and insurance companies to achieve greater usage of the state's financial assistance programs, increase participation in these programs by minority enterprises and small businesses, and track the efforts and success in increasing access to capital and other resources critical to small business' long-term growth and survival.

There currently exists a market gap for many small businesses, minority-owned enterprises, and entrepreneurs needing to obtain working capital to grow their businesses. Working in partnership with the private and non-profit sectors, our Department will work to close this market gap by pioneering new lending models designed to increase access to growth and working capital, advance the development of community-based incubators and micro-lending to promote business start-ups, and expand access to critical technical assistance.



(b)(6)

growth rate was 7.4 percent. The growth rate will be calculated as a five-year moving average. The year-to-year growth rate is calculated, and that rate will be averaged over a five year period.

Target: During the next decade, Ohio's five-year average annual growth rate will increase by ten percent. The data are obtained from the U.S. Department of Commerce.

Percentage of Total Gross State Product Generated for the State's Targeted Industries: Focusing our investments and efforts is another key element of our economic development strategy. We have identified nine targeted groups of related industries that have the potential to propel Ohio's economic growth forward. Measuring the contribution of these industry clusters as a group, as well as each of its components, is important to ensure our state is focusing its scarce resources on our real economic drivers. This variable is an accountability measure, where some of the others are performance measures. This variable gauges the contribution of each of the targeted industries to Gross State Product. The targeted industries are each linked to specific North American Standard Industrial Classification Codes (NAICS), and Gross State Product is reported by these same NAICS codes.

Target: Our Department will monitor and improve the performance of the nine statewide targeted industries over the next twelve years. Source: U.S. Bureau of Economic Analysis and Economy.com.

Venture Capital Investment as Percentage of Midwest Venture Capital Investment: Our economy can only grow if the top lines of the income statements of our state's companies also grow. Key to top line growth are new products and processes, and a critical source of new products is new firms that have growth as their dominant corporate objective. This means that the ability of Ohio's start-up companies to attract institutional venture capital is an early indicator of future economic success. Currently, investment by the venture capital industry is disproportionately concentrated in California and Massachusetts, reflecting the recent history of both the industry and of those two states. The Midwest is a small market for venture capitalists, but it is growing and institutional venture capital firms are rapidly expanding in the region. Therefore, our share of regional market activity is a good measure of our state's competitiveness in this growing market.

Target: Ohio currently comprises fourteen percent of the venture capital dollars invested in the Midwest. As the market grows and evolves with Ohio generating both opportunities for financing and new growth companies, it is expected that Ohio's share of the Midwest market will increase to twenty-five percent. Source: PriceWaterhouseCoopers annual Moneytree Report.



Implementation Timeline

Goal 2: Build on our Strengths

Link and leverage our inventive past with our innovative future.

Name of Initiative	Time to Implementation		
	Short 0-24 mo's.	Intermediate 2-4 Years	Long 5+ Years.
Economic Development Incentives Modernization	○	➡	➡
Targeted Industry Development Teams	○	➡	➡
Integration of Technology-Based Economic Development Programs		○	➡
Next Generation of Ohio Third Frontier		○	➡
Check Ohio First	○	➡	➡
Ohio Lender Participation Program	○	➡	➡
The Minority Business Initiative	○	➡	➡

Key:

- Launch Initiative
- ➡ Ongoing initiative

APPENDIX A.1.3

OHIO HOUSE BILL 1 SUMMARY

RATIONALE: SUMMARY OF
OHIO'S MAJOR EDUCATION REFORM
LEGISLATION WITH HIGHLIGHTS OF
KEY ELEMENTS THAT SUPPORT
OHIO'S RACE TO THE TOP
APPLICATION.

**REFERENCED IN:
CROSS-CUTTING**

Summary of Selected Education Provisions in House Bill 1 Supporting Ohio's Race to the Top Plan

- Ohio Evidence-Based Model
 - House Bill 1 implemented a new Ohio Evidence-Based Model (OEBM) to fund public education in Ohio.
 - The OEBM:
 - Determines an adequate funding amount based upon the unique needs of students;
 - Assures that instructional quality and the components needed to drive this goal drive the resources;
 - Provides flexibility responsive to Ohio's unique circumstances and priorities;
 - Uses research to inform what is needed for student success;
 - Maximizes transparency;
 - Is easy to understand;
 - Addresses disparities across all Ohio school districts in a systematic way; and
 - Recognizes the different needs of a 21st century education.
 - House Bill 1 Applies the OEBM to city, exempted village, and local school districts. Specifically does not apply the OEBM to community schools, STEM schools, open enrollment students, and PSEO students, but codifies a per-pupil funding method for those students based on current law. Adjustments to EBM for payments to community schools and STEM schools as well as other payments/transfers are as follows:
 1. Sets the formula amount for community schools and STEM schools at \$5,718 in FY 10 and \$5,703 in FY11, except for computing deductions and payments for special education and vocational education.
 2. For special education and vocational education, specifies that deductions and payments be computed by multiplying the respective fiscal year 2009 weight times \$5,732.
 3. Sets the formula amount at \$5,732 for both fiscal years for open enrollment and PSEO students.
 4. Authorizes the State Superintendent and the Chancellor of the Board of Regents jointly to adopt rules allowing school districts, community schools, STEM schools, and nonpublic schools to enter into alternative funding agreements to use an alternate funding formula to calculate or alternate method to transmit payments to colleges and universities for high school students taking college courses through PSEO programs, including Seniors to Sophomores.
 - Ohio School Funding Advisory Council
 - House Bill 1 Creates a permanent Ohio School Funding Advisory Council to provide recommendations to the State Board, the General Assembly and the public every two years on the adequacy of the evidence-based school funding model (OEBM).
 - Establishes a subcommittee of the Ohio School Funding Advisory Council to make recommendations for fostering collaboration between school districts and community schools and permits the Council to establish other subcommittees.
- Spending and Reporting Requirements

- Specifies that the State Superintendent’s rules for spending and reporting of components in the core academic strategy category must provide flexibility in determining how to spend funds depending on the district’s current academic performance rating, instead of merely requiring flexibility for “effective” and “excellent” districts.
 - Specifies that districts rated as “excellent” or “excellent with distinction” are not subject to spending rules, but are subject to reporting rules.
 - Modifies the current requirement for the State Board to develop a standard for reporting financial information to the public by (1) requiring districts and Educational Service Centers to report revenues and expenditures by school building and (2) eliminating a requirement that the reporting format include year-to-year comparisons of budgets over a five-year period. (The amendment does not apply the requirement to community schools and STEM schools.)
 - Requires school districts to spend portions of their federal stimulus funds on services to students in nonpublic schools as prescribed by federal law.
- Standards and Curriculum Models
 - Requires the State Board, by June 30, 2010, and at least once every five years thereafter, to adopt new statewide academic standards for all grades in English language arts, mathematics, science, and social studies and adopt model curricula reflecting the revised standards by March 31, 2011.
 - Requires the State Board, after completing the standards listed above, to revise the academic standards and model curricula for grades K-12 in fine arts and foreign language, revise the standards and curricula in computer literacy and expand them to cover grades K-12, and adopt standards and curricula for grades K-12 in the new area of financial literacy and entrepreneurship.
 - Requires that all academic standards specify (1) skills related to creativity and innovation, critical thinking, problem solving, communication and collaboration, (2) skills that promote information, media, and technological literacy, (3) skills that promote productivity, accountability, leadership and responsibility, and (4) interdisciplinary, project-based real world learning opportunities.
 - Requires the State Board to convene a committee of national and state experts and local practitioners to provide guidance in the design of the updated standards and model curricula.
 - Requires the Educator Standards Board’s standards for teachers to reflect the revised academic standards
 - Requires the State Superintendent to present the revised standards and model curricula in the core academic areas to the House and Senate education committees at least 45 days prior to the deadline for their adoption.
 - Assessments
 - Requires that the State Board, State Superintendent, and Chancellor of the Board of Regents develop a new high school assessment system to replace the Ohio Graduation Tests (OGT) that consists of (1) a nationally standardized assessment in science, mathematics, and English/language arts, (2) a series of end-of-course examinations in science, mathematics, English language arts, and social studies, and (3) a senior capstone project.
 - Requires the State Board to adopt rules for implementing the new high school assessment system.
 - Requires the State Superintendent to present the new high school assessment system to the House and Senate education committees at least 45 days before the State Board adopts a resolution directing the ODE to file the rules implementing the system in final form.

- Combines the separate grade-level reading and writing achievement assessments and diagnostic assessment into the single subject of English language arts.
- Local Curriculum Requirements
 - Clarifies that a high school that permits students below the ninth grade to take advanced work for high school credit must award high school credit for successful completion of that work.
 - Revises the current law permitting school districts to include community service education within their educational programs by: (1) adding permissive authority for community and STEM schools, (2) requiring the State Superintendent to develop guidelines for a scoring rubric for school officials to use to evaluate community service projects, (3) requiring the State Superintendent to adopt rules for granting a student special certification, recognition, or notification upon successful completion of an approved community service project.
- Minimum Operating Standards
 - Requires that the State Board adopt minimum operating standards for school districts, which districts must comply with unless they receive a waiver from the State Superintendent. Specifies that the operating standards override any conflicting provisions of a collective bargaining agreement. The operating standards must include (1) standards for the effective and efficient organization, administration, and supervision of districts, (2) standards for the establishment of business advisory councils and family and civic engagement teams, (3) standards for incorporating the classifications of the components of the adequacy amount into core academic strategy components and academic improvement components, and (4) standards for school district organizational units.
 - Requires that the Educator Standards Board's standards for teachers, principals, superintendents, and treasurers be aligned with the minimum operating standards.
 - Requires that the State Board's existing minimum standards for all public schools require instructional materials and equipment, including library materials, to be aligned with the academic content standards.
- Educator Programs
 - Makes regular classroom teachers who become licensed for the first time on or after January 1, 2011, eligible for a continuing contract (tenure) after seven years of holding an educator license.
 - Permits the creation of the Ohio Teaching Program to provide undergraduate scholarships for qualified students going into the teaching profession who commit to teaching at a hard-to-staff or academic watch or emergency public school for at least four years if there is sufficient funding for the program. Failure to fulfill the four-year teaching commitment will result in a conversion of the scholarship into a loan that accrues interest at 10% annually.
 - Transfers responsibility for approving teacher preparation programs from the State Board to the Chancellor of the Board of Regents and expands the requirement to include approval of preparation programs for other school personnel. Directs the Chancellor, jointly with the State Superintendent, to: (1) establish metrics and educator preparation programs for the preparation of educators and other school personnel, and (2) provide for inspection of the institutions.
 - Requires the Chancellor to issue an annual report on the quality of approved teacher preparation institutions.
 - Educator Standards Board (ESB)

- Requires the ESB to develop a method of measuring the academic improvement of individual students over a one-year period and to make recommendations for incorporating the measurement, as one of multiple evaluation criteria, into eligibility for teacher or principal licenses, the Ohio Teacher Residency Program and the Board’s model teacher and principal evaluation instruments.
 - Allows the State Board to extend the duration of a resident educator license and the alternative resident educator license, on a case-by-case basis, to enable the license holder to complete the Ohio Teacher Residency Program.
 - Directs the ESB to adopt criteria that certain applicants for a lead professional educator license must meet to be considered a lead teacher. Specifies that meeting either the definition of a master teacher or the criteria developed for a lead teacher suffice as qualification for a lead professional educator license.
 - Requires ODE, in consultation with the ESB and by December 31, 2010, to develop a model peer assistance and review program and to make recommendations to expand the use of peer assistance and review programs in school districts. Specifies that the model program must include the following elements: (1) releasing experienced teachers from instructional duties for up to three years to mentor and evaluate new and underperforming teachers, (2) targeted professional development, and (3) a committee containing representatives of teachers and the employer to review evaluations and make recommendations regarding teachers’ continued employment.
 - Directs the ESB to develop and recommend to the State Board of Education standards for school district superintendents and treasurers and standards for school district treasurers and business managers.

- Community Schools
 - Eliminates the two-year wait before ODE begins issuing annual report cards for a community school.
 - Exempts from consideration the ratings on the report cards for the first two years a community school has been in existence from automatic closure or any other matter based on report card ratings.
 - Clarifies that ODE’s authority to oversee and monitor community school sponsors applies to all sponsors, regardless of whether or not they must initially be approved by ODE for sponsorship.
 - Requires ODE’s annual report on community schools to include the performance of community school sponsors.
 - Revises the exception to the cap on new start-up community schools by prohibiting contracts with operators that manage other schools in Ohio, unless at least one of those schools has a report card rating higher than academic watch.
 - Permits the conversion of a building operated by a Joint Vocational School District board of education into a community school, in the same manner as a building operated by a city, local, or exempted village school district board of education or an Educational Service Center governing board may be converted under current law.
 - Permits a community school, beginning in the 2009-2010 school year, to operate from its current facility, rather than relocating to another school district, if the school meets the following criteria: (1) it has been located in its current facility for at least three years, (2) it is sponsored by a school district adjacent to the district in which the school is located, (3) it emphasizes serving gifted students, and (4) it has been rated continuous improvement or higher for the previous three years.

- Specifies that if a community school closes, the chief administrative officer must transmit all educational records to the student's resident district within seven business days.
 - Adds computers and software to the instructional items for which Internet or computer-based-community schools (e-schools) may use the per pupil amount of state funds calculated for base classroom teachers. (Current law allows those funds to be used only for teachers, curriculum, academic materials other than computers, and other instructional purposes designated by the State Superintendent.)
 - Revises the current performance criteria that trigger automatic closure of a community school effective July 1, 2009, as follows: (1) For schools that do not offer a grade higher than 3, requires closure if the school has been in academic emergency for three of the four most recent years, instead of four consecutive years; (2) For schools that offer any of grades 4 to 8 but no grade higher than 9, requires closure if the school has been in academic emergency for two of the three most recent years, instead of three consecutive years, and has shown less than one year of academic growth in reading or mathematics for at least two of the three most recent years; (3) For a school that offers any of grades 10 to 12, requires closure if the school has been in academic emergency for three of the four most recent years, instead of three consecutive years with two years not showing two years of academic growth in reading or mathematics.
 - Exempts from automatic closure any community school in which a majority of the enrolled students are children with disabilities receiving special education and related services.
 - Continues to prohibit a community school that was not open for operation as of May 1, 2005, from operating from certain residential facilities that receive and care for children.
 - Continues to permit an early college high school that is currently run by a Big Eight school district in partnership with a private university to operate as a start-up community school if certain conditions are met.
- Early Childhood
 - Early Childhood Advisory Council
 - Creates the Early Childhood Advisory Council to serve as the federally mandated state advisory council for early childhood education and care, and advise the state regarding the creation and duties of the Center for Early Childhood Development in ODE.
 - Directs the Early Childhood Advisory Council to establish an Early Childhood Financing Workgroup, to be chaired by the chairperson of the Early Childhood Advisory council, to develop recommendations for a single financing system for early care and education programs. Requires the Council to submit its recommendation to the Governor by December 31, 2009.
 - Continues the GRF-funded early childhood education program at school districts, Joint Vocational School Districts, or Educational Service Centers for children at least three years old as of the district entry date for kindergarten (except that children with an IEP where the early childhood education program is the least restrictive environment may be enrolled on their third birthday), not eligible for kindergarten, and whose families earn not more than 200% of the federal poverty guidelines.
 - Center for Early Childhood Development
 - Directs the State Superintendent and the Governor to create the Center for Early Childhood Development, comprised of staff from ODE, ODJFS and Health, and any other state agency as determined necessary, to research and make recommendations regarding the transfer of authority and responsibility to implement and coordinate early childhood programs and services

for children, beginning with prenatal care until entry into kindergarten from various state agencies to ODE.

- Directs the State Superintendent and the Governor to hire a Director for the Center for Early Childhood Development, and requires the Director to report to the State Superintendent and the Governor.
- Creates a committee to study publicly funded child care services. Requires that the committee provide a report of its findings by June 30, 2010. Requires that ODE provide the committee with meeting space and clerical assistance.
- State Education Technology Plan
 - Transfers the responsibility for developing a state education technology plan from the State Board to the eTech Ohio Commission. Requires the Commission to consult with the State Board in the development and modification of the plan.
 - Changes the purpose of the state education technology plan from “promoting the use of technological advancements in educational settings” to “creating an aligned educational technology system that spans preschool to postsecondary education and complies with federal mandates.”
 - Requires the eTech Ohio Commission to “implement” the plan (but does not specify any powers or duties with which to do so and retains budget language requiring ODE to maintain a system of information technology throughout the state).
- Other
 - Allows the State Superintendent to create the Center for Creativity and Innovation within ODE.
 - Provides up to \$500,000 to support the administration and activities of the Governor’s Closing the Achievement Gap Initiative in GRF 200100, Personal Services.
 - Requires ODE to share aggregate student value-added data and calculations, analyses, and reports using aggregate student value-added data with the Chancellor of the Board of Regents.
 - Requires school districts to appoint a family and civic engagement team and permits districts to appoint one committee to function as both that team and a business advisory council, which city and exempted village districts must appoint under current law. Permits community schools and STEM schools to appoint a family and civic engagement team.
 - Requires the State Board, by January 29, 2010, to develop a list of best practices for improving parental involvement in schools for optional use by public and nonpublic schools. Requires the list be made available on the ODE web site.
 - Abolishes the Partnership for Continued Learning and transfers duties of the Partnership to ODE as applicable. Replaces and transfers the responsibilities of the STEM subcommittee of the Partnership to an independent STEM committee.
 - Requires the eTech Ohio Commission, with assistance from ODE and in consultation with the Board of Regents, to develop and implement a pilot project to provide at least two Advanced Placement courses and one foreign language interactive distance learning course through grants to eligible schools. Earmarks the lesser of one-half of the amount allocated to the state for federal EETT grants or \$4.5 million each fiscal year from FED appropriation item 200641, Education Technology, for the pilot project and requires ODE and the Commission to enter into a memorandum of understanding. Qualifies entities eligible under federal EETT Act for the grants and permits schools not awarded a grant to participate in the pilot project at their own expense.

APPENDIX A.1.4

OHIO EDUCATION REFORM LEGISLATION SUMMARY

RATIONALE: SUMMARY OF
OHIO'S MAJOR EDUCATION REFORM
LEGISLATION OVER THE LAST TEN
YEARS.

**REFERENCED IN:
(A)(1)**

OHIO'S 10-YEAR LEGISLATIVE HISTORY

Summary History of Student Success and School Accountability

In response to an Ohio Supreme Court decision, the 122nd General Assembly (1997) passed House Bill (HB) 412 (Cates, R-West Chester) and SB (SB) 55 (Watts, R-Dublin). HB 412 enacted fiscal accountability measures for districts, which included allowing the Auditor of State to conduct a performance audit of a school district that is in a state of fiscal watch or fiscal emergency. SB 55 enacted academic accountability measures for districts including increased graduation requirements and specified performance measures.

In his 2000 State of the State Address, Governor Taft proposed creation of the Governor's Commission for Student Success. This bipartisan commission was comprised of educators, parents, students, employers, school board members, and legislators. Their charge was to identify what Ohio students should know and be able to do at the end of each grade, how to clearly communicate those expectations, and how to fairly assess progress. Recommendations from the Commission were then drafted into legislation and introduced as SB 1 (Robert Gardner, R-Madison) in the 124th General Assembly.

SB 1 (approved in 2001) required the State Board of Education to adopt clear academic standards in reading, writing, math, science and social studies for grades K-12. SB 1 implemented a schedule for eliminating the proficiency tests and phasing in new achievement tests that are based on the new academic content standards. The bill also modified the fourth-grade reading guarantee, included an alternative method for a student to gain a diploma, instituted diagnostic assessments, required the development of new performance indicators for rating districts and buildings, and established the Governor's Commission on Teaching Success.

As a result of the Federal No Child Left Behind (NCLB) legislation, states were required to put together their plans for complying with the new rules and submit the plans to the Federal government for approval. Ohio had just overhauled its statewide testing and accountability laws when SB 1 was signed by the Governor in June of 2001. Reforms in SB 1 were the result of recommendations from a bipartisan Governor's Commission on Student Success. The changes required in NCLB meant that Ohio needed to make adjustments to the new law to bring the state into compliance with the new Federal law.

The State Board of Education developed a plan to comply with the new Federal requirements. HB 3 (Schlichter, R-Washington Court House) was introduced in the 125th General Assembly (and approved in 2003) to implement the accountability plan developed by the State Board and to bring Ohio into compliance with NCLB. This comprehensive legislation made several changes to Ohio's testing and accountability laws in the areas of state-wide testing, student intervention, school ratings, adequate yearly progress, value-added progress, and accountability requirements. In addition, the legislation created the Ohio Accountability Task Force to oversee the new accountability measures for districts and buildings and report to the State Board of Education on these issues.

In the spring of 2007, the US Department of Education approved Ohio's proposal for the use of a growth model in Ohio's accountability system. In 2008, Senate Concurrent Resolution 18 (Padgett,

R-Coshocton) authorized the implementation of the growth model and provided for a uniform minimum subgroup size of 30 students.

In 2007, SB 311 (Randall Gardner, R-Bowling Green) of the 126th General Assembly established the Ohio Core program as the standard expectation for all students graduating from high school. The bill increased graduation requirements for high school students to include additional emphasis on science and mathematics, including a requirement that every high school student complete a course in Algebra II. Each school is required to integrate the study of economics and financial literacy, as expressed in the social studies academic content standards. Under the bill, students are also required to earn five elective units consisting of any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education, or English language arts, mathematics, science, or social studies courses are also required.

In July 2008, the US Department of Education approved Ohio's differentiated accountability model proposal. This provided the Department new flexibilities around the school improvement process. The 127th General Assembly passed HB 420 (Brinkman, R-Cincinnati) allowing the Ohio Department of Education (ODE) to incorporate the differentiated accountability model into the State's accountability system.

HB 290 (Bubp, R-West Union and Pryor, D-Huntington Twp) was approved in 2009, and authorized ODE and the Chancellor of the Board of Regents to establish a longitudinal data system for students in public elementary and secondary schools and public institutions of higher education. The effort combined student data using the ODE's existing system for giving each student a unique student identifier number.

Summary History of Teaching Success Initiatives

SB 2 (Robert Gardner, R-Madison) was introduced in 2004 (125th General Assembly) to implement recommendations from the Governor's Commission on Teaching Success to improve recruitment and retention of high quality teachers and principals and help them reach their professional potential. SB 2 created a 21- member Educator Standards Board (ESB) and charged its members with several responsibilities, among which was developing and recommending standards for people entering and continuing in the teaching and school administering professions.

In 2006, the General Assembly passed HB 107 (Setzer, R-Vandalia), which required the State Board of Education to adopt standards for teacher preparation programs that require the curricula of those programs to be aligned with the state academic content standards, the minimum standards for primary and secondary schools, and the value-added progress dimension developed by the Department of Education.

In 2009, HB 1 (Sykes, D-Akron) establishes a new multi-tiered licensing structure with very specific requirements and support. Perhaps the most significant change under this structure is the requirement that teachers new to the profession receive a 4-year resident educator license, which must include successful completion of a resident educator program (including mentoring from an experienced teacher) before transitioning to a professional educator license.

Under HB 1, teachers would be ineligible for continuing contracts (tenure) for seven years after their initial license is received. Other provisions included a requirement to develop a model peer review program and a requirement to develop a method of measuring the academic improvement of

individual students over a 1-year period and making recommendations for incorporating this measurement as one of multiple evaluation criteria for teacher and principal licensure.

Summary History of Statewide Testing

The first state-wide assessments were instituted in 1987 by HB 231 (Hining, D-New Philadelphia). This legislation required 9th-grade testing beginning in 1990 and 12th-grade testing starting in 1994. HB 55 (Gerberry, D-Youngstown) expanded upon HB 231 by adding science to the 9th-grade tests and adding statewide assessments in the 4th and 6th grades. In 1999, SB 55 (Watts, R-Dublin) phased out the 9th-grade tests and phased in a new graduation test.

The Governor's Commission for Student Success recommended that the state's proficiency test laws be revamped. SB 1 (Robert Gardner, R-Madison) of the 124th General Assembly (2001) implemented a schedule for eliminating the proficiency tests and phasing in of new achievement tests that are based on the academic standards. HB 3 (Schlichter, R-Washington Court House) of the 125th General Assembly (2003) made further changes to the State's testing program in order to bring Ohio into compliance with the Federal NCLB Act.

HB 1 (Sykes, D-Akron) of the 128th General Assembly (2009) made multiple changes to Ohio's accountability system. It required the State Board of Education to revise academic content standards in all subjects. Once the standards are revised (June 2010), new model curricula are to be developed based upon these revisions. Ultimately, Ohio's Achievement Assessments will be revised to fully align with the standards and model curricula revisions.

The measure also requires that the State Board of Education, State Superintendent, and Chancellor of the Board of Regents develop a new high school assessment system to replace the Ohio Graduation Tests (OGT) that consists of (1) a nationally standardized assessment in science, mathematics, and English/language arts; (2) a series of end-of-course examinations in science, mathematics, English language arts, and social studies; and (3) a senior capstone project.

Summary History of School Safety

Educator Misconduct

Approved in 2006, HB 79 (Raga, R-Mason) of the 126th General Assembly provided school districts with better information about applicants seeking employment as well as enabled the State Board of Education to take action when reports of educator misconduct surface.

HB 79 required school districts to report allegations of educator misconduct to ODE. This legislation addressed situations occurring when an individual was quietly dismissed by a school board due to allegations of misconduct. Because the allegation was not proven, this information was not shared with other school boards. Before HB 79, there was no requirement that this information be shared with the State Board of Education, which meant that these educators could move to a new district potentially placing students in dangerous situations. The bill also required additional criminal background checks when an educator renews his or her license.

The 2007 passage of HB 190 (Hite, R-Findlay) and the 2008 passage of HB 428 (Setzer, R-Vandalia) expanded upon HB 79. HB 190 required school districts, educational service centers, community schools, STEM schools and chartered nonpublic schools to request background checks for all job applicants and employees once every 5 years, and required that all school employees, including State

Board of Education licensees, have both a state and Federal background check. In addition, HB 190 gave the State Board of Education the ability to revoke an expired license for misconduct and charged the Educator Standards Board with making recommendations for an educator code of conduct.

HB 428 expanded upon the provisions in HB 190. This legislation contained provisions to streamline the educator misconduct investigation and disciplinary processes. Additionally, the bill required ODE to participate in receiving notifications through the Bureau of Criminal Identification and Investigations Retained Applicant Fingerprint Database of the arrest or conviction of licensed educators. Several provisions were included to simplify and clarify the requirements and procedures for criminal background checks of educators. The bill also contained provisions to clearly outline who is responsible for making reports of educator misconduct to ODE and establishes penalties for making a false report of educator misconduct to ODE and establishes penalties for failure to make a report. Lastly, HB 428 provided immunity from civil liability to persons who make good-faith reports about misconduct by school employees.

Student Criminal History Available to Schools

Approved in 2004, HB 106 (Bryan Williams, R-Akron) was designed to provide local school officials with more information about Department of Youth Services (DYS) parolees entering the school setting. This information will help school leaders determine the best placement for the student, including consideration of an alternative school. The bill requires that within 14 days of the discharge or release of a child from the custody of DHS, the Department shall provide the school superintendent with: a report outlining the child's behavior in school while in the custody of DHS; the child's current individualized education program, if a program had been developed for the child; a summary of the institutional record of the child's behavior, and an updated copy of the child's school transcript. The records released to the superintendent shall remain confidential and are not considered public records. In addition, HB 106 specifically adds students released or discharged from DHS custody to the list of students who may be served by alternative schools.

School Safety Plans

SB 1 (Robert Gardner, R-Madison) in the 123rd General Assembly (2001) strengthened school safety measures in Ohio. This legislation required a court to impose an additional prison term of 2 years for violent offenses that occur within a school safety zone. A school safety zone is defined to include school buildings, school premises as well as school buses and school-sponsored activities. SB 1 also required that comprehensive school safety plans be established for individual school buildings to help better ensure that a school building would be prepared in the event of an emergency. SB 184 (Spada, R-North Royalton) in the 124th General Assembly (2002) included a provision that required that these school building safety plans be provided to law enforcement.

The 126th General Assembly continued to build on school readiness to deal with breaches in health and safety in all school buildings. The passage of HB 422 (Hughes, R-Clintonville) in 2006, required that each school safety plan be updated every 3 years, or when school building construction causes the plan to become outdated. The requirement for having to adopt a school safety plan was also extended to community and chartered nonpublic schools. In addition, HB 422 required schools to conduct at least one safety drill every year where students are secured in the building instead of being evacuated.

Educators Reporting Child Abuse

In 2005, SB 137 (Goodman, R-Bexley) increased the penalty for mandatory reporters who fail to report child abuse from a fourth-degree misdemeanor to a first-degree misdemeanor if the child suffers or faces the threat of suffering an injury when the child is under the direct care of the person.

Bullying

HB 276 (J. Stewart, R-Albany) of the 126th General Assembly (2006) required that each school adopt a policy that defines and prohibits any harassment, intimidation or bullying of another student. The bill also directed the State Board of Education to adopt a model policy that districts may use to construct their own policy.

HB 19 (Harwood, D-Niles) of the 128th General Assembly (2009) requires each school to incorporate violence within a dating relationship into its policy prohibiting student harassment, intimidation, or bullying. The measure also added a requirement that each school district include dating violence prevention education for grades 7-12 within the district's health curriculum.

Increased Penalties for Shots Fired Near Schools

HB 442 (Schuring, R-North Canton) of the 124th General Assembly (2002) expanded the law to ban the use of a firearm, without permission, not only in the school safety zone, but also with 1,000 feet of a school building or the boundaries of the school premises. The bill specified that the individual committing the offense would have to do so with the intent to cause physical harm, panic, or fear of harm to a person who is in the school or at a function or event associated with the school. The penalty for violating this law is a felony of the second degree.

Crackdown on Truancy

Recognizing that truancy often leads to criminal behavior, SB 181 (Spada, R-North Royalton) of the 123rd General Assembly (2000) required school districts to develop an intervention plan for habitually truant students. As a result of the bill, parents faced stiffer penalties if a student is truant, and punishments for truant students can include a requirement from a judge to attend an alternative school, drug, or alcohol treatment; psychological treatment; community service; or any other order that the court deems appropriate. In addition, the bill also provided that records for delinquency adjudications such as aggravated murder, murder, rape, sexual battery, and gross sexual imposition cannot be sealed.

Previous legislative efforts included the creation of alternative schools within the Department of Youth Services and classifying assaults against teachers as felony offenses.

Summary History of Community Schools

Ohio's first community school law was enacted in HB 215 (Johnson, R-New Concord) of the 122nd General Assembly (1997). Many changes and additions have been made in each subsequent General Assembly.

The terms "charter school" and "community school" are used interchangeably in Ohio. Ohio law uses the term "community school" because at the time the new law was drafted in 1997, the word "chartered" was a term already used in Ohio law to describe public and nonpublic schools that meet minimum requirements, or are "chartered," by the State Board of Education. A community school is created through a contract between the individuals starting the school (the governing authority) and the entity that agrees to sponsor the school. The contract, or charter, details the school's mission, how

the school will be operated, what will be taught and how success will be measured. Community schools are exempt from most laws that pertain to traditional public schools. However, if a community school does not measure up to the terms of the contract, the contract may be terminated and the school closed.

Every school board in Ohio has the ability to sponsor a community school by converting a portion of its district into a community school. Community schools may generally be established by an entity other than a school board in the Big 8 urban school districts, which are districts that are rated as academic watch or academic emergency, or in a school district in the original community school pilot project area (Lucas County).

Originally, the State Board of Education was designated by law as a sponsor of community schools. Following recommendations from the State Auditor who completed a performance audit of community schools in February 2002, HB 364 (Husted, R-Dayton) required that the State Board of Education no longer sponsor schools and instead shift its focus to greater oversight of schools and sponsors. Entities in Ohio that may sponsor community schools include: educational service centers; the board of education of any joint vocational school district; the boards of trustees of the 13 State universities and any qualified tax exempt 501(C)(3) organization that has been in operation for at least 5 years, has assets of at least \$500,000, and is an education-oriented entity that fosters education, as determined by ODE.

New Accountability Requirements

Reports of poor academic performance and operational problems in some community schools prompted Senate Republicans to push for more reform to Ohio's community school laws in HB 66 (Calvert, R-Medina) of the 126th General Assembly (2005).

Caps on New Schools

HB 66 capped the growth of the number of community schools to not more than 30 more schools sponsored by districts and 30 more schools sponsored by other approved entities until July 1, 2007. Operators that have demonstrated success by managing a community school rated as Excellent, Effective, or in a state of Continuous Improvement may open one new school outside the cap for every successful school they operate.

HB 1 (Sykes, D-Akron) of the 128th General Assembly (2009) revised the exception to the cap on new start-up community schools by prohibiting contracts with operators that manage other schools in Ohio, unless at least one of those schools has a report card rating higher than academic watch.

New Limits for Sponsors

Concern about sponsors taking on more schools than they could adequately monitor prompted legislators to include a provision in HB 66 that permits sponsors with more than 50 schools to maintain the number of schools they sponsor but prohibits them from sponsoring new schools. Sponsors with more than 75 schools were required to reduce the number to 75 by the 2006-2007 school year.

E-School Reforms

HB 66 prohibited any new e-school that was not in operation as of May 1, 2005 from opening. In addition, beginning in Fiscal Year 2007, e-schools were required to demonstrate that they were spending at least the teacher component building block of base cost funding formula on student instruction. Instruction includes the cost of teachers, curricula, and academic and other instructional

materials (other than computers). If ODE determines that the school is not meeting the new requirement, the school will be fined for either the amount of funds it under spent on instruction or 5 percent of the state aid the school receives—whichever is greater.

Closing Persistently Low Performing Schools

In 2006, HB 79 (Raga, R-Mason) instituted the closing of low-performing community schools. Any community school that has been in Academic Emergency for three consecutive years and has shown less than two standard years of academic growth in either reading or mathematics will permanently close at the conclusion of the next school year. These provisions do not apply to community schools with a dropout prevention and recovery program.

HB 1 (Sykes, D-Akron), approved in 2009, revised the performance criteria that trigger automatic closure of a community schools and exempted from automatic closure any community school in which a majority of the enrolled students are children with disabilities receiving special education and related services.

Summary History of School Choice

Educational Choice Scholarship Pilot Program

HB 66 (Calvert, R-Medina) of the 126th General Assembly (2005) created the EdChoice Scholarship Program that made 14,000 scholarships available for students in low-performing schools to attend participating chartered nonpublic schools beginning in the 2006-2007 school year. The original legislation limited eligibility to students attending school in buildings that had been rated as Academic Emergency for at least three consecutive years and to community school students who had been entitled to attend school in those buildings. Students in the Cleveland City School District remained eligible for the Cleveland Scholarship Program (described later), but were not permitted to participate in the EdChoice Scholarship Program.

In the spring of 2006, HB 530 (Calvert, R-Medina) expanded eligibility to include students attending schools that had been rated either Academic Watch or Academic Emergency for at least three consecutive years, and to community school students who had been entitled to attend school in those buildings. Again, students in the Cleveland School District remained eligible for the existing Cleveland Scholarship Program instead of the EdChoice Scholarship program.

HB 66 mandated that economically-disadvantaged students be given first priority for scholarships. Students participating in the scholarship program are required to take state achievement tests and their scores are reported to the Department of Education.

Once a student receives a scholarship, he or she can renew the scholarship through high school provided the student does not move to another school district, takes all required state achievement tests and does not miss more than 20 days of school in a school year without a written doctor's excuse. In the spring of 2010, applications for scholarships reached and exceeded the 14,000 scholarship allotment.

Special Education Scholarship Program Pilot Program

A new pilot project was created in HB 95 (Calvert, R-Medina) of the 125th General Assembly (2003) to provide more educational options for children with autism. The Special Education Scholarship Pilot Program provides scholarships for children with autism to be used for public or nonpublic special education programs that are not operated by the child's school district.

Credit Flexibility

SB 311 (Randall Gardner, R-Bowling Green) of the 126th General Assembly (2006) requires school district to implement plans which allow students to earn units of high school credit based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction. Credit flexibility options will be available to students in the 2010-2011 academic year.

STEM Schools

HB 119 (Calvert, R-Medina) of the 127th General Assembly (2007) allowed for the creation of up to five independent public science, technology, engineering and mathematics (STEM) schools teaching any of grades 6-12. These schools were selected by a subcommittee of the Partnership for Continued Learning based on submitted proposals.

Additional Choice Options

Additional school choice options available to students include attendance at a joint vocational school (career-technical centers), post-secondary enrollment, open enrollment, and the Cleveland Scholarship and Tutoring Program (for students in the Cleveland Municipal School District).

Summary History of Education Redesign

The 126th General Assembly (2005) enacted SB 6 (Padgett, R-Coshocton) to better coordinate and advance a seamless education system through the creation of the Partnership for Continued Learning. This bipartisan partnership is chaired by the Governor and is comprised of leaders in education, business, and government at the state and local level who are dedicated to improving education. The partnership is charged with forming a more coordinated, continuous education system for all Ohio students beginning with early childhood programs and continuing through higher education. The partnership is working to expand access and other learning opportunities for children under age five, encourage more students to enter higher education and expand access to workforce development for adults seeking retraining.

HB 115 (Setzer, R-Vandalia) of the 126th General Assembly (2006) created the Educational Regional Service System to provide greater regional decision-making in determining how services are provided to local districts. The Blue Ribbon Task Force on Financing Student Success recommended in its February 2005 report that the regional delivery of education services to school districts be improved to eliminate duplicative efforts and make the system more efficient to better serve school districts. The bill divides the state into 16 regions that determine how state-funded services for school improvement, technical assistance, professional development, etc. are best delivered in that region. Money flowing to each region is channeled through one common fiscal agent representing each of the 16 regions. The creation of regional committees and subcommittees ensures that all interests are represented in deciding how services are provided and that efficiencies are shared between districts and service providers.

APPENDIX A.1.5

CROSSWALK OF RACE TO THE TOP, OHIO HOUSE BILL 1 AND THE ELEMENTARY AND SECONDARY EDUCATION ACT REAUTHORIZATION BLUEPRINT

RATIONALE: MATRIX SHOWING
THE ALIGNMENT OF THE RACE TO
THE TOP CRITERIA, HOUSE BILL 1,
OHIO'S MAJOR EDUCATION REFORM
LEGISLATION AND THE BLUEPRINT
FOR THE REAUTHORIZATION OF
ESEA.

**REFERENCED IN:
(A)(1)**

Alignment of Race to the Top, Blueprint for ESEA Reauthorization and Ohio House Bill 1

STANDARDS AND ASSESSMENTS

RTTT	ESEA	HOUSE BILL 1
Develop and adopt a common set of K-12 standards.	Develop and adopt standards in English language arts and mathematics that build toward college and career readiness.	Adopt new statewide academic standards for all grades in English language arts, mathematics, science and social studies.
Jointly develop common, high-quality assessments with other states.	Develop and implement the upgraded assessments aligned to college and career-ready standards.	Develop assessments that align with the new standards and a new high school assessment system to replace the Ohio Graduation Tests (OGT).
Support the statewide transition to and implementation of internationally-benchmarked K-12 standards and high-quality assessments.	Support states, districts, school leaders and teachers through improved professional development and evidence-based instructional models and supports.	Adopt model curricula reflecting the revised standards. Develop college and career ready standards aligned to 21st Century skills.

DATA SYSTEMS

RTTT	ESEA	HOUSE BILL 1
Measure the extent to which state longitudinal data systems meet the <i>America COMPETES Act</i> .	Not addressed in ESEA but addressed in federal <i>America COMPETES Act</i> .	Addressed in HB 290, providing linkages between K-12 and higher education data systems.
Ensure access to state data to inform and engage key stakeholders and ensure that the data support decision-makers in continuous improvement.	Gather information to determine how schools and districts are progressing in preparing students to graduate from high school college- and career-ready.	Share value-added data with the Ohio Board of Regents.
Increase use of instructional information systems, provide professional development on their use and share data with researchers to evaluate the effectiveness of instructional practices, materials and supports.	Support more effective use of data to identify local needs and improve student outcomes.	Not addressed.

Alignment of Race to the Top, Blueprint for ESEA Reauthorization and Ohio House Bill 1

TEACHERS AND SCHOOL LEADERS

RTTT	ESEA	HOUSE BILL 1
<p>Provide alternative routes for licensure, identify areas of teacher and principal shortage and prepare teachers and principals to fill these areas of shortage.</p>	<p>Strengthen traditional and alternative pathways to teaching and leadership.</p>	<p>Establish the Intensive Pedagogical Training Institute for individuals seeking an alternative resident educator license.</p>
<p>Establish clear approaches to measuring student growth. Design and implement rigorous, transparent and fair evaluation systems for teachers and principals that take into account data on student growth as a significant factor.</p> <p>Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes and schools.</p> <p>Use these evaluations to inform decisions regarding: professional development; compensating, promoting and retaining teachers and principals; granting tenure; and removing ineffective teachers and principals.</p>	<p>Establish statewide definitions of “effective teacher,” “effective principal,” “highly effective teacher,” and “highly effective principal,” developed in collaboration with teachers, principals and other stakeholders, that are based in significant part on student growth and also include other measures, such as classroom observations of practice.</p> <p>Develop evaluation systems that (i) meaningfully differentiate teachers and principals by effectiveness across at least three performance levels; (ii) are consistent with their state’s definitions of “effective” and “highly effective” teacher and principal; (iii) provide meaningful feedback to teachers and principals to improve their practice; and (iv) are developed in collaboration with teachers, principals and other education stakeholders.</p>	<p>Develop a method of measuring the academic improvement of individual students over a one-year period and make recommendations for incorporating the measurement, as one of multiple evaluation criteria, into eligibility for teacher or principal licenses, the Ohio Teacher Residency Program and the Educator Standards Board’s model teacher and principal evaluation instruments.</p>

continued on next page

TEACHERS AND SCHOOL LEADERS

continued from previous page

RTTT	ESEA	HOUSE BILL 1
<p>Ensure the equitable distribution of teachers and principals by developing a plan to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals; and increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas.</p>	<p>Develop meaningful plans to ensure the equitable distribution of teachers and principals that receive at least an “effective” rating. If states are unsuccessful in improving the equitable distribution of these teachers and principals, they will be required to develop and implement more rigorous plans and additional strategies more likely to improve equity.</p>	<p>Permit the creation of the Ohio Teaching Program to provide undergraduate scholarships for qualified students going into the teaching profession who commit to teaching at a hard-to-staff public school, a public school in “academic watch” or a public school in “academic emergency” for at least four years, if there is sufficient funding for the program.</p>
<p>Link student achievement and student growth data to the students’ teachers and principals, link this information to the in-state programs where those teachers and principals were prepared for credentialing, and publicly report the data for each credentialing program in the state; and expand preparation and credentialing options and programs that are successful at producing effective teachers and principals.</p>	<p>Monitor the effectiveness of traditional and alternative teacher and principal preparation programs, and invest in programs whose graduates are succeeding in the classroom, based on student growth and other factors.</p>	<p>Establish metrics for educator preparation programs for the preparation of educators and other school personnel, and provide for inspection of the institutions. Require the Chancellor to issue an annual report on the quality of approved teacher preparation institutions.</p>
<p>Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded; and measure, evaluate and continuously improve the effectiveness of those supports in order to improve student achievement.</p>	<p>Support states, districts, school leaders and teachers in implementing a more complete education through improved professional development and evidence-based instructional models and supports.</p>	<p>Develop a model peer assistance and review program and make recommendations to expand the use of peer assistance and review programs in school districts.</p>

Alignment of Race to the Top, Blueprint for ESEA Reauthorization and Ohio House Bill 1

TURNING AROUND THE LOWEST ACHIEVING SCHOOLS

RTTT

Identify the persistently lowest-achieving schools and support LEAs in turning around these schools by implementing one of the four school intervention models: turnaround model, restart model, school closure or transformation model.

ESEA

Identify the lowest-performing 5 percent of schools in each state, based on student academic achievement, student growth and graduation rates, that are not making progress to improve. In these schools, implement one of four school turnaround models. *Note:* This is also part of the federal School Improvement Grant program.

HOUSE BILL 1

Revise the current performance criteria that trigger automatic closure of community schools.

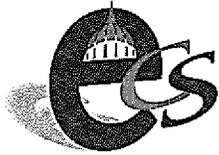
APPENDIX A.1.6

2010 FRANK NEWMAN AWARD LETTER AND PRESS RELEASE

**RATIONALE: PRESS RELEASE
AND LETTER ANNOUNCING
OHIO'S RECEIPT OF THE
EDUCATION COMMISSION OF
THE STATES 2010 FRANK
NEWMAN AWARD FOR
EDUCATION INNOVATION**

**REFERENCED IN:
(A)(1)**

February 9, 2010



Education Commission
of the States

The Honorable Ted Strickland
Governor
State of Ohio
Vern Riffe Center
77 South High Street, 30th Floor
Columbus, OH 43215

ECS OFFICERS, 2008-10

CHAIR
Tim Pawlenty
Governor
State of Minnesota

VICE CHAIR
Barbara M. Clark
Assemblywoman
New York Assembly

TREASURER
Richard Rhoda
Executive Director
Tennessee Higher
Education Commission

PRESIDENT
Roger Sampson

Dear Governor Strickland:

It is my pleasure to congratulate Ohio for being selected as the winner of the Education Commission of the States' (ECS) 2010 Frank Newman Award for State Innovation. The honor is being given to Ohio, under your leadership as Governor, for the innovations represented in 2009 H.B. 1. The bill is being recognized because it is comprehensive, includes a number of bold elements and addresses the P-20 pipeline.

The ECS Frank Newman Award for State Innovation was established in 1998 to recognize states and territories for excellence in shaping and implementing education policy. Criteria for this award include: (a) education improvement efforts that are replicable and hold valuable lessons for other states, (b) policies that are bold, courageous and nonpartisan, including new policies with the potential for large-scale impact and existing policies with evidence of continued support, (c) policies or programs that have broad-based support from education stakeholders to ensure sustainability.

Recent winners include the State of Tennessee, the North Dakota Commission on Education Improvement, the State of Alaska, and Kentucky for its Education Reform Act of 1990 and other initiatives. I am pleased to add Ohio to this esteemed list of winners.

The award will be presented at the 2010 National Forum on Education Policy in Portland, Oregon by the ECS chair at the welcome reception on **Wednesday, August 18, from 6:00-7:30 p.m.** You will have five minutes to give brief remarks. We also encourage you and your staff to attend the other programs of the National Forum. In April, we will send registration materials. If you have any questions, please contact Heidi Normandin, ECS staff associate, at 303.299.3629 or hnormandin@ecs.org.

Again, congratulations Governor! We are looking forward to seeing you on August 18.

Sincerely,

Roger Sampson
ECS President

cc: The Honorable Bill Harris, President, Ohio Senate
The Honorable Armond Budish, Speaker, Ohio House of Representatives

EQUIPPING EDUCATION LEADERS, ADVANCING IDEAS



FOR IMMEDIATE RELEASE

Date: January 26, 2010

Contact: Mary Ann Strombitski

e-Mail: mstrombitski@ecs.org

Phone: 303.299.3609

ECS Web Site: www.ecs.org

Allison Kolodziej

Deputy Communications Director

Office of Governor Ted Strickland

614.728.9525

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NEWS

Ohio Named Recipient of Education Commission of the States' Frank Newman Award

State recognized for H.B. 1 and its sweeping educational reforms

DENVER, CO – The Education Commission of the States (ECS) announces it will honor the state of Ohio as winner of the 2010 Frank Newman Award for State Innovation. Ohio's enactment of 2009 H.B. 1 demonstrates the state's commitment to informed, bold and courageous reform. H.B. 1 overhauls nearly every major component of the education system, from early learning through postsecondary.

"In Ohio, we recognize that a superior education for each and every young person is the strongest path to long-term economic success," Ohio Governor Ted Strickland said. "We believe that providing every Ohio child with high-quality educational opportunities will better prepare them for their careers and life. So we committed to an education system that draws upon quality teachers and modern learning opportunities to help our students become innovative, creative thinkers."

Governor Strickland and the state legislature made an unprecedented commitment to Ohio's schools in 2009, ensuring they will be funded through a constitutional system and provide Ohio's students with modern, quality learning opportunities. Additionally, Ohio's education reforms will transform Ohio classrooms and strengthen the teaching profession to prepare students with the skills and knowledge they need to succeed in the jobs of the future. At a time when other states are dramatically reducing education funding, Ohio's governor and legislature made an unmatched commitment to education.

The Governor's education reform plan established the Ohio Evidence Based Model, a funding mechanism that utilizes research to determine what components are critical to determine student success. It also increases the level of transparency and accountability for school districts to produce results for Ohio's children.

"Governor Strickland's comprehensive efforts to review, align and improve Ohio's educational system deserve commendation. ECS recognizes the promise and potential of the sweeping reforms contained in Ohio 2009 H.B. 1. We are pleased to honor Ohio's commitment to improving teaching quality, mentoring and evaluation along with efforts to close the achievement gap, improve high school graduation rates, study funding mechanisms and better allocate resources," states ECS President Roger Sampson. "This is an excellent example of strong leadership and a shared vision that looks not only across the education system but at the integration points with other state agencies. I believe these are key elements to the long-term success of this measure."

The ECS Frank Newman Award for State Innovation was established in 1998 has recognized states and U.S. territories for demonstrated excellence in shaping education policy. Criteria for this award include policies that are bold, courageous and nonpartisan; include the potential for large-scale impact; show evidence of continued support; and are replicable and hold valuable lessons for other states. ECS named its State Innovation Award in honor of the late Frank Newman, who served as ECS president for 14 years.

Recent winners include Tennessee, the North Dakota Commission on Education Improvement, Alaska and Kentucky.

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Education Commission of the States (ECS) is the only nationwide, nonpartisan interstate compact devoted to education. ECS helps governors, legislators, state education officials and others identify, develop and implement public policies to improve student learning at all levels. A nonprofit organization, ECS (www.ecs.org) was formed in 1965 and is located in Denver, Colorado.

Equipping Education Leaders, Advancing Ideas

APPENDIX A.1.7

OHIO STEM LEARNING NETWORK OVERVIEW

RATIONALE: DESCRIPTION OF THE OHIO STEM LEARNING NETWORK, A PRIVATELY-SUPPORTED, NON-PROFIT INITIATIVE THAT SHARES INNOVATION AND BEST PRACTICES IN STEM TEACHING AND LEARNING.

REFERENCED IN:

(A)(1)

(P)(2)

Making STEM Education Work for Ohio

A Network Infrastructure Accelerating the Pace of Education Reform

The Ohio STEM Learning Network (OSLN) is a privately-supported, non-profit initiative that shares innovations and best practices in STEM teaching and learning. Centered around 5 regional hubs (Centers of regional Science, Technology, Engineering and Math activity), the OSLN works in collaboration with Ohio's 10 STEM schools, 26 Programs of Excellence, and regional partners from K-12, higher education, community, and business. In just two years, Ohio's STEM Schools and Programs have garnered initial support from:

- 47 private and public (main and regional campuses) higher education institutions
- 81 public school districts
- More than 300 unique partnering business and community partners
- ...And these numbers continue to grow

Our Core Beliefs

- Learning (Who) – Ohio's educational systems must be centered around the learner
- Innovation (How) – Ohio should adopt borderless education principles to amplify and accelerate innovative approaches to solving problems not seen before
- Network (What) – Ohio, through the OSLN, can intentionally engineer a value-added network to share innovations and best practices in STEM education
- Knowledge (Why) – Ohio's future is at stake, and we must connect to the knowledge economy

Our Overarching Goals

- Develop and connect STEM schools and programs throughout the state
- Build an R&D network that fuels, captures, and spreads STEM education innovations within and across schools, regions and systems
- Advance the scalability and sustainability of STEM education
- Coherence in STEM education is achieved by connecting and developing local creativity and innovation

Our Regional Hubs

OSLN Regional Hubs

Akron Regional Hub

Contact: Maryann Wolowiec
330-761-3032
mwolowie@akron.k12.oh.us

Cincinnati Regional Hub

Contact: Dr. Carla Johnson
513-556-7158
johnsc2@ucmail.uc.edu

Cleveland Regional Hub

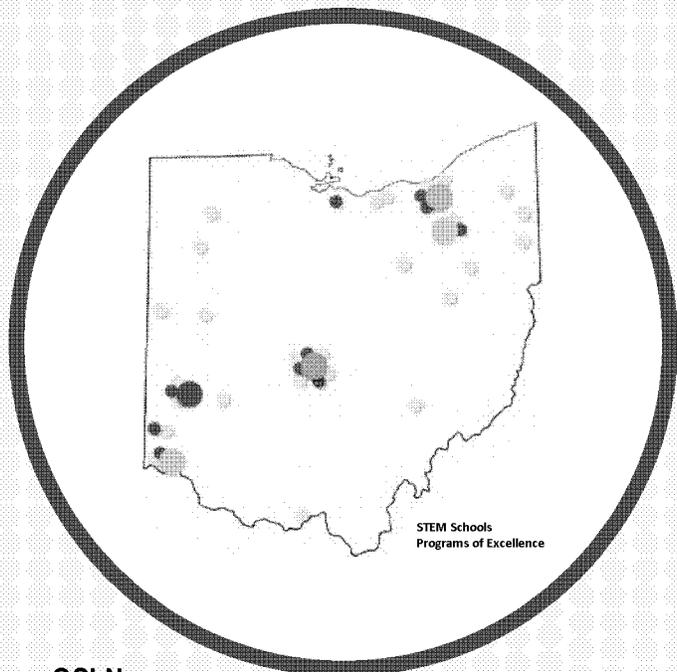
Contact: Sonya Pryor-Jones
216-368-7568
sonya@mc2stemhub.org

Columbus Regional Hub

Contact: Keisha Slaughter
614-462-0839
slaughter@edcouncil.org

Dayton Regional Hub

Contact: Laurie McFarlin
937-431-1837
laurie.mcfarlin@daytonstemschools.org



Learn more at www.OSLN.org

OSLN@Battelle.org

or call 1-800-201-2011

APPENDIX A.1.8

TABLES AND GRAPHS ILLUSTRATING GOALS STATED IN (A)(1)(iii)

RATIONALE: REQUIRED
EVIDENCE FOR (A)(1)(iii).

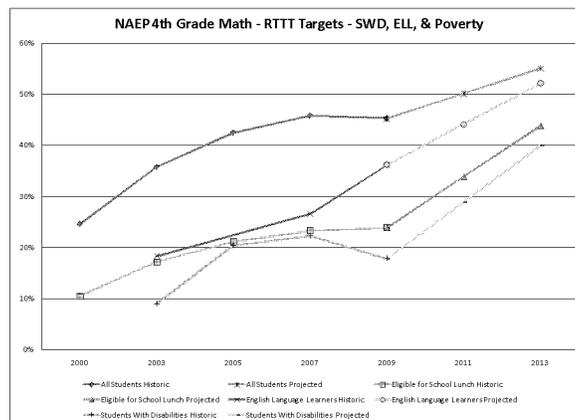
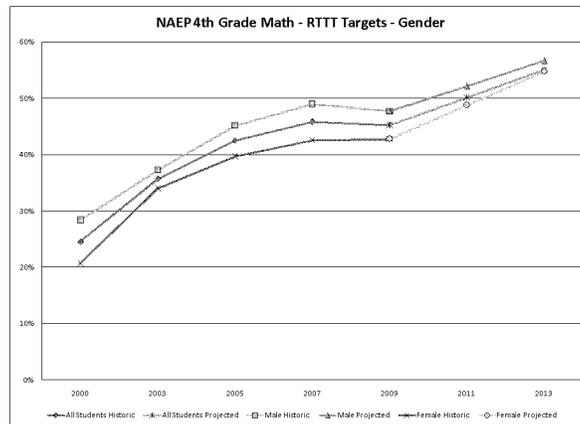
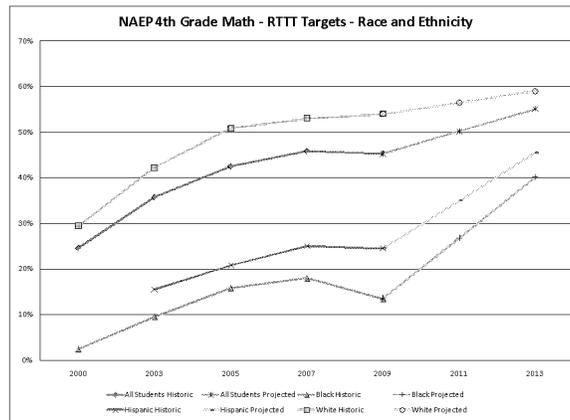
**REFERENCED IN:
(A)(1)**

EVIDENCE FOR (A)(1)(III)

4TH GRADE NAEP MATHEMATICS

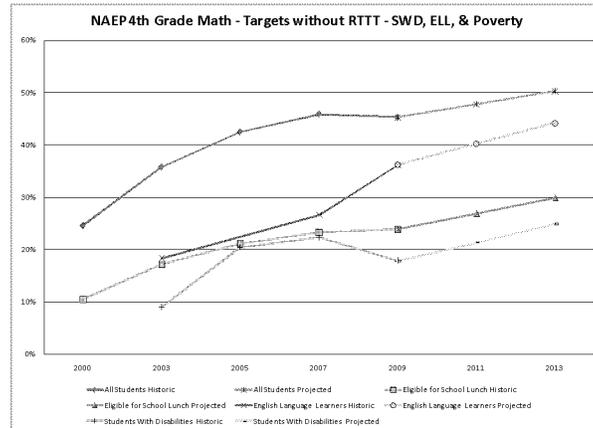
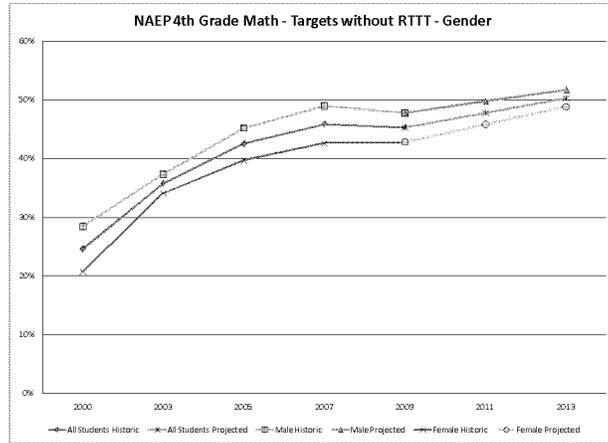
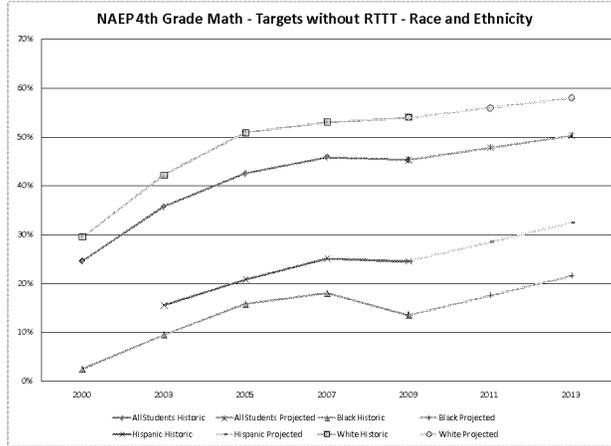
RttT Targets for the 4th Grade NAEP Mathematics Assessment
Percent of Students by Subgroup At Least Proficient, 2002-2013

Student Subgroup	2002	2003	2005	2007	2009 Target	2011 Target	2013 Target
All Students	24.6%	35.8%	42.5%	45.9%	45.3%	50.2%	55.1%
White	29.5%	42.2%	50.9%	53.0%	54.0%	56.5%	59.0%
Black	2.5%	9.5%	15.8%	17.9%	13.5%	26.8%	40.1%
Hispanic		15.5%	20.8%	25.1%	24.5%	35.0%	45.5%
Eligible for School Lunch	10.5%	17.2%	21.2%	23.3%	23.9%	33.9%	43.9%
English Language Learners		18.4%		26.7%	36.2%	44.2%	52.2%
Students With Disabilities		9.0%	20.4%	22.3%	17.9%	29.0%	40.1%
Male	28.4%	37.3%	45.2%	49.0%	47.7%	52.2%	56.7%
Female	20.7%	34.1%	39.7%	42.6%	42.8%	48.8%	54.8%



Targets Without RtTt for the 4th Grade NAEP Mathematics Assessment
Percent of Students by Subgroup At Least Proficient, 2002-2013

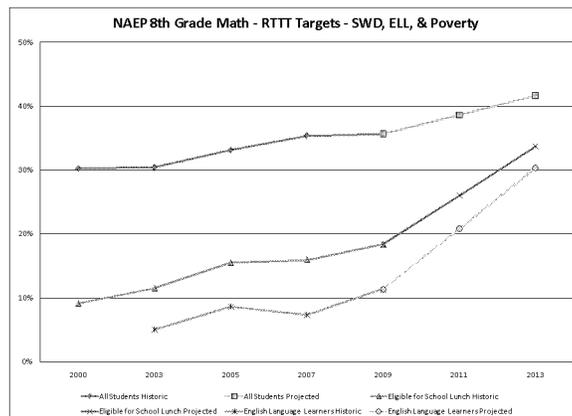
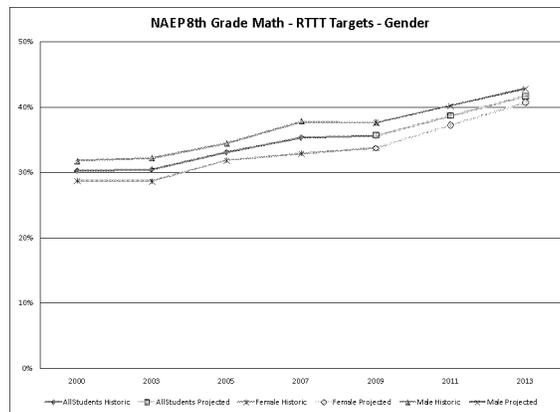
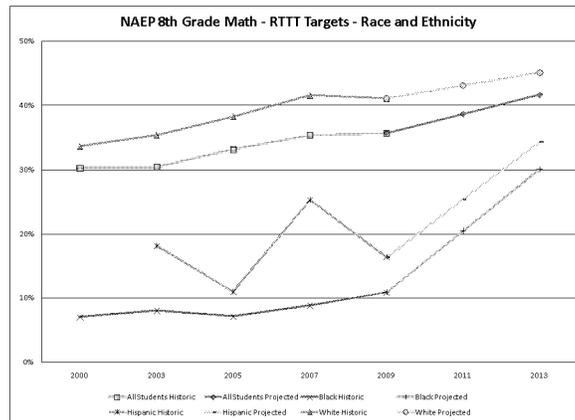
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Black	2.5%	9.5%	15.8%	17.9%	13.5%	17.5%	21.5%
Hispanic		15.5%	20.8%	25.1%	24.5%	28.5%	32.5%
Eligible for School Lunch	10.5%	17.2%	21.2%	23.3%	23.9%	26.9%	29.9%
English Language Learners		18.4%		26.7%	36.2%	40.2%	44.2%
Students With Disabilities		9.0%	20.4%	22.3%	17.9%	21.4%	24.9%
Male	28.4%	37.3%	45.2%	49.0%	47.7%	49.7%	51.7%
Female	20.7%	34.1%	39.7%	42.6%	42.8%	45.8%	48.8%



8TH GRADE NAEP MATHEMATICS

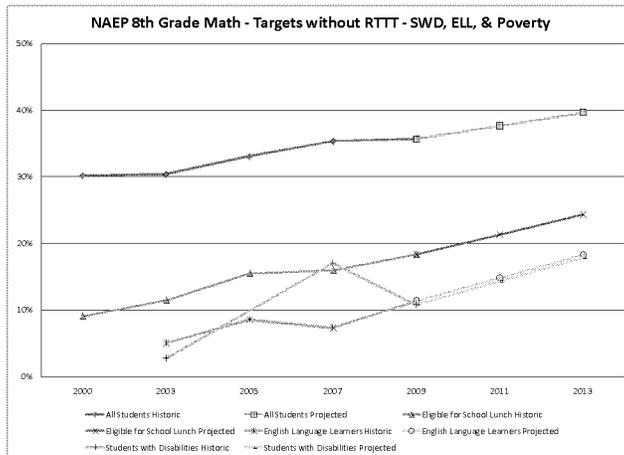
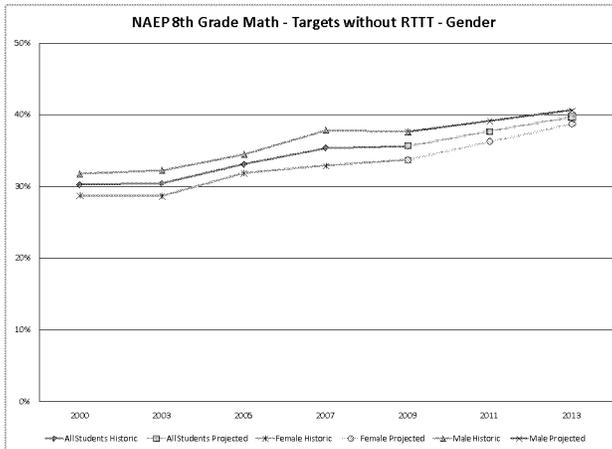
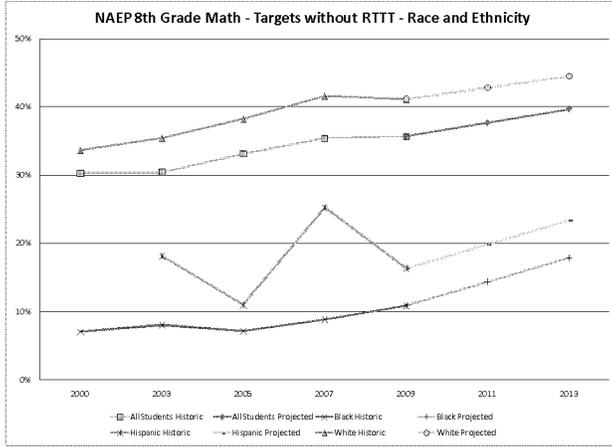
RttT Targets for the 8th Grade NAEP Mathematics Assessment
Percent of Students by Subgroup At Least Proficient, 2002-2013

Student Subgroup	2002	2003	2005	2007	2009 Target	2011 Target	2013 Target
All Students	30.3%	30.4%	33.1%	35.4%	35.7%	38.7%	41.7%
White	33.6%	35.4%	38.2%	41.6%	41.1%	43.1%	45.1%
Black	7.1%	8.1%	7.1%	8.9%	10.9%	20.5%	30.1%
Hispanic		18.2%	11.0%	25.3%	16.4%	25.4%	34.4%
Eligible for School Lunch	9.1%	11.5%	15.5%	16.0%	18.4%	26.1%	33.8%
English Language Learners		5.0%	8.6%	7.3%	11.3%	20.8%	30.3%
Students With Disabilities		2.8%		17.0%	10.8%	20.3%	29.8%
Male	31.7%	32.2%	34.4%	37.8%	37.6%	40.2%	42.8%
Female	28.7%	28.6%	31.8%	32.9%	33.7%	37.2%	40.7%



**Targets Without RTTT for the 8th Grade NAEP Mathematics Assessment
Percent of Students by Subgroup At Least Proficient, 2002-2013**

Student Subgroup	2002	2003	2005	2007	2009	2011	2013
					Target	Target	Target
All Students	30.3%	30.4%	33.1%	35.4%	35.7%	37.7%	39.7%
White	33.6%	35.4%	38.2%	41.6%	41.1%	42.8%	44.5%
Black	7.1%	8.1%	7.1%	8.9%	10.9%	14.4%	17.9%
Hispanic		18.2%	11.0%	25.3%	16.4%	19.9%	23.4%
Eligible for School Lunch	9.1%	11.5%	15.5%	16.0%	18.4%	21.4%	24.4%
English Language Learners		5.0%	8.6%	7.3%	11.3%	14.8%	18.3%
Students With Disabilities		2.8%		17.0%	10.8%	14.3%	17.8%
Male	31.7%	32.2%	34.4%	37.8%	37.6%	39.1%	40.6%
Female	28.7%	28.6%	31.8%	32.9%	33.7%	36.2%	38.7%

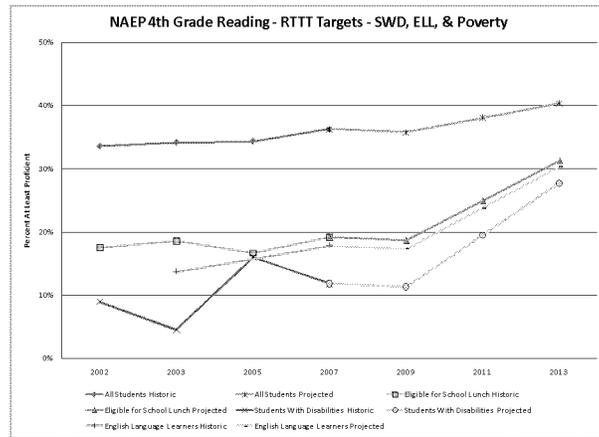
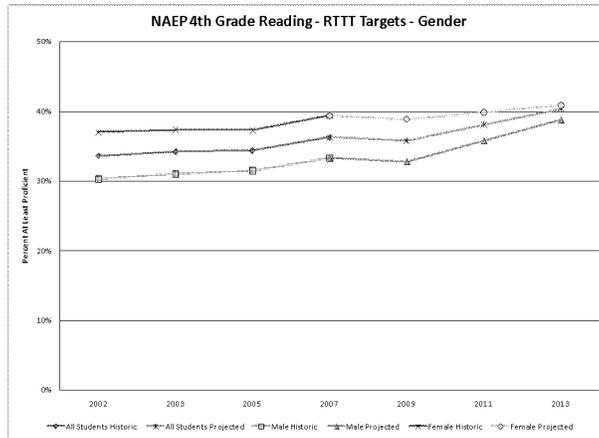
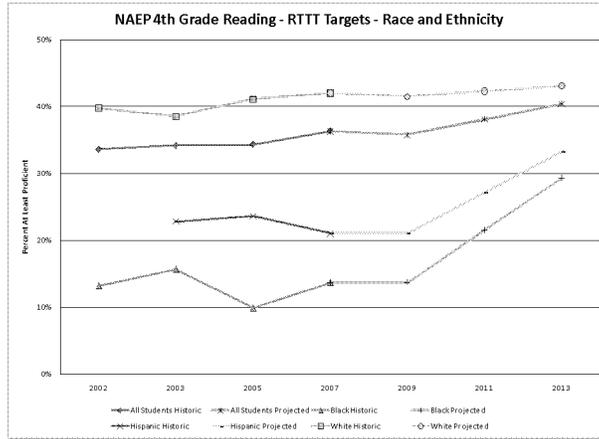


4TH GRADE NAEP READING

RttT Targets for the 4th Grade NAEP Reading Assessment

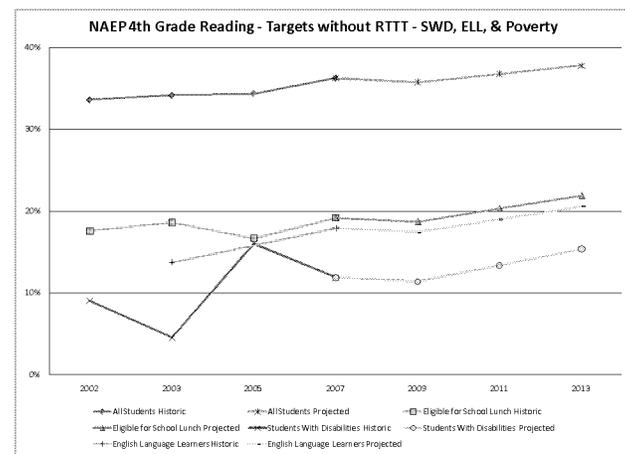
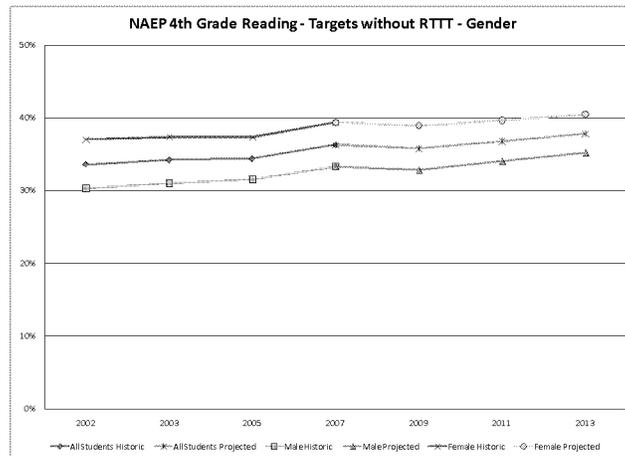
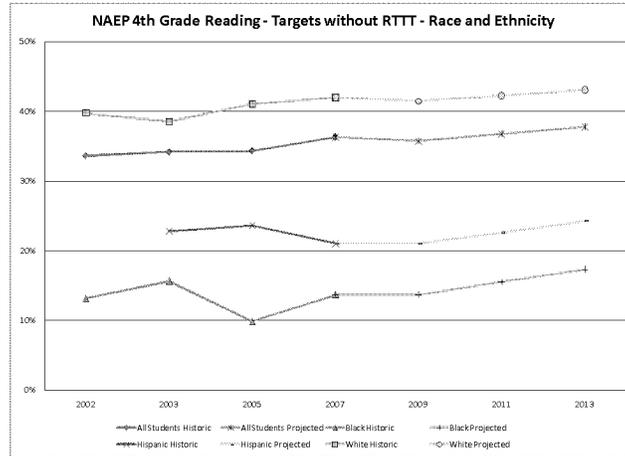
Percent of Students by Subgroup At Least Proficient, 2002-2013

Student Subgroup	2002	2003	2005	2007	2009 Target	2011 Target	2013 Target
All Students	33.6%	34.2%	34.4%	36.3%	35.8%	38.1%	40%
White	39.8%	38.5%	41.1%	42.0%	41.5%	42.3%	43%
Black	13.2%	15.6%	9.9%	13.7%	13.7%	21.5%	29%
Hispanic		22.9%	23.6%	21.1%	21.1%	27.2%	33%
Eligible for School Lunch	17.6%	18.6%	16.7%	19.2%	18.7%	25.0%	31%
Students With Disabilities	9.0%	4.5%	16.0%	11.9%	11.4%	19.6%	28%
English Language Learners		13.7%		17.9%	17.4%	23.9%	30%
Male	30.3%	31.0%	31.5%	33.3%	32.8%	35.8%	39%
Female	37.0%	37.4%	37.3%	39.4%	38.9%	39.9%	41%



**Targets Without RttT for the 4th Grade NAEP Reading Assessment
Percent of Students by Subgroup At Least Proficient, 2002-2013**

Student Subgroup	2002	2003	2005	2007	2009 Target	2011 Target	2013 Target
All Students	33.6%	34.2%	34.4%	36.3%	35.8%	36.8%	38%
White	39.8%	38.5%	41.1%	42.0%	41.5%	42.3%	43%
Black	13.2%	15.6%	9.9%	13.7%	13.7%	15.5%	17%
Hispanic		22.9%	23.6%	21.1%	21.1%	22.7%	24%
Eligible for School Lunch	17.6%	18.6%	16.7%	19.2%	18.7%	20.3%	22%
Students With Disabilities	9.0%	4.5%	16.0%	11.9%	11.4%	13.4%	15%
English Language Learners		13.7%		17.9%	17.4%	19.0%	21%
Male	30.3%	31.0%	31.5%	33.3%	32.8%	34.0%	35%
Female	37.0%	37.4%	37.3%	39.4%	38.9%	39.7%	40%

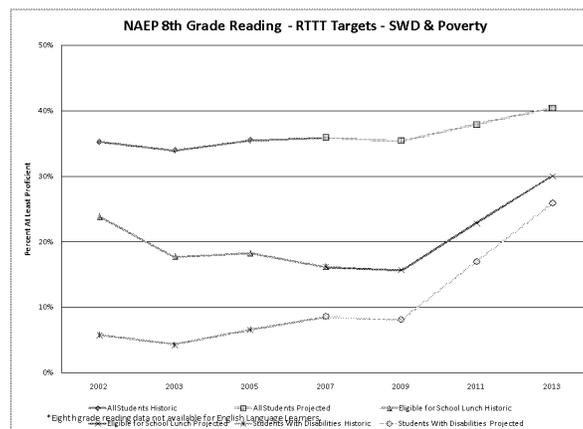
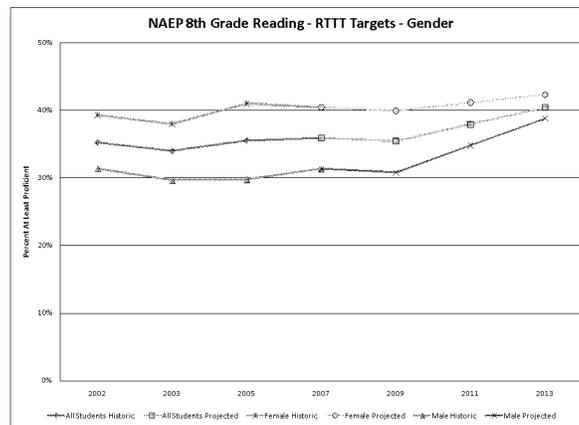
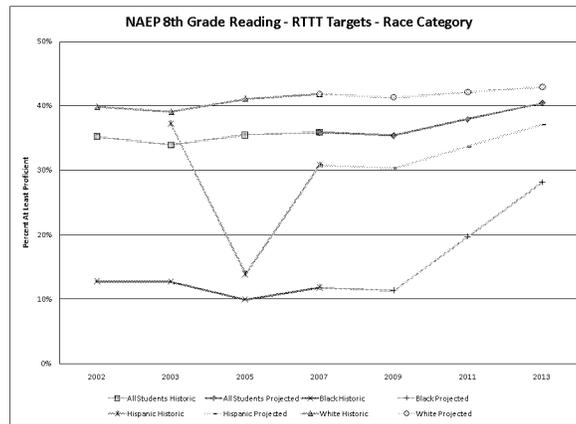


8TH GRADE NAEP READING

RttT Targets for the 8th Grade NAEP Reading Assessment

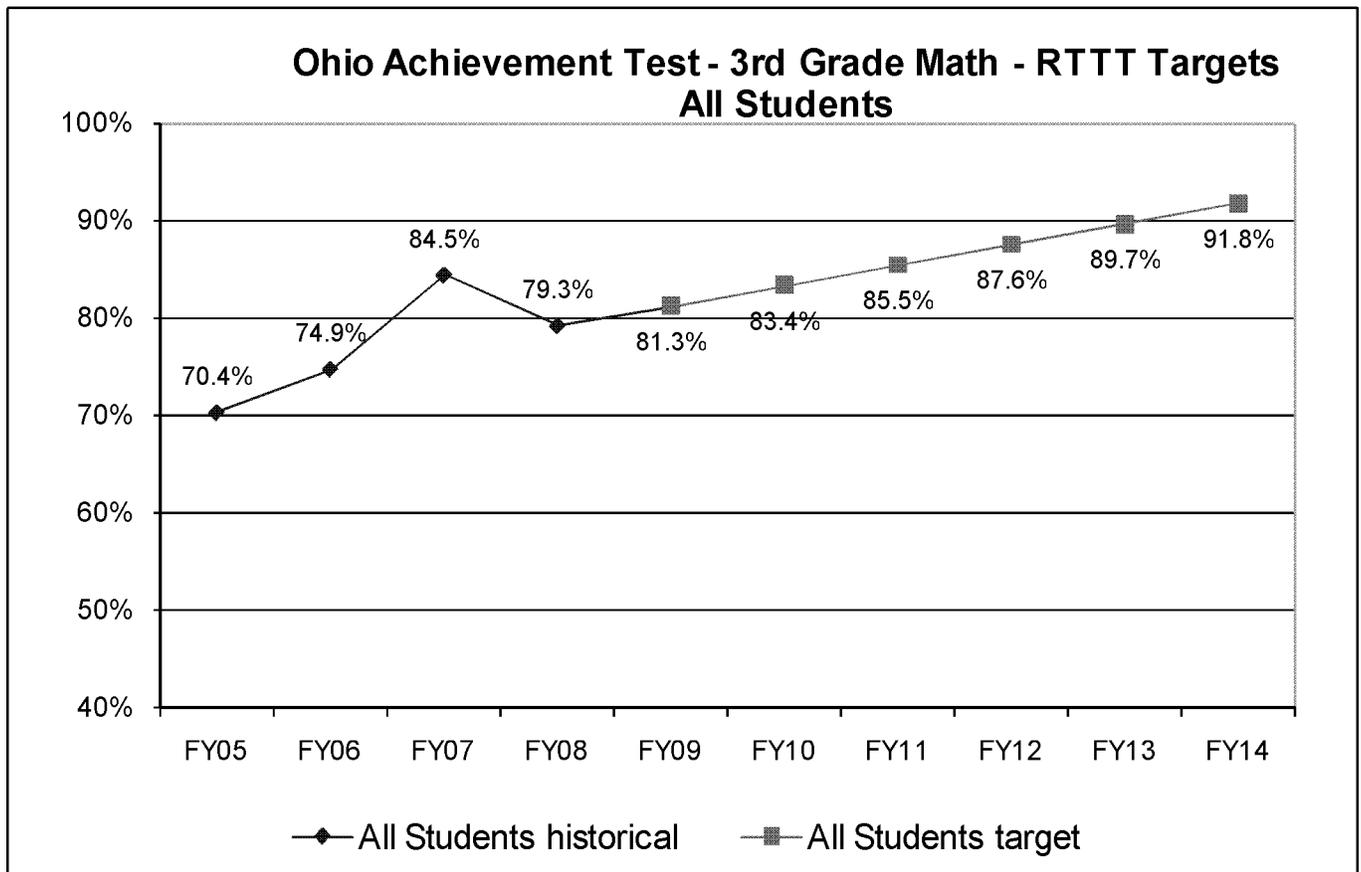
Percent of Students by Subgroup At Least Proficient, 2002-2013

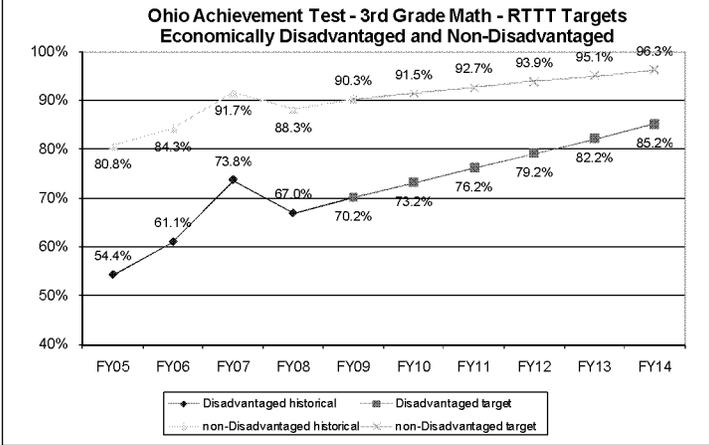
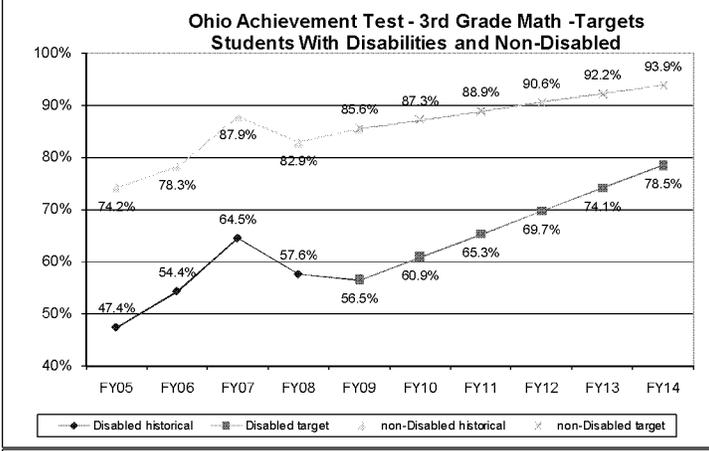
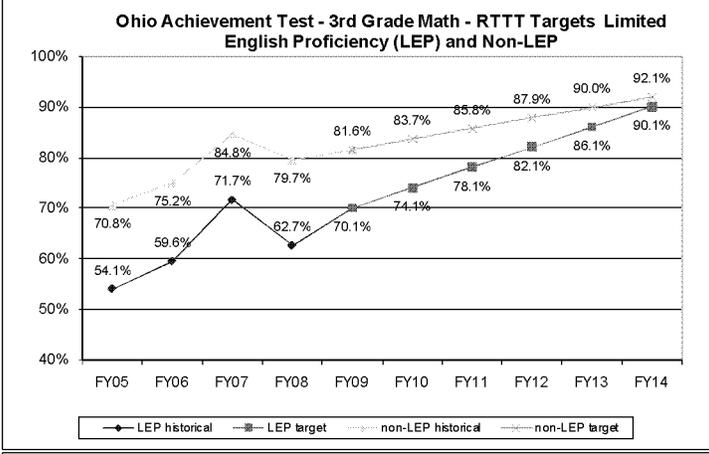
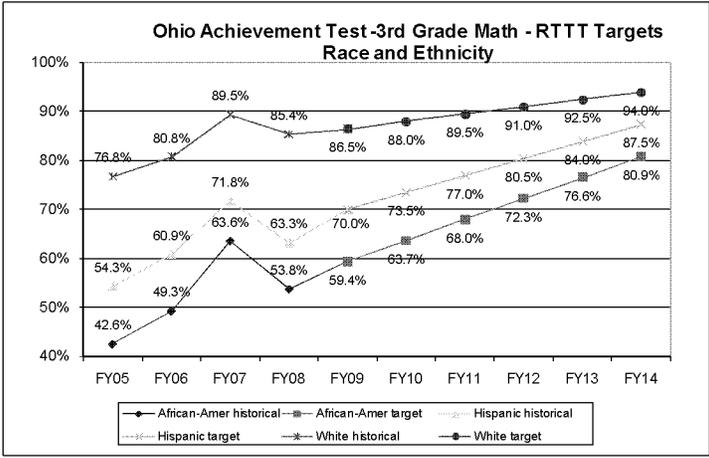
Student Subgroup	2002	2003	2005	2007	2009 Target	2011 Target	2013 Target
All Students	35.2%	34.0%	35.5%	35.9%	35.4%	37.9%	40%
White	39.8%	39.1%	41.2%	41.9%	41.4%	42.2%	43%
Black	12.8%	12.7%	10.0%	11.8%	11.3%	19.7%	28%
Hispanic		37.3%	13.9%	30.8%	30.3%	33.7%	37%
Eligible for School Lunch	23.8%	17.7%	18.3%	16.2%	15.7%	22.9%	30%
Students With Disabilities	5.8%	4.3%	6.5%	8.6%	8.1%	17.0%	26%
Male	31.4%	29.6%	29.8%	31.3%	30.8%	34.8%	39%
Female	39.3%	38.0%	41.0%	40.4%	39.9%	41.1%	42%



ESEA – OAT/OGT MATH

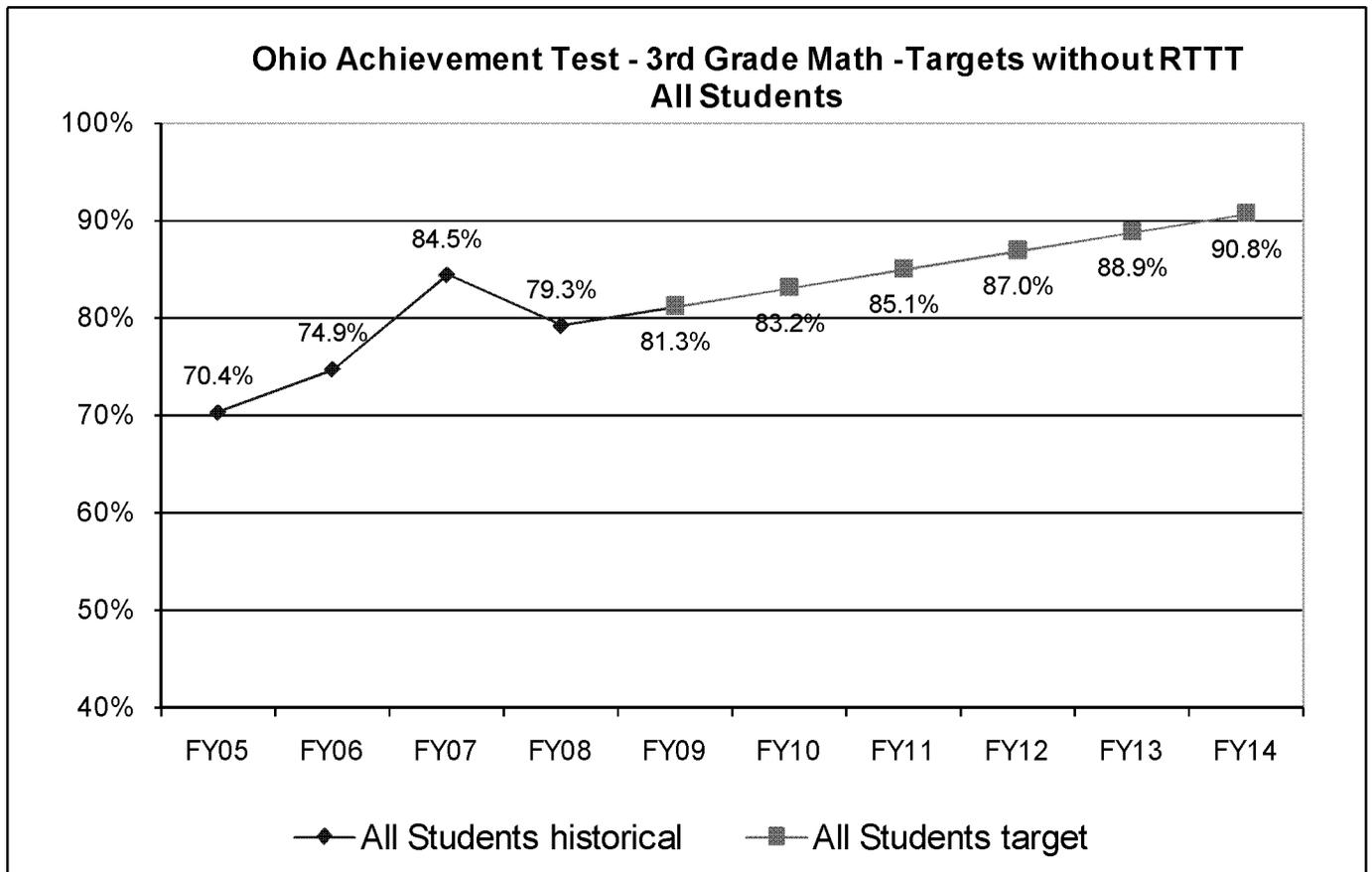
RttT Targets for the 3rd Grade OAT Reading Assessment Percent of Students by Subgroup At Least Proficient		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	57.4%	58.6%	52.3%	57.4%	56.4%	55.9%					
African-American	target						55.9%	59.6%	63.3%	67.0%	70.7%	74.4%
Hispanic	historical	62.5%	62.6%	59.1%	62.5%	62.0%	62.4%					
Hispanic	target						62.4%	65.5%	68.6%	71.7%	74.8%	77.9%
White	historical	83.3%	81.8%	80.6%	83.6%	82.7%	82.6%					
White	target						82.6%	83.8%	85.0%	86.2%	87.4%	88.6%
LEP	historical	53.9%	59.7%	55.3%	60.6%	59.0%	62.5%					
LEP	target						62.5%	65.6%	68.7%	71.8%	74.9%	78.0%
Non-LEP	historical	78.6%	77.6%	75.5%	78.7%	77.9%	77.8%					
Non-LEP	target						77.8%	79.5%	81.2%	82.9%	84.6%	86.3%
Disabled	historical	50.2%	54.1%	52.6%	55.6%	55.7%	52.8%					
Disabled	target						52.8%	56.5%	60.2%	63.9%	67.6%	71.3%
Non-Disabled	historical	82.6%	81.0%	78.9%	82.2%	81.1%	81.6%					
Non-Disabled	target						81.6%	83.0%	84.4%	85.8%	87.2%	88.6%
Disadvantaged	historical	63.8%	64.5%	61.1%	65.5%	65.3%	65.0%					
Disadvantaged	target						65.0%	67.6%	70.2%	72.8%	75.4%	78.0%
Non-Disadvantaged	historical	86.9%	85.8%	85.0%	87.3%	86.7%	87.8%					
Non-Disadvantaged	target						87.8%	88.5%	89.2%	89.9%	90.6%	91.3%
All Students	historical	78.2%	77.3%	75.1%	78.3%	77.4%	77.4%					
All Students	target						77.4%	79.1%	80.8%	82.5%	84.2%	85.9%

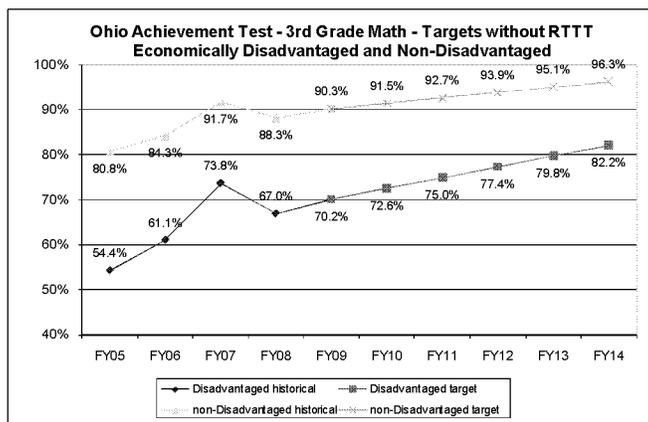
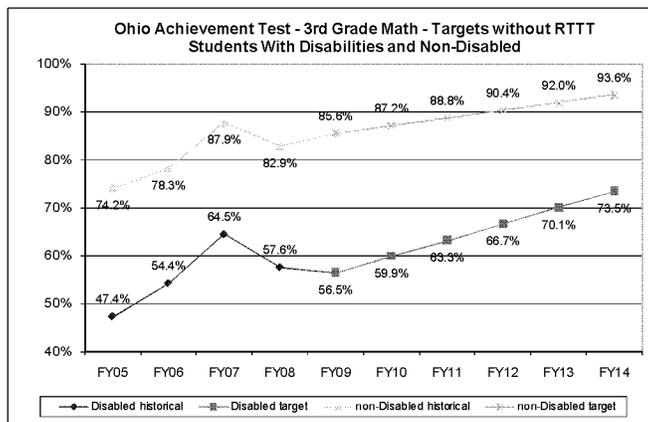
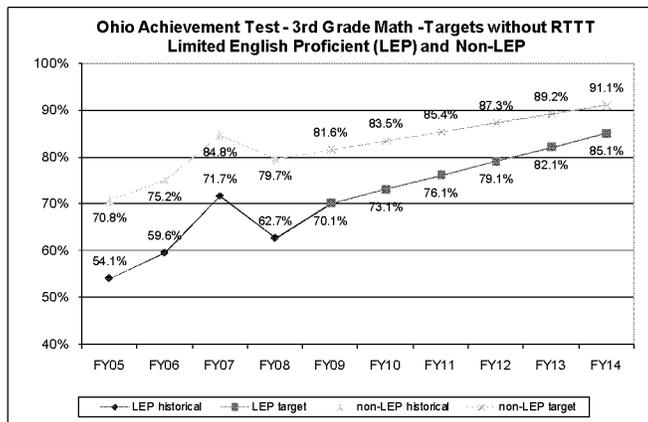
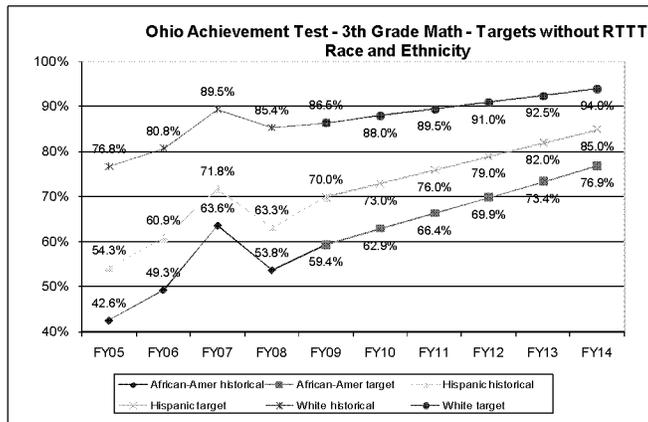




**Targets Without RttT for the 3rd Grade OAT Math Assessment
Percent of Students by Subgroup At Least Proficient**

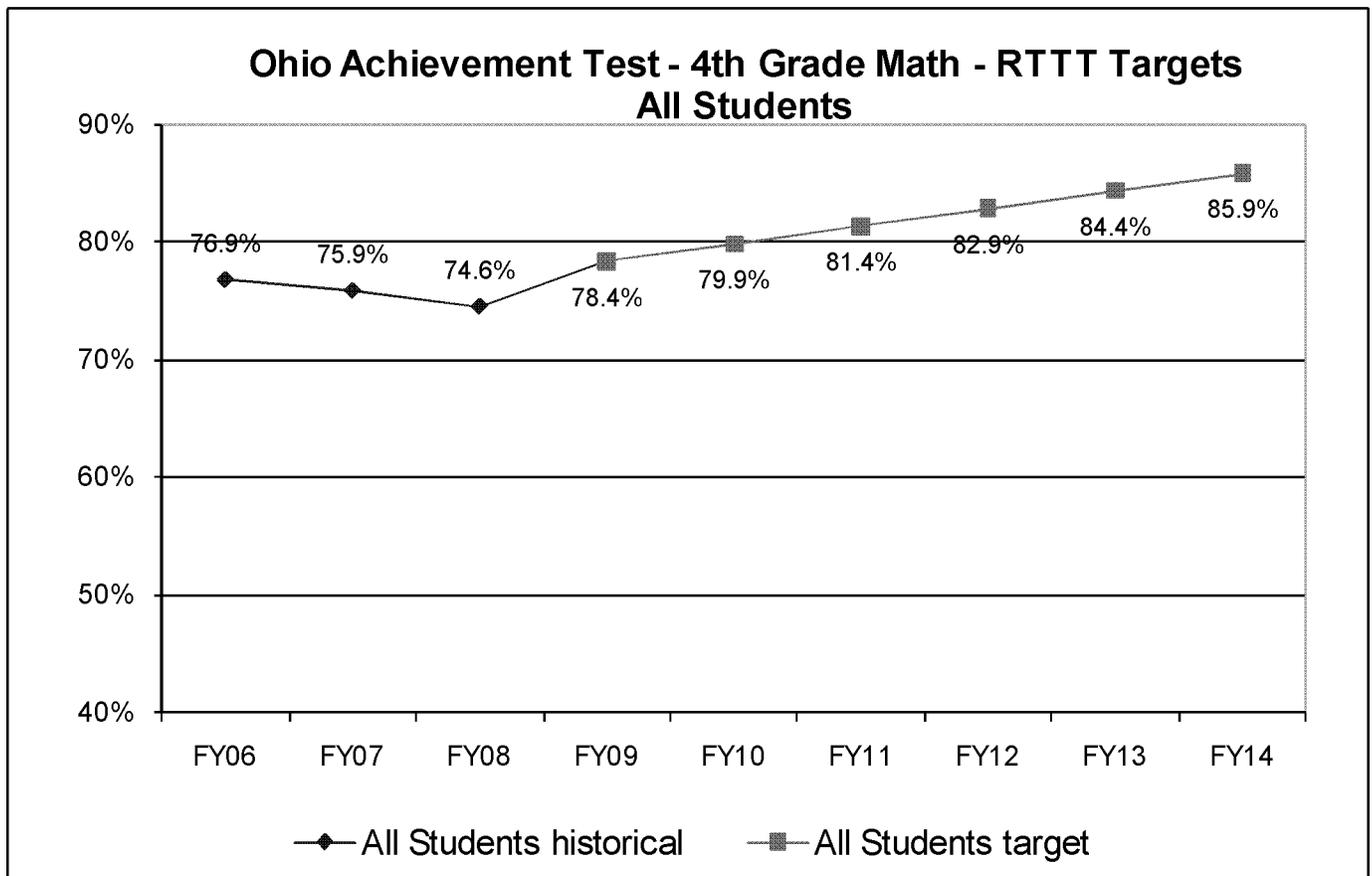
		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	42.6%	49.3%	63.6%	53.8%	59.4%					
African-American	target					59.4%	62.9%	66.4%	69.9%	73.4%	76.9%
Hispanic	historical	54.3%	60.9%	71.8%	63.3%	70.0%					
Hispanic	target					70.0%	73.0%	76.0%	79.0%	82.0%	85.0%
White	historical	76.8%	80.8%	89.5%	85.4%	86.5%					
White	target					86.5%	88.0%	89.5%	91.0%	92.5%	94.0%
LEP	historical	54.1%	59.6%	71.7%	62.7%	70.1%					
LEP	target					70.1%	73.1%	76.1%	79.1%	82.1%	85.1%
Non-LEP	historical	70.8%	75.2%	84.8%	79.7%	81.6%					
Non-LEP	target					81.6%	83.5%	85.4%	87.3%	89.2%	91.1%
Disabled	historical	47.4%	54.4%	64.5%	57.6%	56.5%					
Disabled	target					56.5%	59.9%	63.3%	66.7%	70.1%	73.5%
Non-Disabled	historical	74.2%	78.3%	87.9%	82.9%	85.6%					
Non-Disabled	target					85.6%	87.2%	88.8%	90.4%	92.0%	93.6%
Disadvantaged	historical	54.4%	61.1%	73.8%	67.0%	70.2%					
Disadvantaged	target					70.2%	72.6%	75.0%	77.4%	79.8%	82.2%
Non-Disadvantaged	historical	80.8%	84.3%	91.7%	88.3%	90.3%					
Non-Disadvantaged	target					90.3%	91.5%	92.7%	93.9%	95.1%	96.3%
All Students	historical	70.4%	74.9%	84.5%	79.3%	81.3%					
All Students	target					81.3%	83.2%	85.1%	87.0%	88.9%	90.8%

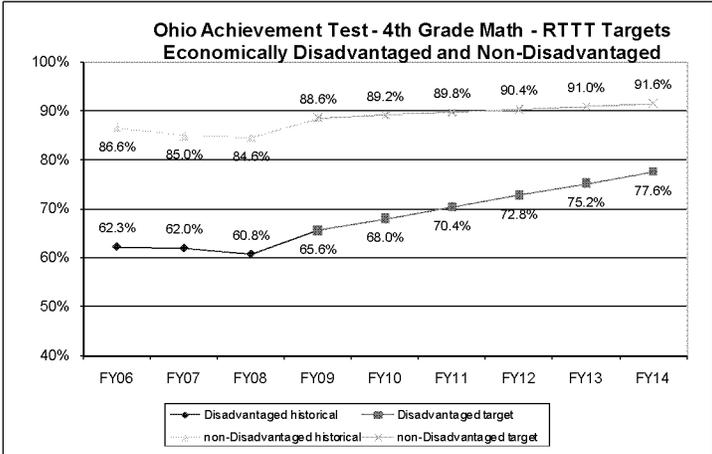
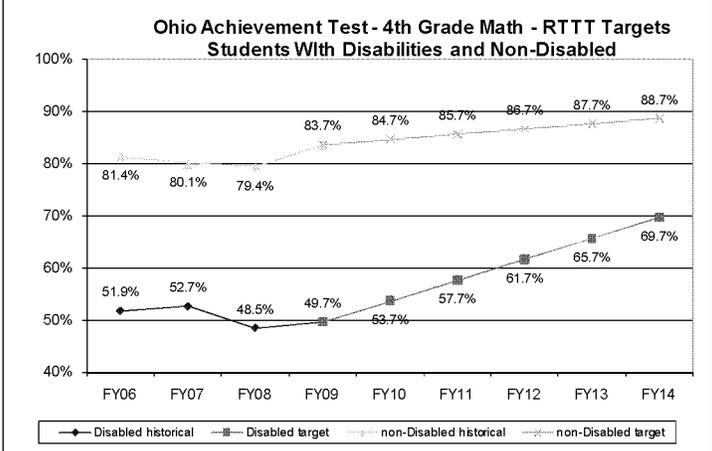
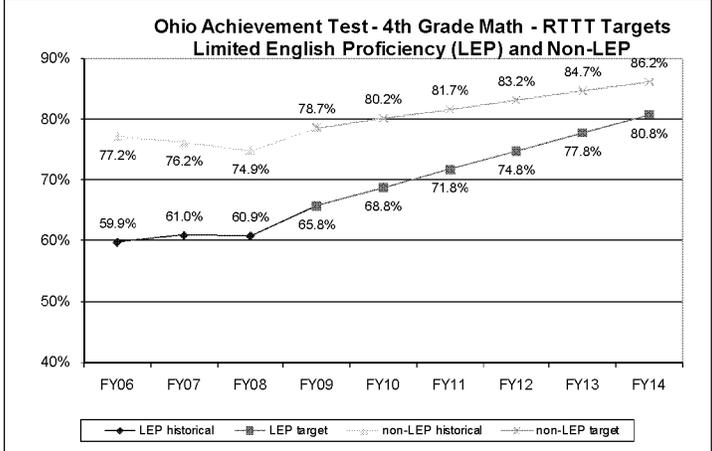
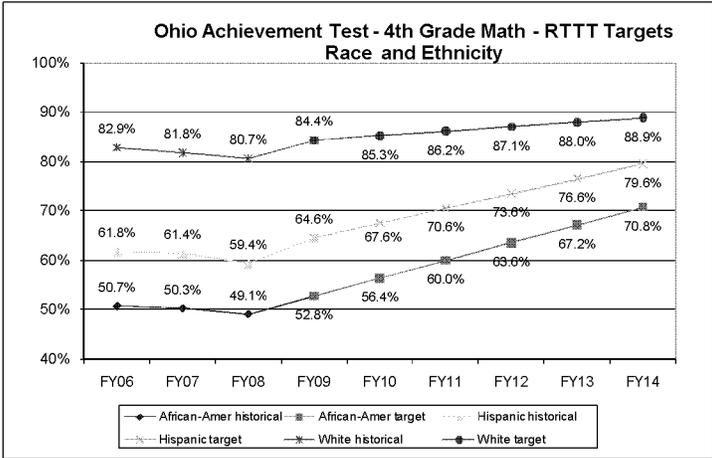




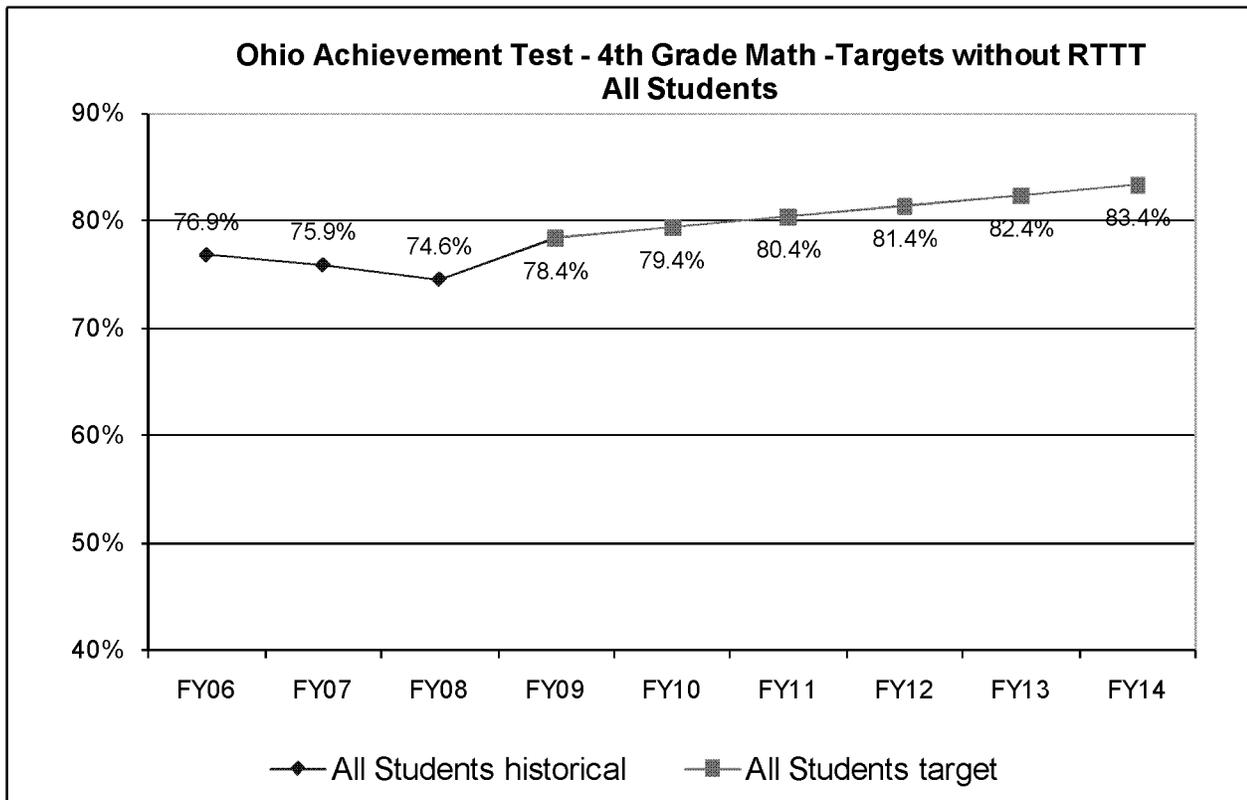
RTTT Targets for the 4th Grade OAT Math Assessment
Percent of Students by Subgroup At Least Proficient

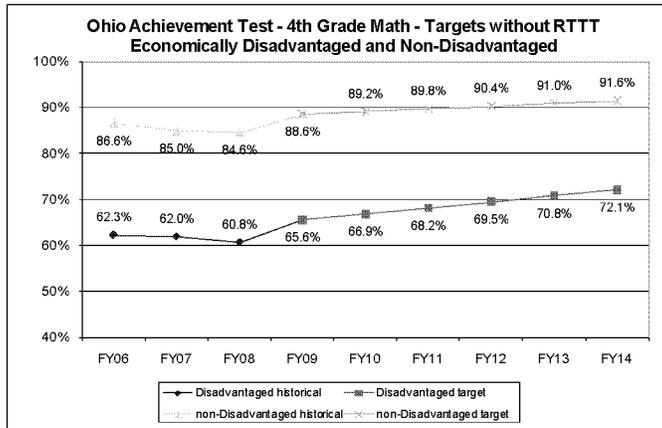
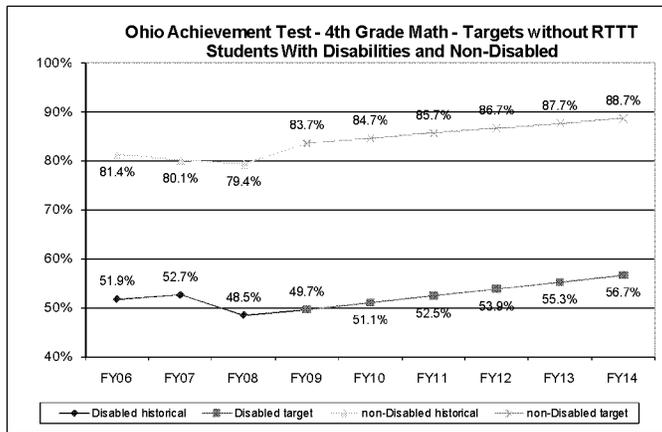
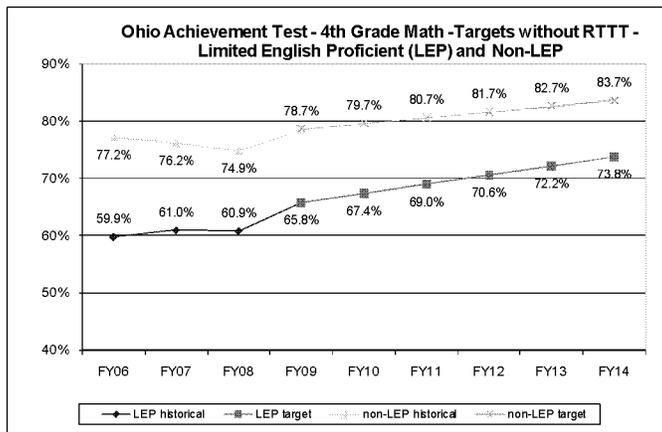
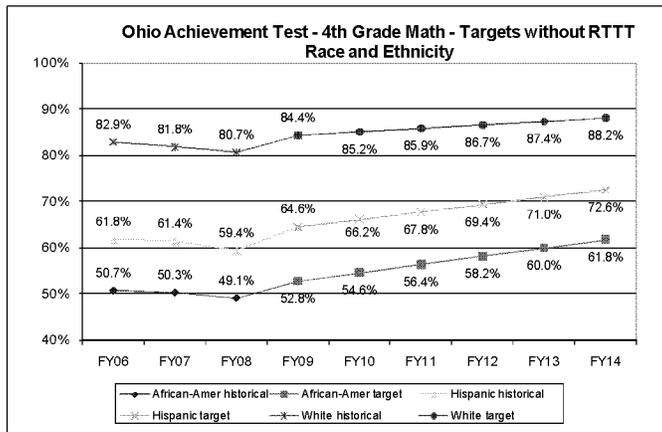
		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical		50.7%	50.3%	49.1%	52.8%					
African-American	target					52.8%	56.4%	60.0%	63.6%	67.2%	70.8%
Hispanic	historical		61.8%	61.4%	59.4%	64.6%					
Hispanic	target					64.6%	67.6%	70.6%	73.6%	76.6%	79.6%
White	historical		82.9%	81.8%	80.7%	84.4%					
White	target					84.4%	85.3%	86.2%	87.1%	88.0%	88.9%
LEP	historical		59.9%	61.0%	60.9%	65.8%					
LEP	target					65.8%	68.8%	71.8%	74.8%	77.8%	80.8%
Non-LEP	historical		77.2%	76.2%	74.9%	78.7%					
Non-LEP	target					78.7%	80.2%	81.7%	83.2%	84.7%	86.2%
Disabled	historical		51.9%	52.7%	48.5%	49.7%					
Disabled	target					49.7%	53.7%	57.7%	61.7%	65.7%	69.7%
Non-Disabled	historical		81.4%	80.1%	79.4%	83.7%					
Non-Disabled	target					83.7%	84.7%	85.7%	86.7%	87.7%	88.7%
Disadvantaged	historical		62.3%	62.0%	60.8%	65.6%					
Disadvantaged	target					65.6%	68.0%	70.4%	72.8%	75.2%	77.6%
Non-Disadvantaged	historical		86.6%	85.0%	84.6%	88.6%					
Non-Disadvantaged	target					88.6%	89.2%	89.8%	90.4%	91.0%	91.6%
All Students	historical		76.9%	75.9%	74.6%	78.4%					
All Students	target					78.4%	79.9%	81.4%	82.9%	84.4%	85.9%





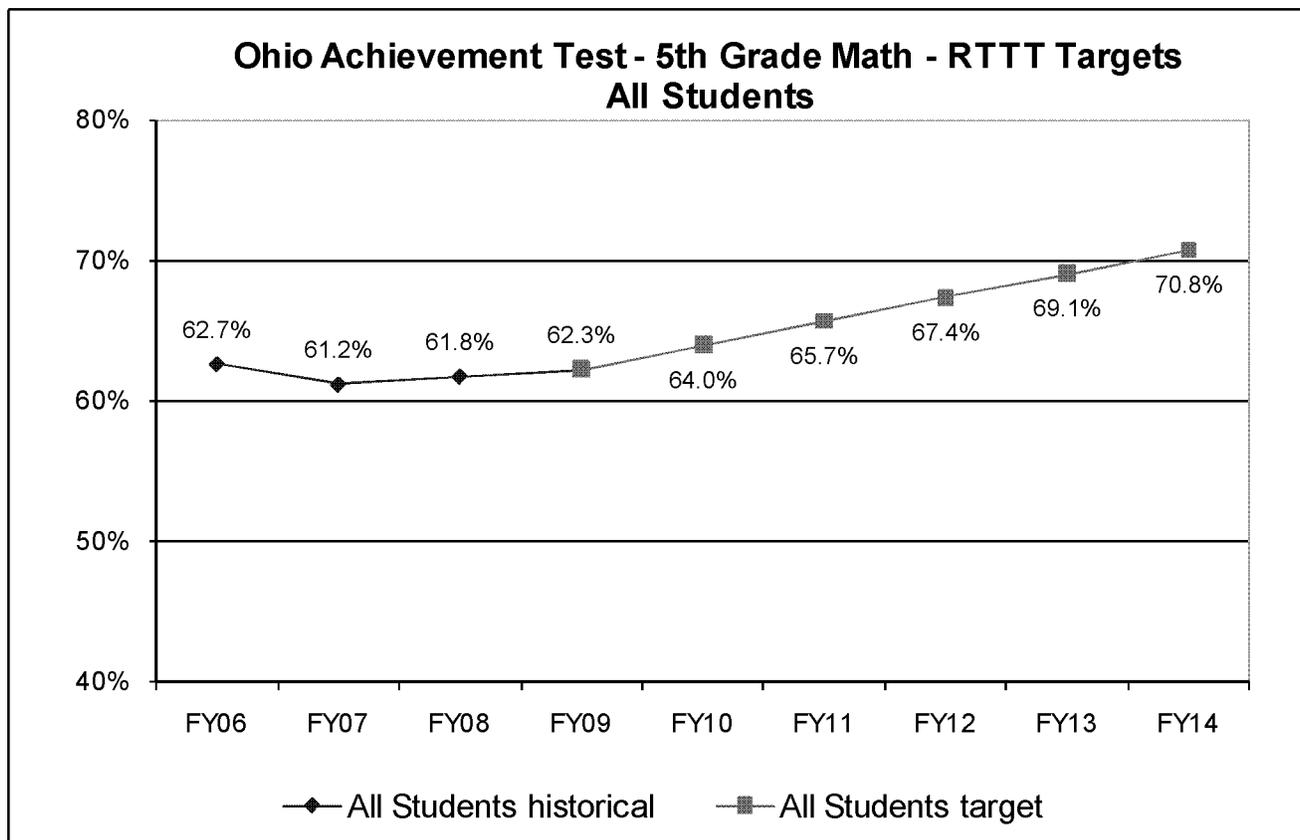
Targets Without RttT for the 4th Grade OAT Math Assessment		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Percent of Students by Subgroup At Least Proficient											
African-American	historical		50.7%	50.3%	49.1%	52.8%					
African-American	target					52.8%	54.6%	56.4%	58.2%	60.0%	61.8%
Hispanic	historical		61.8%	61.4%	59.4%	64.6%					
Hispanic	target					64.6%	66.2%	67.8%	69.4%	71.0%	72.6%
White	historical		82.9%	81.8%	80.7%	84.4%					
White	target					84.4%	85.2%	85.9%	86.7%	87.4%	88.2%
LEP	historical		59.9%	61.0%	60.9%	65.8%					
LEP	target					65.8%	67.4%	69.0%	70.6%	72.2%	73.8%
Non-LEP	historical		77.2%	76.2%	74.9%	78.7%					
Non-LEP	target					78.7%	79.7%	80.7%	81.7%	82.7%	83.7%
Disabled	historical		51.9%	52.7%	48.5%	49.7%					
Disabled	target					49.7%	51.1%	52.5%	53.9%	55.3%	56.7%
Non-Disabled	historical		81.4%	80.1%	79.4%	83.7%					
Non-Disabled	target					83.7%	84.7%	85.7%	86.7%	87.7%	88.7%
Disadvantaged	historical		62.3%	62.0%	60.8%	65.6%					
Disadvantaged	target					65.6%	66.9%	68.2%	69.5%	70.8%	72.1%
Non-Disadvantaged	historical		86.6%	85.0%	84.6%	88.6%					
Non-Disadvantaged	target					88.6%	89.2%	89.8%	90.4%	91.0%	91.6%
All Students	historical		76.9%	75.9%	74.6%	78.4%					
All Students	target					78.4%	79.4%	80.4%	81.4%	82.4%	83.4%

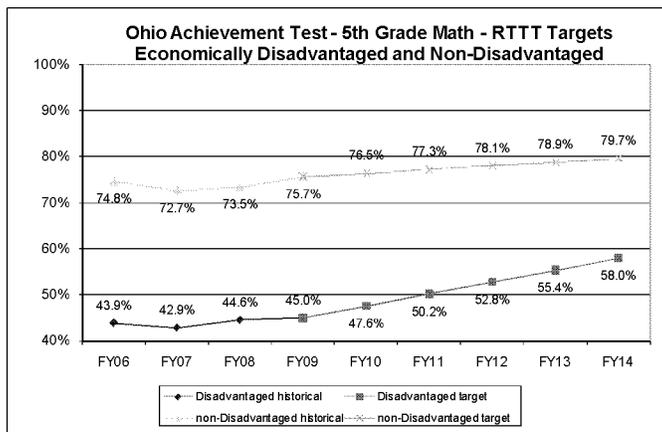
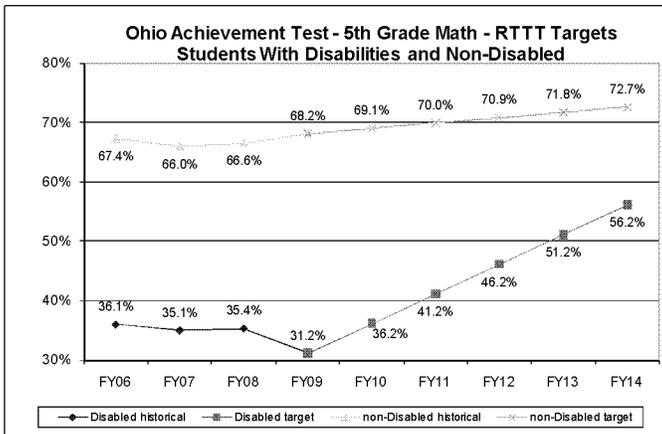
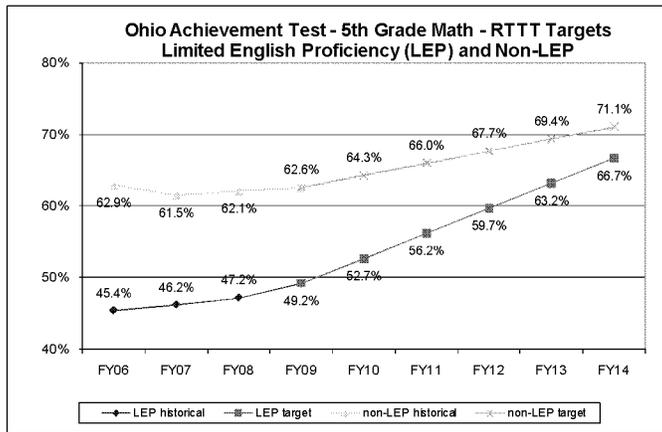
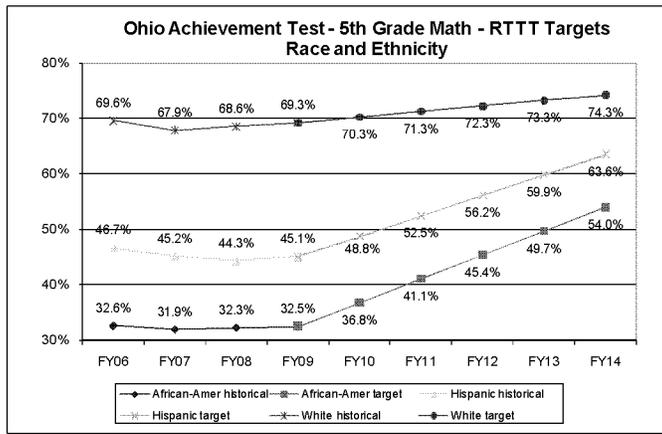




**RttT Targets for the 5th Grade OAT Math Assessment
Percent of Students by Subgroup At Least Proficient**

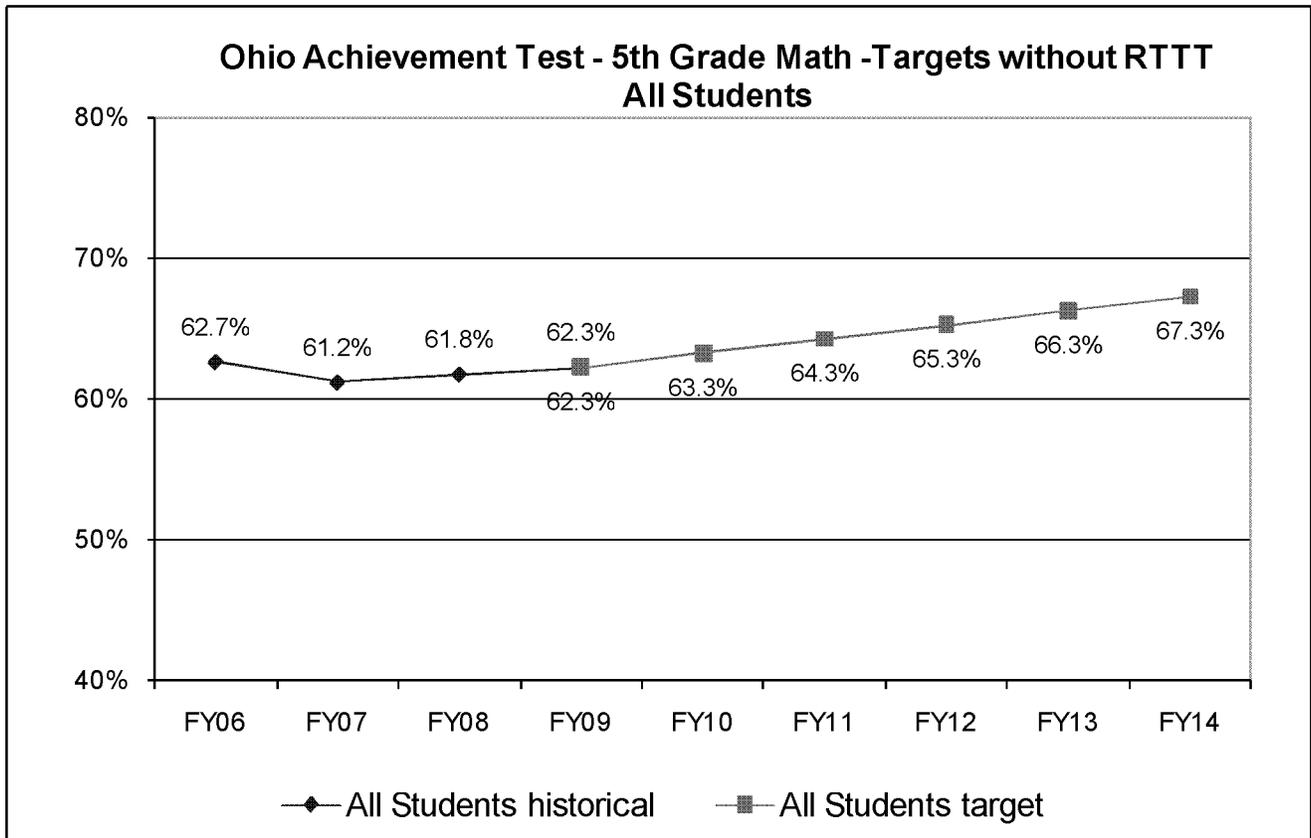
		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical		32.6%	31.9%	32.3%	32.5%					
African-American	target					32.5%	36.8%	41.1%	45.4%	49.7%	54.0%
Hispanic	historical		46.7%	45.2%	44.3%	45.1%					
Hispanic	target					45.1%	48.8%	52.5%	56.2%	59.9%	63.6%
White	historical		69.6%	67.9%	68.6%	69.3%					
White	target					69.3%	70.3%	71.3%	72.3%	73.3%	74.3%
LEP	historical		45.4%	46.2%	47.2%	49.2%					
LEP	target					49.2%	52.7%	56.2%	59.7%	63.2%	66.7%
Non-LEP	historical		62.9%	61.5%	62.1%	62.6%					
Non-LEP	target					62.6%	64.3%	66.0%	67.7%	69.4%	71.1%
Disabled	historical		36.1%	35.1%	35.4%	31.2%					
Disabled	target					31.2%	36.2%	41.2%	46.2%	51.2%	56.2%
Non-Disabled	historical		67.4%	66.0%	66.6%	68.2%					
Non-Disabled	target					68.2%	69.1%	70.0%	70.9%	71.8%	72.7%
Disadvantaged	historical		43.9%	42.9%	44.6%	45.0%					
Disadvantaged	target					45.0%	47.6%	50.2%	52.8%	55.4%	58.0%
Non-Disadvantaged	historical		74.8%	72.7%	73.5%	75.7%					
Non-Disadvantaged	target					75.7%	76.5%	77.3%	78.1%	78.9%	79.7%
All Students	historical		62.7%	61.2%	61.8%	62.3%					
All Students	target					62.3%	64.0%	65.7%	67.4%	69.1%	70.8%

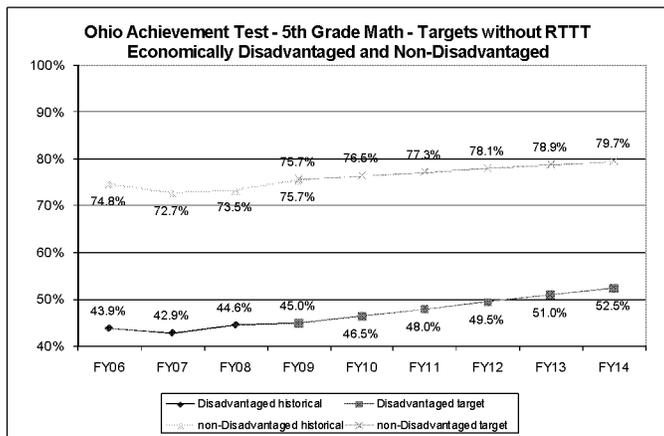
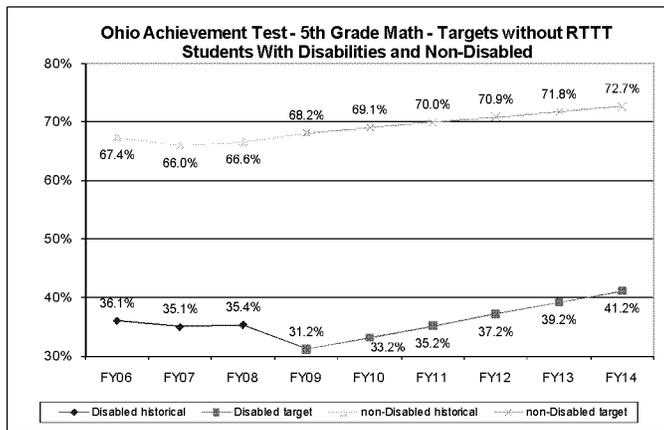
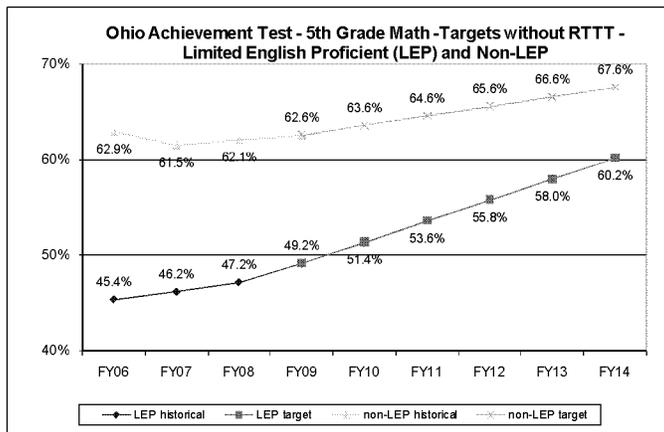
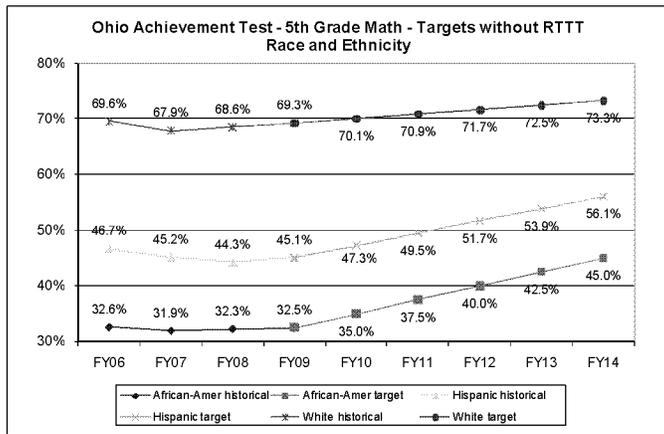




**Targets Without RttT for the 5th Grade OAT Math Assessment
Percent of Students by Subgroup At Least Proficient**

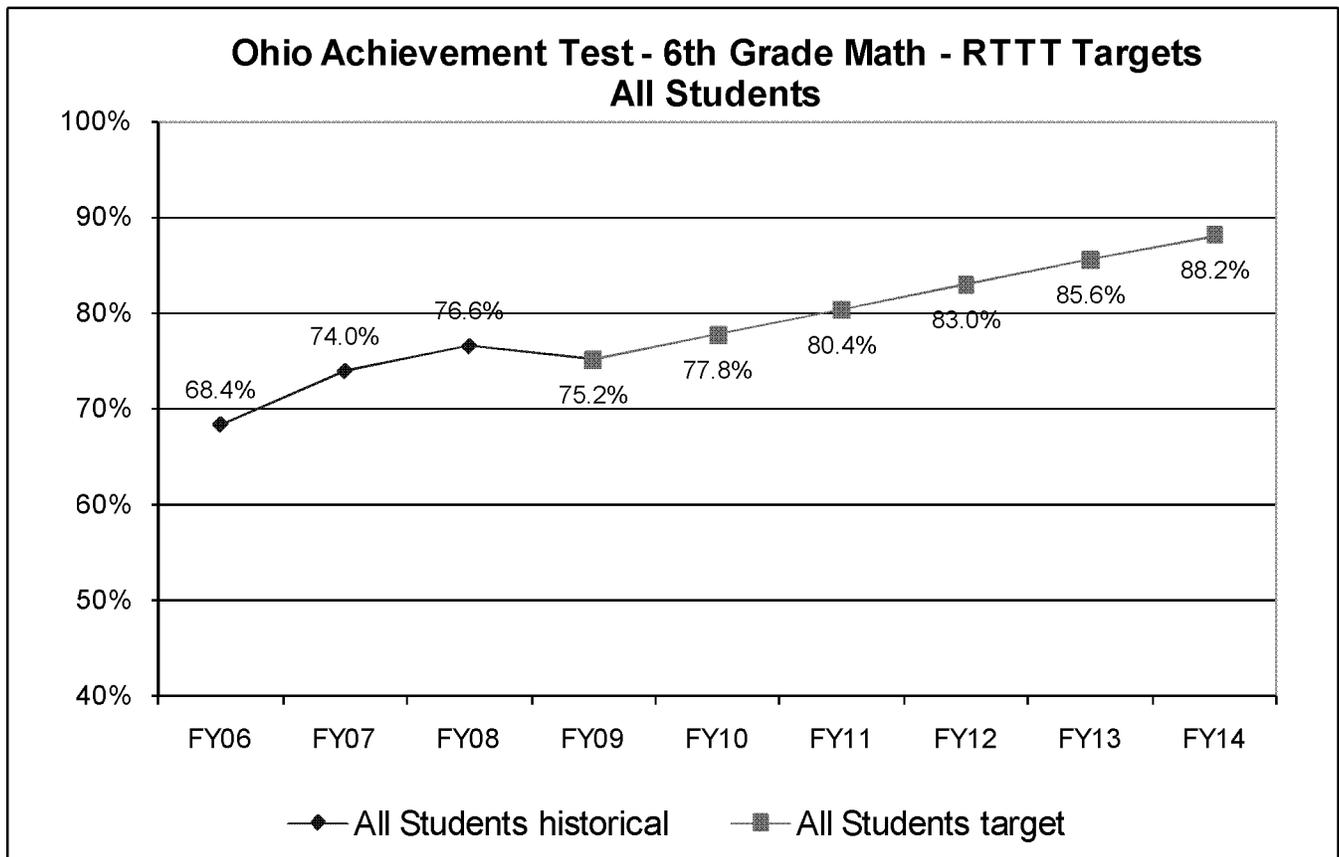
		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical		32.6%	31.9%	32.3%	32.5%					
African-American	target					32.5%	35.0%	37.5%	40.0%	42.5%	45.0%
Hispanic	historical		46.7%	45.2%	44.3%	45.1%					
Hispanic	target					45.1%	47.3%	49.5%	51.7%	53.9%	56.1%
White	historical		69.6%	67.9%	68.6%	69.3%					
White	target					69.3%	70.1%	70.9%	71.7%	72.5%	73.3%
LEP	historical		45.4%	46.2%	47.2%	49.2%					
LEP	target					49.2%	51.4%	53.6%	55.8%	58.0%	60.2%
Non-LEP	historical		62.9%	61.5%	62.1%	62.6%					
Non-LEP	target					62.6%	63.6%	64.6%	65.6%	66.6%	67.6%
Disabled	historical		36.1%	35.1%	35.4%	31.2%					
Disabled	target					31.2%	33.2%	35.2%	37.2%	39.2%	41.2%
Non-Disabled	historical		67.4%	66.0%	66.6%	68.2%					
Non-Disabled	target					68.2%	69.1%	70.0%	70.9%	71.8%	72.7%
Disadvantaged	historical		43.9%	42.9%	44.6%	45.0%					
Disadvantaged	target					45.0%	46.5%	48.0%	49.5%	51.0%	52.5%
Non-Disadvantaged	historical		74.8%	72.7%	73.5%	75.7%					
Non-Disadvantaged	target					75.7%	76.5%	77.3%	78.1%	78.9%	79.7%
All Students	historical		62.7%	61.2%	61.8%	62.3%					
All Students	target					62.3%	63.3%	64.3%	65.3%	66.3%	67.3%

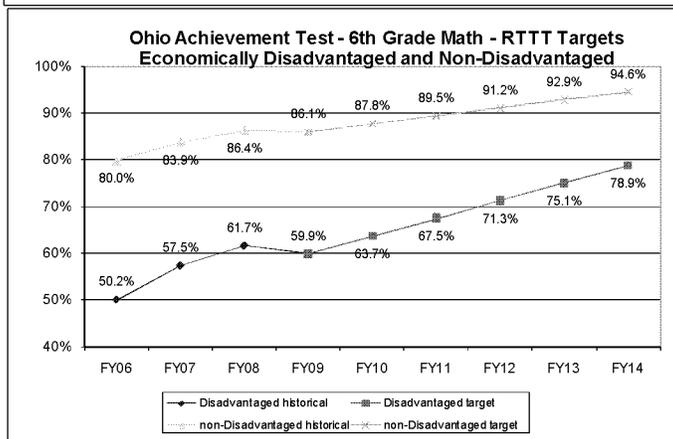
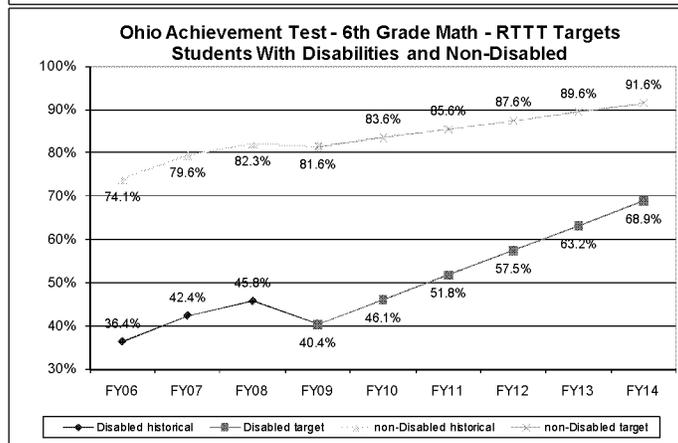
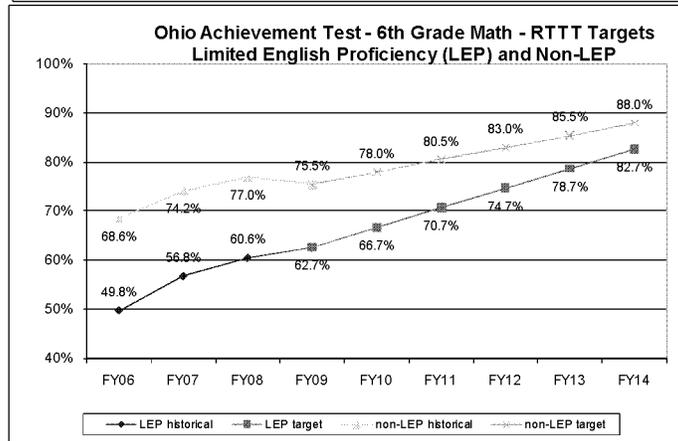
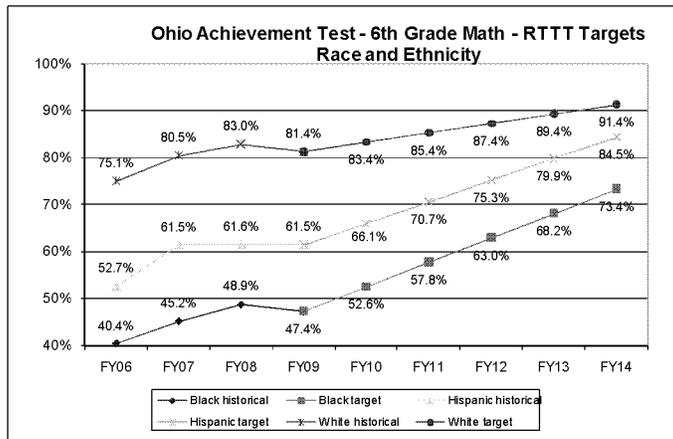




RTTT Targets for the 6th Grade OAT Math Assessment
Percent of Students by Subgroup At Least Proficient

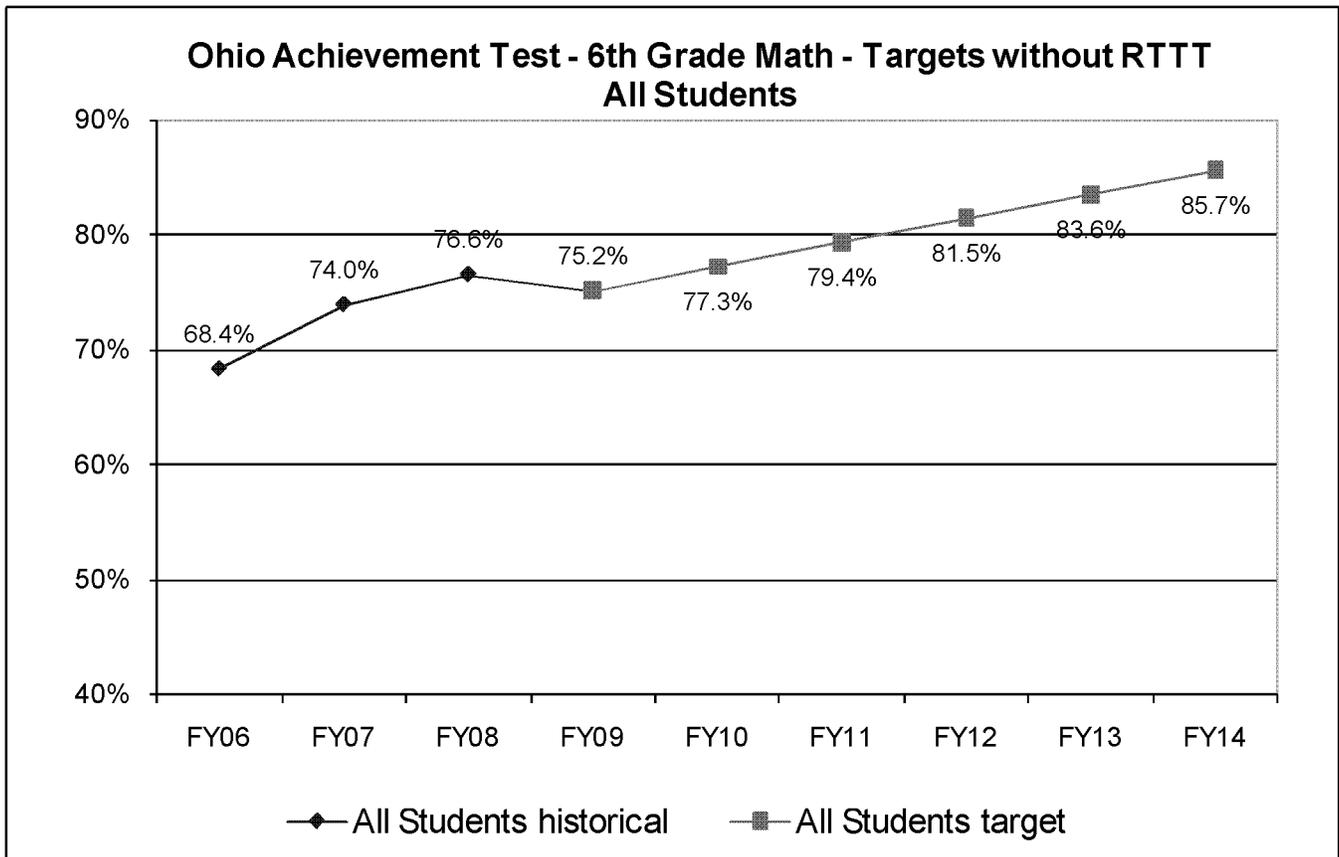
		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical		40.4%	45.2%	48.9%	47.4%					
African-American	target					47.4%	52.6%	57.8%	63.0%	68.2%	73.4%
Hispanic	historical		52.7%	61.5%	61.6%	61.5%					
Hispanic	target					61.5%	66.1%	70.7%	75.3%	79.9%	84.5%
White	historical		75.1%	80.5%	83.0%	81.4%					
White	target					81.4%	83.4%	85.4%	87.4%	89.4%	91.4%
LEP	historical		49.8%	56.8%	60.6%	62.7%					
LEP	target					62.7%	66.7%	70.7%	74.7%	78.7%	82.7%
Non-LEP	historical		68.6%	74.2%	77.0%	75.5%					
Non-LEP	target					75.5%	78.0%	80.5%	83.0%	85.5%	88.0%
Disabled	historical		36.4%	42.4%	45.8%	40.4%					
Disabled	target					40.4%	46.1%	51.8%	57.5%	63.2%	68.9%
Non-Disabled	historical		74.1%	79.6%	82.3%	81.6%					
Non-Disabled	target					81.6%	83.6%	85.6%	87.6%	89.6%	91.6%
Disadvantaged	historical		50.2%	57.5%	61.7%	59.9%					
Disadvantaged	target					59.9%	63.7%	67.5%	71.3%	75.1%	78.9%
Non-Disadvantaged	historical		80.0%	83.9%	86.4%	86.1%					
Non-Disadvantaged	target					86.1%	87.8%	89.5%	91.2%	92.9%	94.6%
All Students	historical		68.4%	74.0%	76.6%	75.2%					
All Students	target					75.2%	77.8%	80.4%	83.0%	85.6%	88.2%

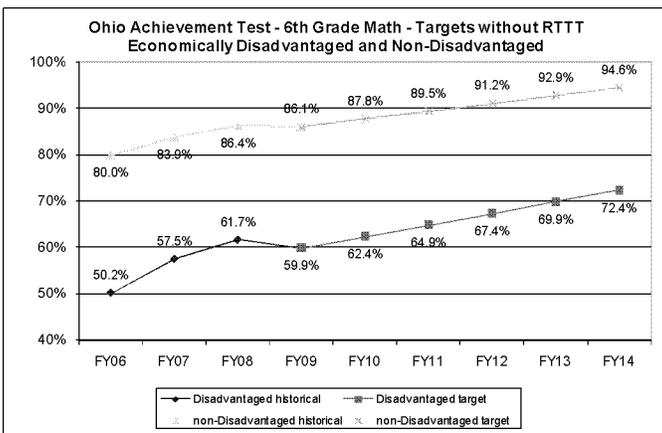
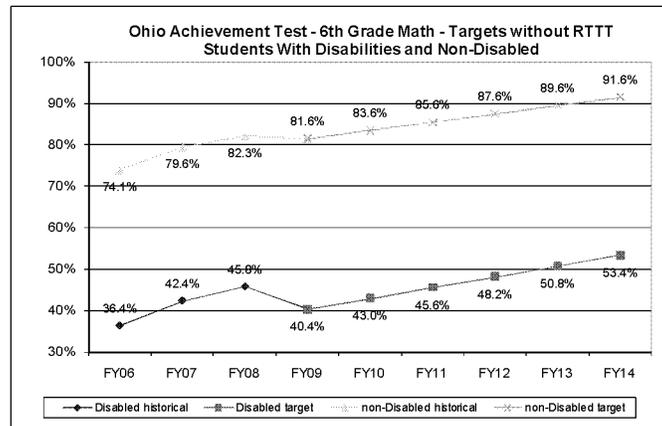
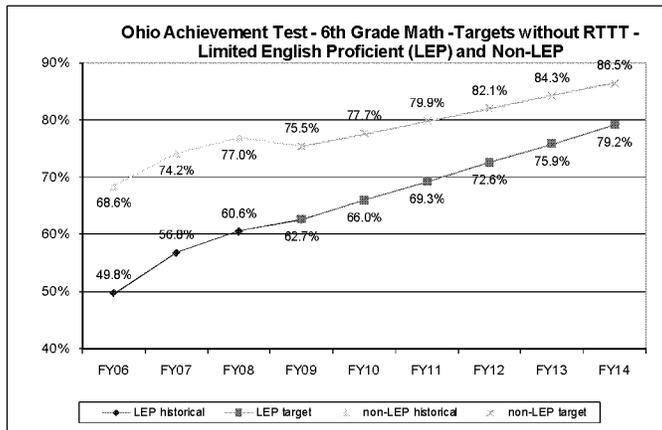
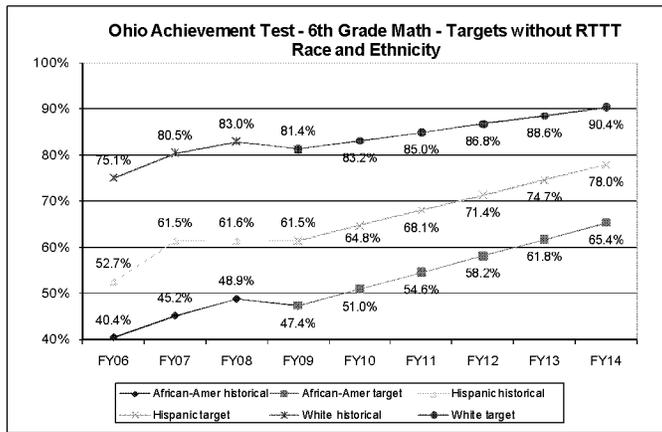




**Targets Without RtT for the 6th Grade OAT Math Assessment
Percent of Students by Subgroup At Least Proficient**

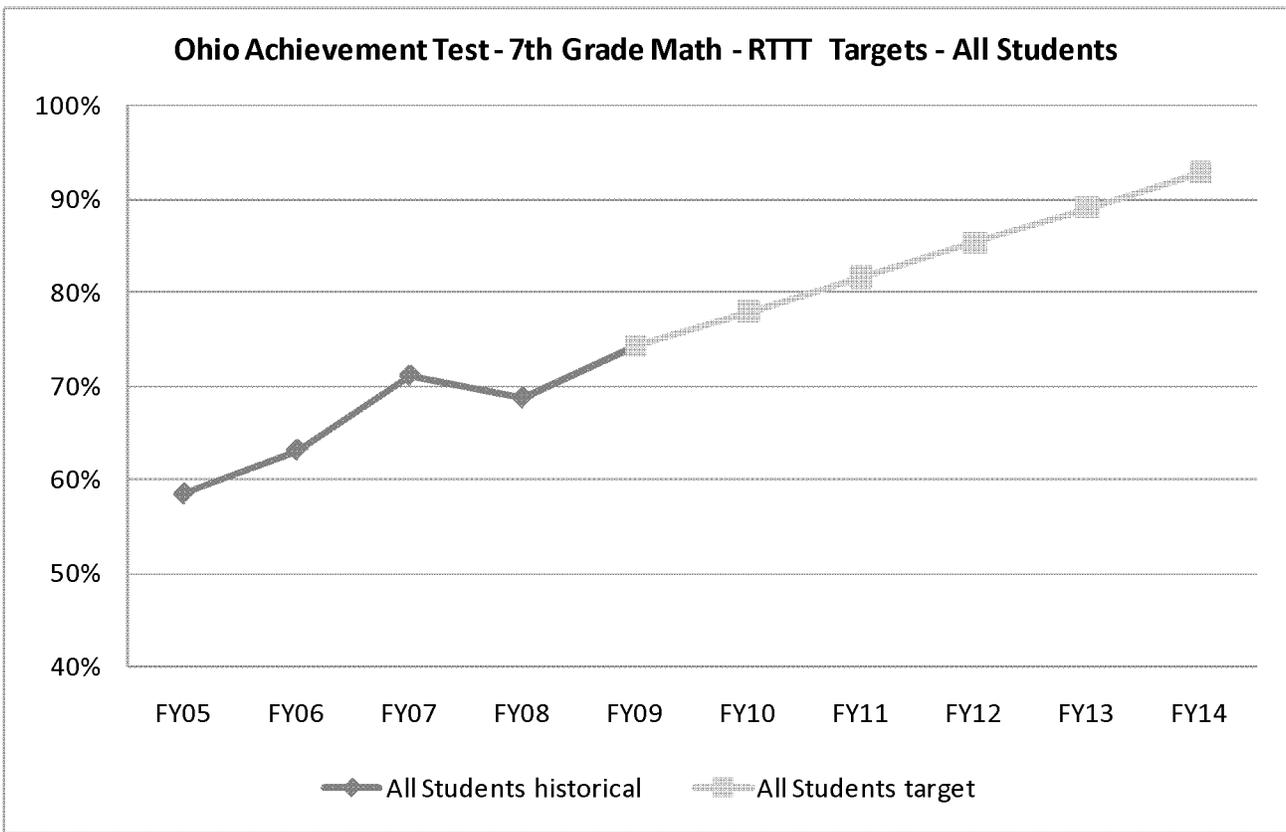
		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical		40.4%	45.2%	48.9%	47.4%					
African-American	target					47.4%	51.0%	54.6%	58.2%	61.8%	65.4%
Hispanic	historical		52.7%	61.5%	61.6%	61.5%					
Hispanic	target					61.5%	64.8%	68.1%	71.4%	74.7%	78.0%
White	historical		75.1%	80.5%	83.0%	81.4%					
White	target					81.4%	83.2%	85.0%	86.8%	88.6%	90.4%
LEP	historical		49.8%	56.8%	60.6%	62.7%					
LEP	target					62.7%	66.0%	69.3%	72.6%	75.9%	79.2%
Non-LEP	historical		68.6%	74.2%	77.0%	75.5%					
Non-LEP	target					75.5%	77.7%	79.9%	82.1%	84.3%	86.5%
Disabled	historical		36.4%	42.4%	45.8%	40.4%					
Disabled	target					40.4%	43.0%	45.6%	48.2%	50.8%	53.4%
Non-Disabled	historical		74.1%	79.6%	82.3%	81.6%					
Non-Disabled	target					81.6%	83.6%	85.6%	87.6%	89.6%	91.6%
Disadvantaged	historical		50.2%	57.5%	61.7%	59.9%					
Disadvantaged	target					59.9%	62.4%	64.9%	67.4%	69.9%	72.4%
Non-Disadvantaged	historical		80.0%	83.9%	86.4%	86.1%					
Non-Disadvantaged	target					86.1%	87.8%	89.5%	91.2%	92.9%	94.6%
All Students	historical		68.4%	74.0%	76.6%	75.2%					
All Students	target					75.2%	77.3%	79.4%	81.5%	83.6%	85.7%

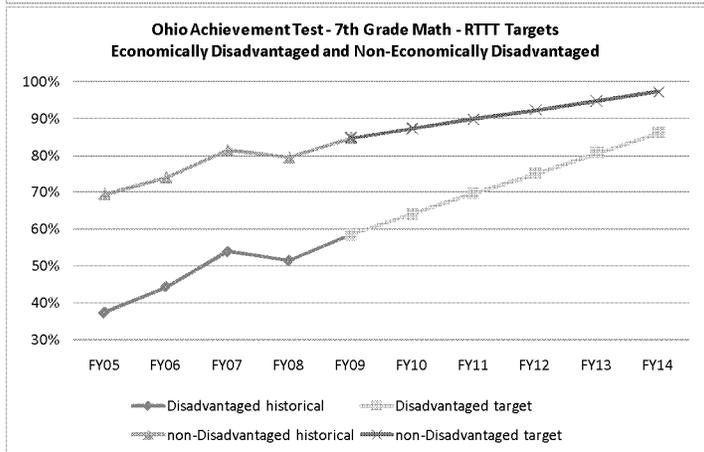
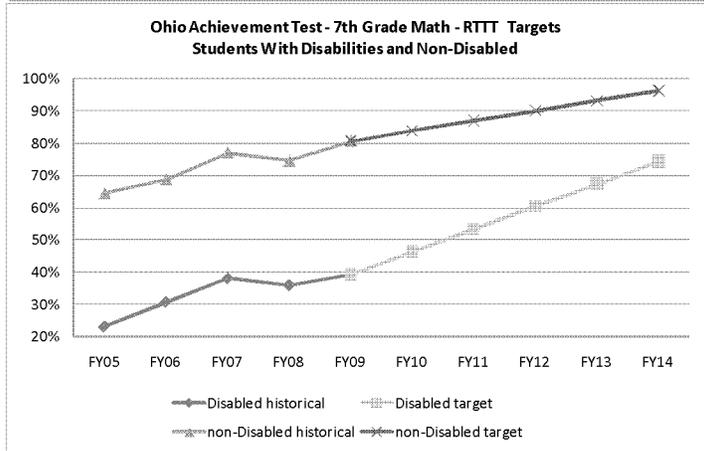
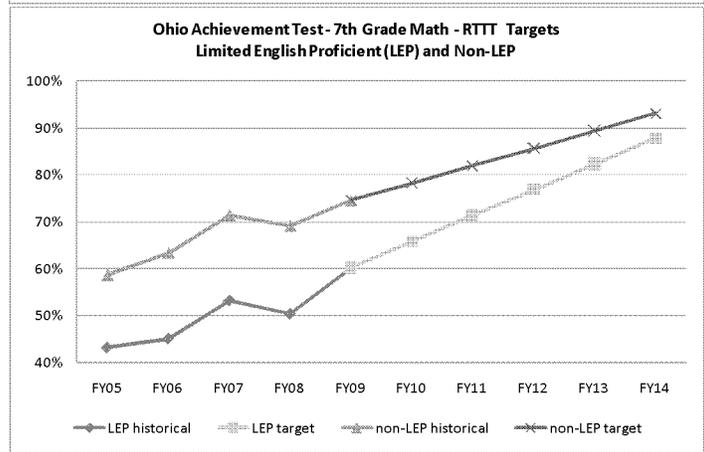
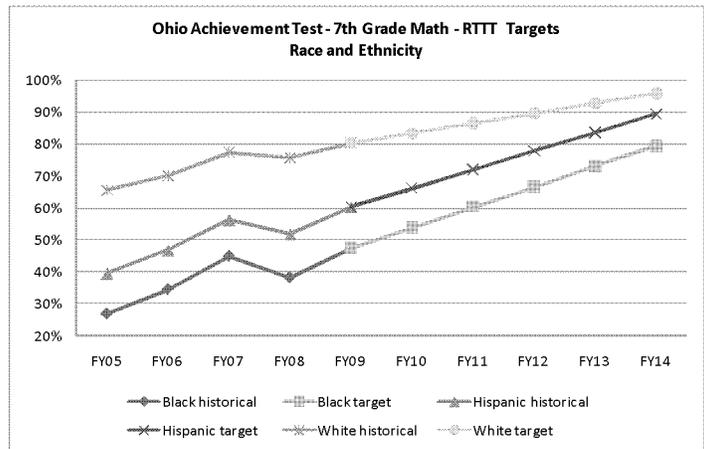




**RttT Targets for the 7th Grade OAT Math Assessment
Percent of Students by Subgroup At Least Proficient**

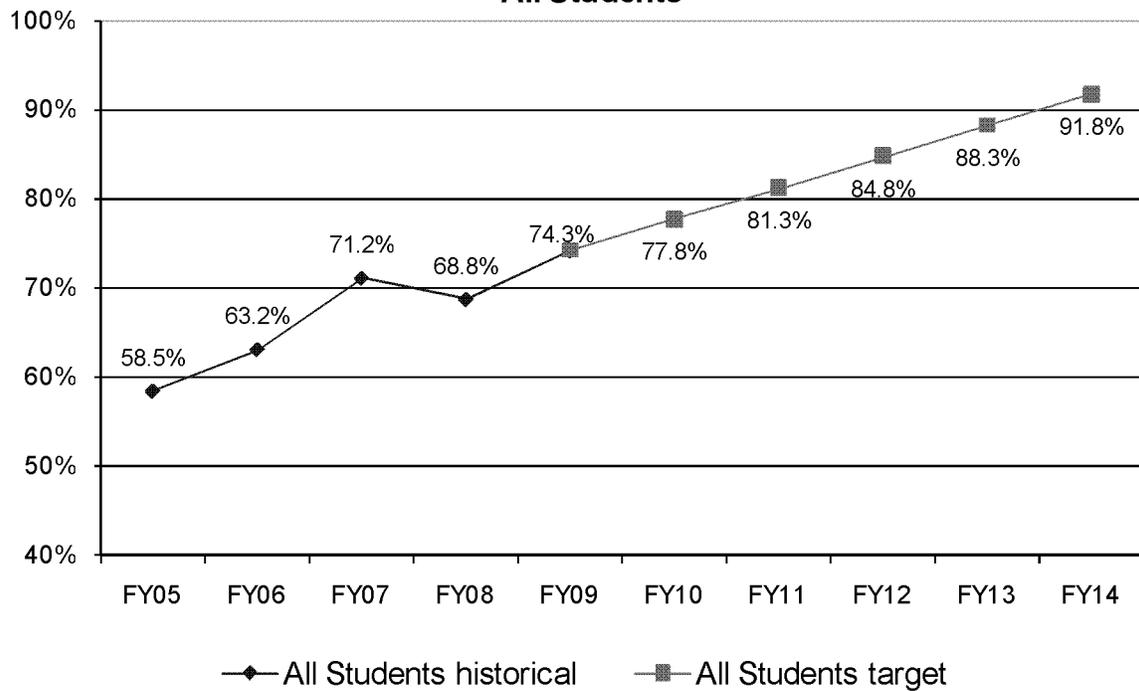
		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	27.0%	34.6%	45.0%	38.3%	47.5%					
African-American	target					47.5%	53.9%	60.3%	66.7%	73.1%	79.5%
Hispanic	historical	39.7%	47.0%	56.4%	51.9%	60.5%					
Hispanic	target					60.5%	66.3%	72.1%	77.9%	83.7%	89.5%
White	historical	65.7%	70.2%	77.5%	75.7%	80.4%					
White	target					80.4%	83.5%	86.6%	89.7%	92.8%	95.9%
LEP	historical	43.3%	45.2%	53.2%	50.4%	60.3%					
LEP	target					60.3%	65.8%	71.3%	76.8%	82.3%	87.8%
Non-LEP	historical	58.7%	63.4%	71.5%	69.1%	74.6%					
Non-LEP	target					74.6%	78.3%	82.0%	85.7%	89.4%	93.1%
Disabled	historical	23.3%	30.8%	38.1%	36.0%	39.4%					
Disabled	target					39.4%	46.4%	53.4%	60.4%	67.4%	74.4%
Non-Disabled	historical	64.5%	68.9%	77.1%	74.7%	80.8%					
Non-Disabled	target					80.8%	83.9%	87.0%	90.1%	93.2%	96.3%
Disadvantaged	historical	37.3%	44.4%	54.0%	51.6%	58.6%					
Disadvantaged	target					58.6%	64.1%	69.6%	75.1%	80.6%	86.1%
Non-Disadvantaged	historical	69.5%	74.1%	81.4%	79.4%	84.8%					
Non-Disadvantaged	target					84.8%	87.3%	89.8%	92.3%	94.8%	97.3%
All Students	historical	58.5%	63.2%	71.2%	68.8%	74.3%					
All Students	target					74.3%	78.0%	81.7%	85.4%	89.1%	92.8%

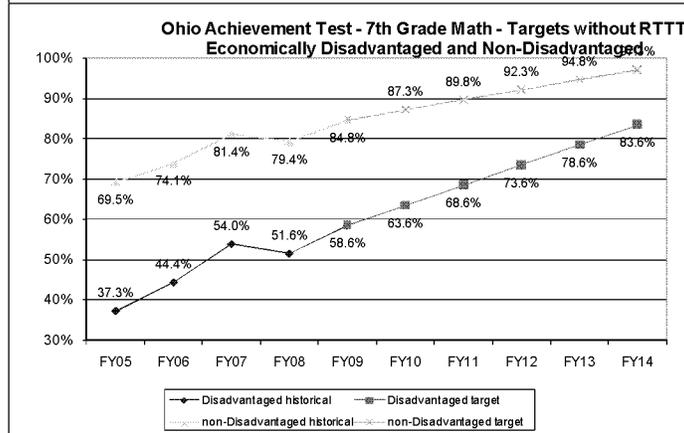
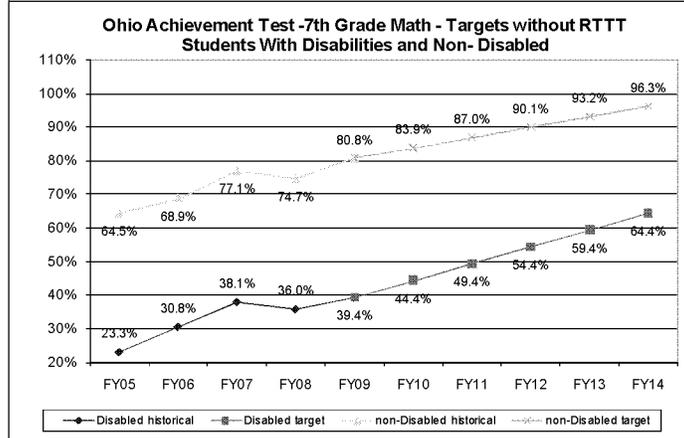
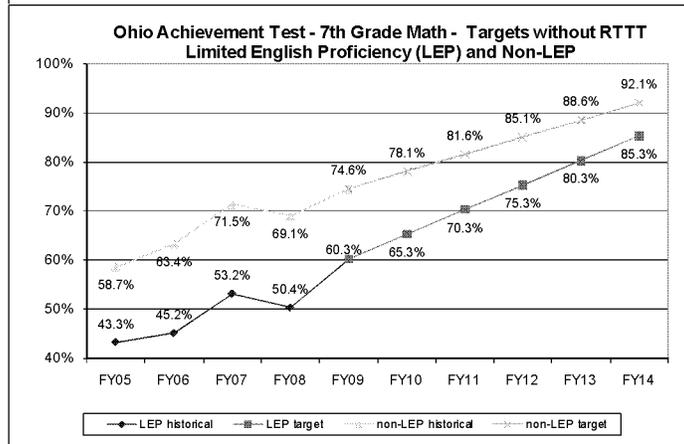
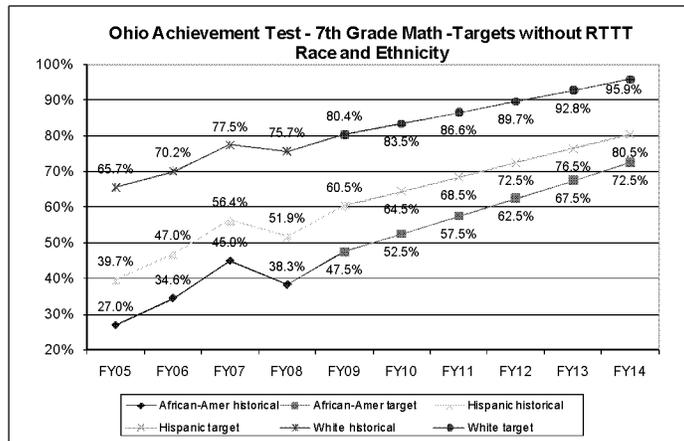




Targets Without RttT for the 7th Grade OAT Math Assessment		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Percent of Students by Subgroup At Least Proficient											
African-American	historical	27.0%	34.6%	45.0%	38.3%	47.5%					
African-American	target					47.5%	52.5%	57.5%	62.5%	67.5%	72.5%
Hispanic	historical	39.7%	47.0%	56.4%	51.9%	60.5%					
Hispanic	target					60.5%	64.5%	68.5%	72.5%	76.5%	80.5%
White	historical	65.7%	70.2%	77.5%	75.7%	80.4%					
White	target					80.4%	83.5%	86.6%	89.7%	92.8%	95.9%
LEP	historical	43.3%	45.2%	53.2%	50.4%	60.3%					
LEP	target					60.3%	65.3%	70.3%	75.3%	80.3%	85.3%
Non-LEP	historical	58.7%	63.4%	71.5%	69.1%	74.6%					
Non-LEP	target					74.6%	78.1%	81.6%	85.1%	88.6%	92.1%
Disabled	historical	23.3%	30.8%	38.1%	36.0%	39.4%					
Disabled	target					39.4%	44.4%	49.4%	54.4%	59.4%	64.4%
Non-Disabled	historical	64.5%	68.9%	77.1%	74.7%	80.8%					
Non-Disabled	target					80.8%	83.9%	87.0%	90.1%	93.2%	96.3%
Disadvantaged	historical	37.3%	44.4%	54.0%	51.6%	58.6%					
Disadvantaged	target					58.6%	63.6%	68.6%	73.6%	78.6%	83.6%
Non-Disadvantaged	historical	69.5%	74.1%	81.4%	79.4%	84.8%					
Non-Disadvantaged	target					84.8%	87.3%	89.8%	92.3%	94.8%	97.3%
All Students	historical	58.5%	63.2%	71.2%	68.8%	74.3%					
All Students	target					74.3%	77.8%	81.3%	84.8%	88.3%	91.8%

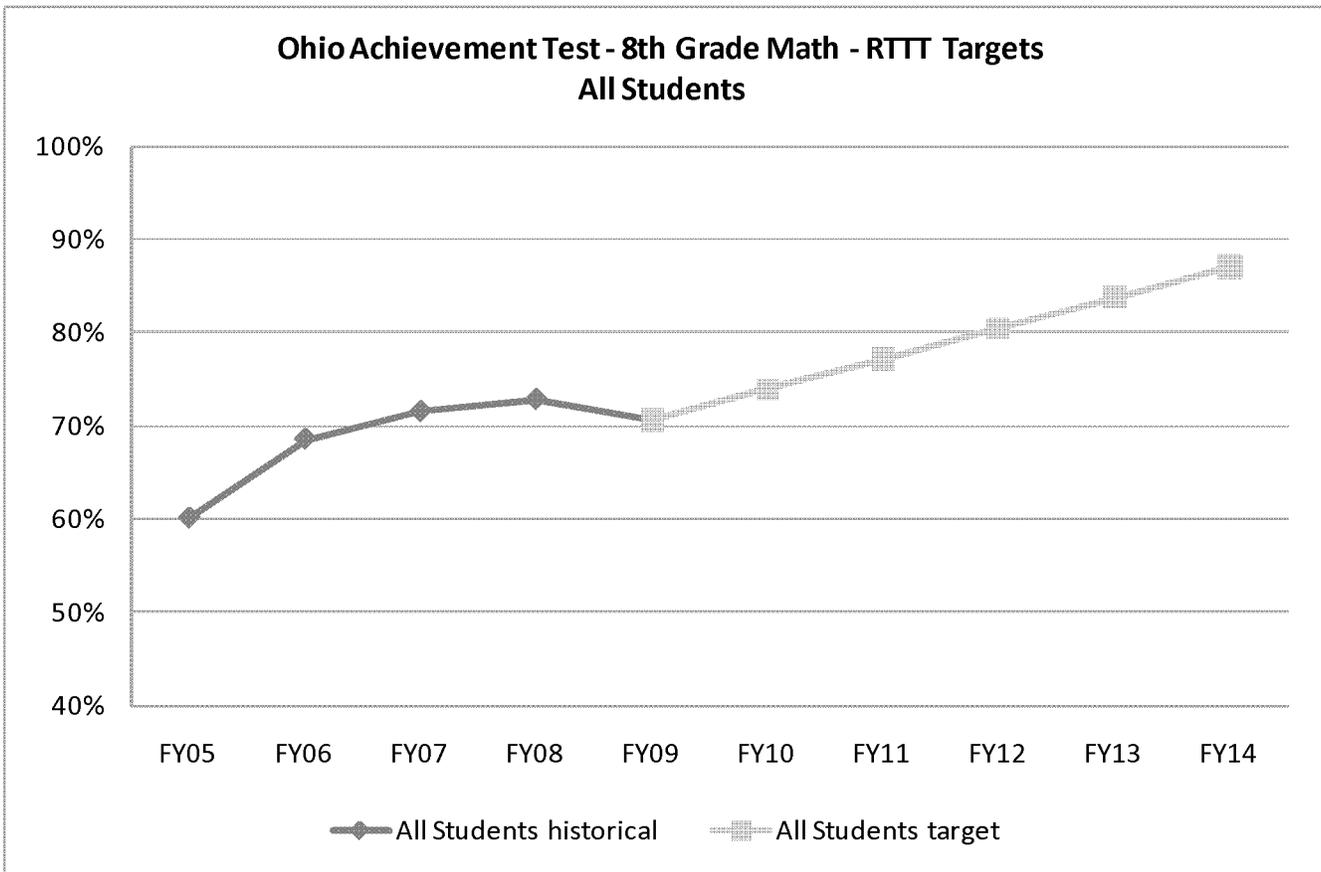
**Ohio Achievement Test - 7th Grade Math - Targets without RTTT
All Students**

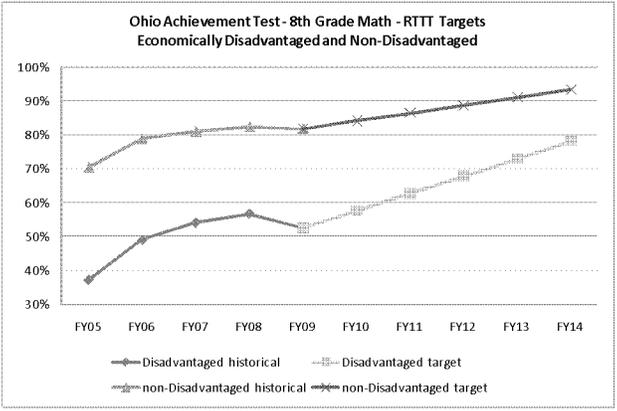
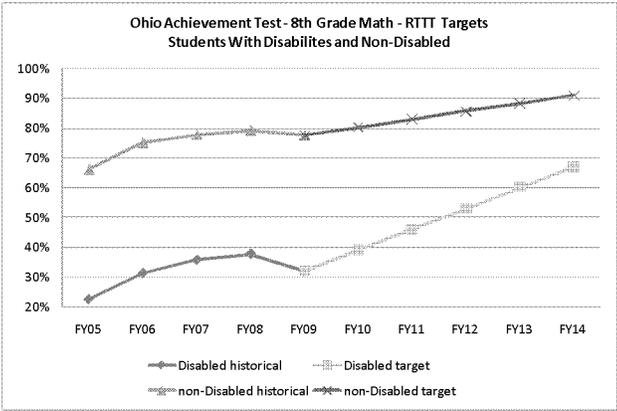
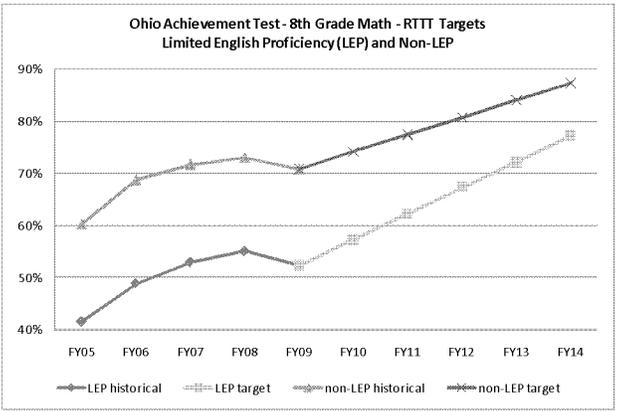
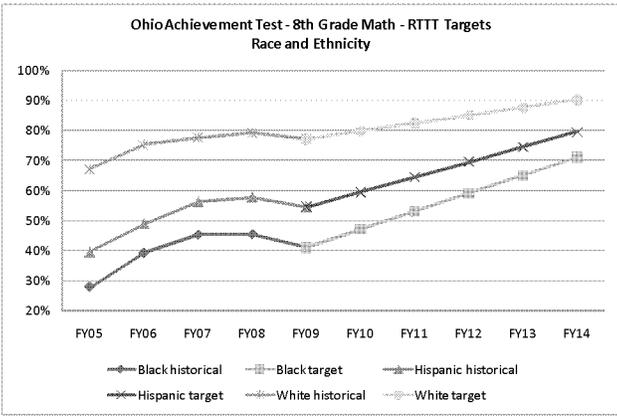




**RTTT Targets for the 8th Grade OAT Math Assessment
Percent of Students by Subgroup At Least Proficient**

		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	27.9%	39.3%	45.4%	45.6%	41.1%					
African-American	target					41.1%	47.1%	53.1%	59.1%	65.1%	71.1%
Hispanic	historical	39.6%	49.0%	56.4%	57.8%	54.6%					
Hispanic	target					54.6%	59.6%	64.6%	69.6%	74.6%	79.6%
White	historical	67.2%	75.3%	77.8%	79.2%	77.3%					
White	target					77.3%	79.9%	82.5%	85.1%	87.7%	90.3%
LEP	historical	41.6%	49.0%	53.0%	55.2%	52.3%					
LEP	target					52.3%	57.3%	62.3%	67.3%	72.3%	77.3%
Non-LEP	historical	60.3%	68.8%	71.8%	73.1%	70.9%					
Non-LEP	target					70.9%	74.2%	77.5%	80.8%	84.1%	87.4%
Disabled	historical	22.7%	31.4%	35.8%	37.8%	32.1%					
Disabled	target					32.1%	39.1%	46.1%	53.1%	60.1%	67.1%
Non-Disabled	historical	66.3%	75.1%	77.9%	79.1%	77.6%					
Non-Disabled	target					77.6%	80.3%	83.0%	85.7%	88.4%	91.1%
Disadvantaged	historical	37.4%	49.1%	54.1%	56.8%	52.6%					
Disadvantaged	target					52.6%	57.7%	62.8%	67.9%	73.0%	78.1%
Non-Disadvantaged	historical	70.6%	78.9%	81.0%	82.4%	81.9%					
Non-Disadvantaged	target					81.9%	84.2%	86.5%	88.8%	91.1%	93.4%
All Students	historical	60.1%	68.6%	71.5%	72.8%	70.6%					
All Students	target					70.6%	73.9%	77.2%	80.5%	83.8%	87.1%

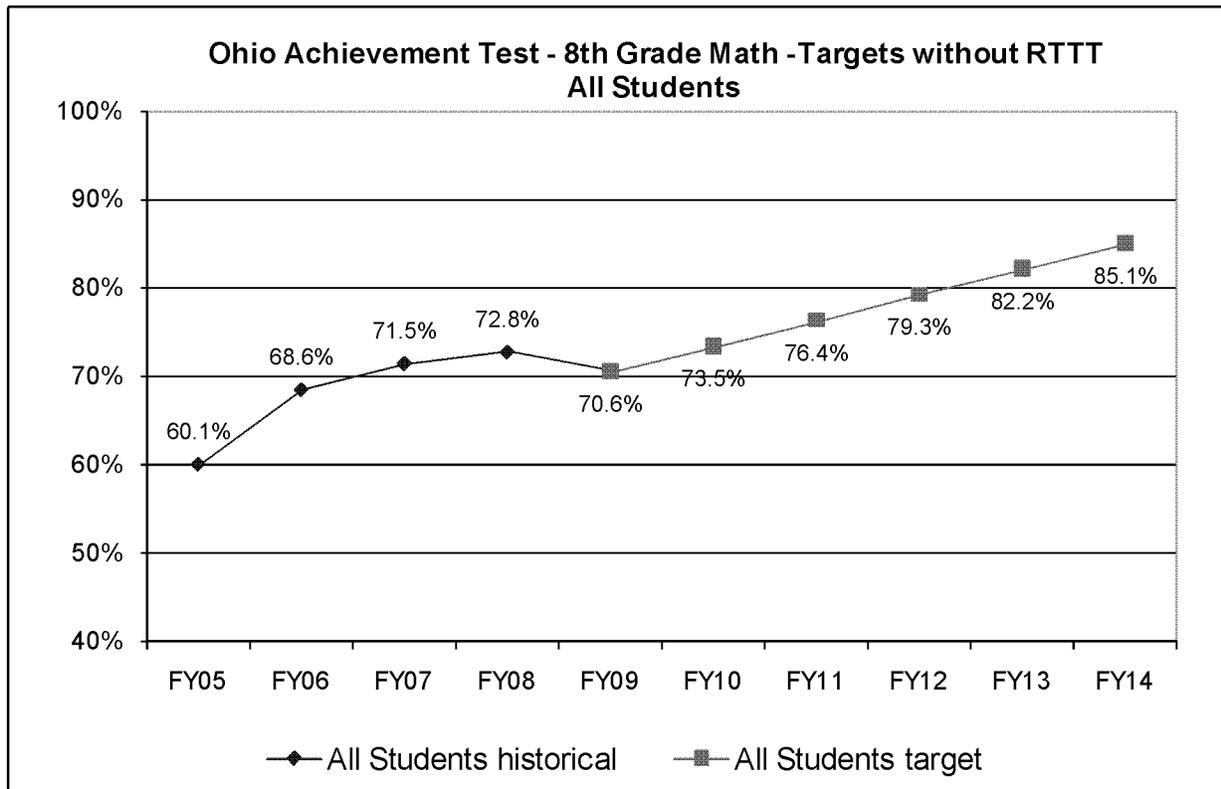


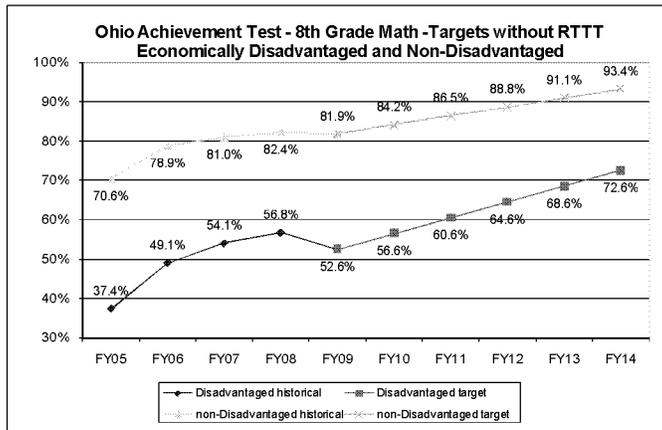
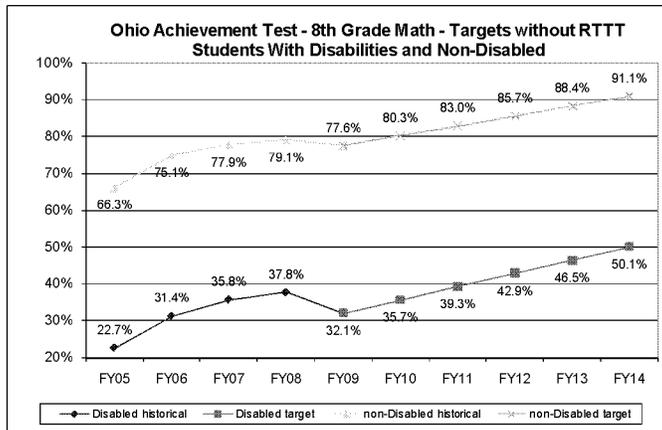
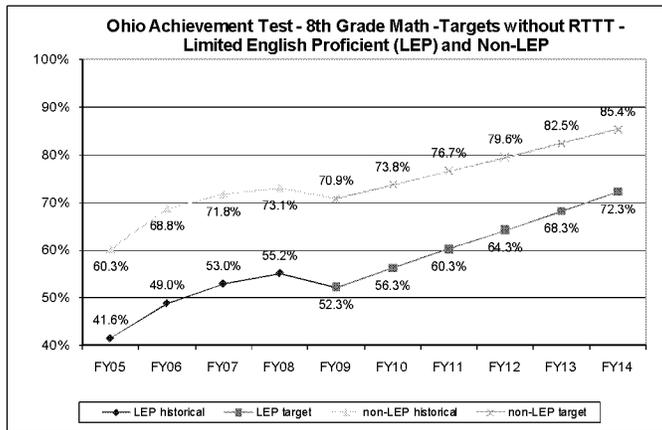
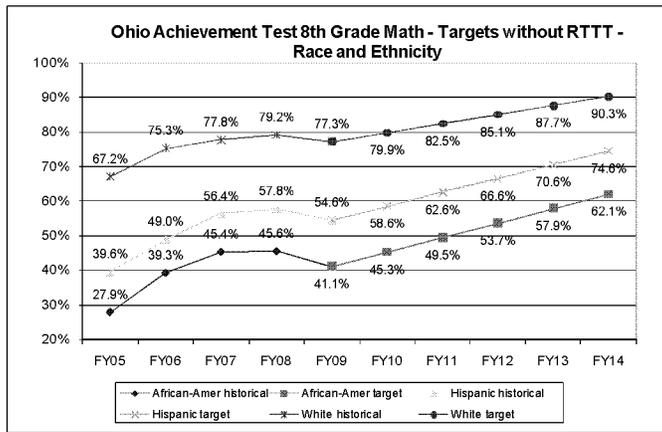


Targets Without RttT for the 8th Grade OAT Math Assessment

Percent of Students by Subgroup At Least Proficient

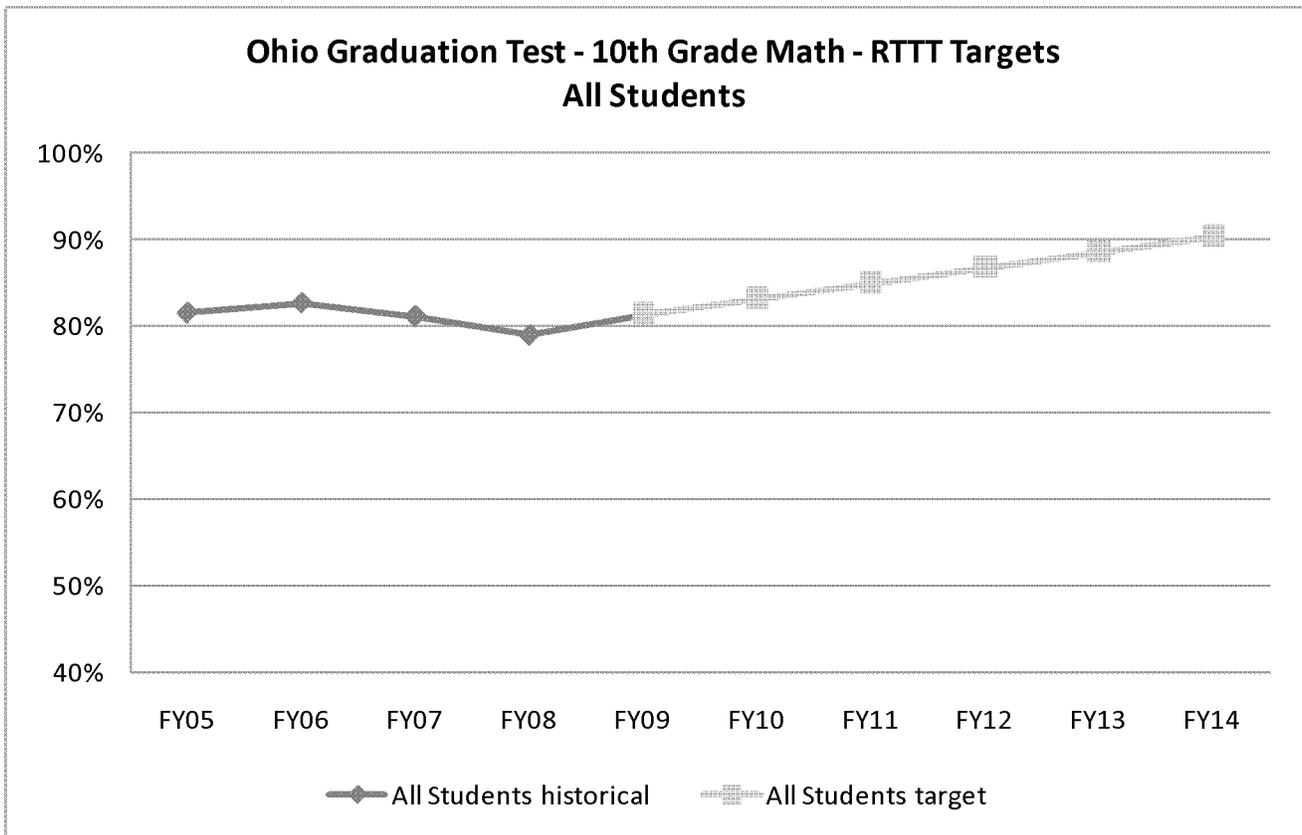
		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	27.9%	39.3%	45.4%	45.6%	41.1%					
African-American	target					41.1%	45.3%	49.5%	53.7%	57.9%	62.1%
Hispanic	historical	39.6%	49.0%	56.4%	57.8%	54.6%					
Hispanic	target					54.6%	58.6%	62.6%	66.6%	70.6%	74.6%
White	historical	67.2%	75.3%	77.8%	79.2%	77.3%					
White	target					77.3%	79.9%	82.5%	85.1%	87.7%	90.3%
LEP	historical	41.6%	49.0%	53.0%	55.2%	52.3%					
LEP	target					52.3%	56.3%	60.3%	64.3%	68.3%	72.3%
Non-LEP	historical	60.3%	68.8%	71.8%	73.1%	70.9%					
Non-LEP	target					70.9%	73.8%	76.7%	79.6%	82.5%	85.4%
Disabled	historical	22.7%	31.4%	35.8%	37.8%	32.1%					
Disabled	target					32.1%	35.7%	39.3%	42.9%	46.5%	50.1%
Non-Disabled	historical	66.3%	75.1%	77.9%	79.1%	77.6%					
Non-Disabled	target					77.6%	80.3%	83.0%	85.7%	88.4%	91.1%
Disadvantaged	historical	37.4%	49.1%	54.1%	56.8%	52.6%					
Disadvantaged	target					52.6%	56.6%	60.6%	64.6%	68.6%	72.6%
Non-Disadvantaged	historical	70.6%	78.9%	81.0%	82.4%	81.9%					
Non-Disadvantaged	target					81.9%	84.2%	86.5%	88.8%	91.1%	93.4%
All Students	historical	60.1%	68.6%	71.5%	72.8%	70.6%					
All Students	target					70.6%	73.5%	76.4%	79.3%	82.2%	85.1%

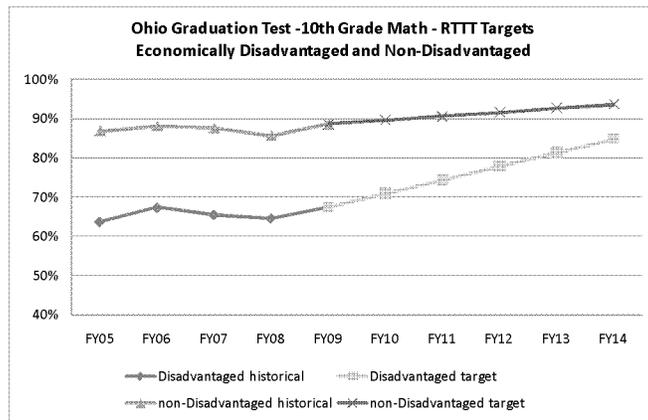
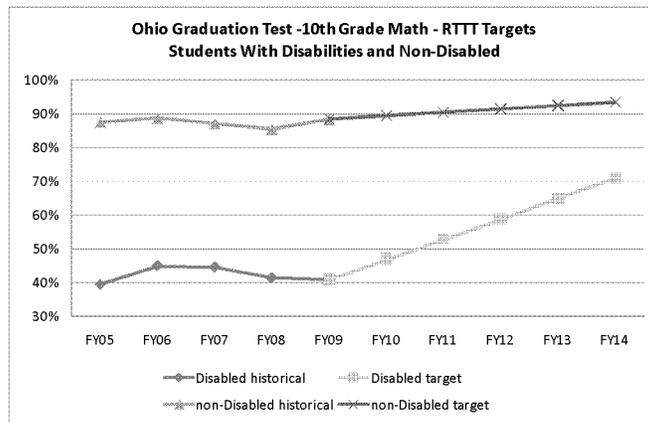
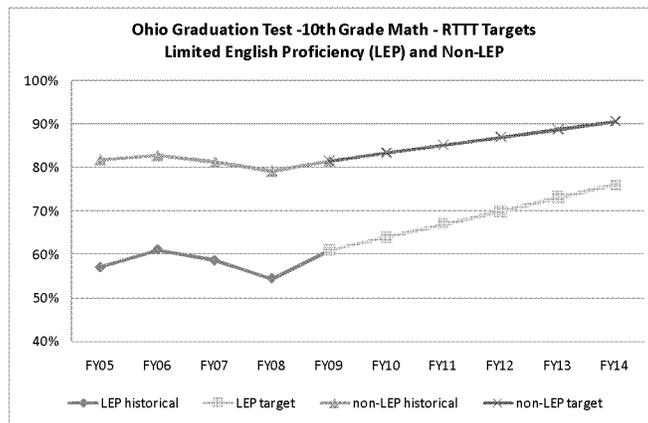
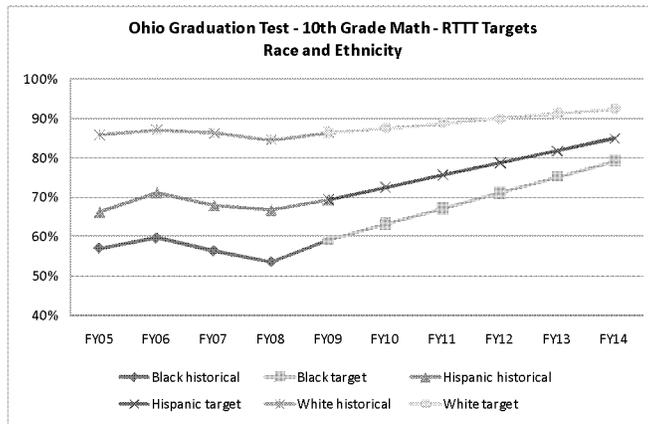




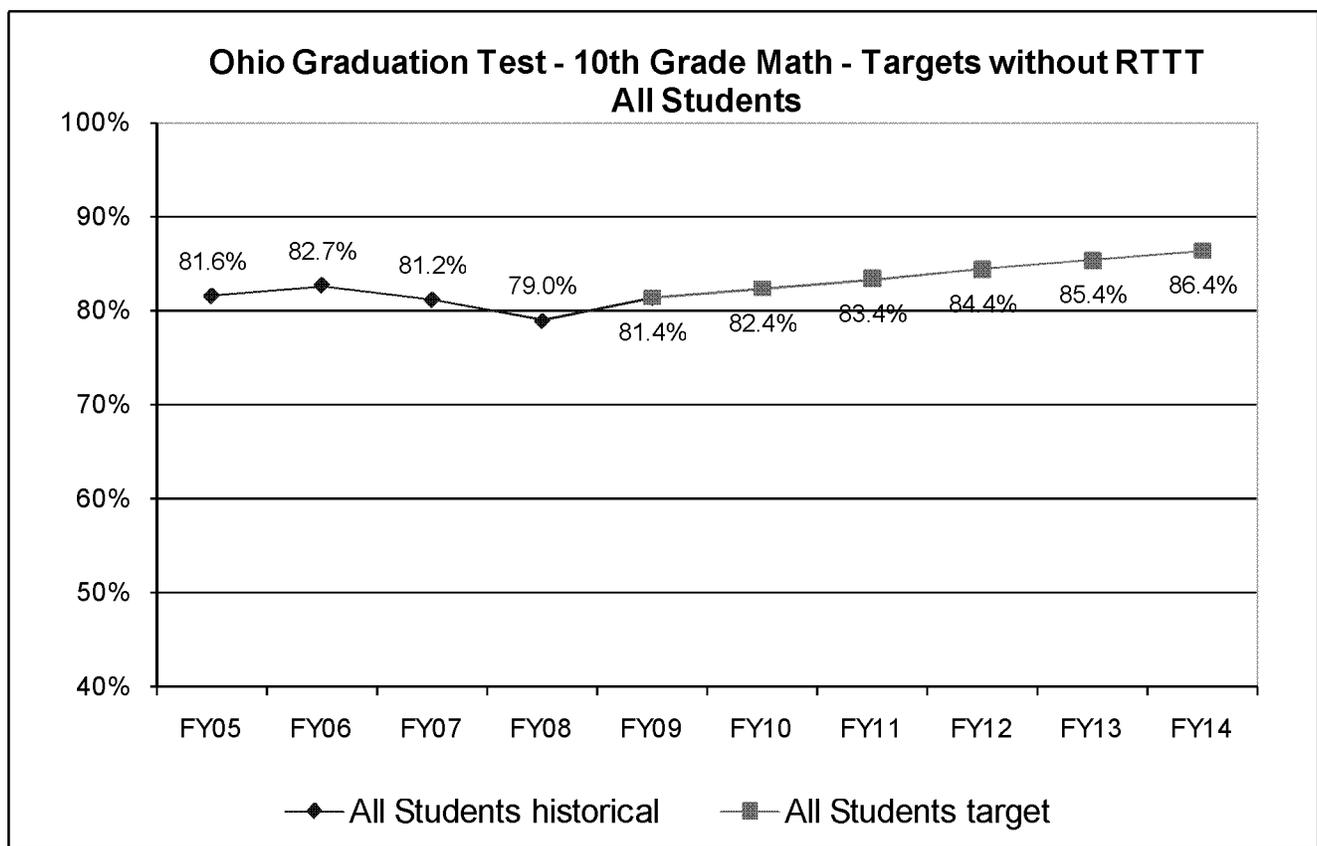
**RttT Targets for the 10th Grade OGT Math Assessment
Percent of Students by Subgroup At Least Proficient**

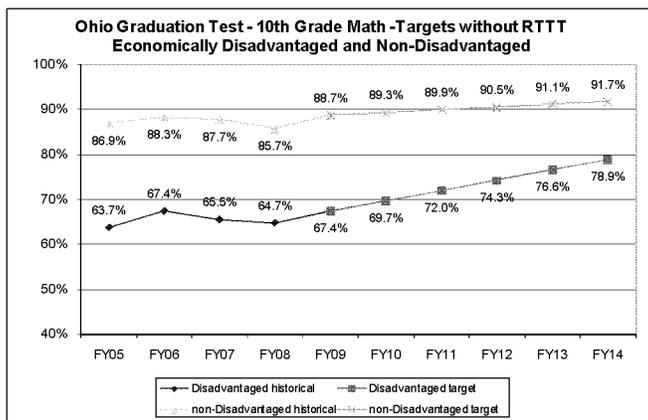
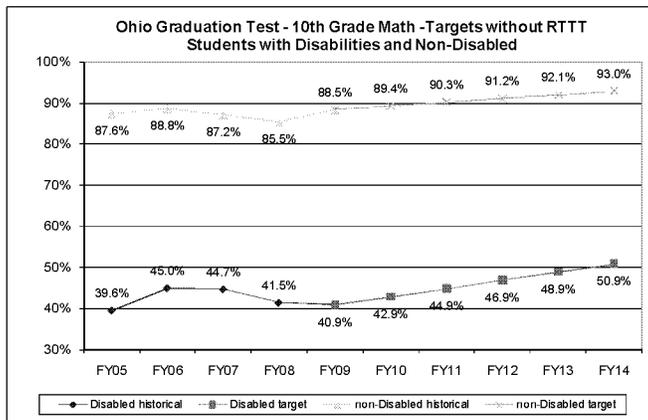
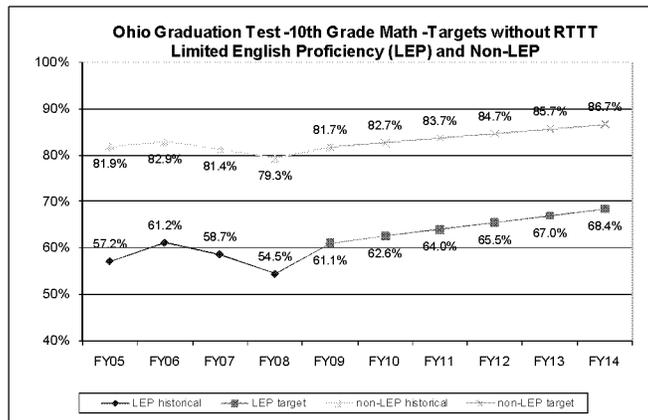
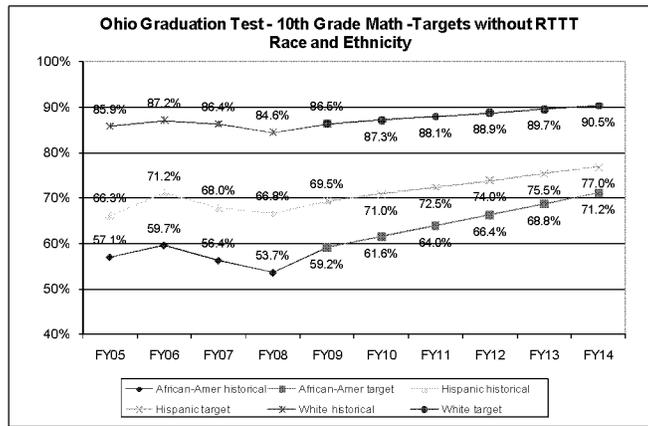
		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	57.1%	59.7%	56.4%	53.7%	59.2%					
African-American	target					59.2%	63.2%	67.2%	71.2%	75.2%	79.2%
Hispanic	historical	66.3%	71.2%	68.0%	66.8%	69.5%					
Hispanic	target					69.5%	72.6%	75.7%	78.8%	81.9%	85.0%
White	historical	85.9%	87.2%	86.4%	84.6%	86.5%					
White	target					86.5%	87.7%	88.9%	90.1%	91.3%	92.5%
LEP	historical	57.2%	61.2%	58.7%	54.5%	61.1%					
LEP	target					61.1%	64.1%	67.1%	70.1%	73.1%	76.1%
Non-LEP	historical	81.9%	82.9%	81.4%	79.3%	81.7%					
Non-LEP	target					81.7%	83.5%	85.3%	87.1%	88.9%	90.7%
Disabled	historical	39.6%	45.0%	44.7%	41.5%	40.9%					
Disabled	target					40.9%	46.9%	52.9%	58.9%	64.9%	70.9%
Non-Disabled	historical	87.6%	88.8%	87.2%	85.5%	88.5%					
Non-Disabled	target					88.5%	89.5%	90.5%	91.5%	92.5%	93.5%
Disadvantaged	historical	63.7%	67.4%	65.5%	64.7%	67.4%					
Disadvantaged	target					67.4%	70.9%	74.4%	77.9%	81.4%	84.9%
Non-Disadvantaged	historical	86.9%	88.3%	87.7%	85.7%	88.7%					
Non-Disadvantaged	target					88.7%	89.7%	90.7%	91.7%	92.7%	93.7%
All Students	historical	81.6%	82.7%	81.2%	79.0%	81.4%					
All Students	target					81.4%	83.2%	85.0%	86.8%	88.6%	90.4%





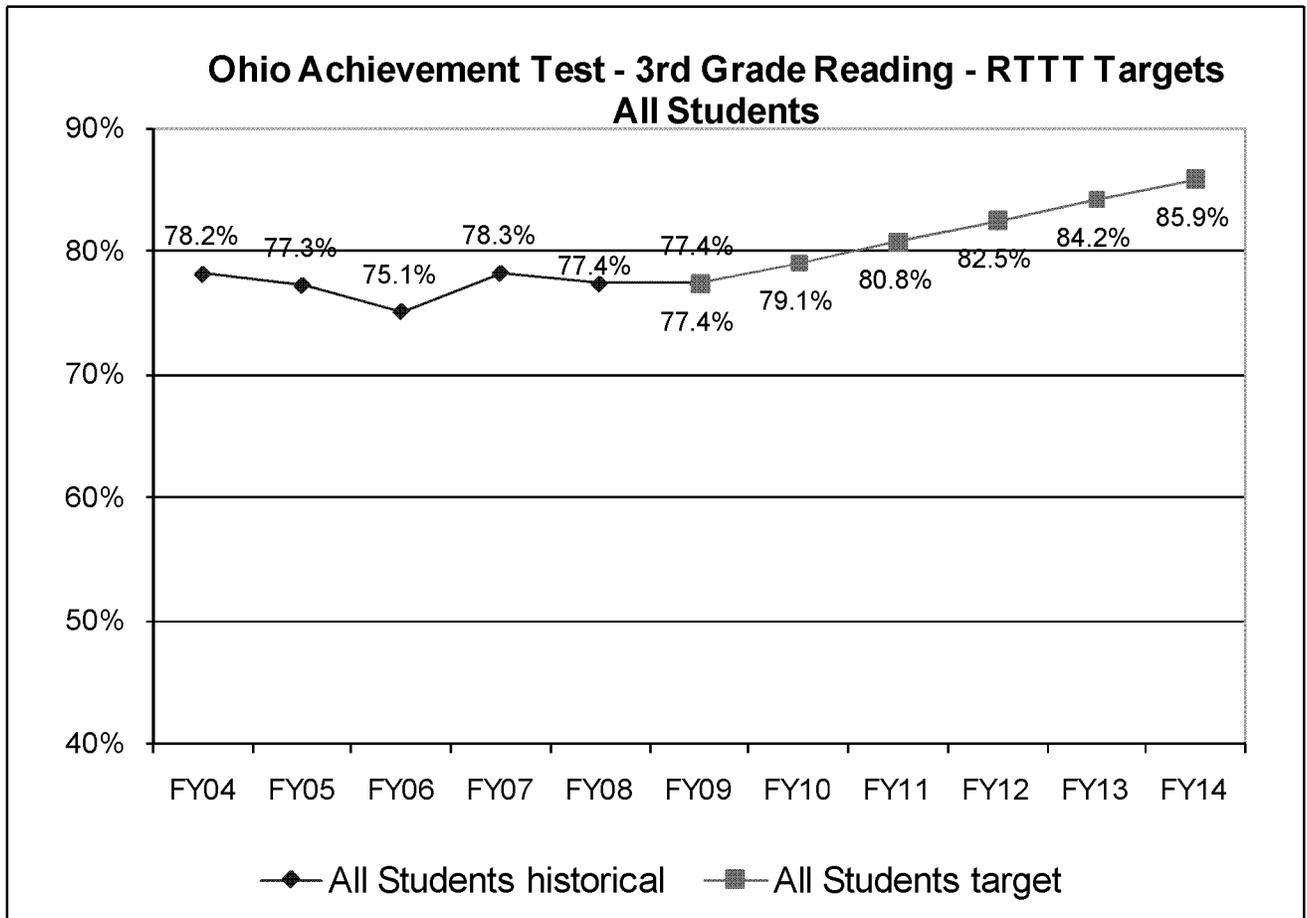
Targets Without RttT for the 10th Grade OGT Math Assessment		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Percent of Students by Subgroup At Least Proficient											
African-American	historical	57.1%	59.7%	56.4%	53.7%	59.2%					
African-American	target					59.2%	61.6%	64.0%	66.4%	68.8%	71.2%
Hispanic	historical	66.3%	71.2%	68.0%	66.8%	69.5%					
Hispanic	target					69.5%	71.0%	72.5%	74.0%	75.5%	77.0%
White	historical	85.9%	87.2%	86.4%	84.6%	86.5%					
White	target					86.5%	87.3%	88.1%	88.9%	89.7%	90.5%
LEP	historical	57.2%	61.2%	58.7%	54.5%	61.1%					
LEP	target					61.1%	62.6%	64.0%	65.5%	67.0%	68.4%
Non-LEP	historical	81.9%	82.9%	81.4%	79.3%	81.7%					
Non-LEP	target					81.7%	82.7%	83.7%	84.7%	85.7%	86.7%
Disabled	historical	39.6%	45.0%	44.7%	41.5%	40.9%					
Disabled	target					40.9%	42.9%	44.9%	46.9%	48.9%	50.9%
Non-Disabled	historical	87.6%	88.8%	87.2%	85.5%	88.5%					
Non-Disabled	target					88.5%	89.4%	90.3%	91.2%	92.1%	93.0%
Disadvantaged	historical	63.7%	67.4%	65.5%	64.7%	67.4%					
Disadvantaged	target					67.4%	69.7%	72.0%	74.3%	76.6%	78.9%
Non-Disadvantaged	historical	86.9%	88.3%	87.7%	85.7%	88.7%					
Non-Disadvantaged	target					88.7%	89.3%	89.9%	90.5%	91.1%	91.7%
All Students	historical	81.6%	82.7%	81.2%	79.0%	81.4%					
All Students	target					81.4%	82.4%	83.4%	84.4%	85.4%	86.4%

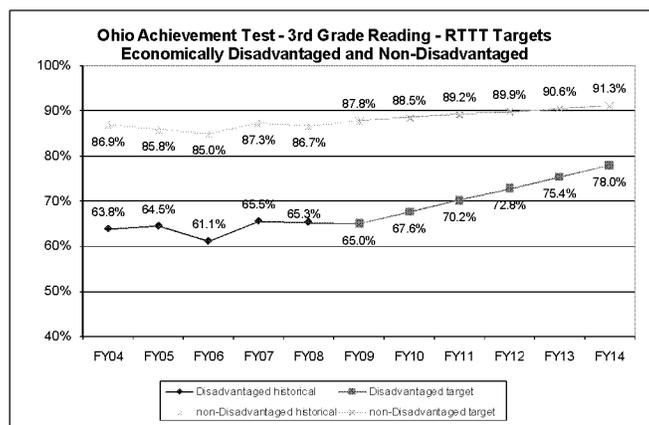
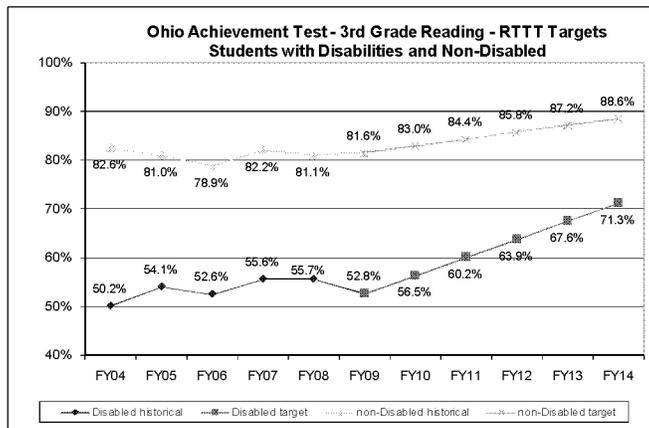
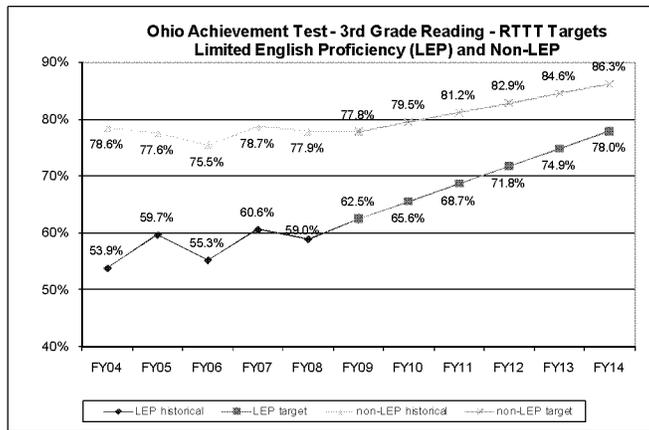
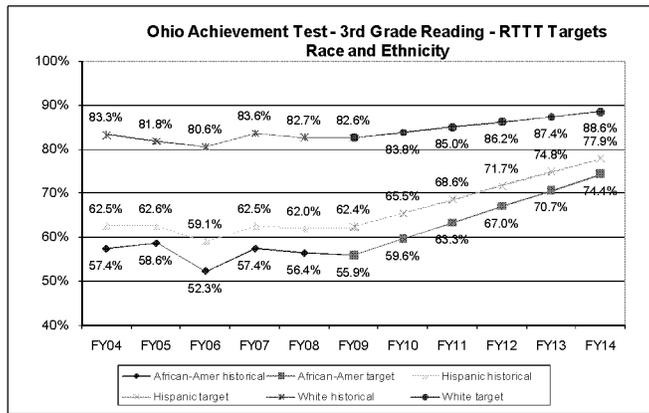




ESEA – OAT/OGT READING

RTTT Targets for the 3rd Grade OAT Reading Assessment		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Percent of Students by Subgroup At Least Proficient												
African-American	historical	57.4%	58.6%	52.3%	57.4%	56.4%	55.9%					
African-American	target						55.9%	59.6%	63.3%	67.0%	70.7%	74.4%
Hispanic	historical	62.5%	62.6%	59.1%	62.5%	62.0%	62.4%					
Hispanic	target						62.4%	65.5%	68.6%	71.7%	74.8%	77.9%
White	historical	83.3%	81.8%	80.6%	83.6%	82.7%	82.6%					
White	target						82.6%	83.8%	85.0%	86.2%	87.4%	88.6%
LEP	historical	53.9%	59.7%	55.3%	60.6%	59.0%	62.5%					
LEP	target						62.5%	65.6%	68.7%	71.8%	74.9%	78.0%
Non-LEP	historical	78.6%	77.6%	75.5%	78.7%	77.9%	77.8%					
Non-LEP	target						77.8%	79.5%	81.2%	82.9%	84.6%	86.3%
Disabled	historical	50.2%	54.1%	52.6%	55.6%	55.7%	52.8%					
Disabled	target						52.8%	56.5%	60.2%	63.9%	67.6%	71.3%
Non-Disabled	historical	82.6%	81.0%	78.9%	82.2%	81.1%	81.6%					
Non-Disabled	target						81.6%	83.0%	84.4%	85.8%	87.2%	88.6%
Disadvantaged	historical	63.8%	64.5%	61.1%	65.5%	65.3%	65.0%					
Disadvantaged	target						65.0%	67.6%	70.2%	72.8%	75.4%	78.0%
Non-Disadvantaged	historical	86.9%	85.8%	85.0%	87.3%	86.7%	87.8%					
Non-Disadvantaged	target						87.8%	88.5%	89.2%	89.9%	90.6%	91.3%
All Students	historical	78.2%	77.3%	75.1%	78.3%	77.4%	77.4%					
All Students	target						77.4%	79.1%	80.8%	82.5%	84.2%	85.9%

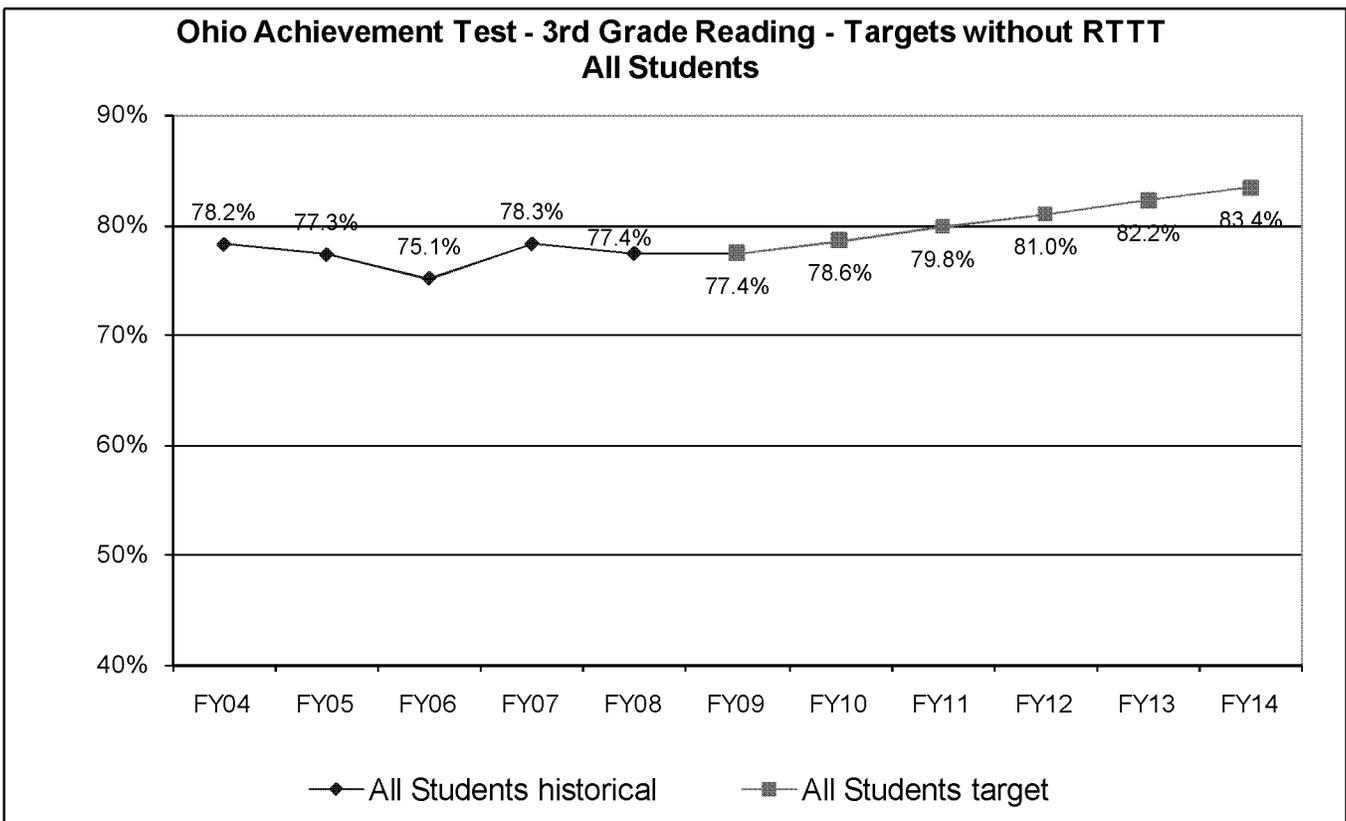


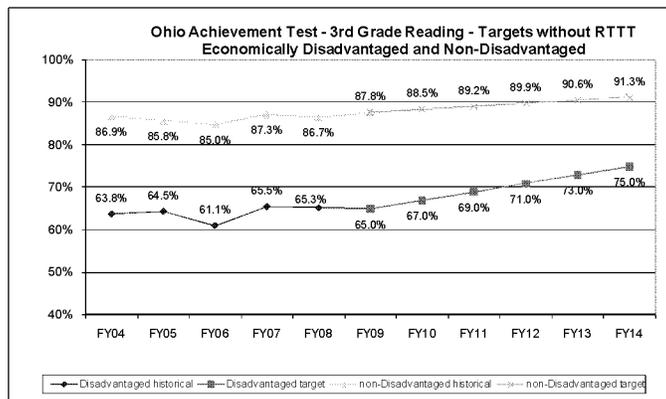
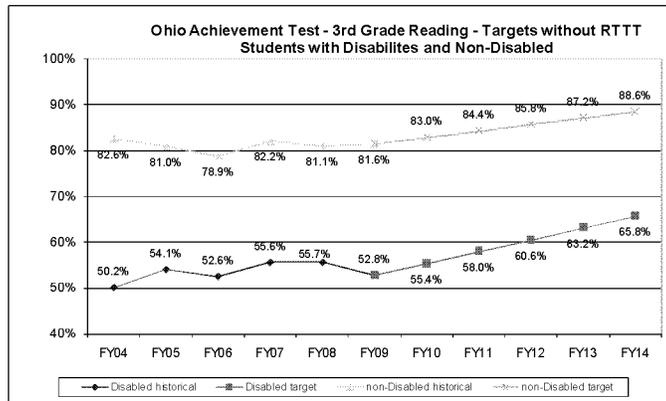
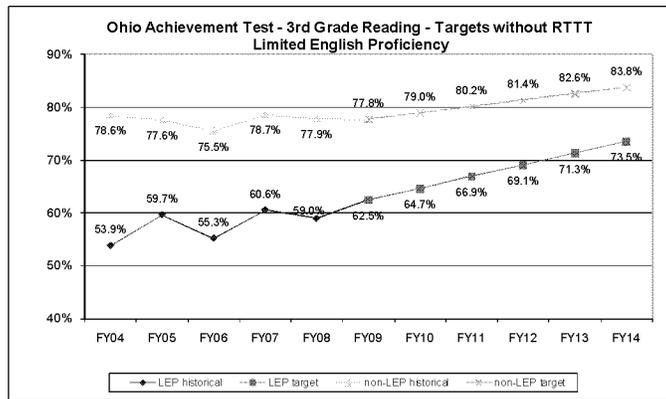
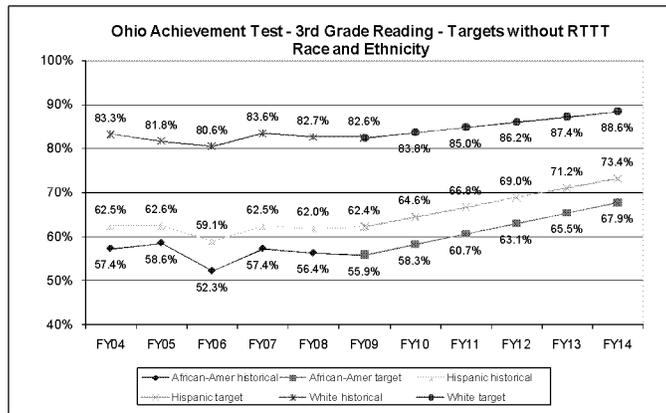


Targets Without RttT for the 3rd Grade OAT Math Assessment

Percent of Students by Subgroup At Least Proficient

		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	57.4%	58.6%	52.3%	57.4%	56.4%	55.9%					
African-American	target						55.9%	58.3%	60.7%	63.1%	65.5%	67.9%
Hispanic	historical	62.5%	62.6%	59.1%	62.5%	62.0%	62.4%	64.6%	66.8%	69.0%	71.2%	73.4%
Hispanic	target						62.4%	64.6%	66.8%	69.0%	71.2%	73.4%
White	historical	83.3%	81.8%	80.6%	83.6%	82.7%	82.6%					
White	target						82.6%	83.8%	85.0%	86.2%	87.4%	88.6%
LEP	historical	53.9%	59.7%	55.3%	60.6%	59.0%	62.5%					
LEP	target						62.5%	64.7%	66.9%	69.1%	71.3%	73.5%
Non-LEP	historical	78.6%	77.6%	75.5%	78.7%	77.9%	77.8%					
Non-LEP	target						77.8%	79.0%	80.2%	81.4%	82.6%	83.8%
Disabled	historical	50.2%	54.1%	52.6%	55.6%	55.7%	52.8%					
Disabled	target						52.8%	55.4%	58.0%	60.6%	63.2%	65.8%
Non-Disabled	historical	82.6%	81.0%	78.9%	82.2%	81.1%	81.6%					
Non-Disabled	target						81.6%	83.0%	84.4%	85.8%	87.2%	88.6%
Disadvantaged	historical	63.8%	64.5%	61.1%	65.5%	65.3%	65.0%					
Disadvantaged	target						65.0%	67.0%	69.0%	71.0%	73.0%	75.0%
Non-Disadvantaged	historical	86.9%	85.8%	85.0%	87.3%	86.7%	87.8%					
Non-Disadvantaged	target						87.8%	88.5%	89.2%	89.9%	90.6%	91.3%
All Students	historical	78.2%	77.3%	75.1%	78.3%	77.4%	77.4%					
All Students	target						77.4%	78.6%	79.8%	81.0%	82.2%	83.4%

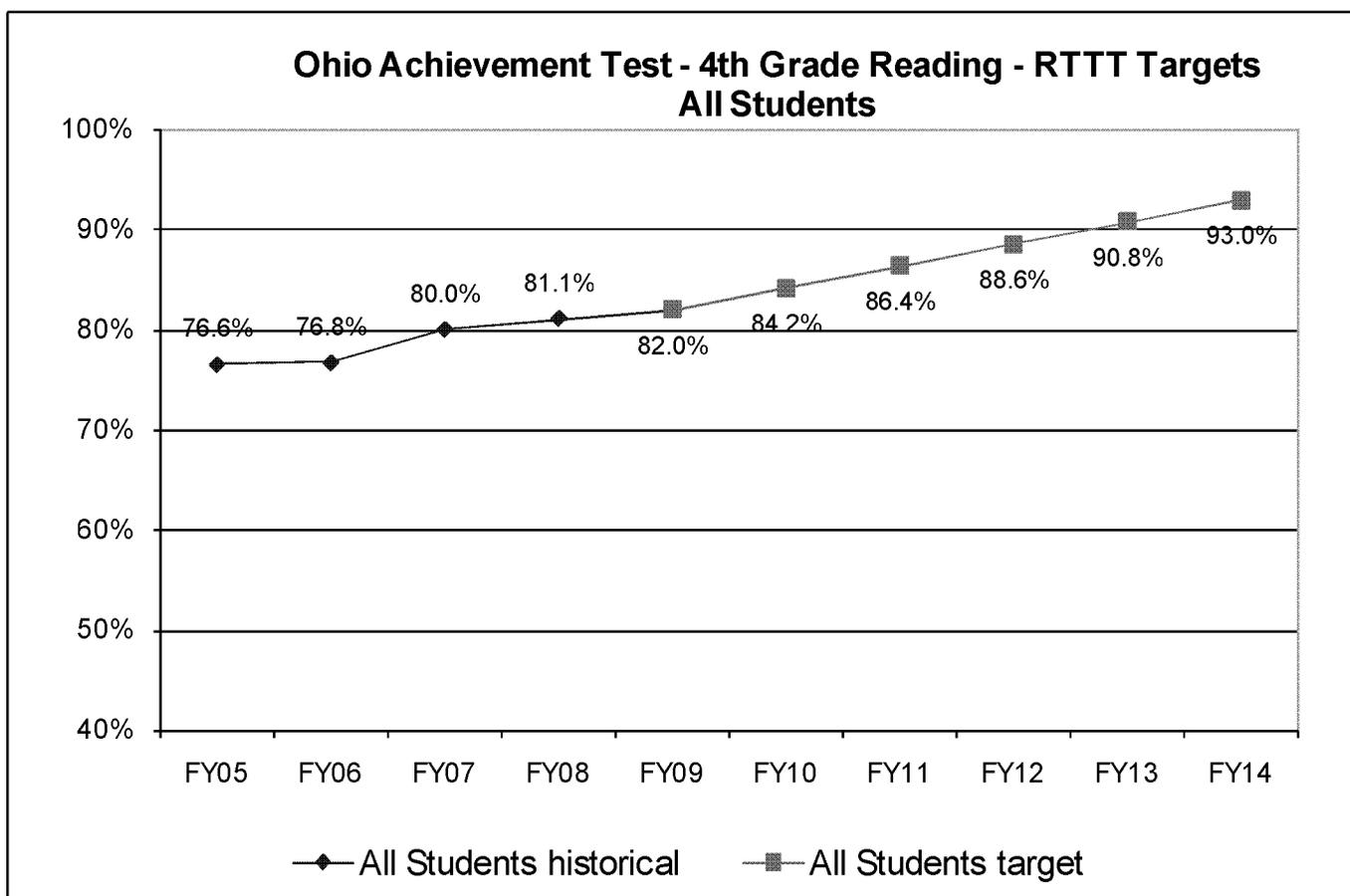


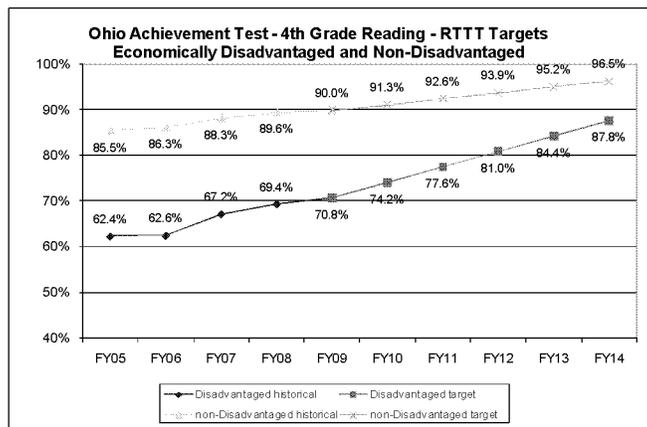
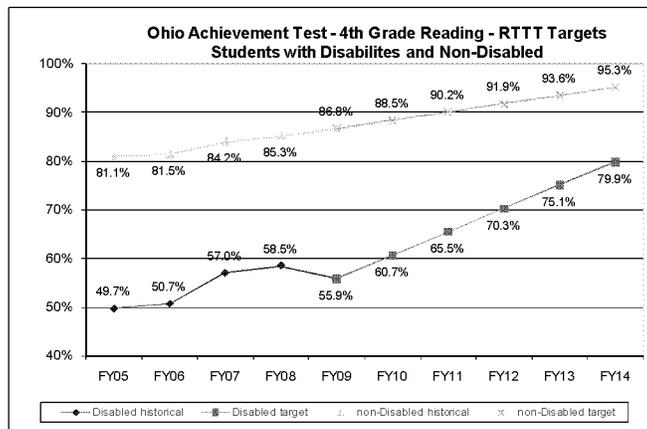
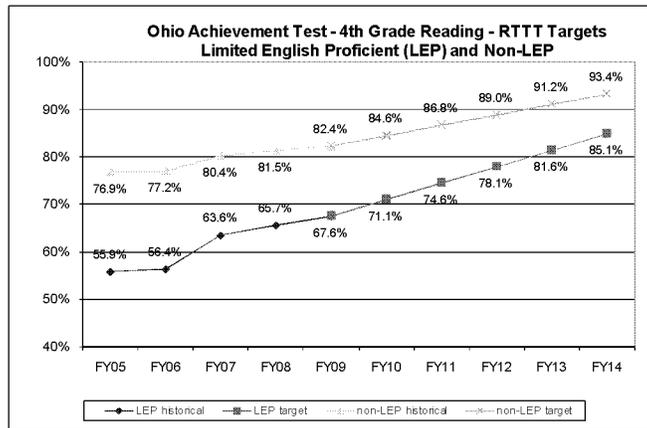
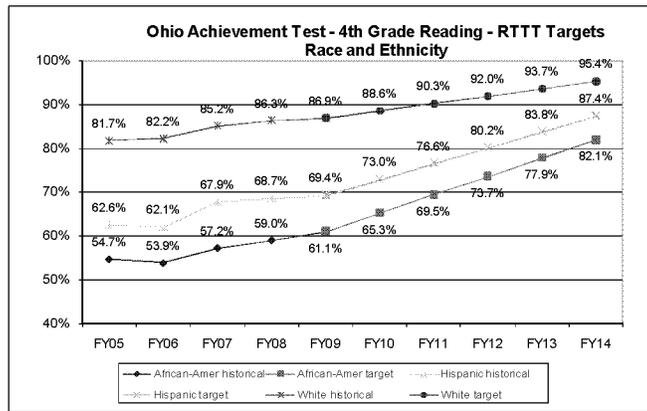


RttT Targets for the 4th Grade OAT Reading Assessment

Percent of Students by Subgroup At Least Proficient

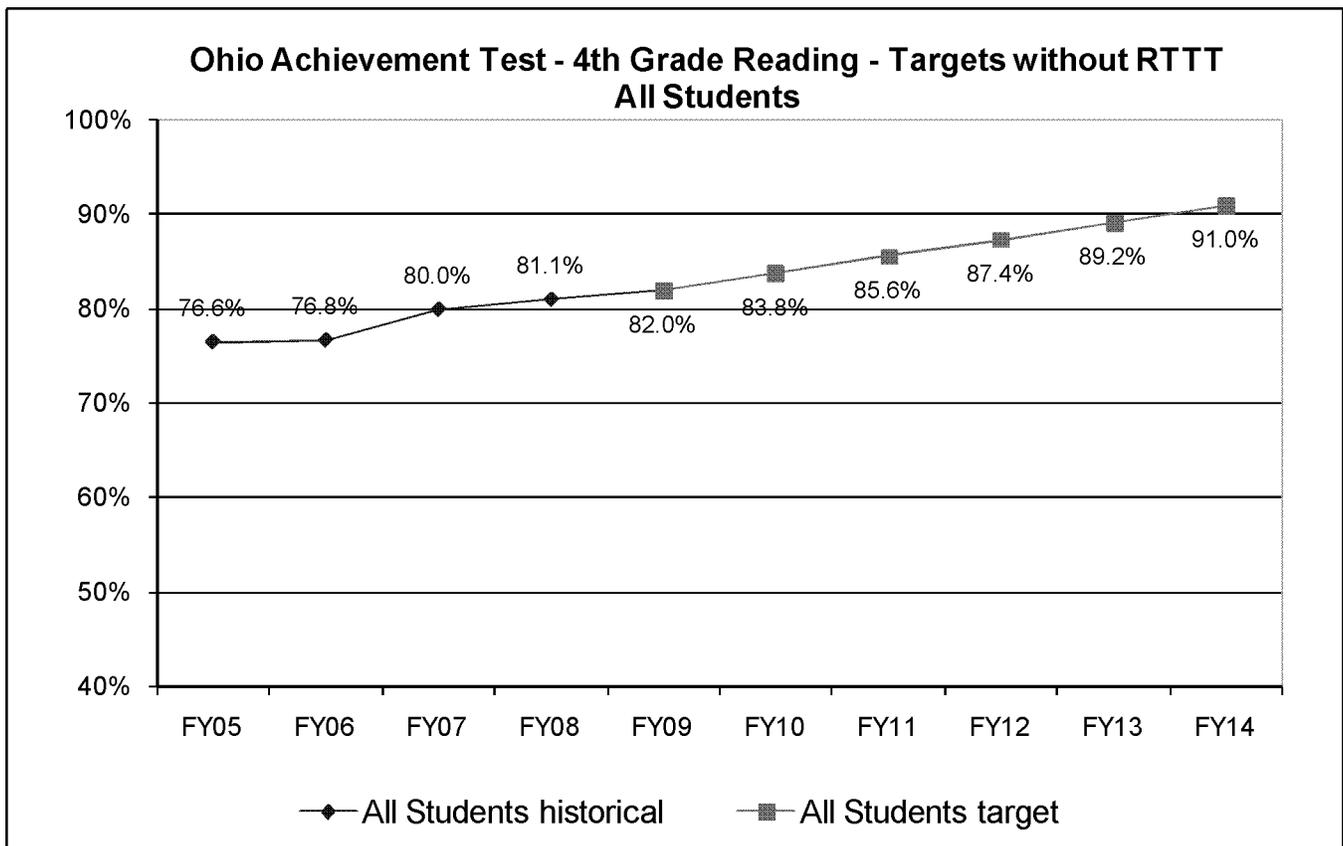
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	54.7%	53.9%	57.2%	59.0%	61.1%						
African-American	target						61.1%	65.3%	69.5%	73.7%	77.9%	82.1%
Hispanic	historical	62.6%	62.1%	67.9%	68.7%	69.4%						
Hispanic	target						69.4%	73.0%	76.6%	80.2%	83.8%	87.4%
White	historical	81.7%	82.2%	85.2%	86.3%	86.9%						
White	target						86.9%	88.6%	90.3%	92.0%	93.7%	95.4%
LEP	historical	55.9%	56.4%	63.6%	65.7%	67.6%						
LEP	target						67.6%	71.1%	74.6%	78.1%	81.6%	85.1%
Non-LEP	historical	76.9%	77.2%	80.4%	81.5%	82.4%						
Non-LEP	target						82.4%	84.6%	86.8%	89.0%	91.2%	93.4%
Disabled	historical	49.7%	50.7%	57.0%	58.5%	55.9%						
Disabled	target						55.9%	60.7%	65.5%	70.3%	75.1%	79.9%
Non-Disabled	historical	81.1%	81.5%	84.2%	85.3%	86.8%						
Non-Disabled	target						86.8%	88.5%	90.2%	91.9%	93.6%	95.3%
Disadvantaged	historical	62.4%	62.6%	67.2%	69.4%	70.8%						
Disadvantaged	target						70.8%	74.2%	77.6%	81.0%	84.4%	87.8%
Non-Disadvantaged	historical	85.5%	86.3%	88.3%	89.6%	90.0%						
Non-Disadvantaged	target						90.0%	91.3%	92.6%	93.9%	95.2%	96.5%
All Students	historical	76.6%	76.8%	80.0%	81.1%	82.0%						
All Students	target						82.0%	84.2%	86.4%	88.6%	90.8%	93.0%

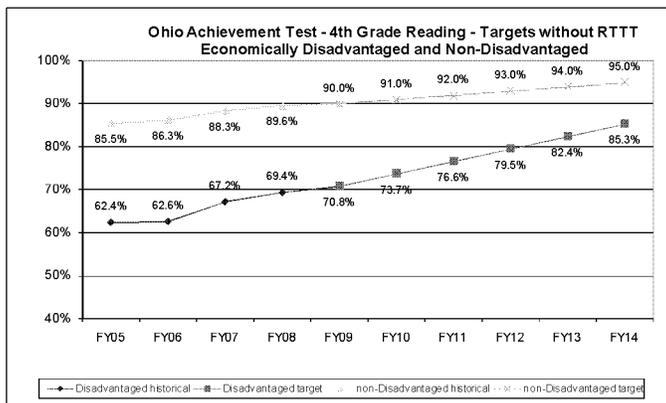
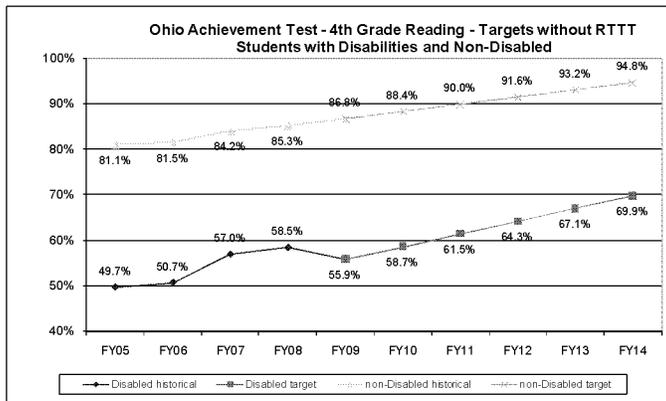
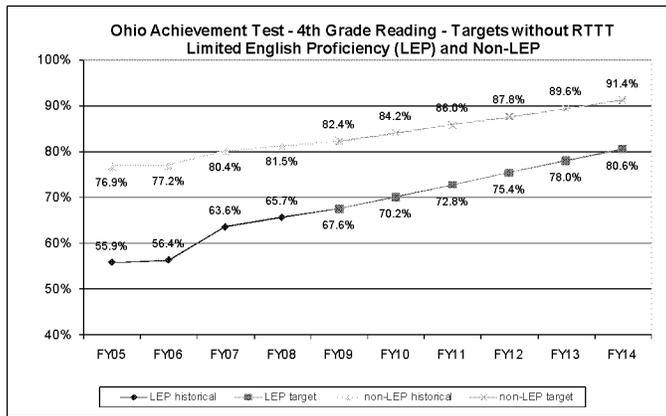
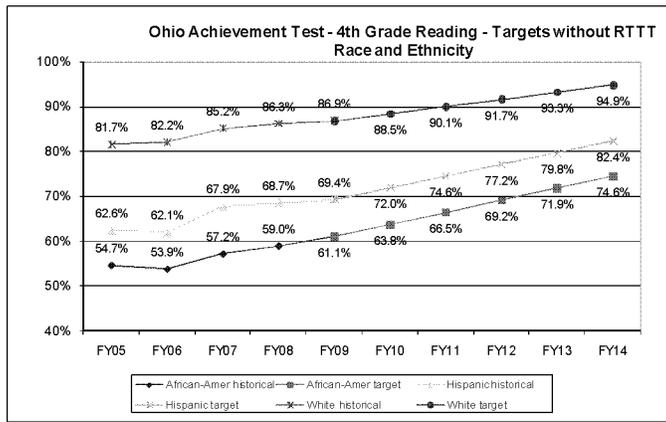




**Targets Without RttT for the 4th Grade OAT Math Assessment
Percent of Students by Subgroup At Least Proficient**

		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical		54.7%	53.9%	57.2%	59.0%	61.1%					
African-American	target						61.1%	63.8%	66.5%	69.2%	71.9%	74.6%
Hispanic	historical		62.6%	62.1%	67.9%	68.7%	69.4%					
Hispanic	target						69.4%	72.0%	74.6%	77.2%	79.8%	82.4%
White	historical		81.7%	82.2%	85.2%	86.3%	86.9%					
White	target						86.9%	88.5%	90.1%	91.7%	93.3%	94.9%
LEP	historical		55.9%	56.4%	63.6%	65.7%	67.6%					
LEP	target						67.6%	70.2%	72.8%	75.4%	78.0%	80.6%
Non-LEP	historical		76.9%	77.2%	80.4%	81.5%	82.4%					
Non-LEP	target						82.4%	84.2%	86.0%	87.8%	89.6%	91.4%
Disabled	historical		49.7%	50.7%	57.0%	58.5%	55.9%	58.7%	61.5%	64.3%	67.1%	69.9%
Disabled	target						55.9%	58.7%	61.5%	64.3%	67.1%	69.9%
Non-Disabled	historical		81.1%	81.5%	84.2%	85.3%	86.8%					
Non-Disabled	target						86.8%	88.4%	90.0%	91.6%	93.2%	94.8%
Disadvantaged	historical		62.4%	62.6%	67.2%	69.4%	70.8%					
Disadvantaged	target						70.8%	73.7%	76.6%	79.5%	82.4%	85.3%
Non-Disadvantaged	historical		85.5%	86.3%	88.3%	89.6%	90.0%					
Non-Disadvantaged	target						90.0%	91.0%	92.0%	93.0%	94.0%	95.0%
All Students	historical		76.6%	76.8%	80.0%	81.1%	82.0%					
All Students	target						82.0%	83.8%	85.6%	87.4%	89.2%	91.0%

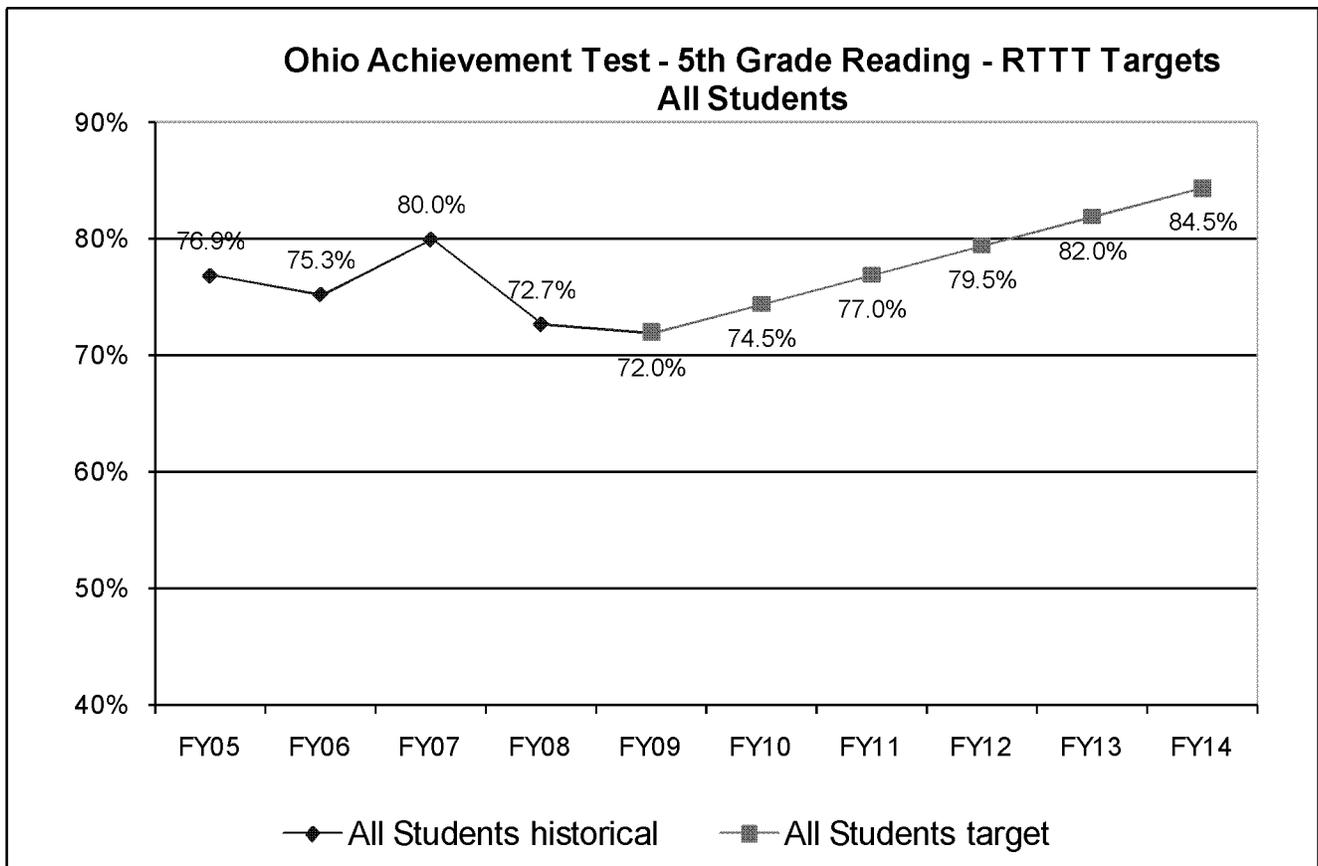


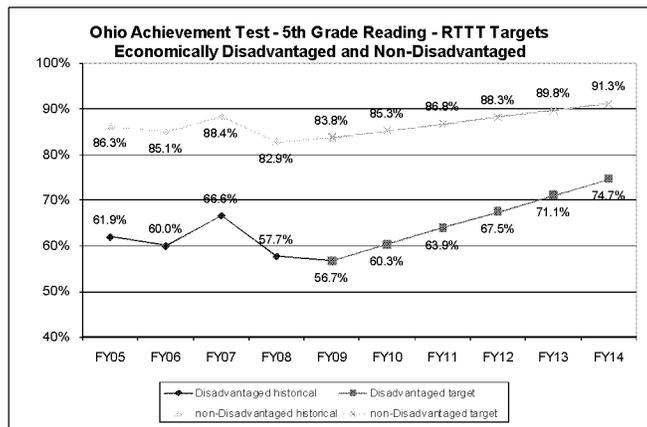
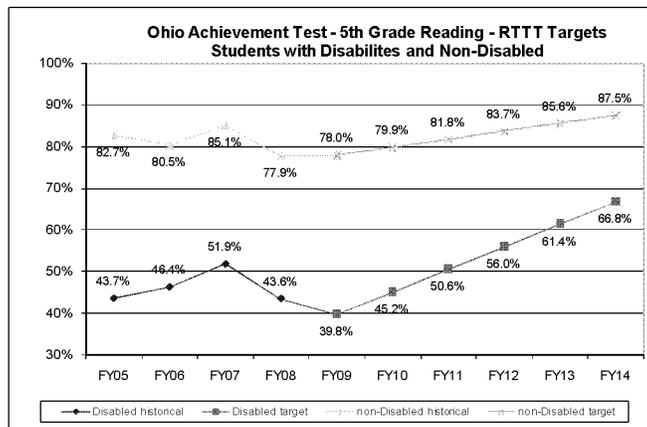
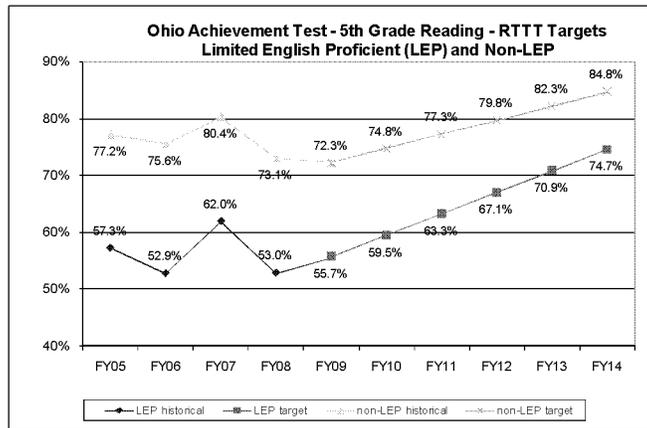
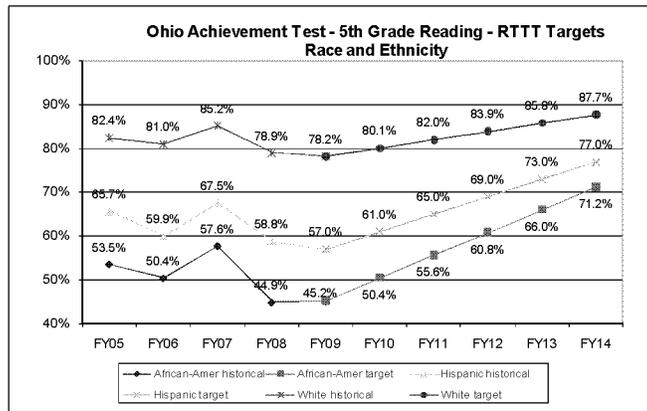


RttT Targets for the 5th Grade OAT Reading Assessment

Percent of Students by Subgroup At Least Proficient

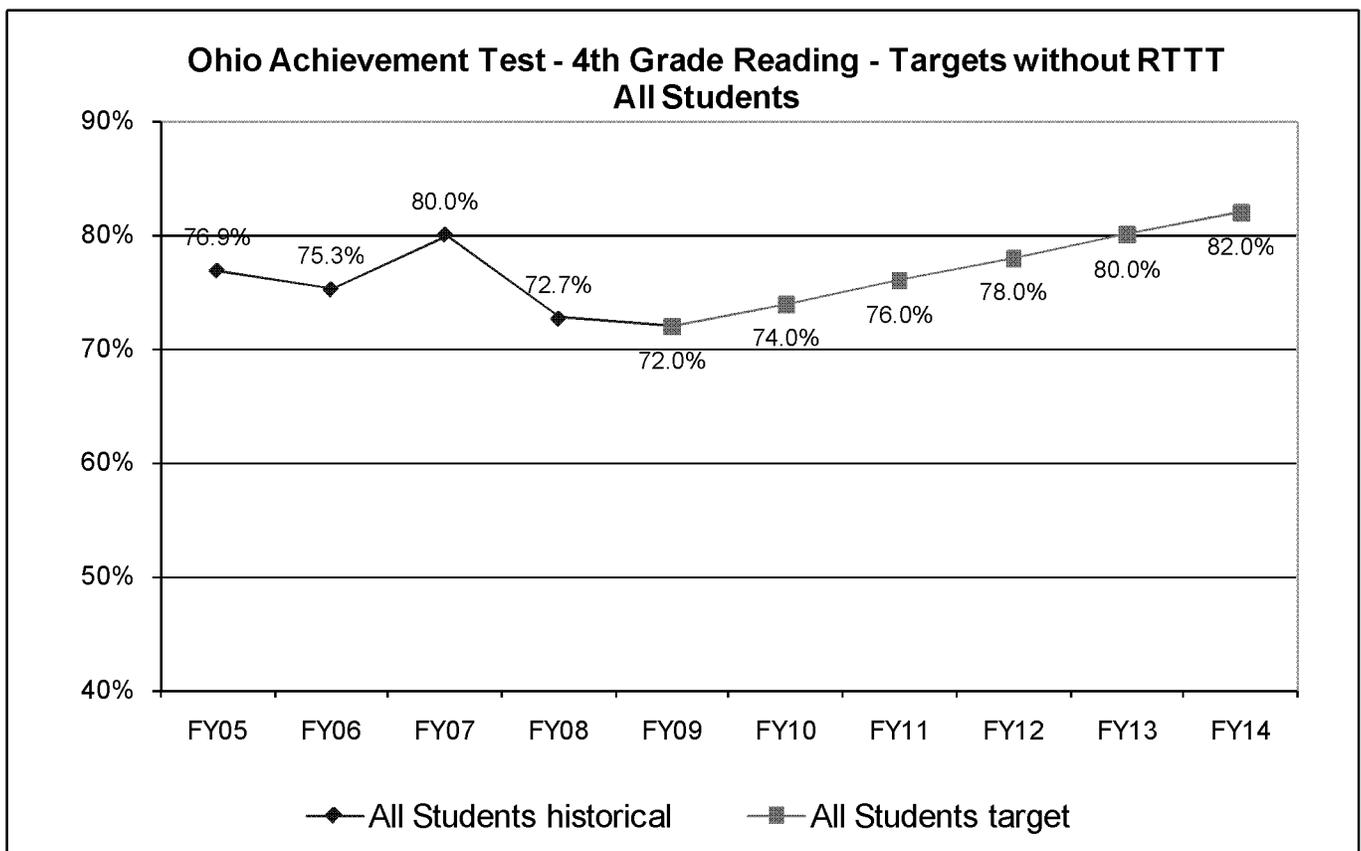
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical		53.5%	50.4%	57.6%	44.9%	45.2%					
African-American	target						45.2%	50.4%	55.6%	60.8%	66.0%	71.2%
Hispanic	historical		65.7%	59.9%	67.5%	58.8%	57.0%					
Hispanic	target						57.0%	61.0%	65.0%	69.0%	73.0%	77.0%
White	historical		82.4%	81.0%	85.2%	78.9%	78.2%					
White	target						78.2%	80.1%	82.0%	83.9%	85.8%	87.7%
LEP	historical		57.3%	52.9%	62.0%	53.0%	55.7%					
LEP	target						55.7%	59.5%	63.3%	67.1%	70.9%	74.7%
Non-LEP	historical		77.2%	75.6%	80.4%	73.1%	72.3%					
Non-LEP	target						72.3%	74.8%	77.3%	79.8%	82.3%	84.8%
Disabled	historical		43.7%	46.4%	51.9%	43.6%	39.8%					
Disabled	target						39.8%	45.2%	50.6%	56.0%	61.4%	66.8%
Non-Disabled	historical		82.7%	80.5%	85.1%	77.9%	78.0%					
Non-Disabled	target						78.0%	79.9%	81.8%	83.7%	85.6%	87.5%
Disadvantaged	historical		61.9%	60.0%	66.6%	57.7%	56.7%					
Disadvantaged	target						56.7%	60.3%	63.9%	67.5%	71.1%	74.7%
Non-Disadvantaged	historical		86.3%	85.1%	88.4%	82.9%	83.8%					
Non-Disadvantaged	target						83.8%	85.3%	86.8%	88.3%	89.8%	91.3%
All Students	historical		76.9%	75.3%	80.0%	72.7%	72.0%					
All Students	target						72.0%	74.5%	77.0%	79.5%	82.0%	84.5%

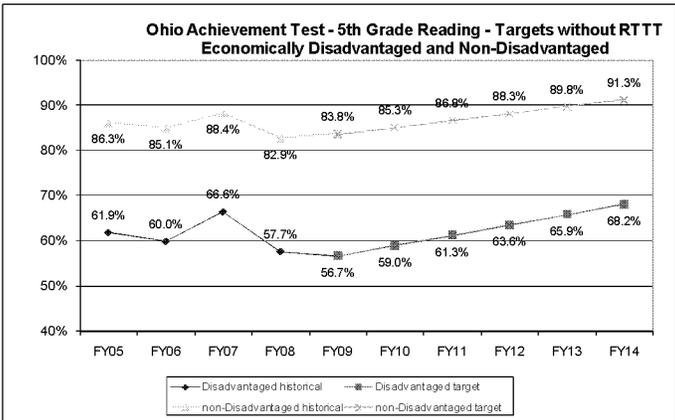
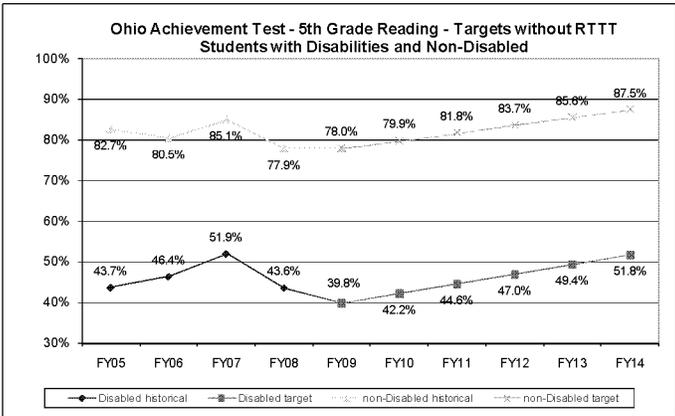
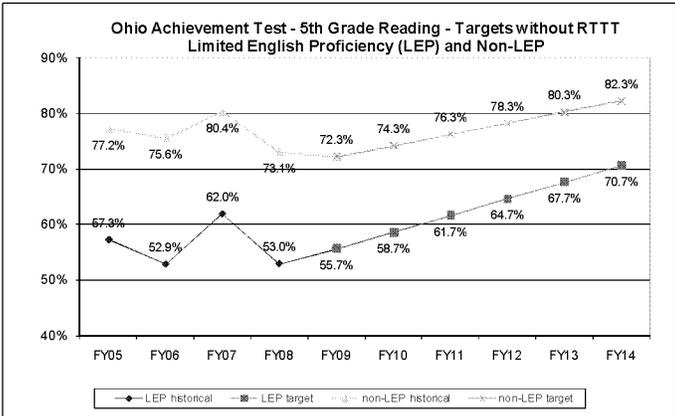
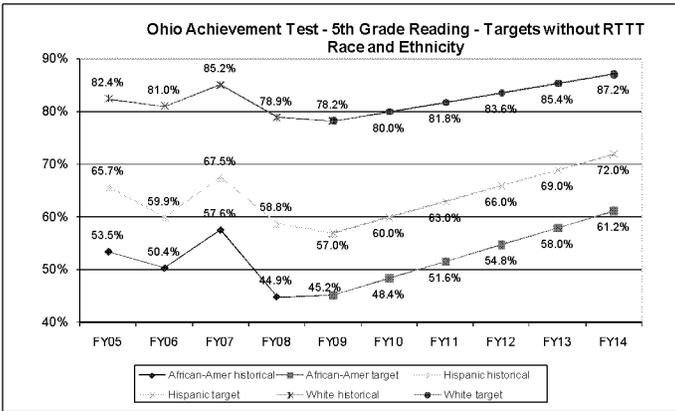




**Targets Without RttT for the 5th Grade OAT Math Assessment
Percent of Students by Subgroup At Least Proficient**

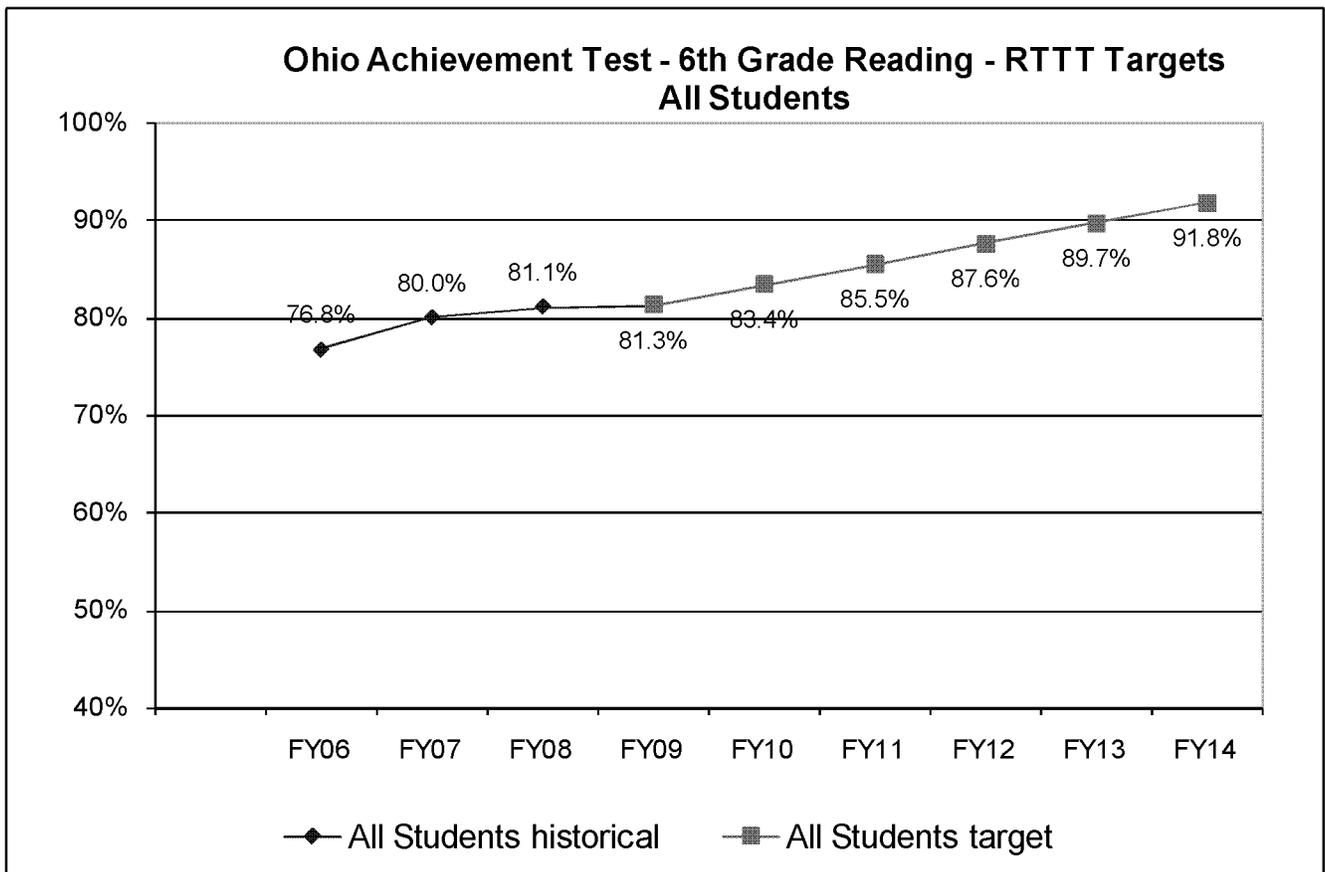
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical		53.5%	50.4%	57.6%	44.9%	45.2%					
African-American	target						45.2%	48.4%	51.6%	54.8%	58.0%	61.2%
Hispanic	historical		65.7%	59.9%	67.5%	58.8%	57.0%					
Hispanic	target						57.0%	60.0%	63.0%	66.0%	69.0%	72.0%
White	historical		82.4%	81.0%	85.2%	78.9%	78.2%					
White	target						78.2%	80.0%	81.8%	83.6%	85.4%	87.2%
LEP	historical		57.3%	52.9%	62.0%	53.0%	55.7%					
LEP	target						55.7%	58.7%	61.7%	64.7%	67.7%	70.7%
Non-LEP	historical		77.2%	75.6%	80.4%	73.1%	72.3%					
Non-LEP	target						72.3%	74.3%	76.3%	78.3%	80.3%	82.3%
Disabled	historical		43.7%	46.4%	51.9%	43.6%	39.8%					
Disabled	target						39.8%	42.2%	44.6%	47.0%	49.4%	51.8%
Non-Disabled	historical		82.7%	80.5%	85.1%	77.9%	78.0%					
Non-Disabled	target						78.0%	79.9%	81.8%	83.7%	85.6%	87.5%
Disadvantaged	historical		61.9%	60.0%	66.6%	57.7%	56.7%					
Disadvantaged	target						56.7%	59.0%	61.3%	63.6%	65.9%	68.2%
Non-Disadvantaged	historical		86.3%	85.1%	88.4%	82.9%	83.8%					
Non-Disadvantaged	target						83.8%	85.3%	86.8%	88.3%	89.8%	91.3%
All Students	historical		76.9%	75.3%	80.0%	72.7%	72.0%					
All Students	target						72.0%	74.0%	76.0%	78.0%	80.0%	82.0%

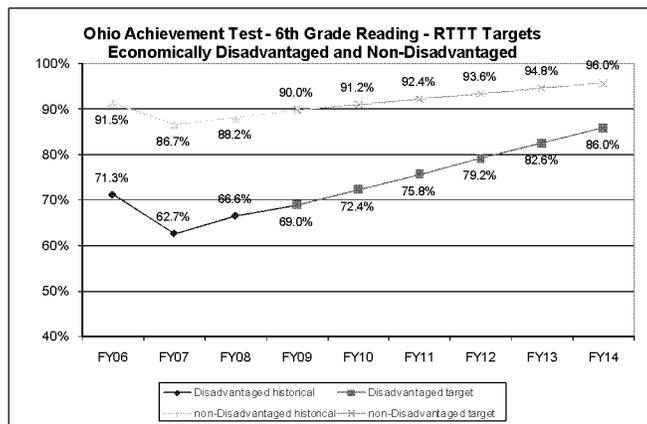
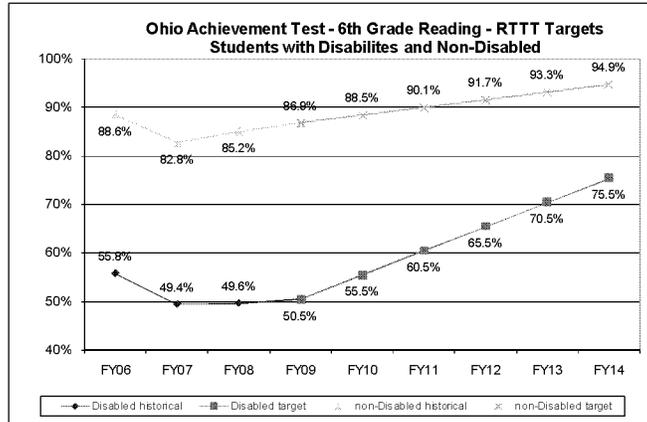
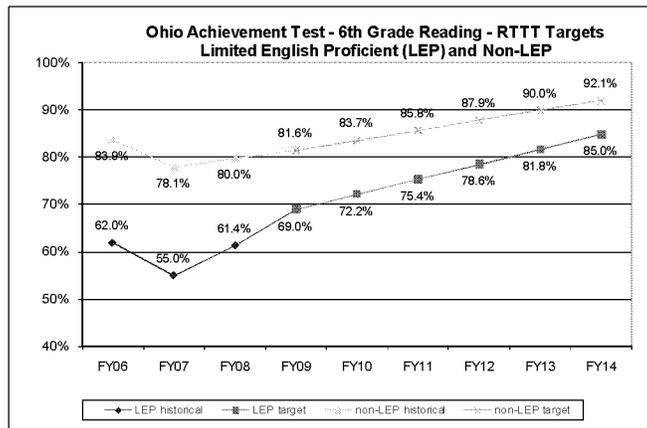
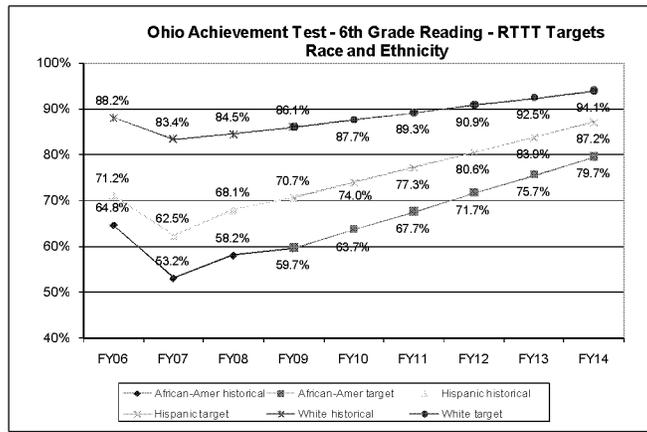




**RttT Targets for the 6th Grade OAT Reading Assessment
Percent of Students by Subgroup At Least Proficient**

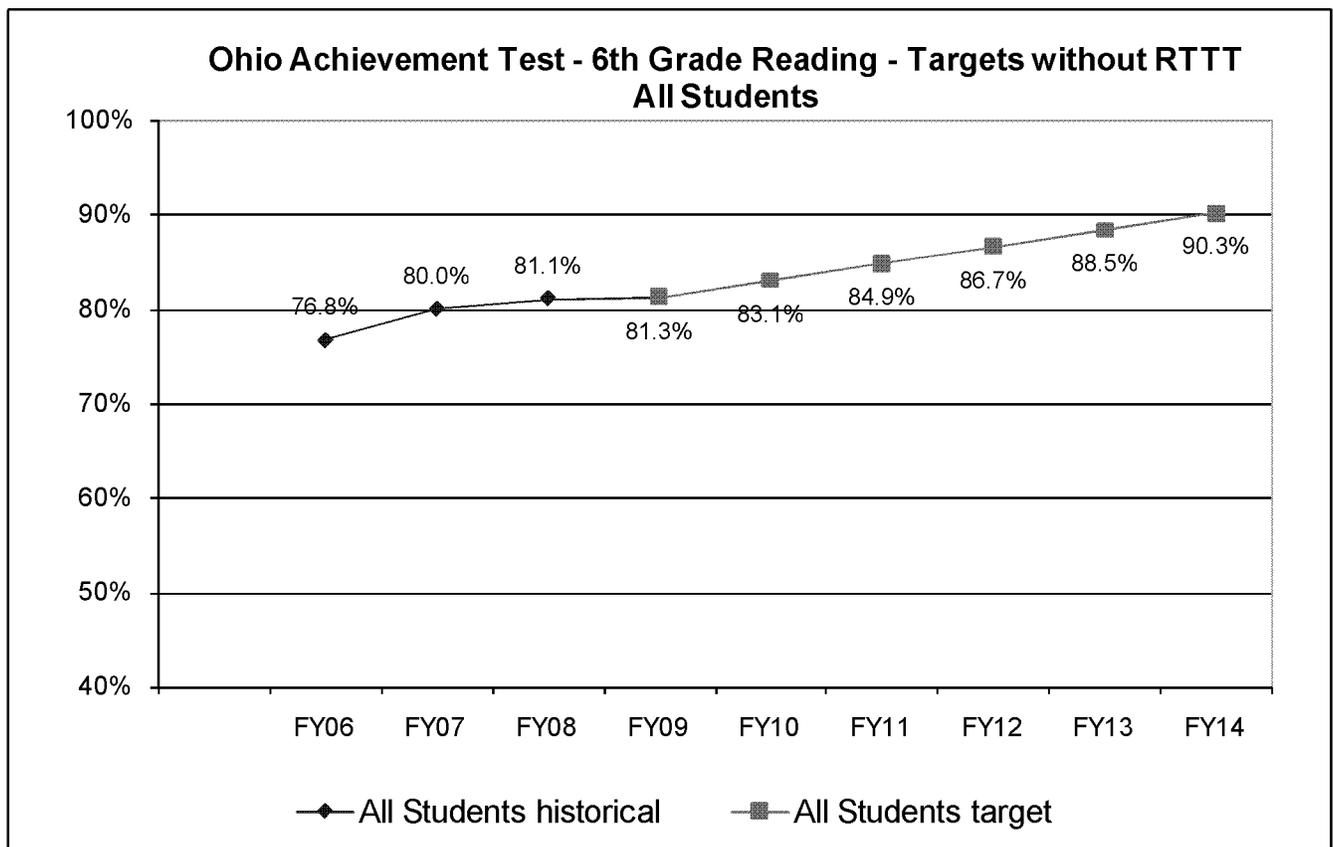
		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	64.8%	53.2%	58.2%	59.7%					
African-American	target				59.7%	63.7%	67.7%	71.7%	75.7%	79.7%
Hispanic	historical	71.2%	62.5%	68.1%	70.7%					
Hispanic	target				70.7%	74.0%	77.3%	80.6%	83.9%	87.2%
White	historical	88.2%	83.4%	84.5%	86.1%					
White	target				86.1%	87.7%	89.3%	90.9%	92.5%	94.1%
LEP	historical	62.0%	55.0%	61.4%	69.0%					
LEP	target				69.0%	72.2%	75.4%	78.6%	81.8%	85.0%
Non-LEP	historical	83.9%	78.1%	80.0%	81.6%					
Non-LEP	target				81.6%	83.7%	85.8%	87.9%	90.0%	92.1%
Disabled	historical	55.8%	49.4%	49.6%	50.5%					
Disabled	target				50.5%	55.5%	60.5%	65.5%	70.5%	75.5%
Non-Disabled	historical	88.6%	82.8%	85.2%	86.9%					
Non-Disabled	target				86.9%	88.5%	90.1%	91.7%	93.3%	94.9%
Disadvantaged	historical	71.3%	62.7%	66.6%	69.0%					
Disadvantaged	target				69.0%	72.4%	75.8%	79.2%	82.6%	86.0%
Non-Disadvantaged	historical	91.5%	86.7%	88.2%	90.0%					
Non-Disadvantaged	target				90.0%	91.2%	92.4%	93.6%	94.8%	96.0%
All Students	historical	76.8%	80.0%	81.1%	81.3%					
All Students	target				81.3%	83.4%	85.5%	87.6%	89.7%	91.8%

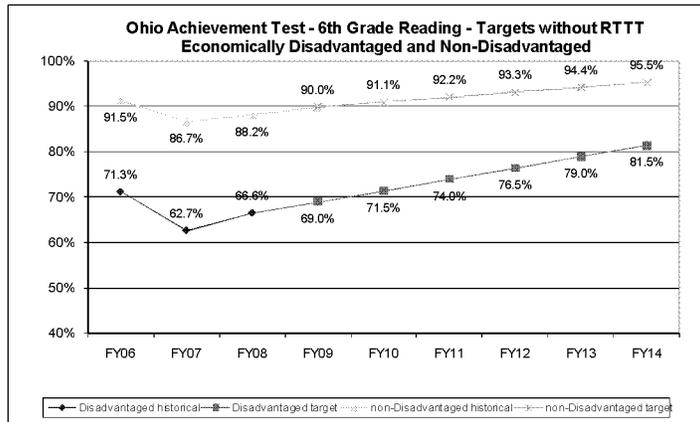
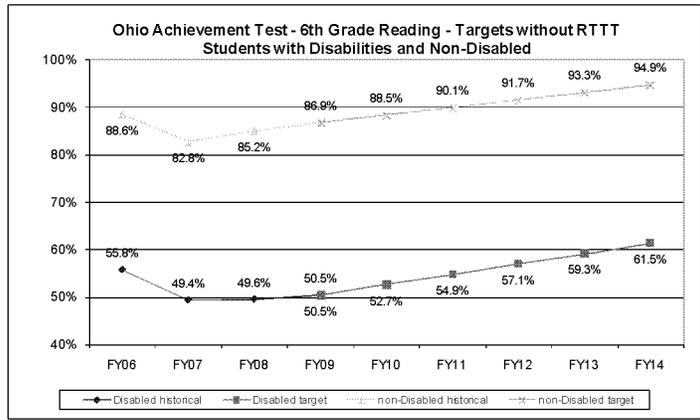
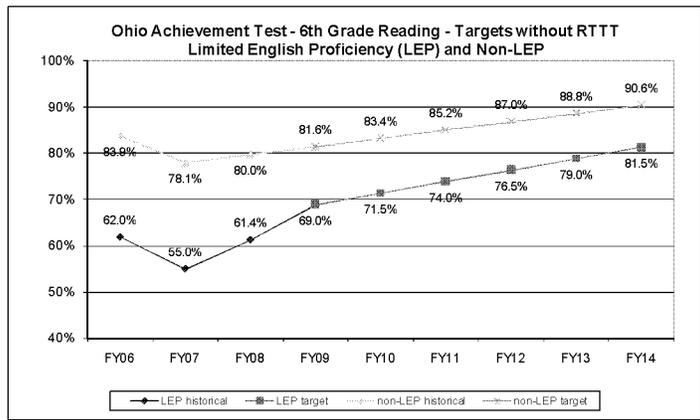
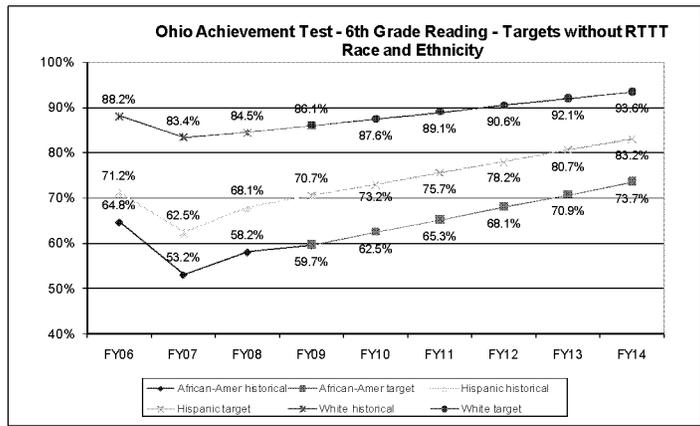




**Targets Without RttT for the 6th Grade OAT Math Assessment
Percent of Students by Subgroup At Least Proficient**

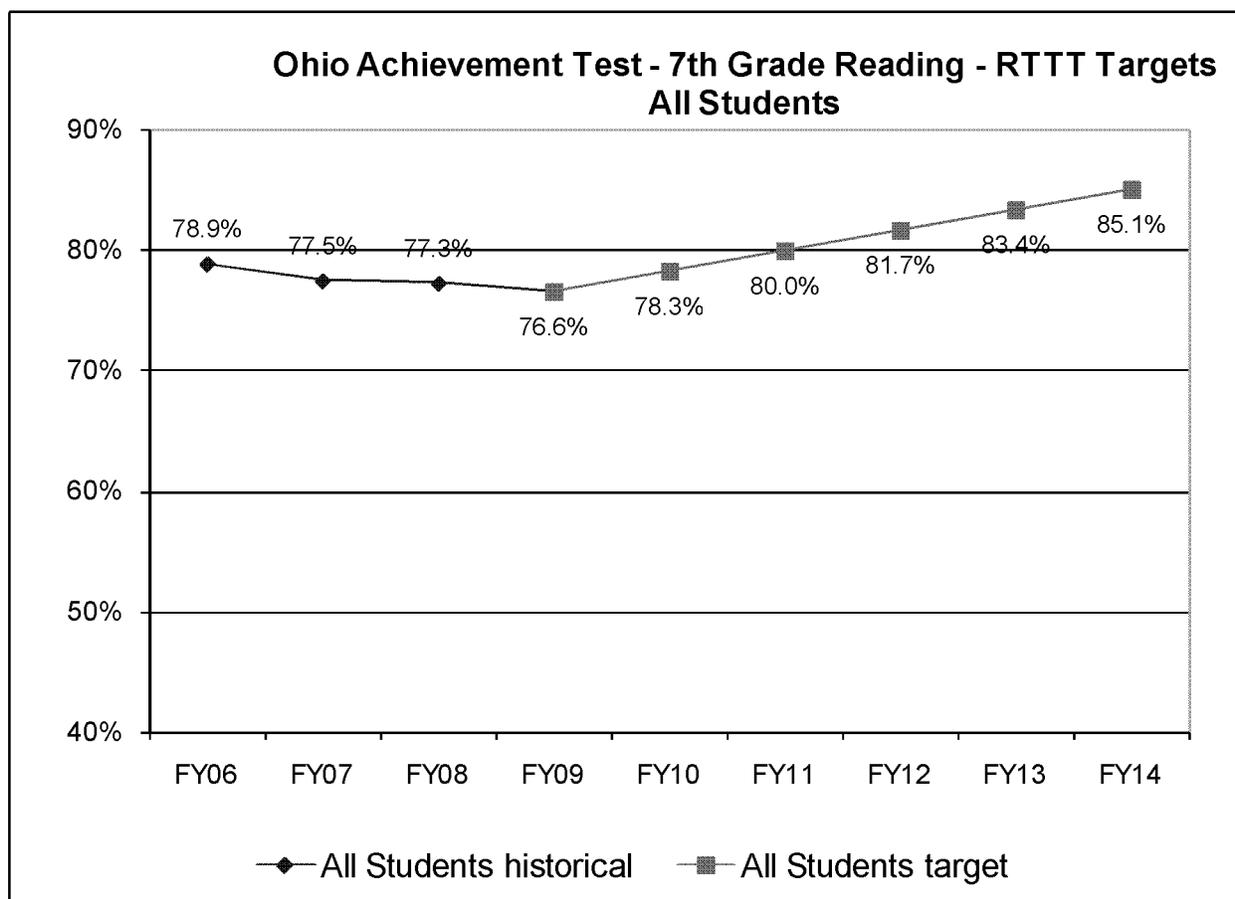
		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	64.8%	53.2%	58.2%	59.7%					
African-American	target				59.7%	62.5%	65.3%	68.1%	70.9%	73.7%
Hispanic	historical	71.2%	62.5%	68.1%	70.7%					
Hispanic	target				70.7%	73.2%	75.7%	78.2%	80.7%	83.2%
White	historical	88.2%	83.4%	84.5%	86.1%					
White	target				86.1%	87.6%	89.1%	90.6%	92.1%	93.6%
LEP	historical	62.0%	55.0%	61.4%	69.0%					
LEP	target				69.0%	71.5%	74.0%	76.5%	79.0%	81.5%
Non-LEP	historical	83.9%	78.1%	80.0%	81.6%					
Non-LEP	target				81.6%	83.4%	85.2%	87.0%	88.8%	90.6%
Disabled	historical	55.8%	49.4%	49.6%	50.5%					
Disabled	target				50.5%	52.7%	54.9%	57.1%	59.3%	61.5%
Non-Disabled	historical	88.6%	82.8%	85.2%	86.9%					
Non-Disabled	target				86.9%	88.5%	90.1%	91.7%	93.3%	94.9%
Disadvantaged	historical	71.3%	62.7%	66.6%	69.0%					
Disadvantaged	target				69.0%	71.5%	74.0%	76.5%	79.0%	81.5%
Non-Disadvantaged	historical	91.5%	86.7%	88.2%	90.0%					
Non-Disadvantaged	target				90.0%	91.1%	92.2%	93.3%	94.4%	95.5%
All Students	historical	76.8%	80.0%	81.1%	81.3%					
All Students	target				81.3%	83.1%	84.9%	86.7%	88.5%	90.3%

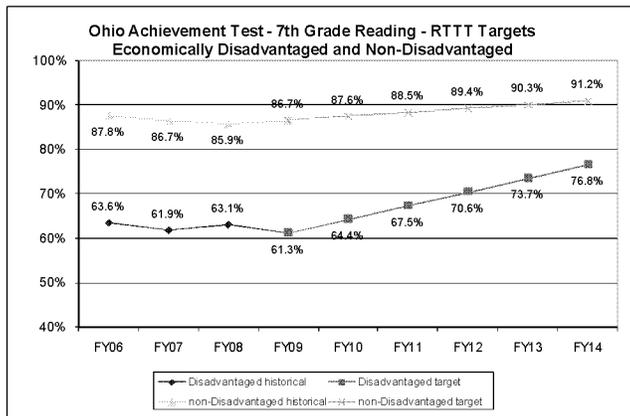
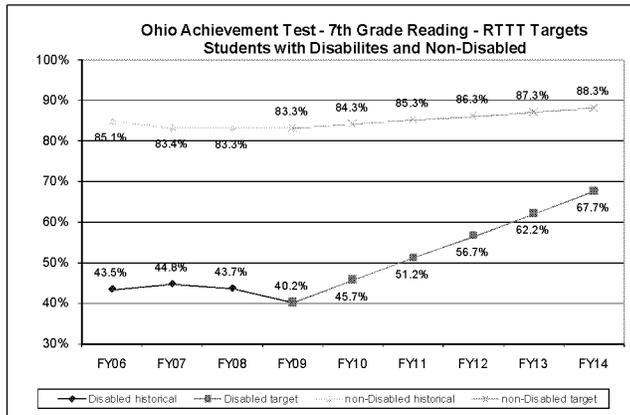
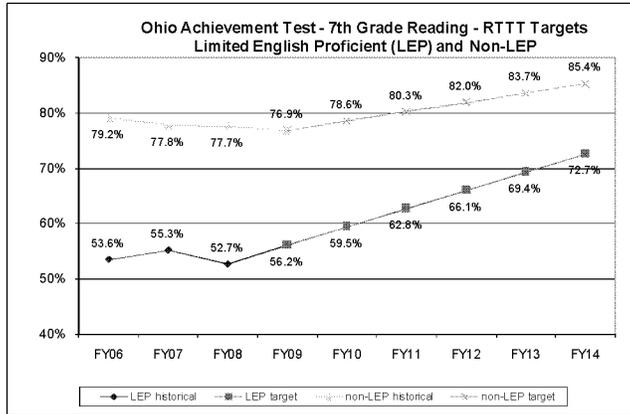
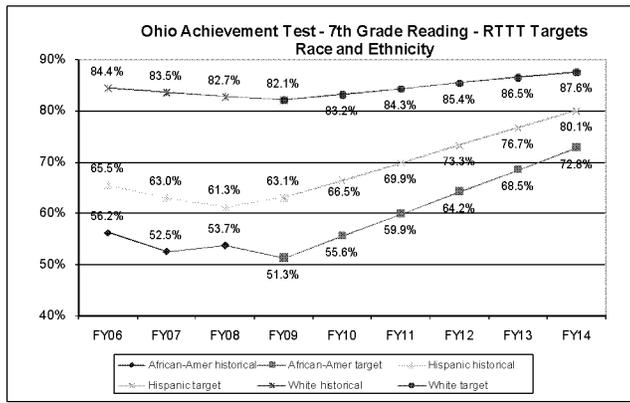




RttT Targets for the 7th Grade OAT Reading Assessment
Percent of Students by Subgroup At Least Proficient

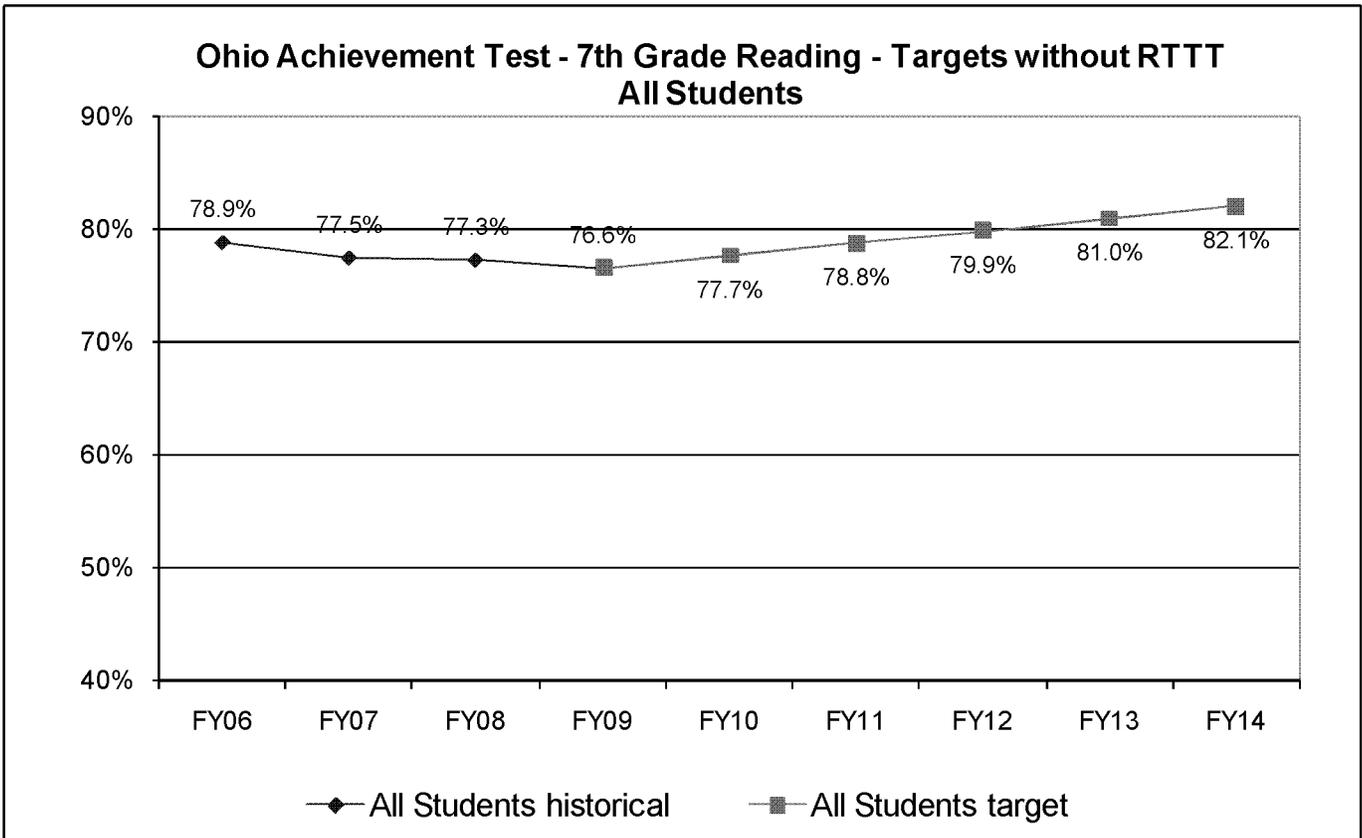
		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	56.2%	52.5%	53.7%	51.3%					
African-American	target				51.3%	55.6%	59.9%	64.2%	68.5%	72.8%
Hispanic	historical	65.5%	63.0%	61.3%	63.1%					
Hispanic	target				63.1%	66.5%	69.9%	73.3%	76.7%	80.1%
White	historical	84.4%	83.5%	82.7%	82.1%					
White	target				82.1%	83.2%	84.3%	85.4%	86.5%	87.6%
LEP	historical	53.6%	55.3%	52.7%	56.2%					
LEP	target				56.2%	59.5%	62.8%	66.1%	69.4%	72.7%
Non-LEP	historical	79.2%	77.8%	77.7%	76.9%					
Non-LEP	target				76.9%	78.6%	80.3%	82.0%	83.7%	85.4%
Disabled	historical	43.5%	44.8%	43.7%	40.2%					
Disabled	target				40.2%	45.7%	51.2%	56.7%	62.2%	67.7%
Non-Disabled	historical	85.1%	83.4%	83.3%	83.3%					
Non-Disabled	target				83.3%	84.3%	85.3%	86.3%	87.3%	88.3%
Disadvantaged	historical	63.6%	61.9%	63.1%	61.3%					
Disadvantaged	target				61.3%	64.4%	67.5%	70.6%	73.7%	76.8%
Non-Disadvantaged	historical	87.8%	86.7%	85.9%	86.7%					
Non-Disadvantaged	target				86.7%	87.6%	88.5%	89.4%	90.3%	91.2%
All Students	historical	78.9%	77.5%	77.3%	76.6%					
All Students	target				76.6%	78.3%	80.0%	81.7%	83.4%	85.1%

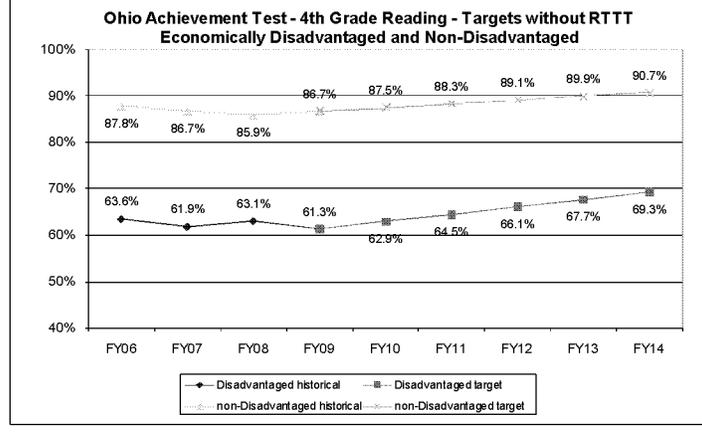
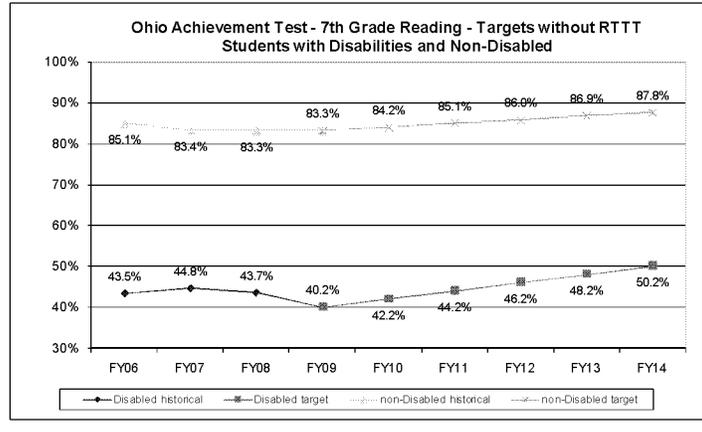
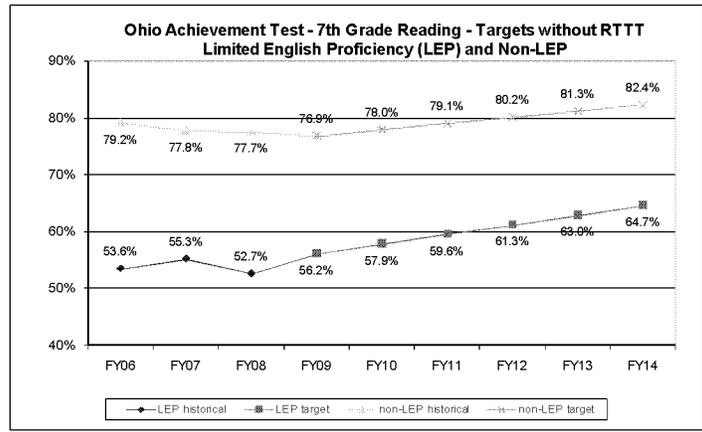
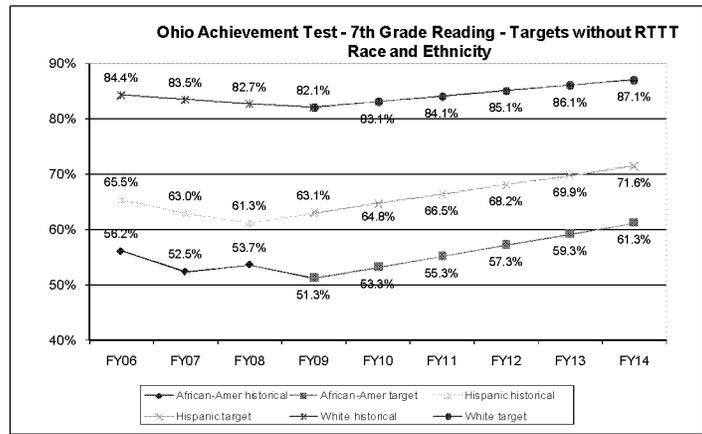




**Targets Without RttT for the 7th Grade OAT Math Assessment
Percent of Students by Subgroup At Least Proficient**

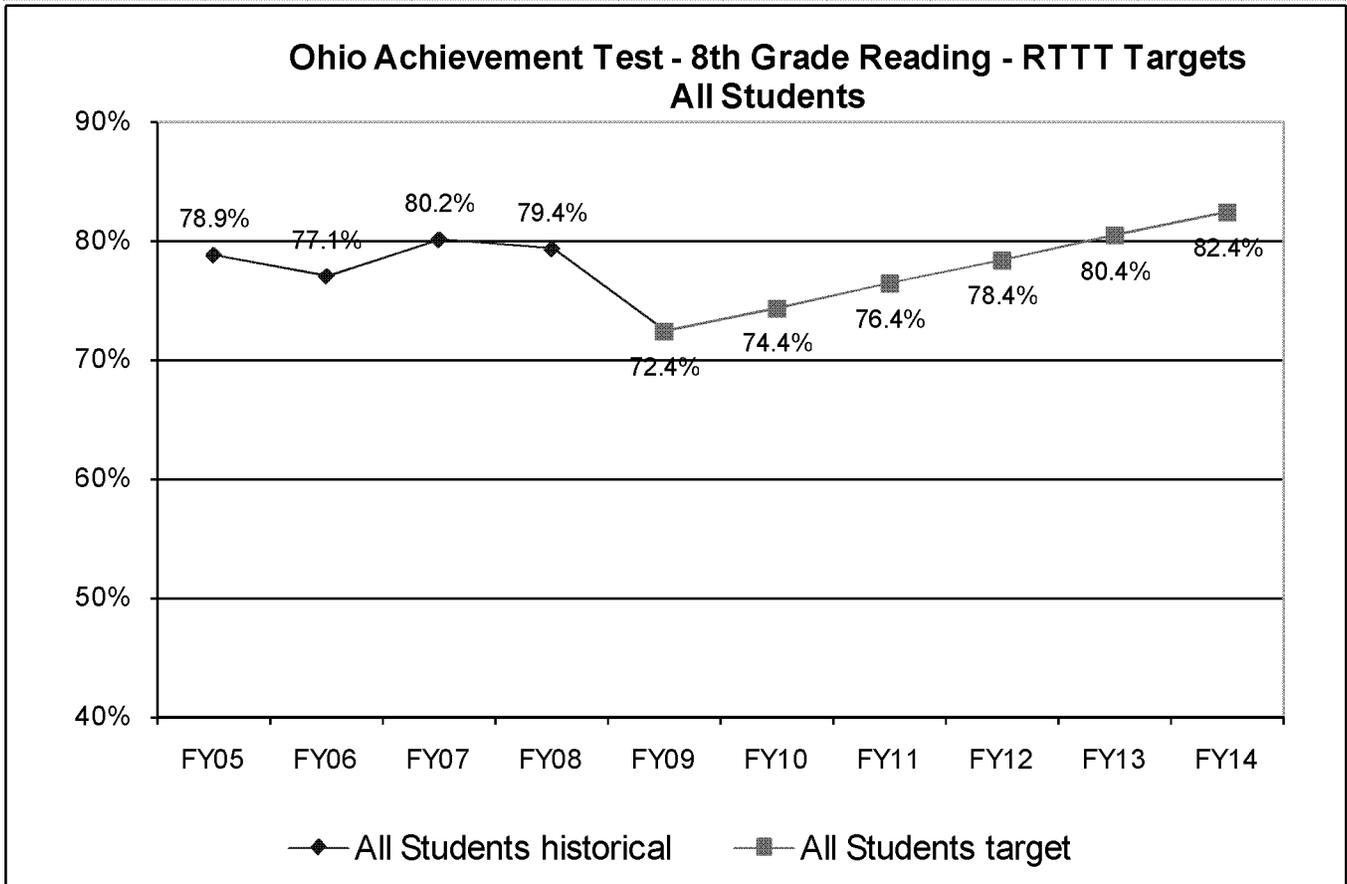
		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	56.2%	52.5%	53.7%	51.3%					
African-American	target				51.3%	53.3%	55.3%	57.3%	59.3%	61.3%
Hispanic	historical	65.5%	63.0%	61.3%	63.1%					
Hispanic	target				63.1%	64.8%	66.5%	68.2%	69.9%	71.6%
White	historical	84.4%	83.5%	82.7%	82.1%					
White	target				82.1%	83.1%	84.1%	85.1%	86.1%	87.1%
LEP	historical	53.6%	55.3%	52.7%	56.2%					
LEP	target				56.2%	57.9%	59.6%	61.3%	63.0%	64.7%
Non-LEP	historical	79.2%	77.8%	77.7%	76.9%					
Non-LEP	target				76.9%	78.0%	79.1%	80.2%	81.3%	82.4%
Disabled	historical	43.5%	44.8%	43.7%	40.2%					
Disabled	target				40.2%	42.2%	44.2%	46.2%	48.2%	50.2%
Non-Disabled	historical	85.1%	83.4%	83.3%	83.3%					
Non-Disabled	target				83.3%	84.2%	85.1%	86.0%	86.9%	87.8%
Disadvantaged	historical	63.6%	61.9%	63.1%	61.3%					
Disadvantaged	target				61.3%	62.9%	64.5%	66.1%	67.7%	69.3%
Non-Disadvantaged	historical	87.8%	86.7%	85.9%	86.7%					
Non-Disadvantaged	target				86.7%	87.5%	88.3%	89.1%	89.9%	90.7%
All Students	historical	78.9%	77.5%	77.3%	76.6%					
All Students	target				76.6%	77.7%	78.8%	79.9%	81.0%	82.1%

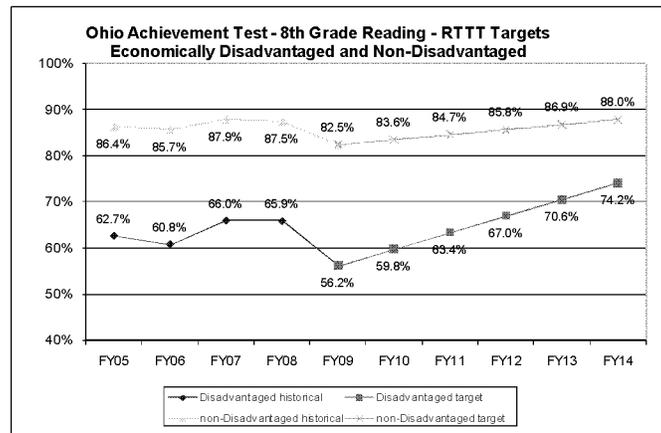
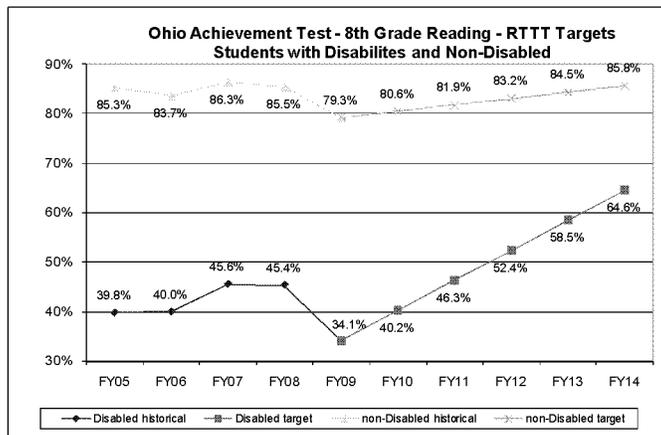
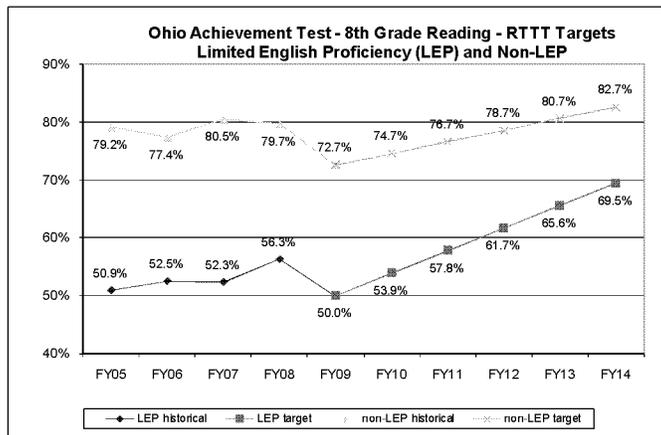
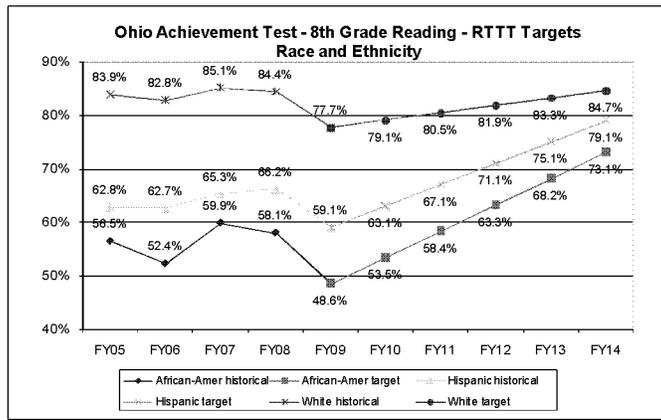




RttT Targets for the 8th Grade OAT Reading Assessment
Percent of Students by Subgroup At Least Proficient

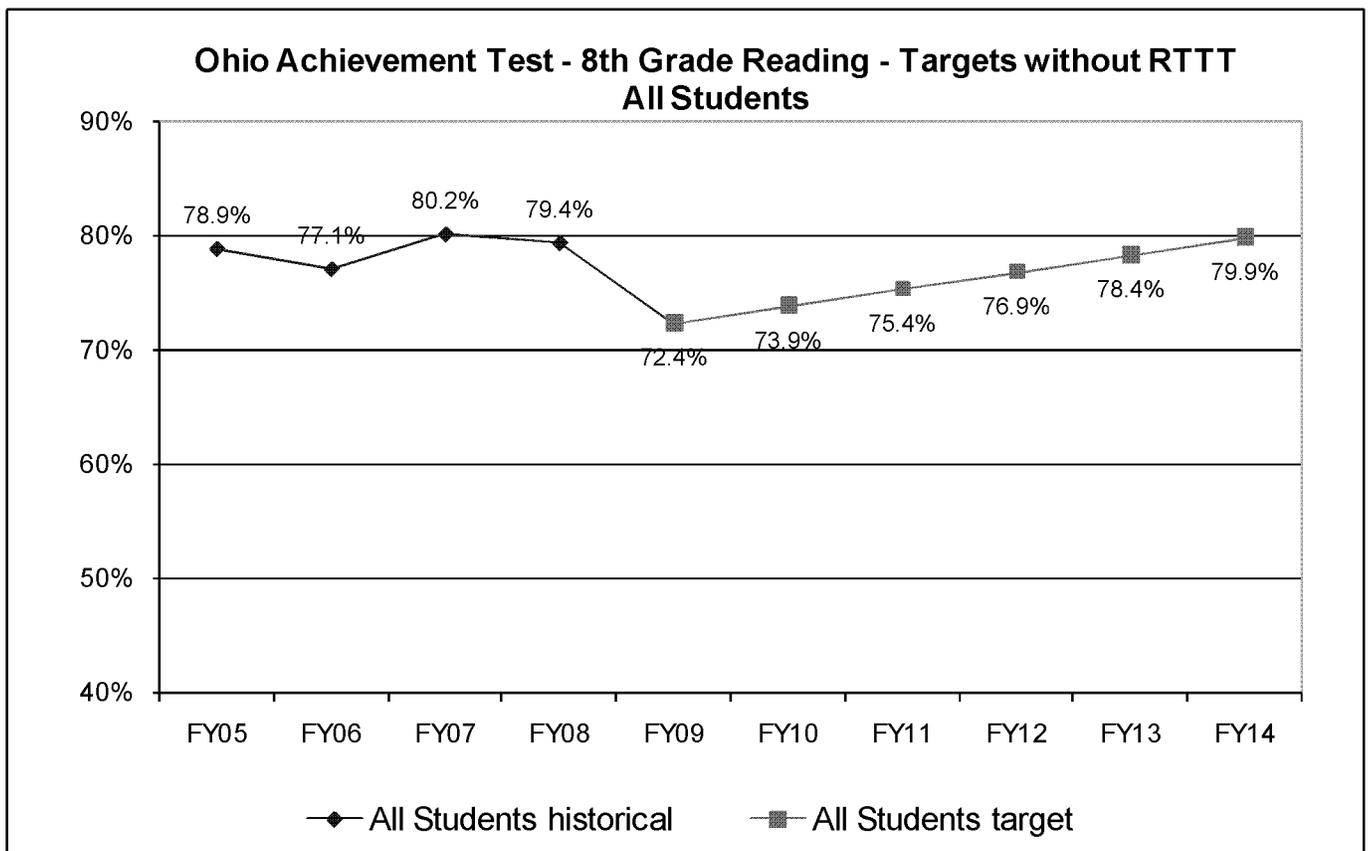
		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	56.5%	52.4%	59.9%	58.1%	48.6%					
African-American	target					48.6%	53.5%	58.4%	63.3%	68.2%	73.1%
Hispanic	historical	62.8%	62.7%	65.3%	66.2%	59.1%					
Hispanic	target					59.1%	63.1%	67.1%	71.1%	75.1%	79.1%
White	historical	83.9%	82.8%	85.1%	84.4%	77.7%					
White	target					77.7%	79.1%	80.5%	81.9%	83.3%	84.7%
LEP	historical	50.9%	52.5%	52.3%	56.3%	50.0%					
LEP	target					50.0%	53.9%	57.8%	61.7%	65.6%	69.5%
Non-LEP	historical	79.2%	77.4%	80.5%	79.7%	72.7%					
Non-LEP	target					72.7%	74.7%	76.7%	78.7%	80.7%	82.7%
Disabled	historical	39.8%	40.0%	45.6%	45.4%	34.1%					
Disabled	target					34.1%	40.2%	46.3%	52.4%	58.5%	64.6%
Non-Disabled	historical	85.3%	83.7%	86.3%	85.5%	79.3%					
Non-Disabled	target					79.3%	80.6%	81.9%	83.2%	84.5%	85.8%
Disadvantaged	historical	62.7%	60.8%	66.0%	65.9%	56.2%					
Disadvantaged	target					56.2%	59.8%	63.4%	67.0%	70.6%	74.2%
Non-Disadvantaged	historical	86.4%	85.7%	87.9%	87.5%	82.5%					
Non-Disadvantaged	target					82.5%	83.6%	84.7%	85.8%	86.9%	88.0%
All Students	historical	78.9%	77.1%	80.2%	79.4%	72.4%					
All Students	target					72.4%	74.4%	76.4%	78.4%	80.4%	82.4%

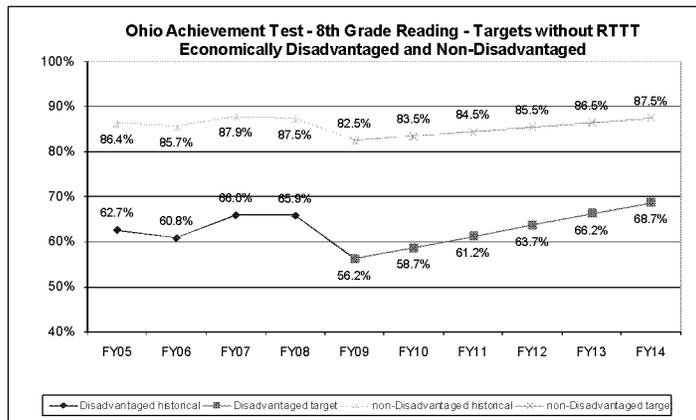
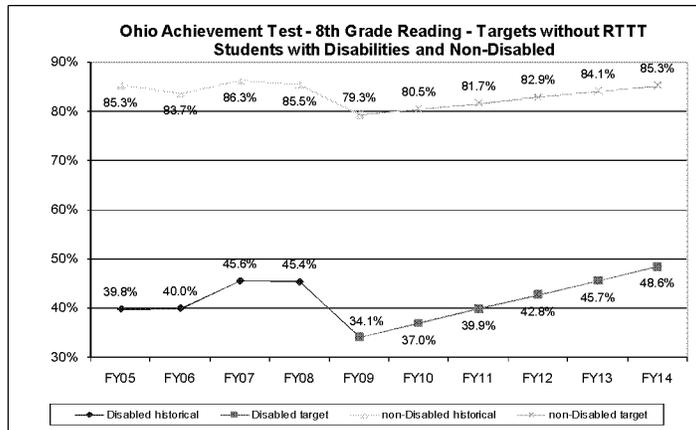
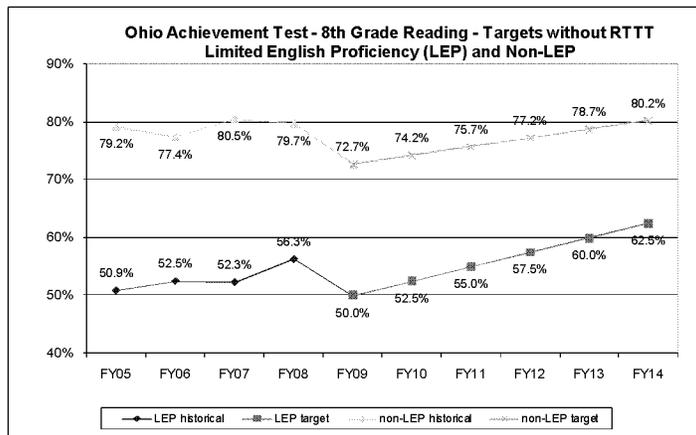
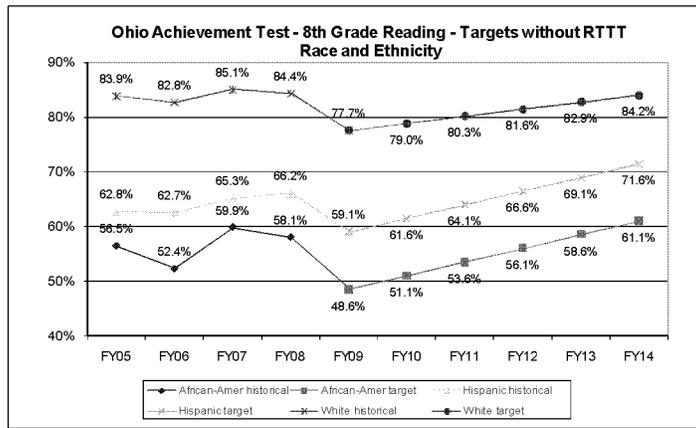




**Targets Without RttT for the 8th Grade OAT Math Assessment
Percent of Students by Subgroup At Least Proficient**

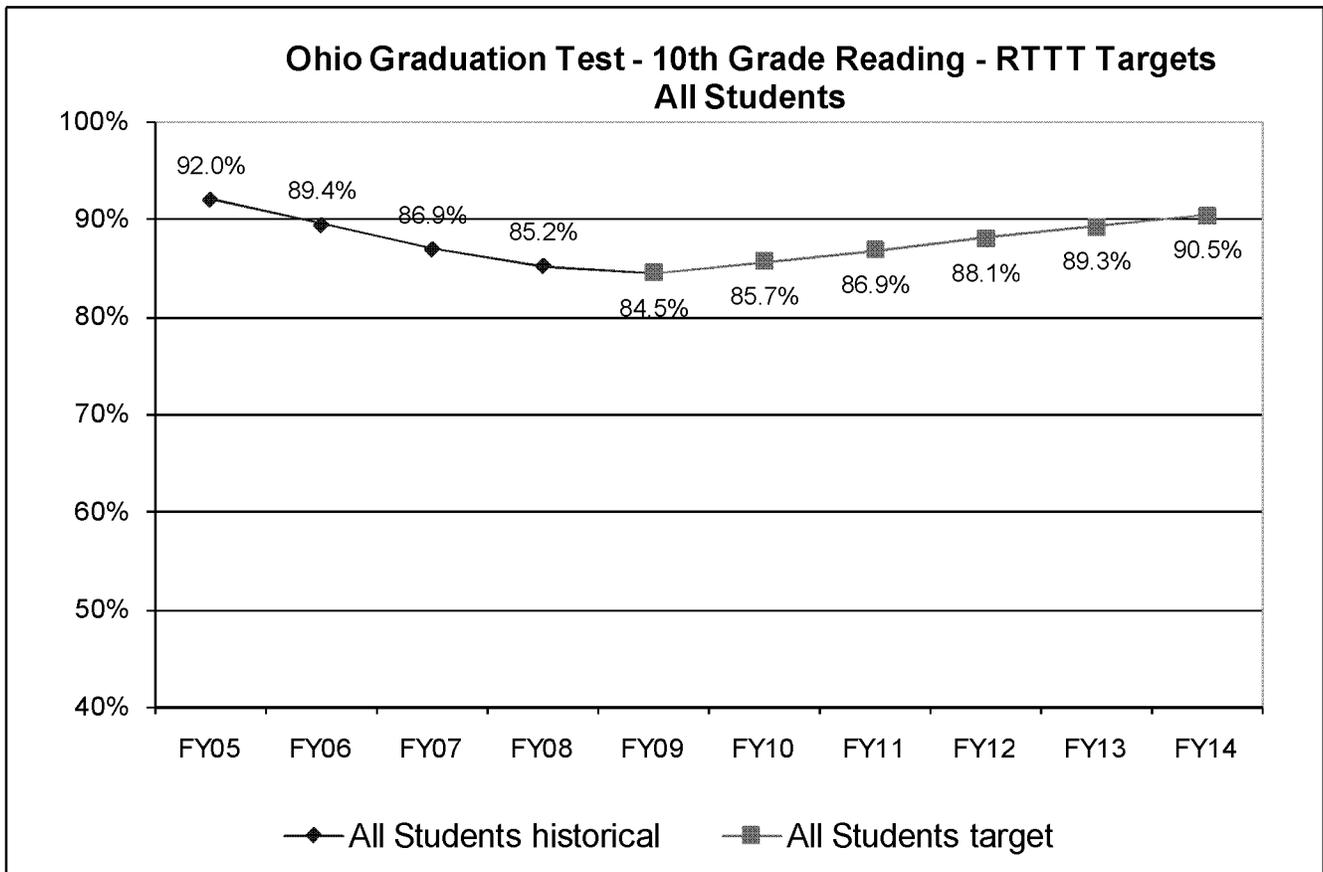
		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	56.5%	52.4%	59.9%	58.1%	48.6%					
African-American	target					48.6%	51.1%	53.6%	56.1%	58.6%	61.1%
Hispanic	historical	62.8%	62.7%	65.3%	66.2%	59.1%					
Hispanic	target					59.1%	61.6%	64.1%	66.6%	69.1%	71.6%
White	historical	83.9%	82.8%	85.1%	84.4%	77.7%					
White	target					77.7%	79.0%	80.3%	81.6%	82.9%	84.2%
LEP	historical	50.9%	52.5%	52.3%	56.3%	50.0%					
LEP	target					50.0%	52.5%	55.0%	57.5%	60.0%	62.5%
Non-LEP	historical	79.2%	77.4%	80.5%	79.7%	72.7%					
Non-LEP	target					72.7%	74.2%	75.7%	77.2%	78.7%	80.2%
Disabled	historical	39.8%	40.0%	45.6%	45.4%	34.1%					
Disabled	target					34.1%	37.0%	39.9%	42.8%	45.7%	48.6%
Non-Disabled	historical	85.3%	83.7%	86.3%	85.5%	79.3%					
Non-Disabled	target					79.3%	80.5%	81.7%	82.9%	84.1%	85.3%
Disadvantaged	historical	62.7%	60.8%	66.0%	65.9%	56.2%					
Disadvantaged	target					56.2%	58.7%	61.2%	63.7%	66.2%	68.7%
Non-Disadvantaged	historical	86.4%	85.7%	87.9%	87.5%	82.5%					
Non-Disadvantaged	target					82.5%	83.5%	84.5%	85.5%	86.5%	87.5%
All Students	historical	78.9%	77.1%	80.2%	79.4%	72.4%					
All Students	target					72.4%	73.9%	75.4%	76.9%	78.4%	79.9%

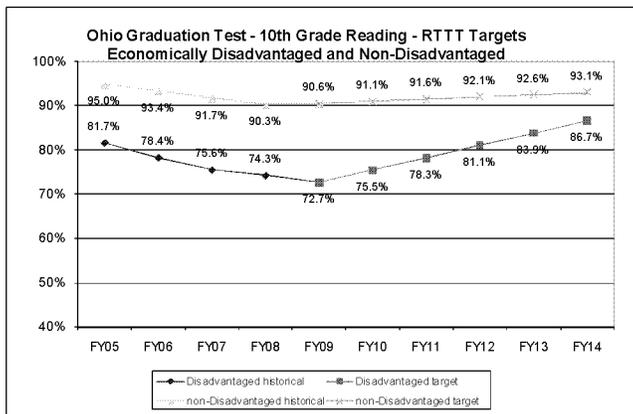
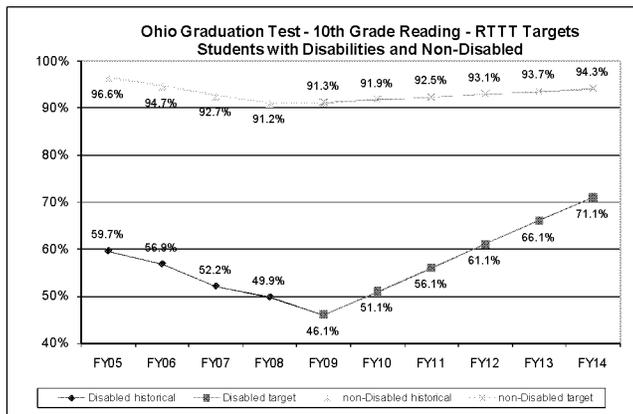
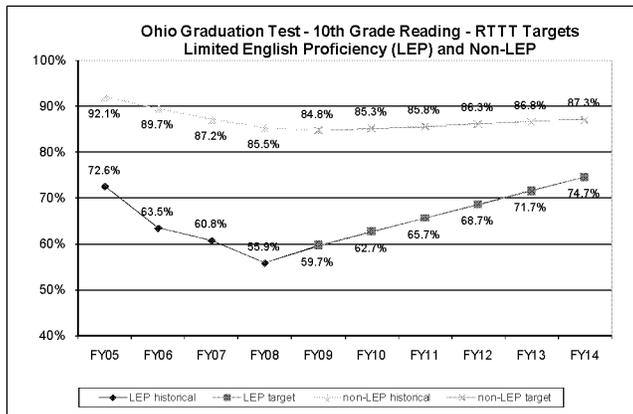
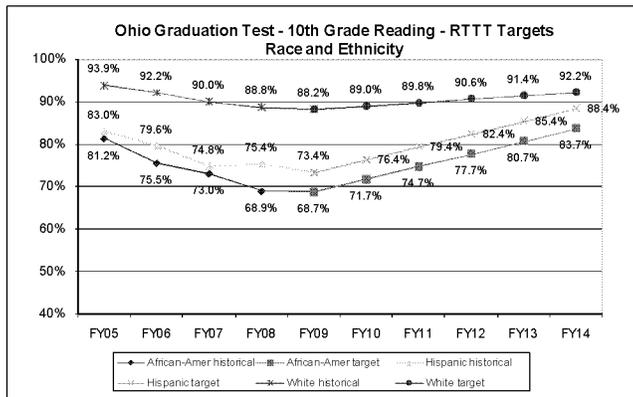




RttT Targets for the 10th Grade OGT Reading Assessment
Percent of Students by Subgroup At Least Proficient

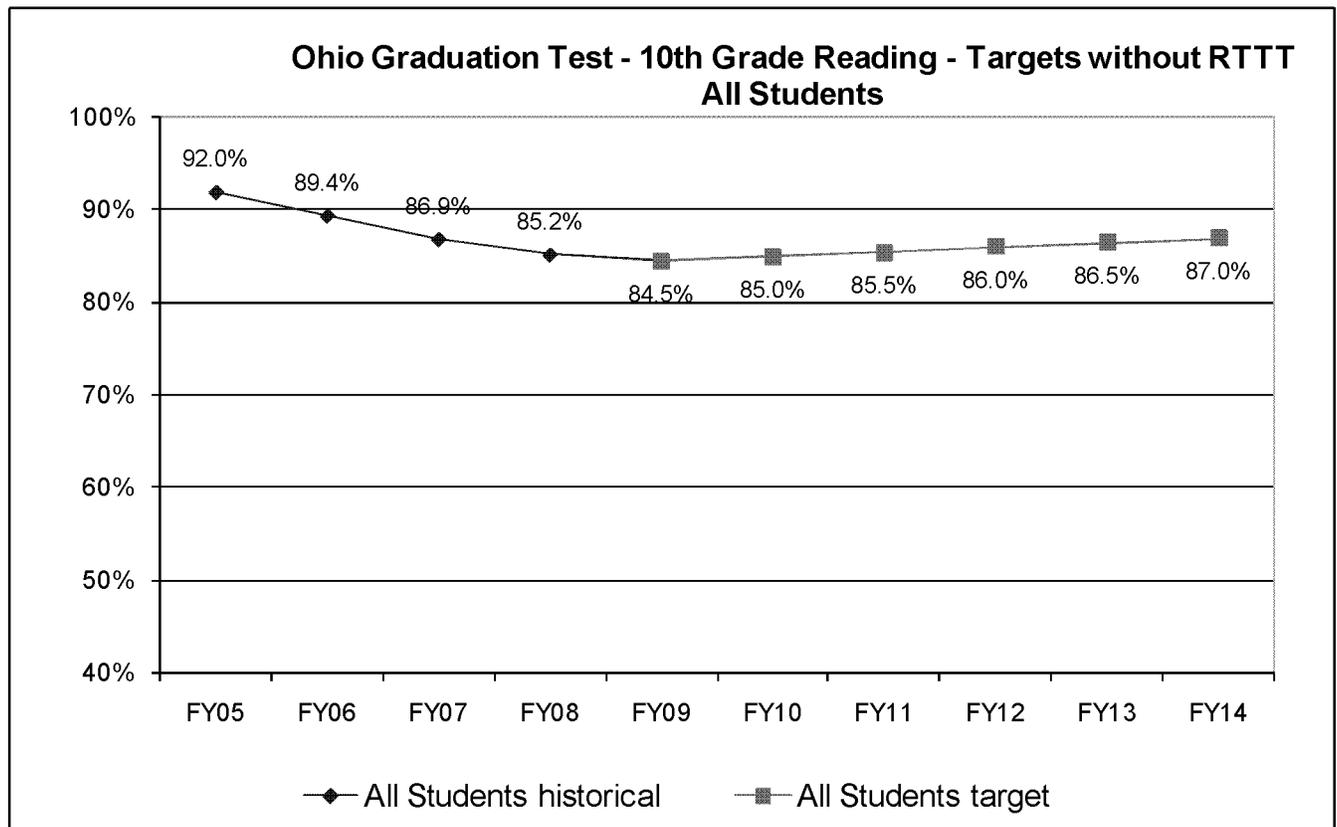
		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	81.2%	75.5%	73.0%	68.9%	68.7%					
African-American	target					68.7%	71.7%	74.7%	77.7%	80.7%	83.7%
Hispanic	historical	83.0%	79.6%	74.8%	75.4%	73.4%					
Hispanic	target					73.4%	76.4%	79.4%	82.4%	85.4%	88.4%
White	historical	93.9%	92.2%	90.0%	88.8%	88.2%					
White	target					88.2%	89.0%	89.8%	90.6%	91.4%	92.2%
LEP	historical	72.6%	63.5%	60.8%	55.9%	59.7%					
LEP	target					59.7%	62.7%	65.7%	68.7%	71.7%	74.7%
Non-LEP	historical	92.1%	89.7%	87.2%	85.5%	84.8%					
Non-LEP	target					84.8%	85.3%	85.8%	86.3%	86.8%	87.3%
Disabled	historical	59.7%	56.9%	52.2%	49.9%	46.1%					
Disabled	target					46.1%	51.1%	56.1%	61.1%	66.1%	71.1%
Non-Disabled	historical	96.6%	94.7%	92.7%	91.2%	91.3%					
Non-Disabled	target					91.3%	91.9%	92.5%	93.1%	93.7%	94.3%
Disadvantaged	historical	81.7%	78.4%	75.6%	74.3%	72.7%					
Disadvantaged	target					72.7%	75.5%	78.3%	81.1%	83.9%	86.7%
Non-Disadvantaged	historical	95.0%	93.4%	91.7%	90.3%	90.6%					
Non-Disadvantaged	target					90.6%	91.1%	91.6%	92.1%	92.6%	93.1%
All Students	historical	92.0%	89.4%	86.9%	85.2%	84.5%					
All Students	target					84.5%	85.7%	86.9%	88.1%	89.3%	90.5%

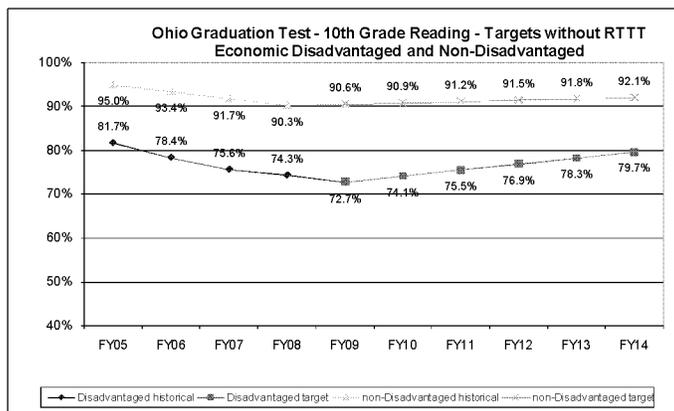
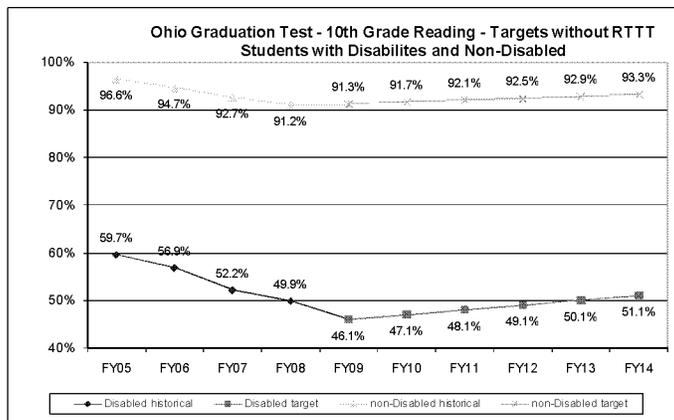
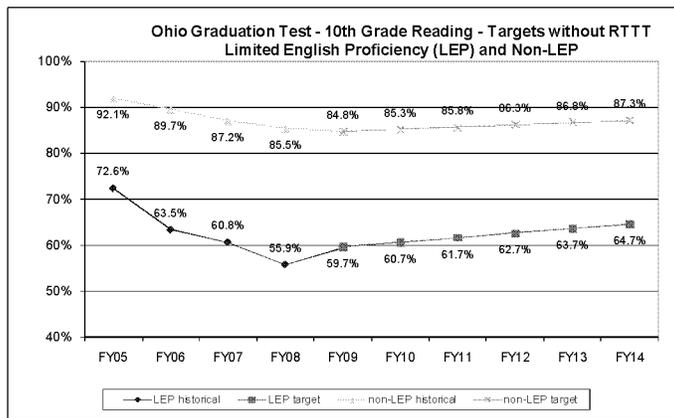
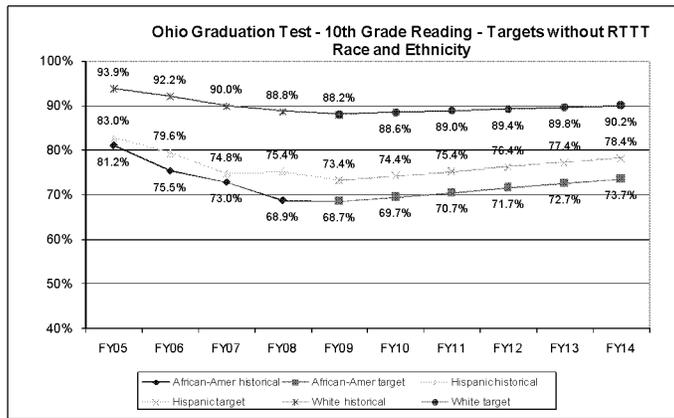




**Targets Without RtT for the 10th Grade OGT Math Assessment
Percent of Students by Subgroup At Least Proficient**

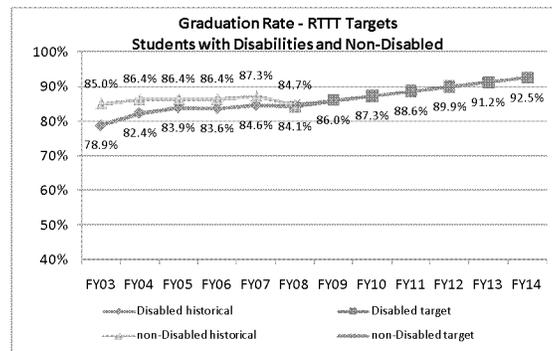
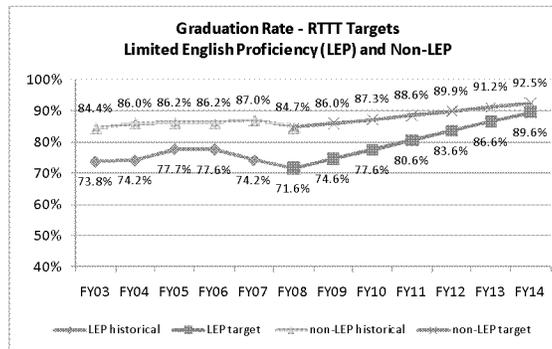
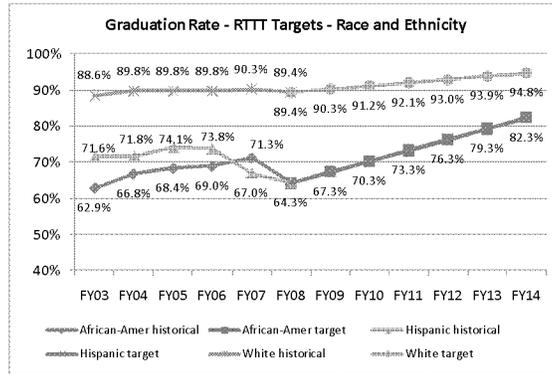
		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	81.2%	75.5%	73.0%	68.9%	68.7%					
African-American	target					68.7%	69.7%	70.7%	71.7%	72.7%	73.7%
Hispanic	historical	83.0%	79.6%	74.8%	75.4%	73.4%					
Hispanic	target					73.4%	74.4%	75.4%	76.4%	77.4%	78.4%
White	historical	93.9%	92.2%	90.0%	88.8%	88.2%					
White	target					88.2%	88.6%	89.0%	89.4%	89.8%	90.2%
LEP	historical	72.6%	63.5%	60.8%	55.9%	59.7%					
LEP	target					59.7%	60.7%	61.7%	62.7%	63.7%	64.7%
Non-LEP	historical	92.1%	89.7%	87.2%	85.5%	84.8%					
Non-LEP	target					84.8%	85.3%	85.8%	86.3%	86.8%	87.3%
Disabled	historical	59.7%	56.9%	52.2%	49.9%	46.1%					
Disabled	target					46.1%	47.1%	48.1%	49.1%	50.1%	51.1%
Non-Disabled	historical	96.6%	94.7%	92.7%	91.2%	91.3%					
Non-Disabled	target					91.3%	91.7%	92.1%	92.5%	92.9%	93.3%
Disadvantaged	historical	81.7%	78.4%	75.6%	74.3%	72.7%					
Disadvantaged	target					72.7%	74.1%	75.5%	76.9%	78.3%	79.7%
Non-Disadvantaged	historical	95.0%	93.4%	91.7%	90.3%	90.6%					
Non-Disadvantaged	target					90.6%	90.9%	91.2%	91.5%	91.8%	92.1%
All Students	historical	92.0%	89.4%	86.9%	85.2%	84.5%					
All Students	target					84.5%	85.0%	85.5%	86.0%	86.5%	87.0%





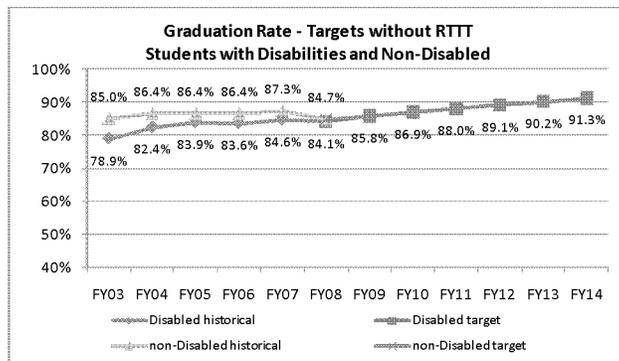
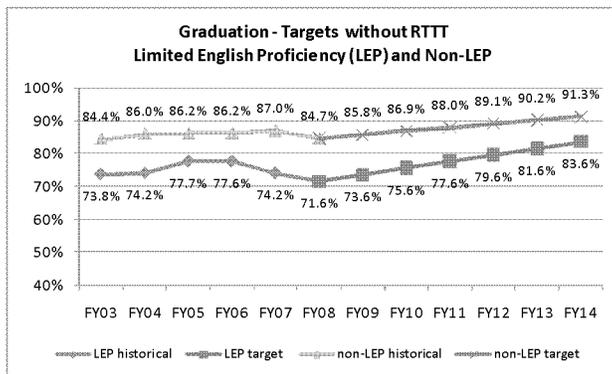
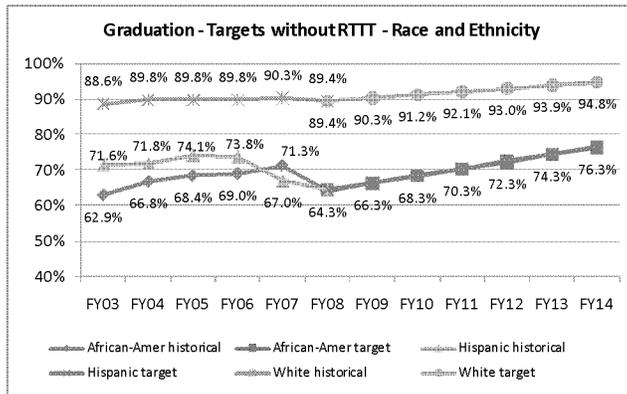
GRADUATION RATES

Subgroup		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	62.9%	66.8%	68.4%	69.0%	71.3%	64.3%						
African-American	target						64.3%	67.3%	70.3%	73.3%	76.3%	79.3%	82.3%
Hispanic	historical	71.6%	71.8%	74.1%	73.8%	67.0%	64.5%						
Hispanic	target						64.5%	67.5%	70.5%	73.5%	76.5%	79.5%	82.5%
White	historical	88.6%	89.8%	89.8%	89.8%	90.3%	89.4%						
White	target						89.4%	90.3%	91.2%	92.1%	93.0%	93.9%	94.8%
LEP	historical	73.8%	74.2%	77.7%	77.6%	74.2%	71.6%						
LEP	target						71.6%	74.6%	77.6%	80.6%	83.6%	86.6%	89.6%
Non-LEP	historical	84.4%	86.0%	86.2%	86.2%	87.0%	84.7%						
Non-LEP	target						84.7%	86.0%	87.3%	88.6%	89.9%	91.2%	92.5%
Disabled	historical	78.9%	82.4%	83.9%	83.6%	84.6%	84.1%						
Disabled	target						84.1%	86.0%	87.3%	88.6%	89.9%	91.2%	92.5%
Non-Disabled	historical	85.0%	86.4%	86.4%	86.4%	87.3%	84.7%						
Non-Disabled	target						84.7%	86.0%	87.3%	88.6%	89.9%	91.2%	92.5%
Disadvantaged	historical	81.0%	82.9%	79.7%	75.0%	74.5%	72.7%						
Disadvantaged	target						72.7%	75.2%	77.7%	80.2%	82.7%	85.2%	87.7%
Non-Disadvantage	historical	84.8%	86.4%	87.4%	89.1%	90.4%	88.7%						
Non-Disadvantage	target						88.7%	89.8%	90.9%	92.0%	93.1%	94.2%	95.3%
All Students	historical	84.30%	85.9%	86.2%	86.1%	86.9%	84.6%						
All Students	target						84.6%	85.9%	87.2%	88.5%	89.8%	91.1%	92.4%



Targets Without RttT for Graduation Rates

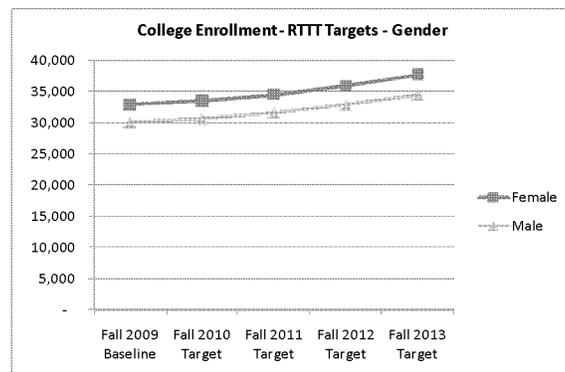
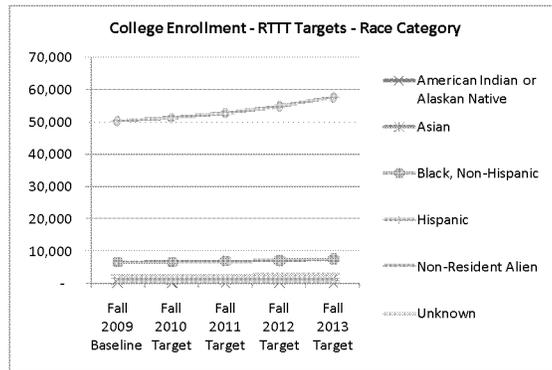
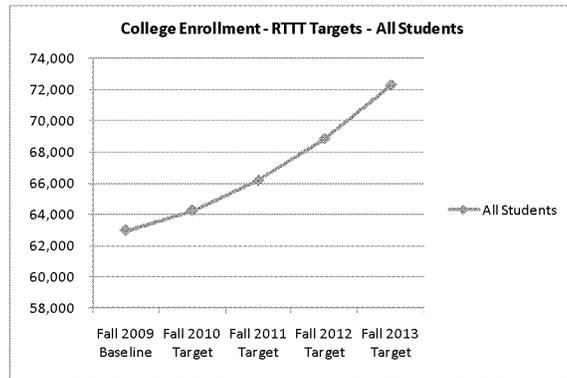
Subgroup		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	historical	62.9%	66.8%	68.4%	69.0%	71.3%	64.3%	66.3%	68.3%	70.3%	72.3%	74.3%	76.3%
African-American	target						64.3%	66.3%	68.3%	70.3%	72.3%	74.3%	76.3%
Hispanic	historical	71.6%	71.8%	74.1%	73.8%	67.0%	64.5%	66.5%	68.5%	70.5%	72.5%	74.5%	76.5%
Hispanic	target						64.5%	66.5%	68.5%	70.5%	72.5%	74.5%	76.5%
White	historical	88.6%	89.8%	89.8%	89.8%	90.3%	89.4%	89.4%	90.3%	91.2%	92.1%	93.0%	94.8%
White	target						89.4%	90.3%	91.2%	92.1%	93.0%	93.9%	94.8%
LEP	historical	73.8%	74.2%	77.7%	77.6%	74.2%	71.6%						
LEP	target						71.6%	73.6%	75.6%	77.6%	79.6%	81.6%	83.6%
Non-LEP	historical	84.4%	86.0%	86.2%	86.2%	87.0%	84.7%						
Non-LEP	target						84.7%	85.8%	86.9%	88.0%	89.1%	90.2%	91.3%
Disabled	historical	78.9%	82.4%	83.9%	83.6%	84.6%	84.1%						
Disabled	target						84.1%	85.8%	86.9%	88.0%	89.1%	90.2%	91.3%
Non-Disabled	historical	85.0%	86.4%	86.4%	86.4%	87.3%	84.7%						
Non-Disabled	target						84.7%	85.8%	86.9%	88.0%	89.1%	90.2%	91.3%
Disadvantaged	historical	81.0%	82.9%	79.7%	75.0%	74.5%	72.7%						
Disadvantaged	target						72.7%	75.0%	77.3%	79.6%	81.9%	84.2%	86.5%
Non-Disadvantage	historical	84.8%	86.4%	87.4%	89.1%	90.4%	88.7%						
Non-Disadvantage	target						88.7%	89.6%	90.5%	91.4%	92.3%	93.2%	94.1%
All Students	historical	84.30%	85.9%	86.2%	86.1%	86.9%	84.6%						
All Students	target						84.6%	85.7%	86.8%	87.9%	89.0%	90.1%	91.2%



COLLEGE ENROLLMENT

RTTT Targets for College Enrollment					
Student Subgroup	Fall 2009 Baseline	Fall 2010 Target	Fall 2011 Target	Fall 2012 Target	Fall 2013 Target
All Students	62,993	64,253	66,180	68,827	72,269
Female	32,900	33,558	34,565	35,947	37,745
Male	30,093	30,695	31,616	32,880	34,524
American Indian or Alaskan Native	250	255	263	273	287
Asian	1,362	1,389	1,430	1,488	1,562
Black, Non-Hispanic	6,669	6,802	7,007	7,287	7,651
Hispanic	1,381	1,409	1,451	1,509	1,585
Non-Resident Alien	423	432	445	463	486
Unknown	2,543	2,594	2,672	2,779	2,918
White, Non-Hispanic	50,364	51,371	52,912	55,028	57,780

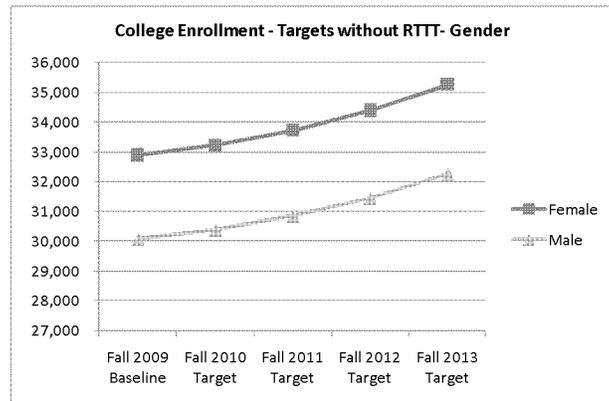
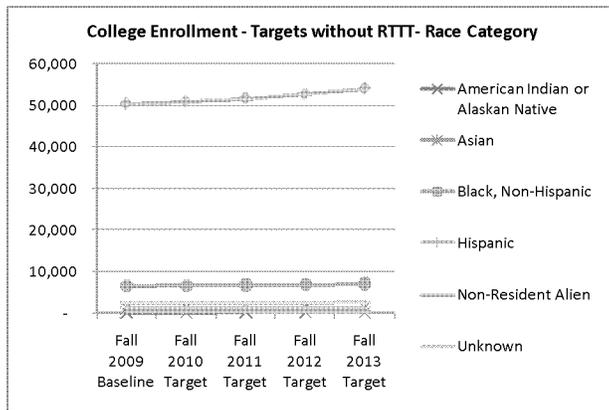
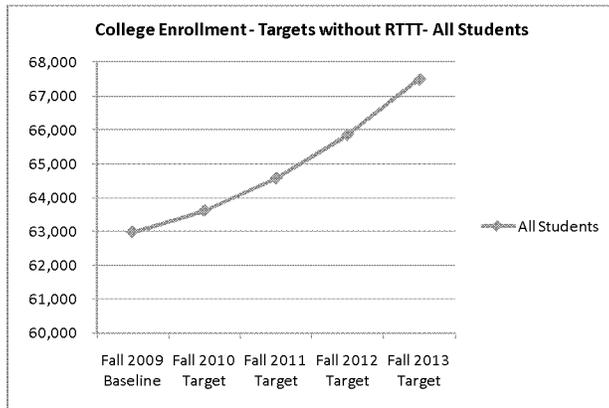
Note: Shows Fall term enrollment of undergraduate students age 19 and younger



Targets Without RTTT for College Enrollment

Student Subgroup	Fall 2009 Baseline	Fall 2010 Target	Fall 2011 Target	Fall 2012 Target	Fall 2013 Target
All Students	62,993	63,623	64,577	65,868	67,515
Female	32,900	33,229	33,727	34,402	35,262
Male	30,093	30,394	30,850	31,467	32,253
American Indian or Alaskan Native	250	253	257	262	268
Asian	1,362	1,375	1,396	1,424	1,459
Black, Non-Hispanic	6,669	6,736	6,837	6,974	7,148
Hispanic	1,381	1,395	1,416	1,445	1,481
Non-Resident Alien	423	428	434	443	454
Unknown	2,543	2,569	2,607	2,660	2,726
White, Non-Hispanic	50,364	50,867	51,630	52,663	53,979

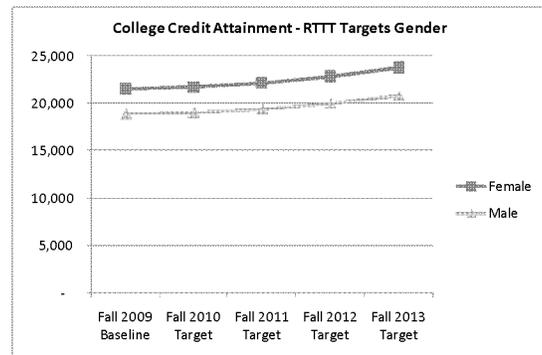
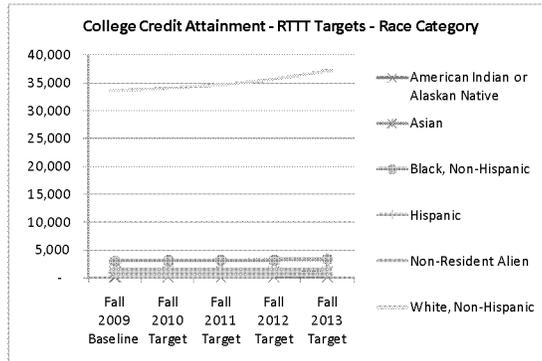
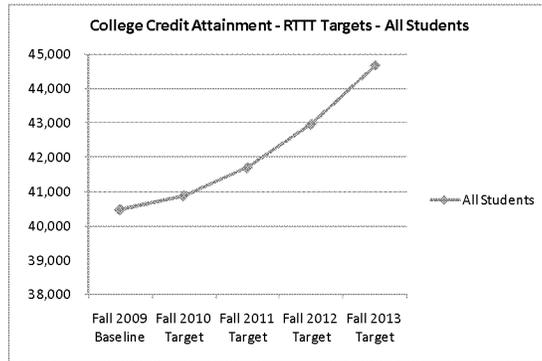
Note: Shows Fall term enrollment of undergraduate students age 19 and younger



COLLEGE CREDIT ATTAINMENT

RttT Targets for College Credit Attainment					
Student Subgroup	Fall 2009 Baseline	Fall 2010 Target	Fall 2011 Target	Fall 2012 Target	Fall 2013 Target
All Students	40,485	40,890	41,708	42,959	44,677
Female	21,564	21,780	22,215	22,882	23,797
Male	18,921	19,110	19,492	20,077	20,880
American Indian or Alaskan Native	148	149	152	157	163
Asian	1,027	1,037	1,058	1,090	1,133
Black, Non-Hispanic	3,058	3,089	3,150	3,245	3,375
Hispanic	809	817	833	858	893
Non-Resident Alien	315	318	325	334	348
White, Non-Hispanic	33,687	34,024	34,704	35,745	37,175
Unknown	1,441	1,455	1,485	1,529	1,590

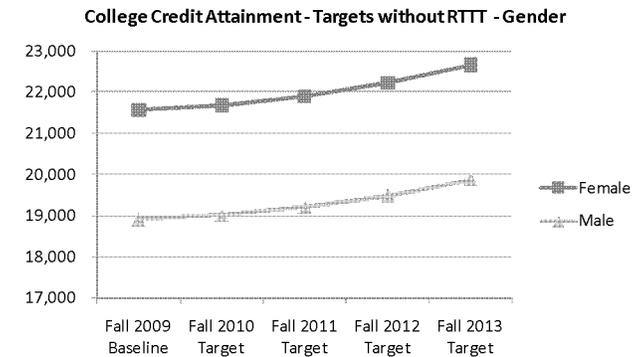
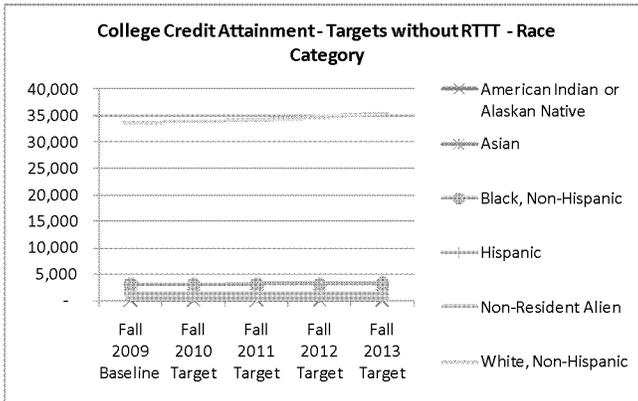
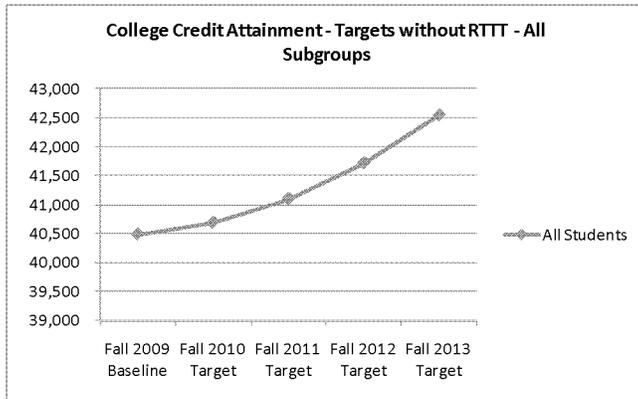
Note: Shows percent of students completing at least 30 hours of non-developmental credits within two years. Includes undergraduate students age 19 and younger who were first-time ever in college and enrolled full-time.



Targets Without RttT for College Credit Attainment

Student Subgroup	Fall 2009 Baseline	Fall 2010 Target	Fall 2011 Target	Fall 2012 Target	Fall 2013 Target
All Students	40,485	40,687	41,094	41,711	42,545
Female	21,564	21,672	21,889	22,217	22,661
Male	18,921	19,016	19,206	19,494	19,884
American Indian or Alaskan Native	148	149	150	152	156
Asian	1,027	1,032	1,042	1,058	1,079
Black, Non-Hispanic	3,058	3,073	3,104	3,151	3,214
Hispanic	809	813	821	833	850
Non-Resident Alien	315	317	320	325	331
White, Non-Hispanic	33,687	33,855	34,194	34,707	35,401
Unknown	1,441	1,448	1,463	1,485	1,514

Note: Shows percent of students completing at least 30 hours of non-developmental credits within two years. Includes undergraduate students age 19 and younger who were first-time ever in college and enrolled full-time.



APPENDIX A.1.9

EXAMPLE OF OHIO'S STANDARD PARTICIPATING LEA MOU

**RATIONALE: REQUIRED
EVIDENCE FOR SECTION (A)(1)(II)**

**REFERENCED IN:
(A)(1)**

Race to the Top

ODE/LEA Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between The Ohio Department of Education and _____ ("Participating LEA"). The purpose of this agreement is to establish a framework of Collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

Please enter IRN #: _____

Please enter county: _____

LEA Contact Person for Questions Concerning MOU:

Name: _____

Phone: _____

Email: _____

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates the State's proposed reform plans ("State Plan") which the Participating LEA is agreeing to implement. A Final Scope of Work will be completed and implemented by the LEA pursuant to Section III, Paragraph 4 of this MOU.

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

- 1) Implement the plan as identified in Exhibit I of the agreement and in the Final Scope of Work as described in Section III, Paragraph 4 of this MOU;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
- 3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products developed using funds associated with the Race to the Top grant;
- 4) Participate, as required, in any evaluations of this grant conducted by State or ED;
- 5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

- 1) Review and determine approval of the Final Scope of Work prior to including the LEA in the Race to the Top programs;
- 2) Work collaboratively with and support the Participating LEA in carrying out the Plan as identified in Exhibit I of this agreement and in the Final Scope of Work;
- 3) Timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in the Final Scope of Work;
- 4) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
- 5) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modification.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. Assurances

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top plan and is supportive of and committed to working on the State Plan;

- 3) Agrees to be a Participating LEA and will implement the State Plan indicated in Exhibit I, if the State application is funded,
- 4) Will provide a Final Scope of Work to be reviewed and approved by the State and attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 60 days after a grant is awarded to the State; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
- 5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

The LEA and the labor organization leaders recognize that aspects of the Race to the Top program may go beyond current collective bargaining agreements and agree to address those areas collaboratively. LEAs commit to developing a district-wide Transformation Team to oversee the Race to the Top program. This team must have, at a minimum, an equal number of teachers and administrators, with teacher members appointed by the labor organization.

The LEA and the labor organization commit to work collaboratively to address areas of the Race to the Top program that differ from existing collective bargaining agreements through the collective bargaining process which may include, but is not limited to, additional Memoranda of Understanding between the LEA and the local labor organization. Nothing in this MOU shall be construed to waive or override any statutory or contractual rights or duties.

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

LEA SUPERINTENDENT (or equivalent authorized signatory) – required:

Signature/Date

Print Name/Title

President of Local School Board (or equivalent, if applicable);

Signature/Date

Print Name/Title

Local Teachers' Union Leader (if applicable):

Signature/Date

Print Name/Title

Check here if the teachers in the LEA *do not* belong to a union.

Authorized State Official – required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

Submission Details

MOU submissions should be sent via e-mail to: rttt@ode.state.oh.us. To submit your MOU electronically, please scan your signed MOU and attach it as a PDF in an e-mail message.

A. EXHIBIT 1 – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing Ohio's Race to the Top Plan in each of the areas identified below:

Elements of Ohio's Plan	Commitments of Participating LEAs
(B) (3) standards and Assessments	
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	LEAs commit to participating in professional development on the new academic content standards and will contribute teacher and principal time to participate. LEAs commit to revising existing local curricula in order to align with new state standards.
(C)(3) Using Data to Improve Instruction	
(i) Use of local instructional improvement systems	LEAs with a functioning instructional improvement system (as defined by Race to the Top) commit to its active use at the classroom level. LEAs without an instructional improvement system (as defined by Race to the Top) commit to adopt a qualifying system.
(ii) Professional development on use of data	LEAs commit to implementing a formative assessment program; LEAs without a current formative assessment program commit to collaboratively developing and implementing such a program with the state and other participating districts.
(iii) Availability and accessibility of data to researchers	LEAs commit to making instructional improvement system data available to researchers, consistent with the state's broader research agenda. LEAs commit to partnering with institutions of higher education to evaluate and implement innovative educational models.
(D)(2) Improving Teacher and Principal Effectiveness Based on Performance	
(i) Measure student growth	LEAs commit to implementing the student-level value-added program consistent with the program conducted by Battelle for Kids. This includes supporting professional development and the distribution of value-added reports on an annual basis to all eligible teachers and administrators. LEAs commit to identify measures of student growth for grades and subjects that do not receive value-added reports.
(ii) Design and implement evaluation systems	LEAs commit to adopting comprehensive evaluation systems and definitions of effective and highly effective teachers and principals which encompass multiple measures including student growth as one of multiple significant factors, and which are aligned with criteria established by the state. Recognizing the complexities of implementing new evaluation systems in a collective bargaining state, LEAs commit to designing revised evaluation systems, implementing pilots, and providing training, with full implementation within four years.
(iii) Conduct annual evaluations	LEAs commit to annual evaluations of all teachers and principals within a comprehensive performance assessment system that includes standards-based observation, measures of student growth, and other varied evaluation formats aligned with state criteria.
(iv)(a) Use evaluations to inform professional development	LEAs commit to using data and results from the evaluation system in the planning of district professional development programs and in the decision-making process for budget development (building and district).
(iv)(b) Use evaluations to inform compensation, promotion, and retention	LEAs commit to using evaluation results in promotion and retention decisions. LEAs commit to implement the Teacher Residency program with Lead Teacher(s) as specified in House Bill 1.
(iv)(c) Use evaluations to inform tenure and/or full certification	LEAs commit to including evaluation results as a significant input into tenure decisions.
(iv)(d) Use evaluations to inform removal	LEAs commit to employing evaluation results as a significant input to removal decisions and will commit to not allowing persistently low performing teachers and principals to remain once they've been provided with ample opportunities and support to improve.

(D)(3) Ensuring Equitable Distribution of Effective Teachers and Principals	
(i) High-poverty and/or high-minority schools.	LEAs commit to collaboratively creating and implementing a plan that provides innovative strategies for placing highly effective teachers in high-poverty and high-minority schools, including strategies such as additional compensation, creating professional learning communities, placing teams of effective teachers in such schools, and distributive leadership models. Placement of teachers in such schools will not be based solely on seniority.
(ii) Hard-to-staff subjects and specialty areas	LEAs will implement recruitment and professional development strategies to increase the pool of effective teachers available in the LEA for hard-to-staff subjects and specialty areas including mathematics, science, special education, English language learner programs; and teaching in other areas as identified by the LEA.
(D)(5) Providing Effective Support to Teachers and Principals	
(i) Quality professional development	LEAs commit to implementing the teacher residency program as specified in House Bill 1 with additional, intensive supports for new teachers in the lowest-performing schools. LEAs commit to using the state's professional development standards when designing and implementing professional development.
(ii) Measure effectiveness of professional development	LEAs commit to using the state's professional development standards when evaluating the effectiveness of professional development.
(E) (2) Turning Around the Lowest-Achieving Schools	
(E)(2) Turning around the lowest-achieving schools	LEAs commit to implementing one of four Race-to-the-Top specified intervention models in schools designated as among the lowest 5%, and will implement the models in schools each year, to ensure implementation in all such schools within four years. LEAs with a 3-year average graduation rate of less than 80% commit to applying Race-to-the-Top funding to implement the linkage coordinator component of the Governor's Closing the Achievement Gap Initiative.
General	LEAs commit to developing a strategy of transparent communication to include, at a minimum, a monthly update in public to the local Board of Education.

For the Participating LEA

Authorized LEA Signature/Date

Print Name/Title

For the State

Authorized State Signature/Date

Print Name/Title

APPENDIX A.1.10

EXAMPLES OF DRAFT LEA WORKPLANS

RATIONALE: EXAMPLES OF
DETAILED WORKPLANS UNDER
DEVELOPMENT FOR USE BY
PARTICIPATING LEAS.

REFERENCED IN:

(A)(1)

(A)(2)



LEA Operational Plan

Assurance Area B: Standards and Assessments

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

◆ **COMMITMENT:** LEAs commit to participating in professional development on the new academic content standards and will contribute teacher and principal time to participate. LEAs commit to revising existing local curricula in order to align with new state standards.

YEARS 1- 4 : LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	



LEA Operational Plan

Assurance Area C: Data Systems to Support Instruction

(C) (3) USING DATA TO IMPROVE INSTRUCTION

(C) (3) (I) USE OF LOCAL INSTRUCTIONAL IMPROVEMENT SYSTEMS

◆ **COMMITMENT:** LEAs with a functioning instructional improvement system (as defined by Race to the Top) commit to its active use at the classroom level. LEAs without an instructional improvement system (as defined by Race to the Top) commit to adopt a qualifying system.

YEARS 1-4: LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	

(C) (3) USING DATA TO IMPROVE INSTRUCTION

(C) (3) (II) PROFESSIONAL DEVELOPMENT ON USE OF DATA

◆ **COMMITMENT:** LEAs will commit to implementing a formative assessment program; LEAs without current formative assessment programs commit to collaboratively developing and implementing such a program with the state and other participating districts.

YEARS 1-4: LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	

(C) (3) USING DATA TO IMPROVE INSTRUCTION

(C) (3) (III) AVAILABILITY AND ACCESSIBILITY OF DATA TO RESEARCHERS

◆ **COMMITMENT:** LEAs will make instructional improvement system data available to researchers, consistent with the state's broader research agenda. LEAs commit to partnering with institutions of higher education to evaluate and implement innovative education models.

YEARS 1-4: LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	



LEA Operational Plan

Assurance Area D: Great Teachers and Leaders

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

(i) Measure student growth

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

YEARS 1- 4 : LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	

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

(ii) Design and implement evaluation systems

◆ **COMMITMENT:** LEAs commit to adopting comprehensive evaluation systems and definitions of effective and highly effective teachers and principals which encompass multiple measures including student growth as one of multiple significant factors, and which are aligned with criteria established by the state. Recognizing the complexities of implementing new evaluation systems in a collective bargaining state, LEAs commit to designing revised evaluation systems, implementing pilots, and providing training, with full implementation within four years.

YEARS 1- 4 : LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Resources/Notes
		Lead: Support:	

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

(iii) Conduct annual evaluations

◆ **COMMITMENT:** LEAs commit to annual evaluations of all teachers and principals within a comprehensive performance assessment system that includes standards-based observation, measures of student growth, and other varied evaluations formats aligned with state criteria.

YEARS 1- 4 : LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	

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

(iv) (a) Use evaluations to inform professional development

◆ **COMMITMENT:** LEAs commit to using data and results from the evaluation system in the planning of district professional development programs and in the decision-making process for budget development (building and district).

YEARS 1- 4 : LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	

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

(iv) (b) Use evaluations to inform compensation, promotion, and retention

◆ **COMMITMENT:** LEAs commit to using evaluation results in promotion and retention decisions. LEAs commit to implement the Teacher Residency program with Lead Teacher(s) as specified in House Bill 1.

YEARS 1- 4 : LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	

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

(iv) (c) Use evaluations to inform tenure and/or full certification

◆ COMMITMENT: LEAs commit to including evaluation results as a significant input into tenure decisions.

YEARS 1- 4 : LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	

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

(iv) (d) Use evaluations to inform removal

◆ COMMITMENT: LEAs commit to employ evaluation results as a significant input to removal decisions and will commit to not allowing persistently low performing teachers and principals to remain once they've been provided with ample opportunities and support to improve.

YEARS 1- 4 : LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	

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

(i) High-poverty and/or high-minority schools

◆ **COMMITMENT:** LEAs commit to collaboratively creating and implementing a plan that provides innovative strategies for placing effective teachers in high-poverty and high-minority schools, including strategies such as additional compensation, creating professional learning communities, placing teams of effective teachers in such schools, and distributive leadership models. (Placement of teachers in such schools will not be based solely on seniority.)

YEARS 1- 4 : LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	

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

(ii) Hard-to-staff subjects and specialty areas

◆ COMMITMENT: LEAs will implement recruitment and professional development strategies to increase the pool of effective teachers available in the LEA for hard-to-staff subjects and specialty areas including mathematics, science, special education, English language learner programs; and teaching in other areas as identified by the LEA.

YEARS 1- 4 : LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	

(D) (5) PROVIDING EFFECTIVE SUPPORT TO TEACHER AND PRINCIPALS

(i) Quality professional development

◆ **COMMITMENT:** LEAs commit to implementing the residency program as defined by House Bill 1 with additional, intensive supports for new teachers in the lowest-performing schools. LEAs commit to using the state’s professional development standards when designing and implementing professional development.

YEARS 1- 4 : LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	"
		Lead: Support:	
		Lead: Support:	
		Lead: Support:	

(D) (5) PROVIDING EFFECTIVE SUPPORT TO TEACHER AND PRINCIPALS

(ii) Measure effectiveness of professional development

◆ **COMMITMENT:** LEAs commit to using the state's professional development standards when evaluating the effectiveness of professional development.

YEARS 1- 4 : LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	



LEA Operational Plan

**Assurance Area D: Turning Around the
Lowest-achieving Schools**

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

◆ **COMMITMENT:** LEAs commit to implementing one of four Race-to-the-Top specified intervention models in schools designated as among the lowest 5%, and will implement the models in schools each year, to ensure implementation in all such schools within four years. LEAs with a 3-year average graduation rate of less than 80% commit to applying Race-to-the-Top funding to implement the linkage coordinator component of the Governor’s Closing the Achievement Gap initiative.

YEARS 1- 4: LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	

GENERAL

◆ **COMMITMENT: LEAs commit to developing a strategy of transparent communication to include, at a minimum, a monthly update in public to the local Board of Education.**

YEARS 1-4 : LEA MILESTONES

YEAR 1: 2010-2011

YEAR 2: 2011-2012

YEAR 3: 2012-2013

YEAR 4: 2013-2014

Activities	Timing	Responsible Party	Notes
		Lead: Support:	"
		Lead: Support:	
		Lead: Support:	
		Lead: Support:	



Building Capacity to Implement RttT

Self Assessment for Participating LEAs

Assurance Area B: Standards and Assessments

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

BUILDING LEA CAPACITY	Where We Are	Where We Need to Be	Gaps to Address
The LEA supports the transition to new state standards.			
Staff members are very familiar with the revised standards in English language arts.			
Staff members are very familiar with the revised standards in mathematics.			
Staff members are very familiar with the revised standards in science.			
Staff members are very familiar with the revised standards in social studies.			
There is a well defined process that will be used to revise current curricula to align with the new state standards.			
Planning has taken place to ensure that (1) staff will participate in the professional development program provided by the state, and (2) teachers and principals will have time to participate.			
Planning has taken place to provide local professional development on the new standards during the 2010-2011 school year.			
Planning has taken place to predict future needs and conditions related to transitioning to the new standards and new assessments.			

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

BUILDING LEA CAPACITY	Where We Are	Where We Need to Be	Gaps to Address
Discussions have taken place regarding the alignment of transitioning to new standards and assessments with other district initiatives (Systems Planning).			
Discussions have taken place regarding partnerships with organizations and stakeholders to enhance transitioning to new standards and assessments.			

DRAFT

Assurance Area C: Data Systems to Support Instruction

(C) (3) USING DATA TO IMPROVE INSTRUCTION

BUILDING LEA CAPACITY	Where We Are	Where We Need to Be	Gaps to Address
The district has a well defined instructional improvement system in place at the classroom level (see RttT definition of <i>instructional improvement system</i> on next page). If there is no such system in use, describe the planning that will need to take place to implement a qualifying system.			
The district has a comprehensive formative assessment program in place. If there is no such system in use, describe the planning that will need to take place to collaboratively develop and implement such a program with the state and other participating districts.			
Planning has taken place to make instructional improvement system data available to researchers.			
Planning has taken place to partner with institutions of higher education to evaluate and implement innovative educational models.			
Planning has taken place to predict future needs and conditions related to using data to improve instruction.			
Discussions have taken place regarding the alignment of using data to improve instruction with other district initiatives (Systems Planning).			
Discussions have taken place regarding partnerships with organizations and stakeholders to enhance the use of data to improve instruction.			

Race to the Top definition of instructional improvement systems: technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (e.g., through formative assessments, interim assessments, summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure. (U.S. Department of Education)

Assurance Area D: Great Teachers and Leaders

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

BUILDING LEA CAPACITY	Where We Are	Where We Need to Be	Gaps to Address
There is a comprehensive process in place to implement the student-level value-added program consistent with the program conducted by Battelle for Kids.			
Planning has taken place to identify measures of student growth for grades and subjects that do not receive value-added reports, either within the district or in collaboration with other districts.			
Planning has taken place to prepare for implementation of a comprehensive evaluation system including definitions of effective and highly effective teachers and principals.			
Planning has taken place to prepare for annual evaluations of all teachers and principals within a comprehensive performance assessment system.			
Planning has taken place to use evaluations to inform professional development and budgeting decisions.			
Planning has taken place to use evaluation results in promotion and retention decisions.			
Planning has taken place to implement the Teacher Residency program with Lead Teacher(s) as specified in House Bill 1.			
Planning has taken place to modify the tenure decision process in order to incorporate evaluation results.			

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

BUILDING LEA CAPACITY	Where We Are	Where We Need to Be	Gaps to Address
There is a district accepted commitment to not allow persistently low-performing teachers and principals to remain once they've been provided with ample opportunities and support to improve.			
Planning has taken place to predict future needs and conditions related to improving teacher and principal effectiveness based on performance.			
Discussions have taken place regarding the alignment of improving teacher and principal effectiveness based on performance with other district initiatives (Systems Planning).			
Discussions have taken place regarding partnerships with organizations and stakeholders to improve teacher and principal effectiveness based on performance.			

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

There is a well defined plan in place that provides innovative strategies for placing highly effective teachers in high-poverty and high-minority schools.			
Planning has taken place to implement recruitment and professional development strategies to increase the pool of effective teachers available for hard-to-staff subjects and specialty areas.			
Planning has taken place to predict future needs and conditions related to ensuring the equitable distribution of effective teachers and principals.			
Discussions have taken place regarding the alignment of ensuring the equitable distribution of effective teachers and principals with other initiatives is present (Systems Planning).			
Discussions have taken place regarding partnerships with organizations and stakeholders to ensure the equitable distribution of effective teachers and principals.			

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

Planning has taken place to implement the Teacher Residency Program as specified in House Bill 1 with additional intensive supports for new teachers in the lowest-performing schools.			
Planning has taken place to use the state's professional development standards when designing and implementing professional development.			
Planning has taken place to use the state's professional development standards when evaluating the effectiveness of professional development.			
Planning has taken place to predict future needs and conditions related to providing effective support to teachers and principals.			
Discussions have taken place regarding the alignment of improving teacher and principal effectiveness based on performance with other initiatives (Systems Planning).			
Discussions have taken place regarding partnerships with organizations and stakeholders to improve teacher and principal effectiveness based on performance.			

Assurance Area E: Turning Around the Lowest-achieving Schools

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

BUILDING LEA CAPACITY	Where We Are	Where We Need to Be	Gaps to Address
<p>Planning has taken place to implement one of the four Race-to-the-Top (and SIG) specified intervention models in schools designated as among the lowest 5%. [Not applicable to districts that do not have schools explicitly designated]</p>			
<p>Planning has taken place to apply Race-to-the-Top funding to implement the linkage coordinator component of the Governor's Closing the Achievement Gap initiative [Required only for school districts that have a 3-year average graduation rate of 80% or less.]</p>			
<p>Planning has taken place to predict future needs and conditions related to turning around the lowest-achieving schools. [Not applicable to districts that do not have schools explicitly designated]</p>			
<p>Discussions have taken place regarding the alignment of school intervention with other initiatives (Systems Planning). [Not applicable to districts that do not have schools explicitly designated]</p>			
<p>Discussions have taken place regarding partnerships with organizations and stakeholders to turnaround the lowest-achieving schools. [Not applicable to districts that do not have schools explicitly designated]</p>			

General

TRANSPARENT COMMUNICATION STRATEGY			
General	Where We Are	Where We Need to Be	Gaps to Address
Planning has taken place to develop a transparent communication strategy regarding Race to the Top to include, at a minimum, a monthly update in public to the local Board of Education.			
Planning has taken place to create a local Race to the Top Transformation Team.			

APPENDIX A.1.11

DETAILED TABLE FOR (A)(1) – PARTICIPATING LEA SUMMARY TABLE

**RATIONALE: REQUIRED
EVIDENCE FOR (A)(1).**

**REFERENCED IN:
(A)(1)**

Participating LEAs	IRN	School Type	# of Schools	October enrollment (FTE) for student K-12	FTE of students reported as Economically Disadvantaged in October enrollment (ADM) for student K-12	LEA Superintendent (or equivalent)
Polly Fox Academy Community School	000125	Community School	1	132	124	Y
Phoenix Academy Community School	000130	Community School	1	665	121	Y
Pathway School of Discovery	000138	Community School	1	724	564	Y
Alliance Academy of Cincinnati	000139	Community School	1	439	416	Y
Victory Academy of Toledo	000140	Community School	1	152	144	Y
George A. Phillips Academy	000143	Community School	1	77	0	Y
Hope Academy East Campus	000195	Community School	1	373	365	Y
Wildwood Environmental Academy	000222	Community School	1	155	83	Y
Ohio Connections Academy, Inc	000236	Community School	1	1996.1	1091.1	Y
Quaker Digital Academy	000241	Community School	1	301	132	Y
Scholarls Preparatory and Career Center for Children	000277	Community School	1	112.11	92.11	Y
Auglaize County Educational Academy	000288	Community School	1	61	27	Y
Bridges Community Academy	000311	Community School	1	174	43	Y
Constellation Schools: Westpark Community Middle	000316	Community School	1	150	77	Y
Constellation Schools: Madison Community Elementary	000319	Community School	1	276	253	Y
Constellation Schools: Lorain Community Middle	000320	Community School	1	107	85	Y
Constellation Schools: Old Brooklyn Community Middle	000321	Community School	1	153	69	Y
Horizon Science Academy Toledo	000338	Community School	1	282	222	Y
Miamisburg Secondary Digital Academy	000360	Community School	1	60	1	Y
Findlay Digital Academy	000402	Community School	1	93	51	Y
Buckeye On-Line School for Success	000417	Community School	1	1672	193	Y
Columbus Bilingual Academy	000420	Community School	1	170	164	Y
General Chappie James Leadership Academy	000445	Community School	1	85	60	Y
Constellation Schools: Puritas Community Middle	000534	Community School	1	108	80	Y
Constellation Schools: Outreach Academy for Students with Di	000541	Community School	1	42	20	Y
Pinnacle Academy	000543	Community School	1	725	667	Y
Winterfield Venture Academy	000546	Community School	1	616	563	Y
A+ Arts Academy	000556	Community School	1	154	127	Y
Columbus Arts & Technology Academy	000557	Community School	1	385	369	Y
Columbus Preparatory Academy	000558	Community School	1	629	507	Y
Orion Academy	000559	Community School	1	572	563	Y
Apex Academy	000560	Community School	1	652	617	Y
Virtual Schoolhouse, Inc.	000564	Community School	1	328	290	Y
Hope Academy Northwest Campus	000575	Community School	1	401	374	Y
King Academy Community School	000576	Community School	1	147	146	Y
Emerson Academy	000577	Community School	1	561	526	Y
FCI Academy	000585	Community School	1	436	322	Y
Wickliffe Progressive Community School	000590	Community School	1	437.5	21	Y
Five R'S Academy	000652	Community School	1	30	10	Y

Participating LEAs	IRN	School Type	# of Schools	October enrollment (FTE) for student K-12	FTE of students reported as Economically Disadvantaged in October enrollment (ADM) for student K-12	LEA Superintendent (or equivalent)
Life Skills Center of Columbus Southeast	000664	Community School	1	217	175	Y
New Day Academy Boarding & Day School	000677	Community School	1	149	140	Y
Zenith Academy	000725	Community School	1	368	354	Y
Pschtecinc Public School	000743	Community School	1	90	83	Y
Maritime Academy of Toledo, The	000770	Community School	1	208	130	Y
Educational Academy at Linden	000777	Community School	1	101	47	Y
Educational Academy for Boys & Girls	000779	Community School	1	30	29	Y
Midnimo Cross Cultural Community School	000780	Community School	1	132	117	Y
Cincinnati Speech & Reading Intervention Center	000781	Community School	1	163	6	Y
Horizon Science Academy-Cincinnati	000804	Community School	1	301	159	Y
Horizon Science Academy-Dayton	000808	Community School	1	176	40	Y
Life Skills Center of Dayton	000813	Community School	1	292	229	Y
Horizon Science Academy-Springfield	000825	Community School	1	240	205	Y
Horizon Science Academy-Denison Middle School	000838	Community School	1	327	290	Y
Bennett Venture Academy	000843	Community School	1	687	582	Y
Stambaugh Charter Academy	000855	Community School	1	539	521	Y
Horizon Science Academy-Cleveland Middle School	000858	Community School	1	147	132	Y
Westside Academy	000875	Community School	1	133	133	Y
Interactive Media & Construction (IMAC)	000905	Community School	1	86	66	Y
V L T Academy	000909	Community School	1	769	469	Y
Cleveland Entrepreneurship Preparatory School	000930	Community School	1	311	256	Y
Premier Academy of Ohio	000938	Community School	1	248	244	Y
Academy of Arts and Humanities	007982	Community School	1	242	242	Y
Youngstown Academy of Excellence	007984	Community School	1	180	174	Y
Cleveland Arts and Social Sciences Academy	007995	Community School	1	189	177	Y
Charles School at Ohio Dominican University	007999	Community School	1	255	182	Y
Mansfield Preparatory Academy	008000	Community School	1	168	157	Y
Arts and Science Preparatory Academy	008061	Community School	1	231	214	Y
Life Skills Center of North Akron	008063	Community School	1	129	70	Y
Academy of Arts and Sciences	008064	Community School	1	122	122	Y
Lion of Judah Academy	008066	Community School	1	142	122	Y
Noble Academy-Cleveland	008278	Community School	1	229	195	Y
Noble Academy-Columbus	008280	Community School	1	133	34	Y
South Scioto Academy	008281	Community School	1	186	1	Y
Life Skills Center of Columbus North	008282	Community School	1	198	166	Y
Harvard Avenue Community School	008286	Community School	1	649	546	Y
Columbus Collegiate Academy	009122	Community School	1	85	3	Y
Great Lakes Environmental Academy	009147	Community School	1	68	0	Y
Constellation Schools: Westside Community School of the Arts	009149	Community School	1	171	40	Y

Participating LEAs	IRN	School Type	# of Schools	October enrollment (FTE) for student K-12	FTE of students reported as Economically Disadvantaged in October enrollment (ADM) for student K-12	LEA Superintendent (or equivalent)
Cincinnati Leadership Academy	009154	Community School	1	179	151	Y
Bridge Academy of Ohio	009162	Community School	1	88	70	Y
C.M. Grant Leadership Academy	009163	Community School	1	163	0	Y
Central Academy of Ohio	009164	Community School	1	52	51	Y
Gahanna Alternative Community School	009165	Community School	1	74	35	Y
Romig Road Community School	009178	Community School	1	537	334	Y
Horizon Science Academy Columbus Middle School	009179	Community School	1	196	41	Y
Foundation Academy	009192	Community School	1	225	225	Y
Dayton Early College Academy, Inc	009283	Community School	1	376	249	Y
Constellation Schools: Mansfield Visual & Performing Arts	009909	Community School	1	61	59	Y
Harrisburg Pike Community School	009954	Community School	1	444	399	Y
Klepinger Community School	009957	Community School	1	318	252	Y
Sciotoville Elementary Academy	009964	Community School	1	134	104	Y
Dixon Early Learning Center Conversion Community School	009970	Community School	1	147	54	Y
Horizon Science Academy Elementary School	009990	Community School	1	211	120	Y
Horizon Science Academy Cleveland Elementary School	010005	Community School	1	153	149	Y
Knight Academy	010006	Community School	1	111	38	Y
Horizon Science Academy Denison Elementary School	010007	Community School	1	125	112	Y
Cesar Chavez College Preparatory School	010036	Community School	1	38	35	Y
Mount Auburn International Academy	010180	Community School	1	579	530	Y
L. Hollingworth School for Talented and Gifted	010205	Community School	1	88.17	16.17	Y
Village Preparatory School	011291	Community School	1	90	68	Y
Greater Summit County Early Learning Center	011381	Community School	1	32	0	Y
Bella Academy of Excellence	011390	Community School	1	230	86	Y
Providence Academy for Student Success	011439	Community School	1	300	15	Y
WinWin Academy	011440	Community School	1			Y
Falcon Academy of Creative Arts	011487	Community School	1			Y
Achieve Career Preparatory Academy	011507	Community School	1	223	219	Y
North Central Academy	011511	Community School	1	74	53	Y
Horizon Science Academy Lorain	011533	Community School	1	129	112	Y
Horizon Science Academy Dayton High School	011534	Community School	1	195	63	Y
Graham Expeditionary Middle School	011972	Community School	1			Y
Springfield Acad Of Excellence	132787	Community School	1	209	183	Y
Life Skills Center-Springfield	132795	Community School	1	214	200	Y
Life Skills Center-Middletown	132803	Community School	1	215	183	Y
Miami Valley Academies	132944	Community School	1	170	147	Y
Constellation Schools: Lorain Community Elementary	132951	Community School	1	177	139	Y
Constellation Schools: Elyria Community Elementary	132969	Community School	1	270	153	Y
Youthbuild Columbus Community	132985	Community School	1	162	122	Y

Participating LEAs	IRN	School Type	# of Schools	October enrollment (FTE) for student K-12	FTE of students reported as Economically Disadvantaged in October enrollment (ADM) for student K-12	LEA Superintendent (or equivalent)
Constellation Schools: Westpark Community Elementary	132993	Community School	1	296	129 Y	
Intergenerational School, The	133215	Community School	1	203	141 Y	
Lighthouse Comm & Prof Dev	133223	Community School	1	99	97 Y	
Constellation Schools: Parma Community	133256	Community School	1	770	367 Y	
Dohn Community	133264	Community School	1	90	72 Y	
Richard Allen Preparatory	133348	Community School	1	206	152 Y	
Electronic Classroom Of Tomorrow	133413	Community School	1	7708	5520 Y	
Graham School, The	133421	Community School	1	231	81 Y	
Cornerstone Academy Community	133439	Community School	1	275	136 Y	
Dayton Leadership Academies-Dayton View Campus	133454	Community School	1	538	538 Y	
Life Skills Of Trumbull County	133488	Community School	1	316	280 Y	
Phoenix Community Learning Ctr	133504	Community School	1	380	323 Y	
Citizens Academy	133520	Community School	1	395	316 Y	
Horizon Science Acad Cleveland	133629	Community School	1	478	386 Y	
Horizon Science Academy Columbus	133660	Community School	1	373	271 Y	
Riverside Academy	133678	Community School	1	495	467 Y	
Richard Allen Academy	133736	Community School	1	119	77 Y	
The ISUS Institute of Construction Technology	133744	Community School	1	89	85 Y	
New Choices Community School	133769	Community School	1	172	142 Y	
Life Skills Ctr Of Cincinnati	133785	Community School	1	250	158 Y	
Life Skills Ctr Of Youngstown	133801	Community School	1	223	202 Y	
Hope Academy Lincoln Park	133819	Community School	1	163	158 Y	
Life Skills Ctr Of Cleveland	133835	Community School	1	299	284 Y	
Hope Academy Canton Campus	133850	Community School	1	345	335 Y	
Life Skills Center Of Akron	133868	Community School	1	155	140 Y	
Dayton Leadership Academies-Dayton Liberty Campus	133959	Community School	1	593	593 Y	
Youngstown Community School	134072	Community School	1	321	280 Y	
Constellation Schools: Old Brooklyn Community Elementary	134098	Community School	1	274	147 Y	
Autism Model School	134122	Community School	1	81	31 Y	
Hope Academy Broadway Campus	134189	Community School	1	424	412 Y	
Hope Academy Chapelside Campus	134197	Community School	1	454	437 Y	
Hope Academy Cathedral Campus	134205	Community School	1	550	526 Y	
Hope Academy University	134213	Community School	1	399	380 Y	
Hope Academy Brown St Campus	134221	Community School	1	258	249 Y	
City Day Community School	134247	Community School	1	138	136 Y	
East End Comm Heritage School	134288	Community School	1	71	55 Y	
Life Skills Center Canton	142901	Community School	1	146	93 Y	
Life Skills Center of Elyria	142919	Community School	1	174	145 Y	
Focus Learning Academy of Southwest Columbus	142927	Community School	1	298	218 Y	

Participating LEAs	IRN	School Type	# of Schools	October enrollment (FTE) for student K-12	FTE of students reported as Economically Disadvantaged in October enrollment (ADM) for student K-12	LEA Superintendent (or equivalent)
Focus Learning Academy of Southeastern Columbus	142935	Community School	1	250	202	Y
Focus Learning Academy of Northern Columbus	142943	Community School	1	291	251	Y
Ohio Virtual Academy	142950	Community School	1	7824	4189.5	Y
Hope Academy Northcoast	142968	Community School	1	284	271	Y
Mound Street IT Careers Academy	143115	Community School	1	97	85	Y
Mound Street Military Careers Academy	143123	Community School	3	78	63	Y
Mound Street Health Careers Academy	143131	Community School	1	143	126	Y
Life Skills Center Of Hamilton County	143164	Community School	1	177	153	Y
International Acad Of Columbus	143172	Community School	1	200	197	Y
Legacy Acad For Leaders & Arts	143180	Community School	1	79	32	Y
The Autism Academy Of Learning	143297	Community School	1	48	29	Y
Treca Digital Academy	143305	Community School	1	1438	794	Y
Hope Academy Cuyahoga Campus	143313	Community School	1	433	404	Y
The ISUS Institute of Manufacturing	143347	Community School	1	47	46	Y
The ISUS Institute of Health Care	143354	Community School	1	105	100	Y
Granville T Woods Comm Shule	143370	Community School	1	63	55	Y
Alternative Education Academy	143396	Community School	1	1461	740	Y
Crittenton Community School	143412	Community School	1	75	66	Y
Marcus Garvey Academy	143461	Community School	1	186	143	Y
Constellation Schools: Puritas Community Elementary	143479	Community School	1	195	132	Y
Constellation Schools: Stockyard Community Elementary	143487	Community School	1	284	250	Y
Constellation Schools: Mansfield Community Elementary	143495	Community School	1	162	148	Y
Lake Erie Academy	143503	Community School	1	151	145	Y
North Dayton School Of Science & Discovery	143529	Community School	1	567	531	Y
Toledo Preparatory Academy	143545	Community School	1	116	0	Y
Eagle Academy	143552	Community School	1	229	182	Y
Richard Allen Academy II	143560	Community School	1	424	293	Y
Richard Allen Academy III	143578	Community School	1	226	198	Y
Hamilton Cnty Math & Science	143602	Community School	1	468.06	175.03	Y
W C Cupe Community School	143636	Community School	1	74	62	Y
Sciotoville	143644	Community School	1	348.64	260.68	Y
Goal Digital Academy	149047	Community School	1	322.51	261.5	Y
Akron Digital Academy	149054	Community School	1	594.5	508	Y
Fairborn Digital Academy	149088	Community School	1	110	76	Y
Life Skills Center Of Toledo	149302	Community School	1	157	113	Y
Southwest Licking Digital Acad	149336	Community School	1	34.72	1	Y
West Central Learning Academy II	151175	Community School	1	102.26	74.5	Y
Life Skills Ctr Of Lake Erie	151183	Community School	1	305	225	Y
Life Skills Center Of Summit County	151191	Community School	1	165	146	Y

Participating LEAs	IRN	School Type	# of Schools	October enrollment (FTE) for student K-12	FTE of students reported as Economically Disadvantaged in October enrollment (ADM) for student K-12	LEA Superintendent (or equivalent)
Life Skills Of Northeast Ohio	151209	Community School	1	295	245	Y
Tipp City Exempted Village	045617	Public District	5	2566.22	415.5	Y
Talawanda City	046151	Public District	5	2966.99	937.98	Y
Kelleys Island Local	046797	Public District	1	14	0	Y
Danville Local	047837	Public District	3	701.5	351	Y
East Muskingum Local	048835	Public District	6	2148.1	680.1	Y
North Bass Local	048967	Public District	0	0	0	Y
Put-In-Bay Local	048975	Public District	2	77.5	0	Y
Bloom-Vernon Local	049593	Public District	2	966.16	504	Y
Dayton Regional STEM School	011506	STEM School	1	81	22	Y
Manchester Local	000442	Public District	2	826.56	570.56	Y
Akron City	043489	Public District	68	23199.4	19262.6	Y
Ashtabula Area City	043513	Public District	9	4084.68	2603.22	Y
Barberton City	043539	Public District	8	3679	2427.89	Y
Beachwood City	043554	Public District	5	1505.5	122	Y
Bellefontaine City	043588	Public District	5	2735.23	1177	Y
Bellevue City	043596	Public District	5	2122.06	848	Y
Belpre City	043604	Public District	2	1041	481	Y
Berea City	043612	Public District	10	6979.75	1870	Y
Bexley City	043620	Public District	5	2007.5	195.5	Y
Brooklyn City	043653	Public District	3	1401.5	598.5	Y
Brunswick City	043661	Public District	11	7275.52	1718	Y
Bryan City	043679	Public District	4	1986.85	683.6	Y
Cambridge City	043695	Public District	5	2395	1515	Y
Canton City	043711	Public District	29	9898.15	6911.87	Y
Celina City	043729	Public District	7	2700.59	214.37	Y
Centerville City	043737	Public District	12	7933.32	530	Y
Cincinnati City	043752	Public District	84	31758.83	21128.5	Y
Circleville City	043760	Public District	6	2288.27	1148.04	Y
Cleveland Municipal	043786	Public District	168	46647	26889.5	Y
Cleveland Heights-University Heights City	043794	Public District	13	5906.28	3468.5	Y
Columbus City School District	043802	Public District	201	51570.5	41015.5	Y
Conneaut Area City	043810	Public District	4	2034.54	1277.67	Y
Coshocton City	043828	Public District	5	1789.1	1058	Y
Dayton City	043844	Public District	63	13903	12716	Y
Deer Park Community City	043851	Public District	3	1249	458	Y
Delaware City	043877	Public District	8	4756.52	1553.5	Y
Delphos City	043885	Public District	4	1074.21	429.34	Y
East Cleveland City School District	043901	Public District	9	3428	2352.5	Y

Participating LEAs	IRN	School Type	# of Schools	October enrollment (FTE) for student K-12	FTE of students reported as Economically Disadvantaged in October enrollment (ADM) for student K-12	LEA Superintendent (or equivalent)
Eaton Community City	043935	Public District	4	2195.88	704.5	Y
Euclid City	043950	Public District	13	5863.9	3170.68	Y
Findlay City	043984	Public District	14	5837.17	2359.2	Y
Franklin City	044008	Public District	8	2914.08	630.22	Y
Fremont City	044016	Public District	10	4220.77	2306	Y
Galion City	044024	Public District	4	1989.74	1015.51	Y
Gallipolis City	044032	Public District	5	2256.25	864.8	Y
Geneva Area City	044057	Public District	7	2597.17	1286	Y
Grandview Heights City	044073	Public District	4	1095	174	Y
Winton Woods City	044081	Public District	6	3337.71	1682.5	Y
Hamilton City	044107	Public District	14	9344.56	6287	Y
Jackson City	044156	Public District	6	2529.28	1288.7	Y
Kent City	044164	Public District	8	3426.06	1337.03	Y
Kenton City	044172	Public District	7	1913.7	988.38	Y
Kettering City	044180	Public District	12	7070.88	2645.23	Y
Lockland Local	044230	Public District	4	681	370	Y
Logan-Hocking Local	044248	Public District	7	3974.5	2136.84	Y
London City	044255	Public District	4	2035.49	789.49	Y
Lorain City	044263	Public District	28	7998	6720	Y
Maple Heights City	044305	Public District	6	3660.8	1828.95	Y
Marietta City	044321	Public District	6	2981.44	1285	Y
Marion City	044339	Public District	11	4525.62	3103.35	Y
Martins Ferry City	044347	Public District	3	1575.1	421.6	Y
Maumee City	044362	Public District	7	2684.9	867.5	Y
Miamisburg City	044396	Public District	12	5510	1730	Y
Middletown City	044404	Public District	15	6548.46	4306.8	Y
Mt Healthy City	044412	Public District	9	3500.56	2645.08	Y
Mount Vernon City	044420	Public District	8	3992.16	1728.85	Y
New Boston Local	044461	Public District	3	417.92	336.92	Y
New Lexington City	044479	Public District	4	1874.95	1082.95	Y
New Philadelphia City	044487	Public District	8	2959.71	1188	Y
North College Hill City	044511	Public District	5	1549	1008	Y
Norwood City	044578	Public District	7	2208	180	Y
Oakwood City	044586	Public District	5	2064.94	73.72	Y
Oberlin City Schools	044594	Public District	4	1102.99	535.99	Y
Oregon City	044602	Public District	9	3918	1186	Y
Painesville City Local	044628	Public District	6	3077.84	2304	Y
Parma City	044636	Public District	21	11754.03	4650.87	Y
Piqua City	044644	Public District	9	3472.2	1750.2	Y

Participating LEAs	IRN	School Type	# of Schools	October enrollment (FTE) for student K-12	FTE of students reported as Economically Disadvantaged in October enrollment (ADM) for student K-12	LEA Superintendent (or equivalent)
Port Clinton City	044651	Public District	4	1779.1	785.08	Y
Princeton City	044677	Public District	11	5122.46	2785.76	Y
Reading Community City	044693	Public District	4	1568.7	382.86	Y
St Bernard-Elmwood Place City	044719	Public District	3	968.16	687.58	Y
Shaker Heights City	044750	Public District	8	5376.78	986	Y
Shelby City	044776	Public District	5	2179.3	958.91	Y
Sidney City	044784	Public District	7	3692.73	1966	Y
South Euclid-Lyndhurst City	044792	Public District	7	4299.95	1877.45	Y
Springfield City	044818	Public District	20	7394	5239	Y
Steubenville City	044826	Public District	5	2273	1575	Y
Toledo City	044909	Public District	99	25174.54	16766.9	Y
Toronto City	044917	Public District	3	739.85	418.9	Y
Troy City	044925	Public District	9	4500.39	1666.73	Y
Upper Arlington City	044933	Public District	10	4904.17	56.5	Y
Urbana City	044941	Public District	7	2188.43	1059.24	Y
Van Wert City	044966	Public District	7	2026.02	875	Y
Washington Court House City	045013	Public District	4	2205.42	861.34	Y
Wellston City	045021	Public District	4	1555.44	946.25	Y
West Carrollton City	045054	Public District	7	3546.5	1777.5	Y
Whitehall City	045070	Public District	6	2863	2098	Y
Wickliffe City	045088	Public District	3	1415.93	374.22	Y
Willard City	045096	Public District	6	1793.12	1011.51	Y
Willoughby-Eastlake City	045104	Public District	12	8190.84	2506.29	Y
Wilmington City	045112	Public District	5	3226	1513	Y
Worthington City	045138	Public District	19	9076.22	1845.46	Y
Xenia Community City	045153	Public District	11	4772.31	2042.51	Y
Zanesville City	045179	Public District	9	3642.42	2307.92	Y
Ada Exempted Village	045187	Public District	2	917.88	268.88	Y
Amherst Exempted Village	045195	Public District	6	4075.38	849	Y
Bluffton Exempted Village	045211	Public District	3	1083.7	187.22	Y
Bradford Exempted Village	045229	Public District	2	605.27	260.38	Y
Chagrin Falls Exempted Village	045286	Public District	4	1940.75	54.5	Y
Clyde-Green Springs Exempted Village	045302	Public District	5	2215.18	875.38	Y
Coldwater Exempted Village	045310	Public District	3	1353.13	195.75	Y
Columbiana Exempted Village	045328	Public District	4	854.86	307.11	Y
Crooksville Exempted Village	045351	Public District	3	1142	724	Y
Fairport Harbor Exempted Village	045369	Public District	2	532.2	4	Y
Georgetown Exempted Village	045377	Public District	2	1054.76	578.35	Y
Gibsonburg Exempted Village	045385	Public District	3	1026.14	353	Y

Participating LEAs	IRN	School Type	# of Schools	October enrollment (FTE) for student K-12	FTE of students reported as Economically Disadvantaged in October enrollment (ADM) for student K-12	LEA Superintendent (or equivalent)
Granville Exempted Village	045393	Public District	4	2498.37	58	Y
Greenfield Exempted Village	045401	Public District	5	2121.5	1196.5	Y
Hicksville Exempted Village	045419	Public District	2	1013	420	Y
Leetonia Exempted Village	045443	Public District	3	757.5	369.5	Y
Lisbon Exempted Village	045450	Public District	2	1038.25	551.5	Y
Loudonville-Perrysville Exempted Village	045468	Public District	4	1180.03	472.63	Y
Marysville Exempted Village	045476	Public District	8	5104.77	1182.97	Y
Mentor Exempted Village	045492	Public District	14	8261.65	1771.78	Y
Milford Exempted Village	045500	Public District	8	6075.44	1209	Y
Milton-Union Exempted Village	045518	Public District	3	1594	609.5	Y
Mount Gilead Exempted Village	045534	Public District	5	1241.46	422.74	Y
Paulding Exempted Village	045575	Public District	4	1528.87	697.85	Y
Perrysburg Exempted Village	045583	Public District	6	4434.28	486.36	Y
Wauseon Exempted Village	045641	Public District	4	1973	674	Y
Allen East Local	045757	Public District	2	1110.4	255	Y
Elida Local	045773	Public District	4	2426.22	1006.74	Y
Spencerville Local	045807	Public District	3	977	217	Y
Grand Valley Local	045864	Public District	3	1385.78	645.9	Y
Jefferson Area Local	045872	Public District	4	1926	778.5	Y
Pymatuning Valley Local	045880	Public District	3	1320.77	757.32	Y
New Bremen Local	045955	Public District	2	828.01	107.75	Y
New Knoxville Local	045963	Public District	2	432.65	45	Y
Fayetteville-Perry Local	046045	Public District	3	979	365.5	Y
Western Brown Local	046060	Public District	4	3377.2	1419.95	Y
Ripley-Union-Lewis-Huntington Local	046078	Public District	3	1150.35	690.23	Y
Fairfield City	046102	Public District	10	9664.8	1903.2	Y
Lakota Local	046110	Public District	20	17408.9	2240.09	Y
Ross Local	046144	Public District	4	2771.45	550.95	Y
Brown Local	046177	Public District	3	715	375	Y
Triad Local	046201	Public District	3	1033.8	313.15	Y
West Liberty-Salem Local	046219	Public District	2	1243.36	155	Y
Greenon Local	046235	Public District	4	1891.86	491.86	Y
Tecumseh Local	046243	Public District	6	3285.36	1542	Y
Northeastern Local	046250	Public District	7	3574.79	787.36	Y
Batavia Local	046300	Public District	3	2071.97	849.22	Y
Goshen Local	046342	Public District	4	2605	834	Y
Crestview Local	046433	Public District	3	1182.52	487.39	Y
Ridgewood Local	046474	Public District	3	1353.22	692.61	Y
River View Local	046482	Public District	6	2119.12	845	Y

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Cuyahoga Heights Local	046557	Public District	3	905	166 Y	
Orange City	046581	Public District	5	2173.5	324.75 Y	
Richmond Heights Local	046599	Public District	5	900.24	436.62 Y	
Ansonia Local	046623	Public District	3	647.44	248 Y	
Mississinawa Valley Local	046672	Public District	2	679.93	334.24 Y	
Tri-Village Local	046680	Public District	2	779.75	271.62 Y	
Central Local	046714	Public District	3	1187.06	389.85 Y	
Northeastern Local	046722	Public District	4	1095.54	276.47 Y	
Big Walnut Local	046748	Public District	6	2861.53	480.1 Y	
Buckeye Valley Local	046755	Public District	5	2348.12	547 Y	
Olentangy Local	046763	Public District	23	14290.6	1071.5 Y	
Margaretta Local	046805	Public District	2	1292.25	439 Y	
Liberty Union-Thurston Local	046888	Public District	3	1401.1	424 Y	
Pickerington Local	046896	Public District	14	10239.06	1875.38 Y	
Walnut Township Local	046904	Public District	2	663.82	311.99 Y	
Miami Trace Local	046920	Public District	3	2484.71	1017.46 Y	
Canal Winchester Local	046946	Public District	4	3446.88	883.41 Y	
Groveport Madison Local	046979	Public District	12	5671.23	3107.34 Y	
Reynoldsburg City	047001	Public District	16	5958.43	2080.59 Y	
Hilliard City	047019	Public District	23	14807.57	2760.28 Y	
Dublin City	047027	Public District	19	13336.64	1597.5 Y	
Archbold-Area Local	047043	Public District	3	1269	341 Y	
Evergreen Local	047050	Public District	3	1273.38	373 Y	
Fayette Local	047068	Public District	2	466.62	204 Y	
Pettisville Local	047076	Public District	2	541.49	151.5 Y	
Pike-Delta-York Local	047084	Public District	3	1350.41	515.97 Y	
Cardinal Local	047175	Public District	5	1287	287 Y	
Kenston Local	047191	Public District	5	3047.12	332.58 Y	
Ledgemont Local	047209	Public District	2	557.7	166.11 Y	
Newbury Local	047217	Public District	2	643.5	178.5 Y	
West Geauga Local	047225	Public District	4	2219.09	76 Y	
Beavercreek City	047241	Public District	8	7545.63	759.29 Y	
Bellbrook-Sugarcreek Local School District	047274	Public District	5	2582.76	373 Y	
Rolling Hills Local	047308	Public District	5	1917.52	1104.96 Y	
Finneytown Local	047332	Public District	3	1558.5	512 Y	
Northwest Local	047365	Public District	13	9268	3811 Y	
Oak Hills Local	047373	Public District	9	7758.5	341.5 Y	
Arcadia Local	047415	Public District	3	572.52	182.8 Y	
Arlington Local	047423	Public District	2	605.2	124.9 Y	

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Cory-Rawson Local	047431	Public District	3	599.8	162	Y
Liberty-Benton Local	047449	Public District	3	1247.41	250.45	Y
Vanlue Local	047472	Public District	2	236.35	50.2	Y
Ridgemont Local	047506	Public District	2	582.5	125	Y
Riverdale Local	047514	Public District	4	1004.87	400.4	Y
Liberty Center Local	047589	Public District	3	1168	383	Y
Bright Local	047613	Public District	3	744.03	407.24	Y
Fairfield Local	047621	Public District	3	892.11	355.5	Y
West Holmes Local	047696	Public District	7	2536.11	1100.33	Y
Monroeville Local	047712	Public District	2	655.95	126	Y
South Central Local	047738	Public District	3	892.11	417	Y
Centerburg Local	047829	Public District	3	1157.65	230.5	Y
East Knox Local	047845	Public District	3	1269.5	497	Y
Fredericktown Local	047852	Public District	3	1111.38	378.5	Y
Fairland Local	047936	Public District	4	1833.82	738	Y
Rock Hill Local	047944	Public District	4	1623.25	940.43	Y
Johnstown-Monroe Local	047985	Public District	4	1485.53	296.07	Y
Licking Heights Local	048009	Public District	5	3139.5	847	Y
Northridge Local	048033	Public District	4	1370.05	257.38	Y
Southwest Licking Local	048041	Public District	7	3743.71	1096.36	Y
Benjamin Logan Local	048074	Public District	3	1900.71	446.5	Y
Indian Lake Local	048082	Public District	3	1796	615	Y
Avon Lake City	048124	Public District	7	3681	394	Y
Clearview Local	048132	Public District	3	1679.94	889.94	Y
Keystone Local	048165	Public District	3	1689	394	Y
Ottawa Hills Local	048215	Public District	2	972.8	0	Y
Springfield Local	048223	Public District	6	3939.37	1521.3	Y
Jefferson Local	048256	Public District	3	1288.38	416.5	Y
Jonathan Alder Local	048264	Public District	5	2015.82	503	Y
Madison-Plains Local	048272	Public District	5	1365.5	472	Y
Canfield Local	048314	Public District	4	2990.5	343.5	Y
Jackson-Milton Local	048322	Public District	3	873	376	Y
Sebring Local	048355	Public District	2	630	303	Y
Western Reserve Local	048397	Public District	4	710	160	Y
Buckeye Local	048470	Public District	4	2269	561	Y
Cloverleaf Local	048488	Public District	6	2965.9	854	Y
Highland Local	048496	Public District	5	3170.9	269	Y
Eastern Local	048512	Public District	2	889.5	401.5	Y
Meigs Local	048520	Public District	4	1897.7	1245.4	Y

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Southern Local	048538	Public District	2	728.5	489	Y
Marion Local	048553	Public District	2	868.72	55.81	Y
Fort Recovery Local	048595	Public District	3	946.29	123.52	Y
Bethel Local	048611	Public District	3	888.67	97	Y
Miami East Local	048629	Public District	3	1223.59	204	Y
Trotwood-Madison City	048694	Public District	6	2799.6	1949.6	Y
Mad River Local	048702	Public District	7	3598	2224	Y
New Lebanon Local	048710	Public District	3	1117.42	489	Y
Northmont City	048728	Public District	8	5433.41	1758.5	Y
Valley View Local	048744	Public District	4	1884	417.5	Y
Huber Heights City	048751	Public District	10	6219	2178	Y
Morgan Local	048777	Public District	5	2075	1140	Y
Highland Local	048801	Public District	5	1901.98	507	Y
Northmor Local	048819	Public District	3	1176.78	490.16	Y
Franklin Local	048843	Public District	6	2267.96	1170.96	Y
Maysville Local	048850	Public District	5	2250.6	1136	Y
Tri-Valley Local	048876	Public District	6	3222.88	1173	Y
West Muskingum Local	048884	Public District	4	1573.5	605.5	Y
Noble Local	048900	Public District	2	1060.5	501	Y
Benton Carroll Salem Local	048926	Public District	6	1867.41	538.37	Y
Danbury Local	048934	Public District	3	552	131	Y
Genoa Area Local	048942	Public District	4	1487.08	409.37	Y
Antwerp Local	048991	Public District	3	689	154	Y
Wayne Trace Local	049031	Public District	3	1004.85	397.97	Y
Northern Local	049056	Public District	5	2284.2	982.8	Y
Southern Local	049064	Public District	2	836.54	568.54	Y
Scioto Valley Local	049130	Public District	3	1596	1041	Y
Aurora City	049171	Public District	5	2908.42	252.5	Y
National Trail Local	049270	Public District	3	1069	447	Y
Columbus Grove Local	049312	Public District	3	918.44	246	Y
Continental Local	049320	Public District	3	557	212	Y
Jennings Local	049338	Public District	2	404.55	48	Y
Kalida Local	049346	Public District	2	615.5	69.5	Y
Miller City-New Cleveland Local	049361	Public District	3	466	37	Y
Ottawa-Glandorf Local	049379	Public District	4	1418.18	274.6	Y
Ottoville Local	049387	Public District	2	485.27	48.9	Y
Clear Fork Valley Local	049411	Public District	4	1815.99	655.16	Y
Crestview Local	049429	Public District	3	1273.56	503	Y
Lexington Local	049437	Public District	5	2591	589	Y

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Lucas Local	049445	Public District	3	570.74	166.08	Y
Madison Local	049452	Public District	6	3167.25	1788	Y
Plymouth-Shiloh Local	049460	Public District	4	865.94	486.98	Y
Adena Local	049494	Public District	4	1224.7	456.75	Y
Union-Scioto Local	049536	Public District	3	2162.47	1022.72	Y
Green Local	049619	Public District	3	619.21	353.34	Y
Northwest Local	049635	Public District	3	1682.5	1103.5	Y
Wheelersburg Local	049668	Public District	3	1548.1	651.3	Y
Bettsville Local	049692	Public District	3	186.88	46.88	Y
Anna Local	049759	Public District	3	1220.7	120	Y
Botkins Local	049767	Public District	2	528.88	104	Y
Fairlawn Local	049775	Public District	2	593.4	89.65	Y
Fort Loramie Local	049783	Public District	2	808	59	Y
Jackson Center Local	049809	Public District	2	539.31	174.52	Y
Russia Local	049817	Public District	2	481.12	44	Y
Canton Local	049833	Public District	7	2298.87	1142.78	Y
Jackson Local	049858	Public District	6	5480.82	826.01	Y
Lake Local	049866	Public District	5	3483.87	771.84	Y
Marlington Local	049882	Public District	5	2544.41	989.21	Y
Minerva Local	049890	Public District	3	2041.53	999.33	Y
Northwest Local	049908	Public District	5	2149.16	681.58	Y
Plain Local	049932	Public District	11	5913.84	2219.39	Y
Tuslaw Local	049957	Public District	3	1507.42	378.51	Y
Coventry Local	049999	Public District	6	2326.43	1022.56	Y
Manchester Local	050005	Public District	3	1473.8	9	Y
Green Local	050013	Public District	6	4148.5	815	Y
Hudson City	050021	Public District	6	4714.38	179.42	Y
Nordonia Hills City	050047	Public District	6	3903	663.5	Y
Revere Local	050054	Public District	4	2783.5	5	Y
Springfield Local	050062	Public District	6	2388.09	1276.26	Y
Twinsburg City	050070	Public District	5	4240.5	601	Y
Bloomfield-Mespo Local	050096	Public District	2	327.5	198	Y
Brookfield Local	050120	Public District	3	1180	484	Y
Indian Valley Local Schools	050286	Public District	4	1875.12	889.96	Y
Tuscarawas Valley Local	050302	Public District	4	1584.53	533.56	Y
North Union Local	050336	Public District	3	1458.5	519.5	Y
Crestview Local	050351	Public District	2	940	323	Y
Vinton County Local	050393	Public District	5	2301	1648	Y
Wayne Local	050468	Public District	4	1462.07	239	Y

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Frontier Local	050492	Public District	5	797	478	Y
Warren Local	050500	Public District	4	2572	843	Y
Wolf Creek Local	050518	Public District	2	653.2	195	Y
Southeast Local	050583	Public District	6	1696.5	721.5	Y
Edon-Northwest Local	050625	Public District	3	617	59	Y
Millcreek-West Unity Local	050633	Public District	2	647	198.5	Y
North Central Local	050641	Public District	2	633.94	290.47	Y
Stryker Local	050658	Public District	2	467.97	163	Y
North Baltimore Local	050708	Public District	3	697.24	271.37	Y
Otsego Local	050724	Public District	4	1565.72	44	Y
Adams County/Ohio Valley Local	061903	Public District	6	4000.98	2609.58	Y
Gallia County Local	065680	Public District	8	2392.55	1325	Y
Monroe Local School District	139303	Public District	4	2196.52	521.8	Y
Columbus Humanities, Arts and Technology Academy	000553	Community School	1	354	331	Y
Academic Acceleration Academy	000912	Community School	1	175	174	Y
Promise Academy	000936	Community School	1	601	408	Y
Zanesville Community School	009148	Community School	1	74	63	Y
Star Academy of Toledo	009171	Community School	1	203	197	Y
Ashland County Community Academy	009971	Community School	1	105	53	Y
Western Reserve Kindergarten Learning Academy	009983	Community School	1	44	9	Y
Mahoning County High School	009996	Community School	1	38	36	Y
Rushmore Academy	011444	Community School	1	77	50	Y
Millennium Community School	133561	Community School	1	659	4	Y
Virtual Community School Of Ohio	143537	Community School	1	1314.5	984.5	Y
Arts & College Preparatory Academy	143610	Community School	1	254	156	Y
Franklin Local Community School	148932	Community School	1	65	54	Y
Tomorrow Center	148981	Community School	1	41	12	Y
Mahoning Unlimited Classroom	148999	Community School	1	126.5	74.5	Y
Foxfire Center For Student Success	149328	Community School	1	249	82	Y

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Polly Fox Academy Community School	Y	N/A	Y	Y	Y	Y	Y	Y
Phoenix Academy Community School	Y	N/A	Y	Y	Y	Y	Y	Y
Pathway School of Discovery	Y	N/A	Y	Y	Y	Y	Y	Y
Alliance Academy of Cincinnati	Y	N/A	Y	Y	Y	Y	Y	Y
Victory Academy of Toledo	Y	N/A	Y	Y	Y	Y	Y	Y
George A. Phillips Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Hope Academy East Campus	Y	N/A	Y	Y	Y	Y	Y	Y
Wildwood Environmental Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Ohio Connections Academy, Inc	Y	N/A	Y	Y	Y	Y	Y	Y
Quaker Digital Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Scholarls Preparatory and Career Center for Children	Y	N/A	Y	Y	Y	Y	Y	Y
Auglaize County Educational Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Bridges Community Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Constellation Schools: Westpark Community Middle	Y	N/A	Y	Y	Y	Y	Y	Y
Constellation Schools: Madison Community Elementary	Y	N/A	Y	Y	Y	Y	Y	Y
Constellation Schools: Lorain Community Middle	Y	N/A	Y	Y	Y	Y	Y	Y
Constellation Schools: Old Brooklyn Community Middle	Y	N/A	Y	Y	Y	Y	Y	Y
Horizon Science Academy Toledo	Y	N/A	Y	Y	Y	Y	Y	Y
Miamisburg Secondary Digital Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Findlay Digital Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Buckeye On-Line School for Success	Y	N/A	Y	Y	Y	Y	Y	Y
Columbus Bilingual Academy	Y	N/A	Y	Y	Y	Y	Y	Y
General Chappie James Leadership Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Constellation Schools: Puritas Community Middle	Y	N/A	Y	Y	Y	Y	Y	Y
Constellation Schools: Outreach Academy for Students with Di	Y	N/A	Y	Y	Y	Y	Y	Y
Pinnacle Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Winterfield Venture Academy	Y	N/A	Y	Y	Y	Y	Y	Y
A+ Arts Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Columbus Arts & Technology Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Columbus Preparatory Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Orion Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Apex Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Virtual Schoolhouse, Inc.	Y	N/A	Y	Y	Y	Y	Y	Y
Hope Academy Northwest Campus	Y	N/A	Y	Y	Y	Y	Y	Y
King Academy Community School	Y	N/A	Y	Y	Y	Y	Y	Y
Emerson Academy	Y	N/A	Y	Y	Y	Y	Y	Y
FCI Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Wickliffe Progressive Community School	Y	N/A	Y	Y	Y	Y	Y	Y
Five R'S Academy	Y	N/A	Y	Y	Y	Y	Y	Y

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Life Skills Center of Columbus Southeast	Y	N/A	Y	Y	Y	Y	Y	Y
New Day Academy Boarding & Day School	Y	N/A	Y	Y	Y	Y	Y	Y
Zenith Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Pschtecinc Public School	Y	N/A	Y	Y	Y	Y	Y	Y
Maritime Academy of Toledo, The	Y	N/A	Y	Y	Y	Y	Y	Y
Educational Academy at Linden	Y	N/A	Y	Y	Y	Y	Y	Y
Educational Academy for Boys & Girls	Y	N/A	Y	Y	Y	Y	Y	Y
Midnimo Cross Cultural Community School	Y	N/A	Y	Y	Y	Y	Y	Y
Cincinnati Speech & Reading Intervention Center	Y	N/A	Y	Y	Y	Y	Y	Y
Horizon Science Academy-Cincinnati	Y	N/A	Y	Y	Y	Y	Y	Y
Horizon Science Academy-Dayton	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Center of Dayton	Y	N/A	Y	Y	Y	Y	Y	Y
Horizon Science Academy-Springfield	Y	N/A	Y	Y	Y	Y	Y	Y
Horizon Science Academy-Denison Middle School	Y	N/A	Y	Y	Y	Y	Y	Y
Bennett Venture Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Stambaugh Charter Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Horizon Science Academy-Cleveland Middle School	Y	N/A	Y	Y	Y	Y	Y	Y
Westside Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Interactive Media & Construction (IMAC)	Y	N/A	Y	Y	Y	Y	Y	Y
V L T Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Cleveland Entrepreneurship Preparatory School	Y	N/A	Y	Y	Y	Y	Y	Y
Premier Academy of Ohio	Y	N/A	Y	Y	Y	Y	Y	Y
Academy of Arts and Humanities	Y	N/A	Y	Y	Y	Y	Y	Y
Youngstown Academy of Excellence	Y	N/A	Y	Y	Y	Y	Y	Y
Cleveland Arts and Social Sciences Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Charles School at Ohio Dominican University	Y	N/A	Y	Y	Y	Y	Y	Y
Mansfield Preparatory Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Arts and Science Preparatory Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Center of North Akron	Y	N/A	Y	Y	Y	Y	Y	Y
Academy of Arts and Sciences	Y	N/A	Y	Y	Y	Y	Y	Y
Lion of Judah Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Noble Academy-Cleveland	Y	N/A	Y	Y	Y	Y	Y	Y
Noble Academy-Columbus	Y	N/A	Y	Y	Y	Y	Y	Y
South Scioto Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Center of Columbus North	Y	N/A	Y	Y	Y	Y	Y	Y
Harvard Avenue Community School	Y	N/A	Y	Y	Y	Y	Y	Y
Columbus Collegiate Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Great Lakes Environmental Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Constellation Schools: Westside Community School of the Arts	Y	N/A	Y	Y	Y	Y	Y	Y

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Cincinnati Leadership Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Bridge Academy of Ohio	Y	N/A	Y	Y	Y	Y	Y	Y
C.M. Grant Leadership Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Central Academy of Ohio	Y	N/A	Y	Y	Y	Y	Y	Y
Gahanna Alternative Community School	Y	N/A	Y	Y	Y	Y	Y	Y
Romig Road Community School	Y	N/A	Y	Y	Y	Y	Y	Y
Horizon Science Academy Columbus Middle School	Y	N/A	Y	Y	Y	Y	Y	Y
Foundation Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Dayton Early College Academy, Inc	Y	N/A	Y	Y	Y	Y	Y	Y
Constellation Schools: Mansfield Visual & Performing Arts	Y	N/A	Y	Y	Y	Y	Y	Y
Harrisburg Pike Community School	Y	N/A	Y	Y	Y	Y	Y	Y
Klepinger Community School	Y	N/A	Y	Y	Y	Y	Y	Y
Sciotoville Elementary Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Dixon Early Learning Center Conversion Community School	Y	N/A	Y	Y	Y	Y	Y	Y
Horizon Science Academy Elementary School	Y	N/A	Y	Y	Y	Y	Y	Y
Horizon Science Academy Cleveland Elementary School	Y	N/A	Y	Y	Y	Y	Y	Y
Knight Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Horizon Science Academy Denison Elementary School	Y	N/A	Y	Y	Y	Y	Y	Y
Cesar Chavez College Preparatory School	Y	N/A	Y	Y	Y	Y	Y	Y
Mount Auburn International Academy	Y	N/A	Y	Y	Y	Y	Y	Y
L. Hollingworth School for Talented and Gifted	Y	N/A	Y	Y	Y	Y	Y	Y
Village Preparatory School	Y	N/A	Y	Y	Y	Y	Y	Y
Greater Summit County Early Learning Center	Y	N/A	Y	Y	Y	Y	Y	Y
Bella Academy of Excellence	Y	N/A	Y	Y	Y	Y	Y	Y
Providence Academy for Student Success	Y	N/A	Y	Y	Y	Y	Y	Y
WinWin Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Falcon Academy of Creative Arts	Y	N/A	Y	Y	Y	Y	Y	Y
Achieve Career Preparatory Academy	Y	N/A	Y	Y	Y	Y	Y	Y
North Central Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Horizon Science Academy Lorain	Y	N/A	Y	Y	Y	Y	Y	Y
Horizon Science Academy Dayton High School	Y	N/A	Y	Y	Y	Y	Y	Y
Graham Expeditionary Middle School	Y	N/A	Y	Y	Y	Y	Y	Y
Springfield Acad Of Excellence	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Center-Springfield	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Center-Middletown	Y	N/A	Y	Y	Y	Y	Y	Y
Miami Valley Academies	Y	N/A	Y	Y	Y	Y	Y	Y
Constellation Schools: Lorain Community Elementary	Y	N/A	Y	Y	Y	Y	Y	Y
Constellation Schools: Elyria Community Elementary	Y	N/A	Y	Y	Y	Y	Y	Y
Youthbuild Columbus Community	Y	N/A	Y	Y	Y	Y	Y	Y

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Constellation Schools: Westpark Community Elementary	Y	N/A	Y	Y	Y	Y	Y	Y
Intergenerational School, The	Y	N/A	Y	Y	Y	Y	Y	Y
Lighthouse Comm & Prof Dev	Y	N/A	Y	Y	Y	Y	Y	Y
Constellation Schools: Parma Community	Y	N/A	Y	Y	Y	Y	Y	Y
Dohn Community	Y	N/A	Y	Y	Y	Y	Y	Y
Richard Allen Preparatory	Y	N/A	Y	Y	Y	Y	Y	Y
Electronic Classroom Of Tomorrow	Y	N/A	Y	Y	Y	Y	Y	Y
Graham School, The	Y	N/A	Y	Y	Y	Y	Y	Y
Cornerstone Academy Community	Y	N/A	Y	Y	Y	Y	Y	Y
Dayton Leadership Academies-Dayton View Campus	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Of Trumbull County	Y	N/A	Y	Y	Y	Y	Y	Y
Phoenix Community Learning Ctr	Y	N/A	Y	Y	Y	Y	Y	Y
Citizens Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Horizon Science Acad Cleveland	Y	N/A	Y	Y	Y	Y	Y	Y
Horizon Science Academy Columbus	Y	N/A	Y	Y	Y	Y	Y	Y
Riverside Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Richard Allen Academy	Y	N/A	Y	Y	Y	Y	Y	Y
The ISUS Institute of Construction Technology	Y	N/A	Y	Y	Y	Y	Y	Y
New Choices Community School	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Ctr Of Cincinnati	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Ctr Of Youngstown	Y	N/A	Y	Y	Y	Y	Y	Y
Hope Academy Lincoln Park	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Ctr Of Cleveland	Y	N/A	Y	Y	Y	Y	Y	Y
Hope Academy Canton Campus	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Center Of Akron	Y	N/A	Y	Y	Y	Y	Y	Y
Dayton Leadership Academies-Dayton Liberty Campus	Y	N/A	Y	Y	Y	Y	Y	Y
Youngstown Community School	Y	N/A	Y	Y	Y	Y	Y	Y
Constellation Schools: Old Brooklyn Community Elementary	Y	N/A	Y	Y	Y	Y	Y	Y
Autism Model School	Y	N/A	Y	Y	Y	Y	Y	Y
Hope Academy Broadway Campus	Y	N/A	Y	Y	Y	Y	Y	Y
Hope Academy Chapelside Campus	Y	N/A	Y	Y	Y	Y	Y	Y
Hope Academy Cathedral Campus	Y	N/A	Y	Y	Y	Y	Y	Y
Hope Academy University	Y	N/A	Y	Y	Y	Y	Y	Y
Hope Academy Brown St Campus	Y	N/A	Y	Y	Y	Y	Y	Y
City Day Community School	Y	N/A	Y	Y	Y	Y	Y	Y
East End Comm Heritage School	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Center Canton	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Center of Elyria	Y	N/A	Y	Y	Y	Y	Y	Y
Focus Learning Academy of Southwest Columbus	Y	N/A	Y	Y	Y	Y	Y	Y

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Focus Learning Academy of Southeastern Columbus	Y	N/A	Y	Y	Y	Y	Y	Y
Focus Learning Academy of Northern Columbus	Y	N/A	Y	Y	Y	Y	Y	Y
Ohio Virtual Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Hope Academy Northcoast	Y	N/A	Y	Y	Y	Y	Y	Y
Mound Street IT Careers Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Mound Street Military Careers Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Mound Street Health Careers Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Center Of Hamilton County	Y	N/A	Y	Y	Y	Y	Y	Y
International Acad Of Columbus	Y	N/A	Y	Y	Y	Y	Y	Y
Legacy Acad For Leaders & Arts	Y	N/A	Y	Y	Y	Y	Y	Y
The Autism Academy Of Learning	Y	N/A	Y	Y	Y	Y	Y	Y
Treca Digital Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Hope Academy Cuyahoga Campus	Y	N/A	Y	Y	Y	Y	Y	Y
The ISUS Institute of Manufacturing	Y	N/A	Y	Y	Y	Y	Y	Y
The ISUS Institute of Health Care	Y	N/A	Y	Y	Y	Y	Y	Y
Granville T Woods Comm Shule	Y	N/A	Y	Y	Y	Y	Y	Y
Alternative Education Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Crittenton Community School	Y	N/A	Y	Y	Y	Y	Y	Y
Marcus Garvey Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Constellation Schools: Puritas Community Elementary	Y	N/A	Y	Y	Y	Y	Y	Y
Constellation Schools: Stockyard Community Elementary	Y	N/A	Y	Y	Y	Y	Y	Y
Constellation Schools: Mansfield Community Elementary	Y	N/A	Y	Y	Y	Y	Y	Y
Lake Erie Academy	Y	N/A	Y	Y	Y	Y	Y	Y
North Dayton School Of Science & Discovery	Y	N/A	Y	Y	Y	Y	Y	Y
Toledo Preparatory Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Eagle Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Richard Allen Academy II	Y	N/A	Y	Y	Y	Y	Y	Y
Richard Allen Academy III	Y	N/A	Y	Y	Y	Y	Y	Y
Hamilton Chty Math & Science	Y	N/A	Y	Y	Y	Y	Y	Y
W C Cupe Community School	Y	N/A	Y	Y	Y	Y	Y	Y
Sciotoville	Y	N/A	Y	Y	Y	Y	Y	Y
Goal Digital Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Akron Digital Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Fairborn Digital Academy	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Center Of Toledo	Y	N/A	Y	Y	Y	Y	Y	Y
Southwest Licking Digital Acad	Y	N/A	Y	Y	Y	Y	Y	Y
West Central Learning Academy II	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Ctr Of Lake Erie	Y	N/A	Y	Y	Y	Y	Y	Y
Life Skills Center Of Summit County	Y	N/A	Y	Y	Y	Y	Y	Y

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Life Skills Of Northeast Ohio	Y	N/A	Y	Y	Y	Y	Y	Y
Tipp City Exempted Village	Y	N/A	Y	Y	Y	Y	Y	Y
Talawanda City	Y	N/A	Y	Y	Y	Y	Y	Y
Kelleys Island Local	Y	N/A	Y	Y	Y	Y	Y	Y
Danville Local	Y	N/A	Y	Y	Y	Y	Y	Y
East Muskingum Local	Y	N/A	Y	Y	Y	Y	Y	Y
North Bass Local	Y	N/A	Y	Y	Y	Y	Y	Y
Put-In-Bay Local	Y	N/A	Y	Y	Y	Y	Y	Y
Bloom-Vernon Local	Y	N/A	Y	Y	Y	Y	Y	Y
Dayton Regional STEM School	Y	N/A	Y	Y	Y	Y	Y	Y
Manchester Local	Y	Y	Y	Y	Y	Y	Y	Y
Akron City	Y	Y	Y	Y	Y	Y	Y	Y
Ashtabula Area City	Y	Y	Y	Y	Y	Y	Y	Y
Barberton City	Y	Y	Y	Y	Y	Y	Y	Y
Beachwood City	Y	Y	Y	Y	Y	Y	Y	Y
Bellefontaine City	Y	Y	Y	Y	Y	Y	Y	Y
Bellevue City	Y	Y	Y	Y	Y	Y	Y	Y
Belpre City	Y	Y	Y	Y	Y	Y	Y	Y
Berea City	Y	Y	Y	Y	Y	Y	Y	Y
Bexley City	Y	Y	Y	Y	Y	Y	Y	Y
Brooklyn City	Y	Y	Y	Y	Y	Y	Y	Y
Brunswick City	Y	Y	Y	Y	Y	Y	Y	Y
Bryan City	Y	Y	Y	Y	Y	Y	Y	Y
Cambridge City	Y	Y	Y	Y	Y	Y	Y	Y
Canton City	Y	Y	Y	Y	Y	Y	Y	Y
Celina City	Y	Y	Y	Y	Y	Y	Y	Y
Centerville City	Y	Y	Y	Y	Y	Y	Y	Y
Cincinnati City	Y	Y	Y	Y	Y	Y	Y	Y
Circleville City	Y	Y	Y	Y	Y	Y	Y	Y
Cleveland Municipal	Y	Y	Y	Y	Y	Y	Y	Y
Cleveland Heights-University Heights City	Y	Y	Y	Y	Y	Y	Y	Y
Columbus City School District	Y	Y	Y	Y	Y	Y	Y	Y
Conneaut Area City	Y	Y	Y	Y	Y	Y	Y	Y
Coshocton City	Y	Y	Y	Y	Y	Y	Y	Y
Dayton City	Y	Y	Y	Y	Y	Y	Y	Y
Deer Park Community City	Y	Y	Y	Y	Y	Y	Y	Y
Delaware City	Y	Y	Y	Y	Y	Y	Y	Y
Delphos City	Y	Y	Y	Y	Y	Y	Y	Y
East Cleveland City School District	Y	Y	Y	Y	Y	Y	Y	Y

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Eaton Community City	Y	Y	Y	Y	Y	Y	Y	Y
Euclid City	Y	Y	Y	Y	Y	Y	Y	Y
Findlay City	Y	Y	Y	Y	Y	Y	Y	Y
Franklin City	Y	Y	Y	Y	Y	Y	Y	Y
Fremont City	Y	Y	Y	Y	Y	Y	Y	Y
Galion City	Y	Y	Y	Y	Y	Y	Y	Y
Gallipolis City	Y	Y	Y	Y	Y	Y	Y	Y
Geneva Area City	Y	Y	Y	Y	Y	Y	Y	Y
Grandview Heights City	Y	Y	Y	Y	Y	Y	Y	Y
Winton Woods City	Y	Y	Y	Y	Y	Y	Y	Y
Hamilton City	Y	Y	Y	Y	Y	Y	Y	Y
Jackson City	Y	Y	Y	Y	Y	Y	Y	Y
Kent City	Y	Y	Y	Y	Y	Y	Y	Y
Kenton City	Y	Y	Y	Y	Y	Y	Y	Y
Kettering City	Y	Y	Y	Y	Y	Y	Y	Y
Lockland Local	Y	Y	Y	Y	Y	Y	Y	Y
Logan-Hocking Local	Y	Y	Y	Y	Y	Y	Y	Y
London City	Y	Y	Y	Y	Y	Y	Y	Y
Lorain City	Y	Y	Y	Y	Y	Y	Y	Y
Maple Heights City	Y	Y	Y	Y	Y	Y	Y	Y
Marietta City	Y	Y	Y	Y	Y	Y	Y	Y
Marion City	Y	Y	Y	Y	Y	Y	Y	Y
Martins Ferry City	Y	Y	Y	Y	Y	Y	Y	Y
Maumee City	Y	Y	Y	Y	Y	Y	Y	Y
Miamisburg City	Y	Y	Y	Y	Y	Y	Y	Y
Middletown City	Y	Y	Y	Y	Y	Y	Y	Y
Mt Healthy City	Y	Y	Y	Y	Y	Y	Y	Y
Mount Vernon City	Y	Y	Y	Y	Y	Y	Y	Y
New Boston Local	Y	Y	Y	Y	Y	Y	Y	Y
New Lexington City	Y	Y	Y	Y	Y	Y	Y	Y
New Philadelphia City	Y	Y	Y	Y	Y	Y	Y	Y
North College Hill City	Y	Y	Y	Y	Y	Y	Y	Y
Norwood City	Y	Y	Y	Y	Y	Y	Y	Y
Oakwood City	Y	Y	Y	Y	Y	Y	Y	Y
Oberlin City Schools	Y	Y	Y	Y	Y	Y	Y	Y
Oregon City	Y	Y	Y	Y	Y	Y	Y	Y
Painesville City Local	Y	Y	Y	Y	Y	Y	Y	Y
Parma City	Y	Y	Y	Y	Y	Y	Y	Y
Piqua City	Y	Y	Y	Y	Y	Y	Y	Y

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Port Clinton City	Y	Y	Y	Y	Y	Y	Y	Y
Princeton City	Y	Y	Y	Y	Y	Y	Y	Y
Reading Community City	Y	Y	Y	Y	Y	Y	Y	Y
St Bernard-Elmwood Place City	Y	Y	Y	Y	Y	Y	Y	Y
Shaker Heights City	Y	Y	Y	Y	Y	Y	Y	Y
Shelby City	Y	Y	Y	Y	Y	Y	Y	Y
Sidney City	Y	Y	Y	Y	Y	Y	Y	Y
South Euclid-Lyndhurst City	Y	Y	Y	Y	Y	Y	Y	Y
Springfield City	Y	Y	Y	Y	Y	Y	Y	Y
Steubenville City	Y	Y	Y	Y	Y	Y	Y	Y
Toledo City	Y	Y	Y	Y	Y	Y	Y	Y
Toronto City	Y	Y	Y	Y	Y	Y	Y	Y
Troy City	Y	Y	Y	Y	Y	Y	Y	Y
Upper Arlington City	Y	Y	Y	Y	Y	Y	Y	Y
Urbana City	Y	Y	Y	Y	Y	Y	Y	Y
Van Wert City	Y	Y	Y	Y	Y	Y	Y	Y
Washington Court House City	Y	Y	Y	Y	Y	Y	Y	Y
Wellston City	Y	Y	Y	Y	Y	Y	Y	Y
West Carrollton City	Y	Y	Y	Y	Y	Y	Y	Y
Whitehall City	Y	Y	Y	Y	Y	Y	Y	Y
Wickliffe City	Y	Y	Y	Y	Y	Y	Y	Y
Willard City	Y	Y	Y	Y	Y	Y	Y	Y
Willoughby-Eastlake City	Y	Y	Y	Y	Y	Y	Y	Y
Wilmington City	Y	Y	Y	Y	Y	Y	Y	Y
Worthington City	Y	Y	Y	Y	Y	Y	Y	Y
Xenia Community City	Y	Y	Y	Y	Y	Y	Y	Y
Zanesville City	Y	Y	Y	Y	Y	Y	Y	Y
Ada Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Amherst Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Bluffton Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Bradford Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Chagrin Falls Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Clyde-Green Springs Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Coldwater Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Columbiana Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Crooksville Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Fairport Harbor Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Georgetown Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Gibsonburg Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y

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Granville Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Greenfield Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Hicksville Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Leetonia Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Lisbon Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Loudonville-Perrysville Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Marysville Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Mentor Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Milford Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Milton-Union Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Mount Gilead Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Paulding Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Perrysburg Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Wauseon Exempted Village	Y	Y	Y	Y	Y	Y	Y	Y
Allen East Local	Y	Y	Y	Y	Y	Y	Y	Y
Elida Local	Y	Y	Y	Y	Y	Y	Y	Y
Spencerville Local	Y	Y	Y	Y	Y	Y	Y	Y
Grand Valley Local	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson Area Local	Y	Y	Y	Y	Y	Y	Y	Y
Pymatuning Valley Local	Y	Y	Y	Y	Y	Y	Y	Y
New Bremen Local	Y	Y	Y	Y	Y	Y	Y	Y
New Knoxville Local	Y	Y	Y	Y	Y	Y	Y	Y
Fayetteville-Perry Local	Y	Y	Y	Y	Y	Y	Y	Y
Western Brown Local	Y	Y	Y	Y	Y	Y	Y	Y
Ripley-Union-Lewis-Huntington Local	Y	Y	Y	Y	Y	Y	Y	Y
Fairfield City	Y	Y	Y	Y	Y	Y	Y	Y
Lakota Local	Y	Y	Y	Y	Y	Y	Y	Y
Ross Local	Y	Y	Y	Y	Y	Y	Y	Y
Brown Local	Y	Y	Y	Y	Y	Y	Y	Y
Triad Local	Y	Y	Y	Y	Y	Y	Y	Y
West Liberty-Salem Local	Y	Y	Y	Y	Y	Y	Y	Y
Greenon Local	Y	Y	Y	Y	Y	Y	Y	Y
Tecumseh Local	Y	Y	Y	Y	Y	Y	Y	Y
Northeastern Local	Y	Y	Y	Y	Y	Y	Y	Y
Batavia Local	Y	Y	Y	Y	Y	Y	Y	Y
Goshen Local	Y	Y	Y	Y	Y	Y	Y	Y
Crestview Local	Y	Y	Y	Y	Y	Y	Y	Y
Ridgewood Local	Y	Y	Y	Y	Y	Y	Y	Y
River View Local	Y	Y	Y	Y	Y	Y	Y	Y

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Cuyahoga Heights Local	Y	Y	Y	Y	Y	Y	Y	Y
Orange City	Y	Y	Y	Y	Y	Y	Y	Y
Richmond Heights Local	Y	Y	Y	Y	Y	Y	Y	Y
Ansonia Local	Y	Y	Y	Y	Y	Y	Y	Y
Mississinawa Valley Local	Y	Y	Y	Y	Y	Y	Y	Y
Tri-Village Local	Y	Y	Y	Y	Y	Y	Y	Y
Central Local	Y	Y	Y	Y	Y	Y	Y	Y
Northeastern Local	Y	Y	Y	Y	Y	Y	Y	Y
Big Walnut Local	Y	Y	Y	Y	Y	Y	Y	Y
Buckeye Valley Local	Y	Y	Y	Y	Y	Y	Y	Y
Olentangy Local	Y	Y	Y	Y	Y	Y	Y	Y
Margaretta Local	Y	Y	Y	Y	Y	Y	Y	Y
Liberty Union-Thurston Local	Y	Y	Y	Y	Y	Y	Y	Y
Pickerington Local	Y	Y	Y	Y	Y	Y	Y	Y
Walnut Township Local	Y	Y	Y	Y	Y	Y	Y	Y
Miami Trace Local	Y	Y	Y	Y	Y	Y	Y	Y
Canal Winchester Local	Y	Y	Y	Y	Y	Y	Y	Y
Groveport Madison Local	Y	Y	Y	Y	Y	Y	Y	Y
Reynoldsburg City	Y	Y	Y	Y	Y	Y	Y	Y
Hilliard City	Y	Y	Y	Y	Y	Y	Y	Y
Dublin City	Y	Y	Y	Y	Y	Y	Y	Y
Archbold-Area Local	Y	Y	Y	Y	Y	Y	Y	Y
Evergreen Local	Y	Y	Y	Y	Y	Y	Y	Y
Fayette Local	Y	Y	Y	Y	Y	Y	Y	Y
Pettisville Local	Y	Y	Y	Y	Y	Y	Y	Y
Pike-Delta-York Local	Y	Y	Y	Y	Y	Y	Y	Y
Cardinal Local	Y	Y	Y	Y	Y	Y	Y	Y
Kenston Local	Y	Y	Y	Y	Y	Y	Y	Y
Ledgemont Local	Y	Y	Y	Y	Y	Y	Y	Y
Newbury Local	Y	Y	Y	Y	Y	Y	Y	Y
West Geauga Local	Y	Y	Y	Y	Y	Y	Y	Y
Beavercreek City	Y	Y	Y	Y	Y	Y	Y	Y
Bellbrook-Sugarcreek Local School District	Y	Y	Y	Y	Y	Y	Y	Y
Rolling Hills Local	Y	Y	Y	Y	Y	Y	Y	Y
Finneytown Local	Y	Y	Y	Y	Y	Y	Y	Y
Northwest Local	Y	Y	Y	Y	Y	Y	Y	Y
Oak Hills Local	Y	Y	Y	Y	Y	Y	Y	Y
Arcadia Local	Y	Y	Y	Y	Y	Y	Y	Y
Arlington Local	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs	President of local school board (if applicable)	President of Local Teachers' Union (if applicable)	Uses Standard Terms & Conditions	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)
Cory-Rawson Local	Y	Y	Y	Y	Y	Y	Y	Y
Liberty-Benton Local	Y	Y	Y	Y	Y	Y	Y	Y
Vanlue Local	Y	Y	Y	Y	Y	Y	Y	Y
Ridgemont Local	Y	Y	Y	Y	Y	Y	Y	Y
Riverdale Local	Y	Y	Y	Y	Y	Y	Y	Y
Liberty Center Local	Y	Y	Y	Y	Y	Y	Y	Y
Bright Local	Y	Y	Y	Y	Y	Y	Y	Y
Fairfield Local	Y	Y	Y	Y	Y	Y	Y	Y
West Holmes Local	Y	Y	Y	Y	Y	Y	Y	Y
Monroeville Local	Y	Y	Y	Y	Y	Y	Y	Y
South Central Local	Y	Y	Y	Y	Y	Y	Y	Y
Centerburg Local	Y	Y	Y	Y	Y	Y	Y	Y
East Knox Local	Y	Y	Y	Y	Y	Y	Y	Y
Fredericktown Local	Y	Y	Y	Y	Y	Y	Y	Y
Fairland Local	Y	Y	Y	Y	Y	Y	Y	Y
Rock Hill Local	Y	Y	Y	Y	Y	Y	Y	Y
Johnstown-Monroe Local	Y	Y	Y	Y	Y	Y	Y	Y
Licking Heights Local	Y	Y	Y	Y	Y	Y	Y	Y
Northridge Local	Y	Y	Y	Y	Y	Y	Y	Y
Southwest Licking Local	Y	Y	Y	Y	Y	Y	Y	Y
Benjamin Logan Local	Y	Y	Y	Y	Y	Y	Y	Y
Indian Lake Local	Y	Y	Y	Y	Y	Y	Y	Y
Avon Lake City	Y	Y	Y	Y	Y	Y	Y	Y
Clearview Local	Y	Y	Y	Y	Y	Y	Y	Y
Keystone Local	Y	Y	Y	Y	Y	Y	Y	Y
Ottawa Hills Local	Y	Y	Y	Y	Y	Y	Y	Y
Springfield Local	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson Local	Y	Y	Y	Y	Y	Y	Y	Y
Jonathan Alder Local	Y	Y	Y	Y	Y	Y	Y	Y
Madison-Plains Local	Y	Y	Y	Y	Y	Y	Y	Y
Canfield Local	Y	Y	Y	Y	Y	Y	Y	Y
Jackson-Milton Local	Y	Y	Y	Y	Y	Y	Y	Y
Sebring Local	Y	Y	Y	Y	Y	Y	Y	Y
Western Reserve Local	Y	Y	Y	Y	Y	Y	Y	Y
Buckeye Local	Y	Y	Y	Y	Y	Y	Y	Y
Cloverleaf Local	Y	Y	Y	Y	Y	Y	Y	Y
Highland Local	Y	Y	Y	Y	Y	Y	Y	Y
Eastern Local	Y	Y	Y	Y	Y	Y	Y	Y
Meigs Local	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs	President of local school board (if applicable)	President of Local Teachers' Union (if applicable)	Uses Standard Terms & Conditions	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)
Southern Local	Y	Y	Y	Y	Y	Y	Y	Y
Marion Local	Y	Y	Y	Y	Y	Y	Y	Y
Fort Recovery Local	Y	Y	Y	Y	Y	Y	Y	Y
Bethel Local	Y	Y	Y	Y	Y	Y	Y	Y
Miami East Local	Y	Y	Y	Y	Y	Y	Y	Y
Trotwood-Madison City	Y	Y	Y	Y	Y	Y	Y	Y
Mad River Local	Y	Y	Y	Y	Y	Y	Y	Y
New Lebanon Local	Y	Y	Y	Y	Y	Y	Y	Y
Northmont City	Y	Y	Y	Y	Y	Y	Y	Y
Valley View Local	Y	Y	Y	Y	Y	Y	Y	Y
Huber Heights City	Y	Y	Y	Y	Y	Y	Y	Y
Morgan Local	Y	Y	Y	Y	Y	Y	Y	Y
Highland Local	Y	Y	Y	Y	Y	Y	Y	Y
Northmor Local	Y	Y	Y	Y	Y	Y	Y	Y
Franklin Local	Y	Y	Y	Y	Y	Y	Y	Y
Maysville Local	Y	Y	Y	Y	Y	Y	Y	Y
Tri-Valley Local	Y	Y	Y	Y	Y	Y	Y	Y
West Muskingum Local	Y	Y	Y	Y	Y	Y	Y	Y
Noble Local	Y	Y	Y	Y	Y	Y	Y	Y
Benton Carroll Salem Local	Y	Y	Y	Y	Y	Y	Y	Y
Danbury Local	Y	Y	Y	Y	Y	Y	Y	Y
Genoa Area Local	Y	Y	Y	Y	Y	Y	Y	Y
Antwerp Local	Y	Y	Y	Y	Y	Y	Y	Y
Wayne Trace Local	Y	Y	Y	Y	Y	Y	Y	Y
Northern Local	Y	Y	Y	Y	Y	Y	Y	Y
Southern Local	Y	Y	Y	Y	Y	Y	Y	Y
Scioto Valley Local	Y	Y	Y	Y	Y	Y	Y	Y
Aurora City	Y	Y	Y	Y	Y	Y	Y	Y
National Trail Local	Y	Y	Y	Y	Y	Y	Y	Y
Columbus Grove Local	Y	Y	Y	Y	Y	Y	Y	Y
Continental Local	Y	Y	Y	Y	Y	Y	Y	Y
Jennings Local	Y	Y	Y	Y	Y	Y	Y	Y
Kalida Local	Y	Y	Y	Y	Y	Y	Y	Y
Miller City-New Cleveland Local	Y	Y	Y	Y	Y	Y	Y	Y
Ottawa-Glandorf Local	Y	Y	Y	Y	Y	Y	Y	Y
Ottoville Local	Y	Y	Y	Y	Y	Y	Y	Y
Clear Fork Valley Local	Y	Y	Y	Y	Y	Y	Y	Y
Crestview Local	Y	Y	Y	Y	Y	Y	Y	Y
Lexington Local	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs	President of local school board (if applicable)	President of Local Teachers' Union (if applicable)	Uses Standard Terms & Conditions	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)
Lucas Local	Y	Y	Y	Y	Y	Y	Y	Y
Madison Local	Y	Y	Y	Y	Y	Y	Y	Y
Plymouth-Shiloh Local	Y	Y	Y	Y	Y	Y	Y	Y
Adena Local	Y	Y	Y	Y	Y	Y	Y	Y
Union-Scioto Local	Y	Y	Y	Y	Y	Y	Y	Y
Green Local	Y	Y	Y	Y	Y	Y	Y	Y
Northwest Local	Y	Y	Y	Y	Y	Y	Y	Y
Wheelersburg Local	Y	Y	Y	Y	Y	Y	Y	Y
Bettsville Local	Y	Y	Y	Y	Y	Y	Y	Y
Anna Local	Y	Y	Y	Y	Y	Y	Y	Y
Botkins Local	Y	Y	Y	Y	Y	Y	Y	Y
Fairlawn Local	Y	Y	Y	Y	Y	Y	Y	Y
Fort Loramie Local	Y	Y	Y	Y	Y	Y	Y	Y
Jackson Center Local	Y	Y	Y	Y	Y	Y	Y	Y
Russia Local	Y	Y	Y	Y	Y	Y	Y	Y
Canton Local	Y	Y	Y	Y	Y	Y	Y	Y
Jackson Local	Y	Y	Y	Y	Y	Y	Y	Y
Lake Local	Y	Y	Y	Y	Y	Y	Y	Y
Marlington Local	Y	Y	Y	Y	Y	Y	Y	Y
Minerva Local	Y	Y	Y	Y	Y	Y	Y	Y
Northwest Local	Y	Y	Y	Y	Y	Y	Y	Y
Plain Local	Y	Y	Y	Y	Y	Y	Y	Y
Tuslaw Local	Y	Y	Y	Y	Y	Y	Y	Y
Coventry Local	Y	Y	Y	Y	Y	Y	Y	Y
Manchester Local	Y	Y	Y	Y	Y	Y	Y	Y
Green Local	Y	Y	Y	Y	Y	Y	Y	Y
Hudson City	Y	Y	Y	Y	Y	Y	Y	Y
Nordonia Hills City	Y	Y	Y	Y	Y	Y	Y	Y
Revere Local	Y	Y	Y	Y	Y	Y	Y	Y
Springfield Local	Y	Y	Y	Y	Y	Y	Y	Y
Twinsburg City	Y	Y	Y	Y	Y	Y	Y	Y
Bloomfield-Mespo Local	Y	Y	Y	Y	Y	Y	Y	Y
Brookfield Local	Y	Y	Y	Y	Y	Y	Y	Y
Indian Valley Local Schools	Y	Y	Y	Y	Y	Y	Y	Y
Tuscarawas Valley Local	Y	Y	Y	Y	Y	Y	Y	Y
North Union Local	Y	Y	Y	Y	Y	Y	Y	Y
Crestview Local	Y	Y	Y	Y	Y	Y	Y	Y
Vinton County Local	Y	Y	Y	Y	Y	Y	Y	Y
Wayne Local	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs	President of local school board (if applicable)	President of Local Teachers' Union (if applicable)	Uses Standard Terms & Conditions	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)
Frontier Local	Y	Y	Y	Y	Y	Y	Y	Y
Warren Local	Y	Y	Y	Y	Y	Y	Y	Y
Wolf Creek Local	Y	Y	Y	Y	Y	Y	Y	Y
Southeast Local	Y	Y	Y	Y	Y	Y	Y	Y
Edon-Northwest Local	Y	Y	Y	Y	Y	Y	Y	Y
Millcreek-West Unity Local	Y	Y	Y	Y	Y	Y	Y	Y
North Central Local	Y	Y	Y	Y	Y	Y	Y	Y
Stryker Local	Y	Y	Y	Y	Y	Y	Y	Y
North Baltimore Local	Y	Y	Y	Y	Y	Y	Y	Y
Otsego Local	Y	Y	Y	Y	Y	Y	Y	Y
Adams County/Ohio Valley Local	Y	Y	Y	Y	Y	Y	Y	Y
Gallia County Local	Y	Y	Y	Y	Y	Y	Y	Y
Monroe Local School District	Y	Y	Y	Y	Y	Y	Y	Y
Columbus Humanities, Arts and Technology Academy	Y	Y	Y	Y	Y	Y	Y	Y
Academic Acceleration Academy	Y	Y	Y	Y	Y	Y	Y	Y
Promise Academy	Y	Y	Y	Y	Y	Y	Y	Y
Zanesville Community School	Y	Y	Y	Y	Y	Y	Y	Y
Star Academy of Toledo	Y	Y	Y	Y	Y	Y	Y	Y
Ashland County Community Academy	Y	Y	Y	Y	Y	Y	Y	Y
Western Reserve Kindergarten Learning Academy	Y	Y	Y	Y	Y	Y	Y	Y
Mahoning County High School	Y	Y	Y	Y	Y	Y	Y	Y
Rushmore Academy	Y	Y	Y	Y	Y	Y	Y	Y
Millennium Community School	Y	Y	Y	Y	Y	Y	Y	Y
Virtual Community School Of Ohio	Y	Y	Y	Y	Y	Y	Y	Y
Arts & College Preparatory Academy	Y	Y	Y	Y	Y	Y	Y	Y
Franklin Local Community School	Y	Y	Y	Y	Y	Y	Y	Y
Tomorrow Center	Y	Y	Y	Y	Y	Y	Y	Y
Mahoning Unlimited Classroom	Y	Y	Y	Y	Y	Y	Y	Y
Foxfire Center For Student Success	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs

	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)
Polly Fox Academy Community School	Y	Y	Y	Y	Y	Y	Y
Phoenix Academy Community School	Y	Y	Y	Y	Y	Y	Y
Pathway School of Discovery	Y	Y	Y	Y	Y	Y	Y
Alliance Academy of Cincinnati	Y	Y	Y	Y	Y	Y	Y
Victory Academy of Toledo	Y	Y	Y	Y	Y	Y	Y
George A. Phillips Academy	Y	Y	Y	Y	Y	Y	Y
Hope Academy East Campus	Y	Y	Y	Y	Y	Y	Y
Wildwood Environmental Academy	Y	Y	Y	Y	Y	Y	Y
Ohio Connections Academy, Inc	Y	Y	Y	Y	Y	Y	Y
Quaker Digital Academy	Y	Y	Y	Y	Y	Y	Y
Scholarls Preparatory and Career Center for Children	Y	Y	Y	Y	Y	Y	Y
Auglaize County Educational Academy	Y	Y	Y	Y	Y	Y	Y
Bridges Community Academy	Y	Y	Y	Y	Y	Y	Y
Constellation Schools: Westpark Community Middle	Y	Y	Y	Y	Y	Y	Y
Constellation Schools: Madison Community Elementary	Y	Y	Y	Y	Y	Y	Y
Constellation Schools: Lorain Community Middle	Y	Y	Y	Y	Y	Y	Y
Constellation Schools: Old Brooklyn Community Middle	Y	Y	Y	Y	Y	Y	Y
Horizon Science Academy Toledo	Y	Y	Y	Y	Y	Y	Y
Miamisburg Secondary Digital Academy	Y	Y	Y	Y	Y	Y	Y
Findlay Digital Academy	Y	Y	Y	Y	Y	Y	Y
Buckeye On-Line School for Success	Y	Y	Y	Y	Y	Y	Y
Columbus Bilingual Academy	Y	Y	Y	Y	Y	Y	Y
General Chappie James Leadership Academy	Y	Y	Y	Y	Y	Y	Y
Constellation Schools: Puritas Community Middle	Y	Y	Y	Y	Y	Y	Y
Constellation Schools: Outreach Academy for Students with Di	Y	Y	Y	Y	Y	Y	Y
Pinnacle Academy	Y	Y	Y	Y	Y	Y	Y
Winterfield Venture Academy	Y	Y	Y	Y	Y	Y	Y
A+ Arts Academy	Y	Y	Y	Y	Y	Y	Y
Columbus Arts & Technology Academy	Y	Y	Y	Y	Y	Y	Y
Columbus Preparatory Academy	Y	Y	Y	Y	Y	Y	Y
Orion Academy	Y	Y	Y	Y	Y	Y	Y
Apex Academy	Y	Y	Y	Y	Y	Y	Y
Virtual Schoolhouse, Inc.	Y	Y	Y	Y	Y	Y	Y
Hope Academy Northwest Campus	Y	Y	Y	Y	Y	Y	Y
King Academy Community School	Y	Y	Y	Y	Y	Y	Y
Emerson Academy	Y	Y	Y	Y	Y	Y	Y
FCl Academy	Y	Y	Y	Y	Y	Y	Y
Wickliffe Progressive Community School	Y	Y	Y	Y	Y	Y	Y
Five R'S Academy	Y	Y	Y	Y	Y	Y	Y

Participating LEAs

	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)
Life Skills Center of Columbus Southeast	Y	Y	Y	Y	Y	Y	Y
New Day Academy Boarding & Day School	Y	Y	Y	Y	Y	Y	Y
Zenith Academy	Y	Y	Y	Y	Y	Y	Y
Pschtecinc Public School	Y	Y	Y	Y	Y	Y	Y
Maritime Academy of Toledo, The	Y	Y	Y	Y	Y	Y	Y
Educational Academy at Linden	Y	Y	Y	Y	Y	Y	Y
Educational Academy for Boys & Girls	Y	Y	Y	Y	Y	Y	Y
Midnimo Cross Cultural Community School	Y	Y	Y	Y	Y	Y	Y
Cincinnati Speech & Reading Intervention Center	Y	Y	Y	Y	Y	Y	Y
Horizon Science Academy-Cincinnati	Y	Y	Y	Y	Y	Y	Y
Horizon Science Academy-Dayton	Y	Y	Y	Y	Y	Y	Y
Life Skills Center of Dayton	Y	Y	Y	Y	Y	Y	Y
Horizon Science Academy-Springfield	Y	Y	Y	Y	Y	Y	Y
Horizon Science Academy-Denison Middle School	Y	Y	Y	Y	Y	Y	Y
Bennett Venture Academy	Y	Y	Y	Y	Y	Y	Y
Stambaugh Charter Academy	Y	Y	Y	Y	Y	Y	Y
Horizon Science Academy-Cleveland Middle School	Y	Y	Y	Y	Y	Y	Y
Westside Academy	Y	Y	Y	Y	Y	Y	Y
Interactive Media & Construction (IMAC)	Y	Y	Y	Y	Y	Y	Y
V L T Academy	Y	Y	Y	Y	Y	Y	Y
Cleveland Entrepreneurship Preparatory School	Y	Y	Y	Y	Y	Y	Y
Premier Academy of Ohio	Y	Y	Y	Y	Y	Y	Y
Academy of Arts and Humanities	Y	Y	Y	Y	Y	Y	Y
Youngstown Academy of Excellence	Y	Y	Y	Y	Y	Y	Y
Cleveland Arts and Social Sciences Academy	Y	Y	Y	Y	Y	Y	Y
Charles School at Ohio Dominican University	Y	Y	Y	Y	Y	Y	Y
Mansfield Preparatory Academy	Y	Y	Y	Y	Y	Y	Y
Arts and Science Preparatory Academy	Y	Y	Y	Y	Y	Y	Y
Life Skills Center of North Akron	Y	Y	Y	Y	Y	Y	Y
Academy of Arts and Sciences	Y	Y	Y	Y	Y	Y	Y
Lion of Judah Academy	Y	Y	Y	Y	Y	Y	Y
Noble Academy-Cleveland	Y	Y	Y	Y	Y	Y	Y
Noble Academy-Columbus	Y	Y	Y	Y	Y	Y	Y
South Scioto Academy	Y	Y	Y	Y	Y	Y	Y
Life Skills Center of Columbus North	Y	Y	Y	Y	Y	Y	Y
Harvard Avenue Community School	Y	Y	Y	Y	Y	Y	Y
Columbus Collegiate Academy	Y	Y	Y	Y	Y	Y	Y
Great Lakes Environmental Academy	Y	Y	Y	Y	Y	Y	Y
Constellation Schools: Westside Community School of the Arts	Y	Y	Y	Y	Y	Y	Y

Participating LEAs

	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)
Cincinnati Leadership Academy	Y	Y	Y	Y	Y	Y	Y
Bridge Academy of Ohio	Y	Y	Y	Y	Y	Y	Y
C.M. Grant Leadership Academy	Y	Y	Y	Y	Y	Y	Y
Central Academy of Ohio	Y	Y	Y	Y	Y	Y	Y
Gahanna Alternative Community School	Y	Y	Y	Y	Y	Y	Y
Romig Road Community School	Y	Y	Y	Y	Y	Y	Y
Horizon Science Academy Columbus Middle School	Y	Y	Y	Y	Y	Y	Y
Foundation Academy	Y	Y	Y	Y	Y	Y	Y
Dayton Early College Academy, Inc	Y	Y	Y	Y	Y	Y	Y
Constellation Schools: Mansfield Visual & Performing Arts	Y	Y	Y	Y	Y	Y	Y
Harrisburg Pike Community School	Y	Y	Y	Y	Y	Y	Y
Klepinger Community School	Y	Y	Y	Y	Y	Y	Y
Sciotoville Elementary Academy	Y	Y	Y	Y	Y	Y	Y
Dixon Early Learning Center Conversion Community School	Y	Y	Y	Y	Y	Y	Y
Horizon Science Academy Elementary School	Y	Y	Y	Y	Y	Y	Y
Horizon Science Academy Cleveland Elementary School	Y	Y	Y	Y	Y	Y	Y
Knight Academy	Y	Y	Y	Y	Y	Y	Y
Horizon Science Academy Denison Elementary School	Y	Y	Y	Y	Y	Y	Y
Cesar Chavez College Preparatory School	Y	Y	Y	Y	Y	Y	Y
Mount Auburn International Academy	Y	Y	Y	Y	Y	Y	Y
L. Hollingworth School for Talented and Gifted	Y	Y	Y	Y	Y	Y	Y
Village Preparatory School	Y	Y	Y	Y	Y	Y	Y
Greater Summit County Early Learning Center	Y	Y	Y	Y	Y	Y	Y
Bella Academy of Excellence	Y	Y	Y	Y	Y	Y	Y
Providence Academy for Student Success	Y	Y	Y	Y	Y	Y	Y
WinWin Academy	Y	Y	Y	Y	Y	Y	Y
Falcon Academy of Creative Arts	Y	Y	Y	Y	Y	Y	Y
Achieve Career Preparatory Academy	Y	Y	Y	Y	Y	Y	Y
North Central Academy	Y	Y	Y	Y	Y	Y	Y
Horizon Science Academy Lorain	Y	Y	Y	Y	Y	Y	Y
Horizon Science Academy Dayton High School	Y	Y	Y	Y	Y	Y	Y
Graham Expeditionary Middle School	Y	Y	Y	Y	Y	Y	Y
Springfield Acad Of Excellence	Y	Y	Y	Y	Y	Y	Y
Life Skills Center-Springfield	Y	Y	Y	Y	Y	Y	Y
Life Skills Center-Middletown	Y	Y	Y	Y	Y	Y	Y
Miami Valley Academies	Y	Y	Y	Y	Y	Y	Y
Constellation Schools: Lorain Community Elementary	Y	Y	Y	Y	Y	Y	Y
Constellation Schools: Elyria Community Elementary	Y	Y	Y	Y	Y	Y	Y
Youthbuild Columbus Community	Y	Y	Y	Y	Y	Y	Y

Participating LEAs

	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)
Constellation Schools: Westpark Community Elementary	Y	Y	Y	Y	Y	Y	Y
Intergenerational School, The	Y	Y	Y	Y	Y	Y	Y
Lighthouse Comm & Prof Dev	Y	Y	Y	Y	Y	Y	Y
Constellation Schools: Parma Community	Y	Y	Y	Y	Y	Y	Y
Dohn Community	Y	Y	Y	Y	Y	Y	Y
Richard Allen Preparatory	Y	Y	Y	Y	Y	Y	Y
Electronic Classroom Of Tomorrow	Y	Y	Y	Y	Y	Y	Y
Graham School, The	Y	Y	Y	Y	Y	Y	Y
Cornerstone Academy Community	Y	Y	Y	Y	Y	Y	Y
Dayton Leadership Academies-Dayton View Campus	Y	Y	Y	Y	Y	Y	Y
Life Skills Of Trumbull County	Y	Y	Y	Y	Y	Y	Y
Phoenix Community Learning Ctr	Y	Y	Y	Y	Y	Y	Y
Citizens Academy	Y	Y	Y	Y	Y	Y	Y
Horizon Science Acad Cleveland	Y	Y	Y	Y	Y	Y	Y
Horizon Science Academy Columbus	Y	Y	Y	Y	Y	Y	Y
Riverside Academy	Y	Y	Y	Y	Y	Y	Y
Richard Allen Academy	Y	Y	Y	Y	Y	Y	Y
The ISUS Institute of Construction Technology	Y	Y	Y	Y	Y	Y	Y
New Choices Community School	Y	Y	Y	Y	Y	Y	Y
Life Skills Ctr Of Cincinnati	Y	Y	Y	Y	Y	Y	Y
Life Skills Ctr Of Youngstown	Y	Y	Y	Y	Y	Y	Y
Hope Academy Lincoln Park	Y	Y	Y	Y	Y	Y	Y
Life Skills Ctr Of Cleveland	Y	Y	Y	Y	Y	Y	Y
Hope Academy Canton Campus	Y	Y	Y	Y	Y	Y	Y
Life Skills Center Of Akron	Y	Y	Y	Y	Y	Y	Y
Dayton Leadership Academies-Dayton Liberty Campus	Y	Y	Y	Y	Y	Y	Y
Youngstown Community School	Y	Y	Y	Y	Y	Y	Y
Constellation Schools: Old Brooklyn Community Elementary	Y	Y	Y	Y	Y	Y	Y
Autism Model School	Y	Y	Y	Y	Y	Y	Y
Hope Academy Broadway Campus	Y	Y	Y	Y	Y	Y	Y
Hope Academy Chapelside Campus	Y	Y	Y	Y	Y	Y	Y
Hope Academy Cathedral Campus	Y	Y	Y	Y	Y	Y	Y
Hope Academy University	Y	Y	Y	Y	Y	Y	Y
Hope Academy Brown St Campus	Y	Y	Y	Y	Y	Y	Y
City Day Community School	Y	Y	Y	Y	Y	Y	Y
East End Comm Heritage School	Y	Y	Y	Y	Y	Y	Y
Life Skills Center Canton	Y	Y	Y	Y	Y	Y	Y
Life Skills Center of Elyria	Y	Y	Y	Y	Y	Y	Y
Focus Learning Academy of Southwest Columbus	Y	Y	Y	Y	Y	Y	Y

Participating LEAs

	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)
Focus Learning Academy of Southeastern Columbus	Y	Y	Y	Y	Y	Y	Y
Focus Learning Academy of Northern Columbus	Y	Y	Y	Y	Y	Y	Y
Ohio Virtual Academy	Y	Y	Y	Y	Y	Y	Y
Hope Academy Northcoast	Y	Y	Y	Y	Y	Y	Y
Mound Street IT Careers Academy	Y	Y	Y	Y	Y	Y	Y
Mound Street Military Careers Academy	Y	Y	Y	Y	Y	Y	Y
Mound Street Health Careers Academy	Y	Y	Y	Y	Y	Y	Y
Life Skills Center Of Hamilton County	Y	Y	Y	Y	Y	Y	Y
International Acad Of Columbus	Y	Y	Y	Y	Y	Y	Y
Legacy Acad For Leaders & Arts	Y	Y	Y	Y	Y	Y	Y
The Autism Academy Of Learning	Y	Y	Y	Y	Y	Y	Y
Treca Digital Academy	Y	Y	Y	Y	Y	Y	Y
Hope Academy Cuyahoga Campus	Y	Y	Y	Y	Y	Y	Y
The ISUS Institute of Manufacturing	Y	Y	Y	Y	Y	Y	Y
The ISUS Institute of Health Care	Y	Y	Y	Y	Y	Y	Y
Granville T Woods Comm Shule	Y	Y	Y	Y	Y	Y	Y
Alternative Education Academy	Y	Y	Y	Y	Y	Y	Y
Crittenton Community School	Y	Y	Y	Y	Y	Y	Y
Marcus Garvey Academy	Y	Y	Y	Y	Y	Y	Y
Constellation Schools: Puritas Community Elementary	Y	Y	Y	Y	Y	Y	Y
Constellation Schools: Stockyard Community Elementary	Y	Y	Y	Y	Y	Y	Y
Constellation Schools: Mansfield Community Elementary	Y	Y	Y	Y	Y	Y	Y
Lake Erie Academy	Y	Y	Y	Y	Y	Y	Y
North Dayton School Of Science & Discovery	Y	Y	Y	Y	Y	Y	Y
Toledo Preparatory Academy	Y	Y	Y	Y	Y	Y	Y
Eagle Academy	Y	Y	Y	Y	Y	Y	Y
Richard Allen Academy II	Y	Y	Y	Y	Y	Y	Y
Richard Allen Academy III	Y	Y	Y	Y	Y	Y	Y
Hamilton Chty Math & Science	Y	Y	Y	Y	Y	Y	Y
W C Cupe Community School	Y	Y	Y	Y	Y	Y	Y
Sciotoville	Y	Y	Y	Y	Y	Y	Y
Goal Digital Academy	Y	Y	Y	Y	Y	Y	Y
Akron Digital Academy	Y	Y	Y	Y	Y	Y	Y
Fairborn Digital Academy	Y	Y	Y	Y	Y	Y	Y
Life Skills Center Of Toledo	Y	Y	Y	Y	Y	Y	Y
Southwest Licking Digital Acad	Y	Y	Y	Y	Y	Y	Y
West Central Learning Academy II	Y	Y	Y	Y	Y	Y	Y
Life Skills Ctr Of Lake Erie	Y	Y	Y	Y	Y	Y	Y
Life Skills Center Of Summit County	Y	Y	Y	Y	Y	Y	Y

Participating LEAs

	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)
Life Skills Of Northeast Ohio	Y	Y	Y	Y	Y	Y	Y
Tipp City Exempted Village	Y	Y	Y	Y	Y	Y	Y
Talawanda City	Y	Y	Y	Y	Y	Y	Y
Kelleys Island Local	Y	Y	Y	Y	Y	Y	Y
Danville Local	Y	Y	Y	Y	Y	Y	Y
East Muskingum Local	Y	Y	Y	Y	Y	Y	Y
North Bass Local	Y	Y	Y	Y	Y	Y	Y
Put-In-Bay Local	Y	Y	Y	Y	Y	Y	Y
Bloom-Vernon Local	Y	Y	Y	Y	Y	Y	Y
Dayton Regional STEM School	Y	Y	Y	Y	Y	Y	Y
Manchester Local	C	C	Y	C	Y	Y	C
Akron City	C	C	Y	C	Y	Y	C
Ashtabula Area City	C	C	Y	C	Y	Y	C
Barberton City	C	C	Y	C	Y	Y	C
Beachwood City	C	C	Y	C	Y	Y	C
Bellefontaine City	C	C	Y	C	Y	Y	C
Bellevue City	C	C	Y	C	Y	Y	C
Belpre City	C	C	Y	C	Y	Y	C
Berea City	C	C	Y	C	Y	Y	C
Bexley City	C	C	Y	C	Y	Y	C
Brooklyn City	C	C	Y	C	Y	Y	C
Brunswick City	C	C	Y	C	Y	Y	C
Bryan City	C	C	Y	C	Y	Y	C
Cambridge City	C	C	Y	C	Y	Y	C
Canton City	C	C	Y	C	Y	Y	C
Celina City	C	C	Y	C	Y	Y	C
Centerville City	C	C	Y	C	Y	Y	C
Cincinnati City	C	C	Y	C	Y	Y	C
Circleville City	C	C	Y	C	Y	Y	C
Cleveland Municipal	C	C	Y	C	Y	Y	C
Cleveland Heights-University Heights City	C	C	Y	C	Y	Y	C
Columbus City School District	C	C	Y	C	Y	Y	C
Conneaut Area City	C	C	Y	C	Y	Y	C
Coshocton City	C	C	Y	C	Y	Y	C
Dayton City	C	C	Y	C	Y	Y	C
Deer Park Community City	C	C	Y	C	Y	Y	C
Delaware City	C	C	Y	C	Y	Y	C
Delphos City	C	C	Y	C	Y	Y	C
East Cleveland City School District	C	C	Y	C	Y	Y	C

Participating LEAs

	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)
Eaton Community City	C	C	Y	C	Y	Y	C
Euclid City	C	C	Y	C	Y	Y	C
Findlay City	C	C	Y	C	Y	Y	C
Franklin City	C	C	Y	C	Y	Y	C
Fremont City	C	C	Y	C	Y	Y	C
Galion City	C	C	Y	C	Y	Y	C
Gallipolis City	C	C	Y	C	Y	Y	C
Geneva Area City	C	C	Y	C	Y	Y	C
Grandview Heights City	C	C	Y	C	Y	Y	C
Winton Woods City	C	C	Y	C	Y	Y	C
Hamilton City	C	C	Y	C	Y	Y	C
Jackson City	C	C	Y	C	Y	Y	C
Kent City	C	C	Y	C	Y	Y	C
Kenton City	C	C	Y	C	Y	Y	C
Kettering City	C	C	Y	C	Y	Y	C
Lockland Local	C	C	Y	C	Y	Y	C
Logan-Hocking Local	C	C	Y	C	Y	Y	C
London City	C	C	Y	C	Y	Y	C
Lorain City	C	C	Y	C	Y	Y	C
Maple Heights City	C	C	Y	C	Y	Y	C
Marietta City	C	C	Y	C	Y	Y	C
Marion City	C	C	Y	C	Y	Y	C
Martins Ferry City	C	C	Y	C	Y	Y	C
Maumee City	C	C	Y	C	Y	Y	C
Miamisburg City	C	C	Y	C	Y	Y	C
Middletown City	C	C	Y	C	Y	Y	C
Mt Healthy City	C	C	Y	C	Y	Y	C
Mount Vernon City	C	C	Y	C	Y	Y	C
New Boston Local	C	C	Y	C	Y	Y	C
New Lexington City	C	C	Y	C	Y	Y	C
New Philadelphia City	C	C	Y	C	Y	Y	C
North College Hill City	C	C	Y	C	Y	Y	C
Norwood City	C	C	Y	C	Y	Y	C
Oakwood City	C	C	Y	C	Y	Y	C
Oberlin City Schools	C	C	Y	C	Y	Y	C
Oregon City	C	C	Y	C	Y	Y	C
Painesville City Local	C	C	Y	C	Y	Y	C
Parma City	C	C	Y	C	Y	Y	C
Piqua City	C	C	Y	C	Y	Y	C

Participating LEAs

	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)
Port Clinton City	C	C	Y	C	Y	Y	C
Princeton City	C	C	Y	C	Y	Y	C
Reading Community City	C	C	Y	C	Y	Y	C
St Bernard-Elmwood Place City	C	C	Y	C	Y	Y	C
Shaker Heights City	C	C	Y	C	Y	Y	C
Shelby City	C	C	Y	C	Y	Y	C
Sidney City	C	C	Y	C	Y	Y	C
South Euclid-Lyndhurst City	C	C	Y	C	Y	Y	C
Springfield City	C	C	Y	C	Y	Y	C
Steubenville City	C	C	Y	C	Y	Y	C
Toledo City	C	C	Y	C	Y	Y	C
Toronto City	C	C	Y	C	Y	Y	C
Troy City	C	C	Y	C	Y	Y	C
Upper Arlington City	C	C	Y	C	Y	Y	C
Urbana City	C	C	Y	C	Y	Y	C
Van Wert City	C	C	Y	C	Y	Y	C
Washington Court House City	C	C	Y	C	Y	Y	C
Wellston City	C	C	Y	C	Y	Y	C
West Carrollton City	C	C	Y	C	Y	Y	C
Whitehall City	C	C	Y	C	Y	Y	C
Wickliffe City	C	C	Y	C	Y	Y	C
Willard City	C	C	Y	C	Y	Y	C
Willoughby-Eastlake City	C	C	Y	C	Y	Y	C
Wilmington City	C	C	Y	C	Y	Y	C
Worthington City	C	C	Y	C	Y	Y	C
Xenia Community City	C	C	Y	C	Y	Y	C
Zanesville City	C	C	Y	C	Y	Y	C
Ada Exempted Village	C	C	Y	C	Y	Y	C
Amherst Exempted Village	C	C	Y	C	Y	Y	C
Bluffton Exempted Village	C	C	Y	C	Y	Y	C
Bradford Exempted Village	C	C	Y	C	Y	Y	C
Chagrin Falls Exempted Village	C	C	Y	C	Y	Y	C
Clyde-Green Springs Exempted Village	C	C	Y	C	Y	Y	C
Coldwater Exempted Village	C	C	Y	C	Y	Y	C
Columbiana Exempted Village	C	C	Y	C	Y	Y	C
Crooksville Exempted Village	C	C	Y	C	Y	Y	C
Fairport Harbor Exempted Village	C	C	Y	C	Y	Y	C
Georgetown Exempted Village	C	C	Y	C	Y	Y	C
Gibsonburg Exempted Village	C	C	Y	C	Y	Y	C

Participating LEAs

	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)
Granville Exempted Village	C	C	Y	C	Y	Y	C
Greenfield Exempted Village	C	C	Y	C	Y	Y	C
Hicksville Exempted Village	C	C	Y	C	Y	Y	C
Leetonia Exempted Village	C	C	Y	C	Y	Y	C
Lisbon Exempted Village	C	C	Y	C	Y	Y	C
Loudonville-Perrysville Exempted Village	C	C	Y	C	Y	Y	C
Marysville Exempted Village	C	C	Y	C	Y	Y	C
Mentor Exempted Village	C	C	Y	C	Y	Y	C
Milford Exempted Village	C	C	Y	C	Y	Y	C
Milton-Union Exempted Village	C	C	Y	C	Y	Y	C
Mount Gilead Exempted Village	C	C	Y	C	Y	Y	C
Paulding Exempted Village	C	C	Y	C	Y	Y	C
Perrysburg Exempted Village	C	C	Y	C	Y	Y	C
Wauseon Exempted Village	C	C	Y	C	Y	Y	C
Allen East Local	C	C	Y	C	Y	Y	C
Elida Local	C	C	Y	C	Y	Y	C
Spencerville Local	C	C	Y	C	Y	Y	C
Grand Valley Local	C	C	Y	C	Y	Y	C
Jefferson Area Local	C	C	Y	C	Y	Y	C
Pymatuning Valley Local	C	C	Y	C	Y	Y	C
New Bremen Local	C	C	Y	C	Y	Y	C
New Knoxville Local	C	C	Y	C	Y	Y	C
Fayetteville-Perry Local	C	C	Y	C	Y	Y	C
Western Brown Local	C	C	Y	C	Y	Y	C
Ripley-Union-Lewis-Huntington Local	C	C	Y	C	Y	Y	C
Fairfield City	C	C	Y	C	Y	Y	C
Lakota Local	C	C	Y	C	Y	Y	C
Ross Local	C	C	Y	C	Y	Y	C
Brown Local	C	C	Y	C	Y	Y	C
Triad Local	C	C	Y	C	Y	Y	C
West Liberty-Salem Local	C	C	Y	C	Y	Y	C
Greenon Local	C	C	Y	C	Y	Y	C
Tecumseh Local	C	C	Y	C	Y	Y	C
Northeastern Local	C	C	Y	C	Y	Y	C
Batavia Local	C	C	Y	C	Y	Y	C
Goshen Local	C	C	Y	C	Y	Y	C
Crestview Local	C	C	Y	C	Y	Y	C
Ridgewood Local	C	C	Y	C	Y	Y	C
River View Local	C	C	Y	C	Y	Y	C

Participating LEAs

	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)
Cuyahoga Heights Local	C	C	Y	C	Y	Y	C
Orange City	C	C	Y	C	Y	Y	C
Richmond Heights Local	C	C	Y	C	Y	Y	C
Ansonia Local	C	C	Y	C	Y	Y	C
Mississinawa Valley Local	C	C	Y	C	Y	Y	C
Tri-Village Local	C	C	Y	C	Y	Y	C
Central Local	C	C	Y	C	Y	Y	C
Northeastern Local	C	C	Y	C	Y	Y	C
Big Walnut Local	C	C	Y	C	Y	Y	C
Buckeye Valley Local	C	C	Y	C	Y	Y	C
Olentangy Local	C	C	Y	C	Y	Y	C
Margaretta Local	C	C	Y	C	Y	Y	C
Liberty Union-Thurston Local	C	C	Y	C	Y	Y	C
Pickerington Local	C	C	Y	C	Y	Y	C
Walnut Township Local	C	C	Y	C	Y	Y	C
Miami Trace Local	C	C	Y	C	Y	Y	C
Canal Winchester Local	C	C	Y	C	Y	Y	C
Groveport Madison Local	C	C	Y	C	Y	Y	C
Reynoldsburg City	C	C	Y	C	Y	Y	C
Hilliard City	C	C	Y	C	Y	Y	C
Dublin City	C	C	Y	C	Y	Y	C
Archbold-Area Local	C	C	Y	C	Y	Y	C
Evergreen Local	C	C	Y	C	Y	Y	C
Fayette Local	C	C	Y	C	Y	Y	C
Pettisville Local	C	C	Y	C	Y	Y	C
Pike-Delta-York Local	C	C	Y	C	Y	Y	C
Cardinal Local	C	C	Y	C	Y	Y	C
Kenston Local	C	C	Y	C	Y	Y	C
Ledgemont Local	C	C	Y	C	Y	Y	C
Newbury Local	C	C	Y	C	Y	Y	C
West Geauga Local	C	C	Y	C	Y	Y	C
Beavercreek City	C	C	Y	C	Y	Y	C
Bellbrook-Sugarcreek Local School District	C	C	Y	C	Y	Y	C
Rolling Hills Local	C	C	Y	C	Y	Y	C
Finneytown Local	C	C	Y	C	Y	Y	C
Northwest Local	C	C	Y	C	Y	Y	C
Oak Hills Local	C	C	Y	C	Y	Y	C
Arcadia Local	C	C	Y	C	Y	Y	C
Arlington Local	C	C	Y	C	Y	Y	C

Participating LEAs

	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)
Cory-Rawson Local	C	C	Y	C	Y	Y	C
Liberty-Benton Local	C	C	Y	C	Y	Y	C
Vanlue Local	C	C	Y	C	Y	Y	C
Ridgemont Local	C	C	Y	C	Y	Y	C
Riverdale Local	C	C	Y	C	Y	Y	C
Liberty Center Local	C	C	Y	C	Y	Y	C
Bright Local	C	C	Y	C	Y	Y	C
Fairfield Local	C	C	Y	C	Y	Y	C
West Holmes Local	C	C	Y	C	Y	Y	C
Monroeville Local	C	C	Y	C	Y	Y	C
South Central Local	C	C	Y	C	Y	Y	C
Centerburg Local	C	C	Y	C	Y	Y	C
East Knox Local	C	C	Y	C	Y	Y	C
Fredericktown Local	C	C	Y	C	Y	Y	C
Fairland Local	C	C	Y	C	Y	Y	C
Rock Hill Local	C	C	Y	C	Y	Y	C
Johnstown-Monroe Local	C	C	Y	C	Y	Y	C
Licking Heights Local	C	C	Y	C	Y	Y	C
Northridge Local	C	C	Y	C	Y	Y	C
Southwest Licking Local	C	C	Y	C	Y	Y	C
Benjamin Logan Local	C	C	Y	C	Y	Y	C
Indian Lake Local	C	C	Y	C	Y	Y	C
Avon Lake City	C	C	Y	C	Y	Y	C
Clearview Local	C	C	Y	C	Y	Y	C
Keystone Local	C	C	Y	C	Y	Y	C
Ottawa Hills Local	C	C	Y	C	Y	Y	C
Springfield Local	C	C	Y	C	Y	Y	C
Jefferson Local	C	C	Y	C	Y	Y	C
Jonathan Alder Local	C	C	Y	C	Y	Y	C
Madison-Plains Local	C	C	Y	C	Y	Y	C
Canfield Local	C	C	Y	C	Y	Y	C
Jackson-Milton Local	C	C	Y	C	Y	Y	C
Sebring Local	C	C	Y	C	Y	Y	C
Western Reserve Local	C	C	Y	C	Y	Y	C
Buckeye Local	C	C	Y	C	Y	Y	C
Cloverleaf Local	C	C	Y	C	Y	Y	C
Highland Local	C	C	Y	C	Y	Y	C
Eastern Local	C	C	Y	C	Y	Y	C
Meigs Local	C	C	Y	C	Y	Y	C

Participating LEAs

	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)
Southern Local	C	C	Y	C	Y	Y	C
Marion Local	C	C	Y	C	Y	Y	C
Fort Recovery Local	C	C	Y	C	Y	Y	C
Bethel Local	C	C	Y	C	Y	Y	C
Miami East Local	C	C	Y	C	Y	Y	C
Trotwood-Madison City	C	C	Y	C	Y	Y	C
Mad River Local	C	C	Y	C	Y	Y	C
New Lebanon Local	C	C	Y	C	Y	Y	C
Northmont City	C	C	Y	C	Y	Y	C
Valley View Local	C	C	Y	C	Y	Y	C
Huber Heights City	C	C	Y	C	Y	Y	C
Morgan Local	C	C	Y	C	Y	Y	C
Highland Local	C	C	Y	C	Y	Y	C
Northmor Local	C	C	Y	C	Y	Y	C
Franklin Local	C	C	Y	C	Y	Y	C
Maysville Local	C	C	Y	C	Y	Y	C
Tri-Valley Local	C	C	Y	C	Y	Y	C
West Muskingum Local	C	C	Y	C	Y	Y	C
Noble Local	C	C	Y	C	Y	Y	C
Benton Carroll Salem Local	C	C	Y	C	Y	Y	C
Danbury Local	C	C	Y	C	Y	Y	C
Genoa Area Local	C	C	Y	C	Y	Y	C
Antwerp Local	C	C	Y	C	Y	Y	C
Wayne Trace Local	C	C	Y	C	Y	Y	C
Northern Local	C	C	Y	C	Y	Y	C
Southern Local	C	C	Y	C	Y	Y	C
Scioto Valley Local	C	C	Y	C	Y	Y	C
Aurora City	C	C	Y	C	Y	Y	C
National Trail Local	C	C	Y	C	Y	Y	C
Columbus Grove Local	C	C	Y	C	Y	Y	C
Continental Local	C	C	Y	C	Y	Y	C
Jennings Local	C	C	Y	C	Y	Y	C
Kalida Local	C	C	Y	C	Y	Y	C
Miller City-New Cleveland Local	C	C	Y	C	Y	Y	C
Ottawa-Glandorf Local	C	C	Y	C	Y	Y	C
Ottoville Local	C	C	Y	C	Y	Y	C
Clear Fork Valley Local	C	C	Y	C	Y	Y	C
Crestview Local	C	C	Y	C	Y	Y	C
Lexington Local	C	C	Y	C	Y	Y	C

Participating LEAs

	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)
Lucas Local	C	C	Y	C	Y	Y	C
Madison Local	C	C	Y	C	Y	Y	C
Plymouth-Shiloh Local	C	C	Y	C	Y	Y	C
Adena Local	C	C	Y	C	Y	Y	C
Union-Scioto Local	C	C	Y	C	Y	Y	C
Green Local	C	C	Y	C	Y	Y	C
Northwest Local	C	C	Y	C	Y	Y	C
Wheelersburg Local	C	C	Y	C	Y	Y	C
Bettsville Local	C	C	Y	C	Y	Y	C
Anna Local	C	C	Y	C	Y	Y	C
Botkins Local	C	C	Y	C	Y	Y	C
Fairlawn Local	C	C	Y	C	Y	Y	C
Fort Loramie Local	C	C	Y	C	Y	Y	C
Jackson Center Local	C	C	Y	C	Y	Y	C
Russia Local	C	C	Y	C	Y	Y	C
Canton Local	C	C	Y	C	Y	Y	C
Jackson Local	C	C	Y	C	Y	Y	C
Lake Local	C	C	Y	C	Y	Y	C
Marlington Local	C	C	Y	C	Y	Y	C
Minerva Local	C	C	Y	C	Y	Y	C
Northwest Local	C	C	Y	C	Y	Y	C
Plain Local	C	C	Y	C	Y	Y	C
Tuslaw Local	C	C	Y	C	Y	Y	C
Coventry Local	C	C	Y	C	Y	Y	C
Manchester Local	C	C	Y	C	Y	Y	C
Green Local	C	C	Y	C	Y	Y	C
Hudson City	C	C	Y	C	Y	Y	C
Nordonia Hills City	C	C	Y	C	Y	Y	C
Revere Local	C	C	Y	C	Y	Y	C
Springfield Local	C	C	Y	C	Y	Y	C
Twinsburg City	C	C	Y	C	Y	Y	C
Bloomfield-Mespo Local	C	C	Y	C	Y	Y	C
Brookfield Local	C	C	Y	C	Y	Y	C
Indian Valley Local Schools	C	C	Y	C	Y	Y	C
Tuscarawas Valley Local	C	C	Y	C	Y	Y	C
North Union Local	C	C	Y	C	Y	Y	C
Crestview Local	C	C	Y	C	Y	Y	C
Vinton County Local	C	C	Y	C	Y	Y	C
Wayne Local	C	C	Y	C	Y	Y	C

Participating LEAs

	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)
Frontier Local	C	C	Y	C	Y	Y	C
Warren Local	C	C	Y	C	Y	Y	C
Wolf Creek Local	C	C	Y	C	Y	Y	C
Southeast Local	C	C	Y	C	Y	Y	C
Edon-Northwest Local	C	C	Y	C	Y	Y	C
Millcreek-West Unity Local	C	C	Y	C	Y	Y	C
North Central Local	C	C	Y	C	Y	Y	C
Stryker Local	C	C	Y	C	Y	Y	C
North Baltimore Local	C	C	Y	C	Y	Y	C
Otsego Local	C	C	Y	C	Y	Y	C
Adams County/Ohio Valley Local	C	C	Y	C	Y	Y	C
Gallia County Local	C	C	Y	C	Y	Y	C
Monroe Local School District	C	C	Y	C	Y	Y	C
Columbus Humanities, Arts and Technology Academy	Y	Y	Y	Y	Y	Y	Y
Academic Acceleration Academy	Y	Y	Y	Y	Y	Y	Y
Promise Academy	Y	Y	Y	Y	Y	Y	Y
Zanesville Community School	Y	Y	Y	Y	Y	Y	Y
Star Academy of Toledo	Y	Y	Y	Y	Y	Y	Y
Ashland County Community Academy	Y	Y	Y	Y	Y	Y	Y
Western Reserve Kindergarten Learning Academy	Y	Y	Y	Y	Y	Y	Y
Mahoning County High School	Y	Y	Y	Y	Y	Y	Y
Rushmore Academy	Y	Y	Y	Y	Y	Y	Y
Millennium Community School	Y	Y	Y	Y	Y	Y	Y
Virtual Community School Of Ohio	Y	Y	Y	Y	Y	Y	Y
Arts & College Preparatory Academy	Y	Y	Y	Y	Y	Y	Y
Franklin Local Community School	Y	Y	Y	Y	Y	Y	Y
Tomorrow Center	Y	Y	Y	Y	Y	Y	Y
Mahoning Unlimited Classroom	Y	Y	Y	Y	Y	Y	Y
Foxfire Center For Student Success	Y	Y	Y	Y	Y	Y	Y

Participating LEAs

	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Polly Fox Academy Community School	Y	Y	Y	Y
Phoenix Academy Community School	Y	Y	Y	Y
Pathway School of Discovery	Y	Y	Y	Y
Alliance Academy of Cincinnati	Y	Y	Y	Y
Victory Academy of Toledo	Y	Y	Y	Y
George A. Phillips Academy	Y	Y	Y	Y
Hope Academy East Campus	Y	Y	Y	Y
Wildwood Environmental Academy	Y	Y	Y	Y
Ohio Connections Academy, Inc	Y	Y	Y	Y
Quaker Digital Academy	Y	Y	Y	Y
Scholarts Preparatory and Career Center for Children	Y	Y	Y	Y
Auglaize County Educational Academy	Y	Y	Y	Y
Bridges Community Academy	Y	Y	Y	Y
Constellation Schools: Westpark Community Middle	Y	Y	Y	Y
Constellation Schools: Madison Community Elementary	Y	Y	Y	Y
Constellation Schools: Lorain Community Middle	Y	Y	Y	Y
Constellation Schools: Old Brooklyn Community Middle	Y	Y	Y	Y
Horizon Science Academy Toledo	Y	Y	Y	Y
Miamisburg Secondary Digital Academy	Y	Y	Y	Y
Findlay Digital Academy	Y	Y	Y	Y
Buckeye On-Line School for Success	Y	Y	Y	Y
Columbus Bilingual Academy	Y	Y	Y	Y
General Chappie James Leadership Academy	Y	Y	Y	Y
Constellation Schools: Puritas Community Middle	Y	Y	Y	Y
Constellation Schools: Outreach Academy for Students with Di	Y	Y	Y	Y
Pinnacle Academy	Y	Y	Y	Y
Winterfield Venture Academy	Y	Y	Y	Y
A+ Arts Academy	Y	Y	Y	Y
Columbus Arts & Technology Academy	Y	Y	Y	Y
Columbus Preparatory Academy	Y	Y	Y	Y
Orion Academy	Y	Y	Y	Y
Apex Academy	Y	Y	Y	Y
Virtual Schoolhouse, Inc.	Y	Y	Y	Y
Hope Academy Northwest Campus	Y	Y	Y	Y
King Academy Community School	Y	Y	Y	Y
Emerson Academy	Y	Y	Y	Y
FCl Academy	Y	Y	Y	Y
Wickliffe Progressive Community School	Y	Y	Y	Y
Five R'S Academy	Y	Y	Y	Y

Participating LEAs

	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Life Skills Center of Columbus Southeast	Y	Y	Y	Y
New Day Academy Boarding & Day School	Y	Y	Y	Y
Zenith Academy	Y	Y	Y	Y
Pschtecinc Public School	Y	Y	Y	Y
Maritime Academy of Toledo, The	Y	Y	Y	Y
Educational Academy at Linden	Y	Y	Y	Y
Educational Academy for Boys & Girls	Y	Y	Y	Y
Midnimo Cross Cultural Community School	Y	Y	Y	Y
Cincinnati Speech & Reading Intervention Center	Y	Y	Y	Y
Horizon Science Academy-Cincinnati	Y	Y	Y	Y
Horizon Science Academy-Dayton	Y	Y	Y	Y
Life Skills Center of Dayton	Y	Y	Y	Y
Horizon Science Academy-Springfield	Y	Y	Y	Y
Horizon Science Academy-Denison Middle School	Y	Y	Y	Y
Bennett Venture Academy	Y	Y	Y	Y
Stambaugh Charter Academy	Y	Y	Y	Y
Horizon Science Academy-Cleveland Middle School	Y	Y	Y	Y
Westside Academy	Y	Y	Y	Y
Interactive Media & Construction (IMAC)	Y	Y	Y	Y
V L T Academy	Y	Y	Y	Y
Cleveland Entrepreneurship Preparatory School	Y	Y	Y	Y
Premier Academy of Ohio	Y	Y	Y	Y
Academy of Arts and Humanities	Y	Y	Y	Y
Youngstown Academy of Excellence	Y	Y	Y	Y
Cleveland Arts and Social Sciences Academy	Y	Y	Y	Y
Charles School at Ohio Dominican University	Y	Y	Y	Y
Mansfield Preparatory Academy	Y	Y	Y	Y
Arts and Science Preparatory Academy	Y	Y	Y	Y
Life Skills Center of North Akron	Y	Y	Y	Y
Academy of Arts and Sciences	Y	Y	Y	Y
Lion of Judah Academy	Y	Y	Y	Y
Noble Academy-Cleveland	Y	Y	Y	Y
Noble Academy-Columbus	Y	Y	Y	Y
South Scioto Academy	Y	Y	Y	Y
Life Skills Center of Columbus North	Y	Y	Y	Y
Harvard Avenue Community School	Y	Y	Y	Y
Columbus Collegiate Academy	Y	Y	Y	Y
Great Lakes Environmental Academy	Y	Y	Y	Y
Constellation Schools: Westside Community School of the Arts	Y	Y	Y	Y

Participating LEAs

	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Cincinnati Leadership Academy	Y	Y	Y	Y
Bridge Academy of Ohio	Y	Y	Y	Y
C.M. Grant Leadership Academy	Y	Y	Y	Y
Central Academy of Ohio	Y	Y	Y	Y
Gahanna Alternative Community School	Y	Y	Y	Y
Romig Road Community School	Y	Y	Y	Y
Horizon Science Academy Columbus Middle School	Y	Y	Y	Y
Foundation Academy	Y	Y	Y	Y
Dayton Early College Academy, Inc	Y	Y	Y	Y
Constellation Schools: Mansfield Visual & Performing Arts	Y	Y	Y	Y
Harrisburg Pike Community School	Y	Y	Y	Y
Klepinger Community School	Y	Y	Y	Y
Sciotoville Elementary Academy	Y	Y	Y	Y
Dixon Early Learning Center Conversion Community School	Y	Y	Y	Y
Horizon Science Academy Elementary School	Y	Y	Y	Y
Horizon Science Academy Cleveland Elementary School	Y	Y	Y	Y
Knight Academy	Y	Y	Y	Y
Horizon Science Academy Denison Elementary School	Y	Y	Y	Y
Cesar Chavez College Preparatory School	Y	Y	Y	Y
Mount Auburn International Academy	Y	Y	Y	Y
L. Hollingworth School for Talented and Gifted	Y	Y	Y	Y
Village Preparatory School	Y	Y	Y	Y
Greater Summit County Early Learning Center	Y	Y	Y	Y
Bella Academy of Excellence	Y	Y	Y	Y
Providence Academy for Student Success	Y	Y	Y	Y
WinWin Academy	Y	Y	Y	Y
Falcon Academy of Creative Arts	Y	Y	Y	Y
Achieve Career Preparatory Academy	Y	Y	Y	Y
North Central Academy	Y	Y	Y	Y
Horizon Science Academy Lorain	Y	Y	Y	Y
Horizon Science Academy Dayton High School	Y	Y	Y	Y
Graham Expeditionary Middle School	Y	Y	Y	Y
Springfield Acad Of Excellence	Y	Y	Y	Y
Life Skills Center-Springfield	Y	Y	Y	Y
Life Skills Center-Middletown	Y	Y	Y	Y
Miami Valley Academies	Y	Y	Y	Y
Constellation Schools: Lorain Community Elementary	Y	Y	Y	Y
Constellation Schools: Elyria Community Elementary	Y	Y	Y	Y
Youthbuild Columbus Community	Y	Y	Y	Y

Participating LEAs

	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Constellation Schools: Westpark Community Elementary	Y	Y	Y	Y
Intergenerational School, The	Y	Y	Y	Y
Lighthouse Comm & Prof Dev	Y	Y	Y	Y
Constellation Schools: Parma Community	Y	Y	Y	Y
Dohn Community	Y	Y	Y	Y
Richard Allen Preparatory	Y	Y	Y	Y
Electronic Classroom Of Tomorrow	Y	Y	Y	Y
Graham School, The	Y	Y	Y	Y
Cornerstone Academy Community	Y	Y	Y	Y
Dayton Leadership Academies-Dayton View Campus	Y	Y	Y	Y
Life Skills Of Trumbull County	Y	Y	Y	Y
Phoenix Community Learning Ctr	Y	Y	Y	Y
Citizens Academy	Y	Y	Y	Y
Horizon Science Acad Cleveland	Y	Y	Y	Y
Horizon Science Academy Columbus	Y	Y	Y	Y
Riverside Academy	Y	Y	Y	Y
Richard Allen Academy	Y	Y	Y	Y
The ISUS Institute of Construction Technology	Y	Y	Y	Y
New Choices Community School	Y	Y	Y	Y
Life Skills Ctr Of Cincinnati	Y	Y	Y	Y
Life Skills Ctr Of Youngstown	Y	Y	Y	Y
Hope Academy Lincoln Park	Y	Y	Y	Y
Life Skills Ctr Of Cleveland	Y	Y	Y	Y
Hope Academy Canton Campus	Y	Y	Y	Y
Life Skills Center Of Akron	Y	Y	Y	Y
Dayton Leadership Academies-Dayton Liberty Campus	Y	Y	Y	Y
Youngstown Community School	Y	Y	Y	Y
Constellation Schools: Old Brooklyn Community Elementary	Y	Y	Y	Y
Autism Model School	Y	Y	Y	Y
Hope Academy Broadway Campus	Y	Y	Y	Y
Hope Academy Chapelside Campus	Y	Y	Y	Y
Hope Academy Cathedral Campus	Y	Y	Y	Y
Hope Academy University	Y	Y	Y	Y
Hope Academy Brown St Campus	Y	Y	Y	Y
City Day Community School	Y	Y	Y	Y
East End Comm Heritage School	Y	Y	Y	Y
Life Skills Center Canton	Y	Y	Y	Y
Life Skills Center of Elyria	Y	Y	Y	Y
Focus Learning Academy of Southwest Columbus	Y	Y	Y	Y

Participating LEAs

	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Focus Learning Academy of Southeastern Columbus	Y	Y	Y	Y
Focus Learning Academy of Northern Columbus	Y	Y	Y	Y
Ohio Virtual Academy	Y	Y	Y	Y
Hope Academy Northcoast	Y	Y	Y	Y
Mound Street IT Careers Academy	Y	Y	Y	Y
Mound Street Military Careers Academy	Y	Y	Y	Y
Mound Street Health Careers Academy	Y	Y	Y	Y
Life Skills Center Of Hamilton County	Y	Y	Y	Y
International Acad Of Columbus	Y	Y	Y	Y
Legacy Acad For Leaders & Arts	Y	Y	Y	Y
The Autism Academy Of Learning	Y	Y	Y	Y
Treca Digital Academy	Y	Y	Y	Y
Hope Academy Cuyahoga Campus	Y	Y	Y	Y
The ISUS Institute of Manufacturing	Y	Y	Y	Y
The ISUS Institute of Health Care	Y	Y	Y	Y
Granville T Woods Comm Shule	Y	Y	Y	Y
Alternative Education Academy	Y	Y	Y	Y
Crittenton Community School	Y	Y	Y	Y
Marcus Garvey Academy	Y	Y	Y	Y
Constellation Schools: Puritas Community Elementary	Y	Y	Y	Y
Constellation Schools: Stockyard Community Elementary	Y	Y	Y	Y
Constellation Schools: Mansfield Community Elementary	Y	Y	Y	Y
Lake Erie Academy	Y	Y	Y	Y
North Dayton School Of Science & Discovery	Y	Y	Y	Y
Toledo Preparatory Academy	Y	Y	Y	Y
Eagle Academy	Y	Y	Y	Y
Richard Allen Academy II	Y	Y	Y	Y
Richard Allen Academy III	Y	Y	Y	Y
Hamilton Cnty Math & Science	Y	Y	Y	Y
W C Cupe Community School	Y	Y	Y	Y
Sciotoville	Y	Y	Y	Y
Goal Digital Academy	Y	Y	Y	Y
Akron Digital Academy	Y	Y	Y	Y
Fairborn Digital Academy	Y	Y	Y	Y
Life Skills Center Of Toledo	Y	Y	Y	Y
Southwest Licking Digital Acad	Y	Y	Y	Y
West Central Learning Academy II	Y	Y	Y	Y
Life Skills Ctr Of Lake Erie	Y	Y	Y	Y
Life Skills Center Of Summit County	Y	Y	Y	Y

Participating LEAs

	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Life Skills Of Northeast Ohio	Y	Y	Y	Y
Tipp City Exempted Village	Y	Y	Y	Y
Talawanda City	Y	Y	Y	Y
Kelleys Island Local	Y	Y	Y	Y
Danville Local	Y	Y	Y	Y
East Muskingum Local	Y	Y	Y	Y
North Bass Local	Y	Y	Y	Y
Put-In-Bay Local	Y	Y	Y	Y
Bloom-Vernon Local	Y	Y	Y	Y
Dayton Regional STEM School	Y	Y	Y	Y
Manchester Local	Y	Y	Y	Y
Akron City	Y	Y	Y	Y
Ashtabula Area City	Y	Y	Y	Y
Barberton City	Y	Y	Y	Y
Beachwood City	Y	Y	Y	Y
Bellefontaine City	Y	Y	Y	Y
Belleuve City	Y	Y	Y	Y
Belpre City	Y	Y	Y	Y
Berea City	Y	Y	Y	Y
Bexley City	Y	Y	Y	Y
Brooklyn City	Y	Y	Y	Y
Brunswick City	Y	Y	Y	Y
Bryan City	Y	Y	Y	Y
Cambridge City	Y	Y	Y	Y
Canton City	Y	Y	Y	Y
Celina City	Y	Y	Y	Y
Centerville City	Y	Y	Y	Y
Cincinnati City	Y	Y	Y	Y
Circleville City	Y	Y	Y	Y
Cleveland Municipal	Y	Y	Y	Y
Cleveland Heights-University Heights City	Y	Y	Y	Y
Columbus City School District	Y	Y	Y	Y
Conneaut Area City	Y	Y	Y	Y
Coshocton City	Y	Y	Y	Y
Dayton City	Y	Y	Y	Y
Deer Park Community City	Y	Y	Y	Y
Delaware City	Y	Y	Y	Y
Delphos City	Y	Y	Y	Y
East Cleveland City School District	Y	Y	Y	Y

Participating LEAs

	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Eaton Community City	Y	Y	Y	Y
Euclid City	Y	Y	Y	Y
Findlay City	Y	Y	Y	Y
Franklin City	Y	Y	Y	Y
Fremont City	Y	Y	Y	Y
Galion City	Y	Y	Y	Y
Gallipolis City	Y	Y	Y	Y
Geneva Area City	Y	Y	Y	Y
Grandview Heights City	Y	Y	Y	Y
Winton Woods City	Y	Y	Y	Y
Hamilton City	Y	Y	Y	Y
Jackson City	Y	Y	Y	Y
Kent City	Y	Y	Y	Y
Kenton City	Y	Y	Y	Y
Kettering City	Y	Y	Y	Y
Lockland Local	Y	Y	Y	Y
Logan-Hocking Local	Y	Y	Y	Y
London City	Y	Y	Y	Y
Lorain City	Y	Y	Y	Y
Maple Heights City	Y	Y	Y	Y
Marietta City	Y	Y	Y	Y
Marion City	Y	Y	Y	Y
Martins Ferry City	Y	Y	Y	Y
Maumee City	Y	Y	Y	Y
Miamisburg City	Y	Y	Y	Y
Middletown City	Y	Y	Y	Y
Mt Healthy City	Y	Y	Y	Y
Mount Vernon City	Y	Y	Y	Y
New Boston Local	Y	Y	Y	Y
New Lexington City	Y	Y	Y	Y
New Philadelphia City	Y	Y	Y	Y
North College Hill City	Y	Y	Y	Y
Norwood City	Y	Y	Y	Y
Oakwood City	Y	Y	Y	Y
Oberlin City Schools	Y	Y	Y	Y
Oregon City	Y	Y	Y	Y
Painesville City Local	Y	Y	Y	Y
Parma City	Y	Y	Y	Y
Piqua City	Y	Y	Y	Y

Participating LEAs

	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Port Clinton City	Y	Y	Y	Y
Princeton City	Y	Y	Y	Y
Reading Community City	Y	Y	Y	Y
St Bernard-Elmwood Place City	Y	Y	Y	Y
Shaker Heights City	Y	Y	Y	Y
Shelby City	Y	Y	Y	Y
Sidney City	Y	Y	Y	Y
South Euclid-Lyndhurst City	Y	Y	Y	Y
Springfield City	Y	Y	Y	Y
Steubenville City	Y	Y	Y	Y
Toledo City	Y	Y	Y	Y
Toronto City	Y	Y	Y	Y
Troy City	Y	Y	Y	Y
Upper Arlington City	Y	Y	Y	Y
Urbana City	Y	Y	Y	Y
Van Wert City	Y	Y	Y	Y
Washington Court House City	Y	Y	Y	Y
Wellston City	Y	Y	Y	Y
West Carrollton City	Y	Y	Y	Y
Whitehall City	Y	Y	Y	Y
Wickliffe City	Y	Y	Y	Y
Willard City	Y	Y	Y	Y
Willoughby-Eastlake City	Y	Y	Y	Y
Wilmington City	Y	Y	Y	Y
Worthington City	Y	Y	Y	Y
Xenia Community City	Y	Y	Y	Y
Zanesville City	Y	Y	Y	Y
Ada Exempted Village	Y	Y	Y	Y
Amherst Exempted Village	Y	Y	Y	Y
Bluffton Exempted Village	Y	Y	Y	Y
Bradford Exempted Village	Y	Y	Y	Y
Chagrin Falls Exempted Village	Y	Y	Y	Y
Clyde-Green Springs Exempted Village	Y	Y	Y	Y
Coldwater Exempted Village	Y	Y	Y	Y
Columbiana Exempted Village	Y	Y	Y	Y
Crooksville Exempted Village	Y	Y	Y	Y
Fairport Harbor Exempted Village	Y	Y	Y	Y
Georgetown Exempted Village	Y	Y	Y	Y
Gibsonburg Exempted Village	Y	Y	Y	Y

Participating LEAs

	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Granville Exempted Village	Y	Y	Y	Y
Greenfield Exempted Village	Y	Y	Y	Y
Hicksville Exempted Village	Y	Y	Y	Y
Leetonia Exempted Village	Y	Y	Y	Y
Lisbon Exempted Village	Y	Y	Y	Y
Loudonville-Perrysville Exempted Village	Y	Y	Y	Y
Marysville Exempted Village	Y	Y	Y	Y
Mentor Exempted Village	Y	Y	Y	Y
Milford Exempted Village	Y	Y	Y	Y
Milton-Union Exempted Village	Y	Y	Y	Y
Mount Gilead Exempted Village	Y	Y	Y	Y
Paulding Exempted Village	Y	Y	Y	Y
Perrysburg Exempted Village	Y	Y	Y	Y
Wauseon Exempted Village	Y	Y	Y	Y
Allen East Local	Y	Y	Y	Y
Elida Local	Y	Y	Y	Y
Spencerville Local	Y	Y	Y	Y
Grand Valley Local	Y	Y	Y	Y
Jefferson Area Local	Y	Y	Y	Y
Pymatuning Valley Local	Y	Y	Y	Y
New Bremen Local	Y	Y	Y	Y
New Knoxville Local	Y	Y	Y	Y
Fayetteville-Perry Local	Y	Y	Y	Y
Western Brown Local	Y	Y	Y	Y
Ripley-Union-Lewis-Huntington Local	Y	Y	Y	Y
Fairfield City	Y	Y	Y	Y
Lakota Local	Y	Y	Y	Y
Ross Local	Y	Y	Y	Y
Brown Local	Y	Y	Y	Y
Triad Local	Y	Y	Y	Y
West Liberty-Salem Local	Y	Y	Y	Y
Greenon Local	Y	Y	Y	Y
Tecumseh Local	Y	Y	Y	Y
Northeastern Local	Y	Y	Y	Y
Batavia Local	Y	Y	Y	Y
Goshen Local	Y	Y	Y	Y
Crestview Local	Y	Y	Y	Y
Ridgewood Local	Y	Y	Y	Y
River View Local	Y	Y	Y	Y

Participating LEAs

	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Cuyahoga Heights Local	Y	Y	Y	Y
Orange City	Y	Y	Y	Y
Richmond Heights Local	Y	Y	Y	Y
Ansonia Local	Y	Y	Y	Y
Mississinawa Valley Local	Y	Y	Y	Y
Tri-Village Local	Y	Y	Y	Y
Central Local	Y	Y	Y	Y
Northeastern Local	Y	Y	Y	Y
Big Walnut Local	Y	Y	Y	Y
Buckeye Valley Local	Y	Y	Y	Y
Olentangy Local	Y	Y	Y	Y
Margaretta Local	Y	Y	Y	Y
Liberty Union-Thurston Local	Y	Y	Y	Y
Pickerington Local	Y	Y	Y	Y
Walnut Township Local	Y	Y	Y	Y
Miami Trace Local	Y	Y	Y	Y
Canal Winchester Local	Y	Y	Y	Y
Groveport Madison Local	Y	Y	Y	Y
Reynoldsburg City	Y	Y	Y	Y
Hilliard City	Y	Y	Y	Y
Dublin City	Y	Y	Y	Y
Archbold-Area Local	Y	Y	Y	Y
Evergreen Local	Y	Y	Y	Y
Fayette Local	Y	Y	Y	Y
Pettisville Local	Y	Y	Y	Y
Pike-Delta-York Local	Y	Y	Y	Y
Cardinal Local	Y	Y	Y	Y
Kenston Local	Y	Y	Y	Y
Ledgemont Local	Y	Y	Y	Y
Newbury Local	Y	Y	Y	Y
West Geauga Local	Y	Y	Y	Y
Beavercreek City	Y	Y	Y	Y
Bellbrook-Sugarcreek Local School District	Y	Y	Y	Y
Rolling Hills Local	Y	Y	Y	Y
Finneytown Local	Y	Y	Y	Y
Northwest Local	Y	Y	Y	Y
Oak Hills Local	Y	Y	Y	Y
Arcadia Local	Y	Y	Y	Y
Arlington Local	Y	Y	Y	Y

Participating LEAs

	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Cory-Rawson Local	Y	Y	Y	Y
Liberty-Benton Local	Y	Y	Y	Y
Vanlue Local	Y	Y	Y	Y
Ridgemont Local	Y	Y	Y	Y
Riverdale Local	Y	Y	Y	Y
Liberty Center Local	Y	Y	Y	Y
Bright Local	Y	Y	Y	Y
Fairfield Local	Y	Y	Y	Y
West Holmes Local	Y	Y	Y	Y
Monroeville Local	Y	Y	Y	Y
South Central Local	Y	Y	Y	Y
Centerburg Local	Y	Y	Y	Y
East Knox Local	Y	Y	Y	Y
Fredericktown Local	Y	Y	Y	Y
Fairland Local	Y	Y	Y	Y
Rock Hill Local	Y	Y	Y	Y
Johnstown-Monroe Local	Y	Y	Y	Y
Licking Heights Local	Y	Y	Y	Y
Northridge Local	Y	Y	Y	Y
Southwest Licking Local	Y	Y	Y	Y
Benjamin Logan Local	Y	Y	Y	Y
Indian Lake Local	Y	Y	Y	Y
Avon Lake City	Y	Y	Y	Y
Clearview Local	Y	Y	Y	Y
Keystone Local	Y	Y	Y	Y
Ottawa Hills Local	Y	Y	Y	Y
Springfield Local	Y	Y	Y	Y
Jefferson Local	Y	Y	Y	Y
Jonathan Alder Local	Y	Y	Y	Y
Madison-Plains Local	Y	Y	Y	Y
Canfield Local	Y	Y	Y	Y
Jackson-Milton Local	Y	Y	Y	Y
Sebring Local	Y	Y	Y	Y
Western Reserve Local	Y	Y	Y	Y
Buckeye Local	Y	Y	Y	Y
Cloverleaf Local	Y	Y	Y	Y
Highland Local	Y	Y	Y	Y
Eastern Local	Y	Y	Y	Y
Meigs Local	Y	Y	Y	Y

Participating LEAs

	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Southern Local	Y	Y	Y	Y
Marion Local	Y	Y	Y	Y
Fort Recovery Local	Y	Y	Y	Y
Bethel Local	Y	Y	Y	Y
Miami East Local	Y	Y	Y	Y
Trotwood-Madison City	Y	Y	Y	Y
Mad River Local	Y	Y	Y	Y
New Lebanon Local	Y	Y	Y	Y
Northmont City	Y	Y	Y	Y
Valley View Local	Y	Y	Y	Y
Huber Heights City	Y	Y	Y	Y
Morgan Local	Y	Y	Y	Y
Highland Local	Y	Y	Y	Y
Northmor Local	Y	Y	Y	Y
Franklin Local	Y	Y	Y	Y
Maysville Local	Y	Y	Y	Y
Tri-Valley Local	Y	Y	Y	Y
West Muskingum Local	Y	Y	Y	Y
Noble Local	Y	Y	Y	Y
Benton Carroll Salem Local	Y	Y	Y	Y
Danbury Local	Y	Y	Y	Y
Genoa Area Local	Y	Y	Y	Y
Antwerp Local	Y	Y	Y	Y
Wayne Trace Local	Y	Y	Y	Y
Northern Local	Y	Y	Y	Y
Southern Local	Y	Y	Y	Y
Scioto Valley Local	Y	Y	Y	Y
Aurora City	Y	Y	Y	Y
National Trail Local	Y	Y	Y	Y
Columbus Grove Local	Y	Y	Y	Y
Continental Local	Y	Y	Y	Y
Jennings Local	Y	Y	Y	Y
Kalida Local	Y	Y	Y	Y
Miller City-New Cleveland Local	Y	Y	Y	Y
Ottawa-Glandorf Local	Y	Y	Y	Y
Ottoville Local	Y	Y	Y	Y
Clear Fork Valley Local	Y	Y	Y	Y
Crestview Local	Y	Y	Y	Y
Lexington Local	Y	Y	Y	Y

Participating LEAs

	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Lucas Local	Y	Y	Y	Y
Madison Local	Y	Y	Y	Y
Plymouth-Shiloh Local	Y	Y	Y	Y
Adena Local	Y	Y	Y	Y
Union-Scioto Local	Y	Y	Y	Y
Green Local	Y	Y	Y	Y
Northwest Local	Y	Y	Y	Y
Wheelersburg Local	Y	Y	Y	Y
Bettsville Local	Y	Y	Y	Y
Anna Local	Y	Y	Y	Y
Botkins Local	Y	Y	Y	Y
Fairlawn Local	Y	Y	Y	Y
Fort Loramie Local	Y	Y	Y	Y
Jackson Center Local	Y	Y	Y	Y
Russia Local	Y	Y	Y	Y
Canton Local	Y	Y	Y	Y
Jackson Local	Y	Y	Y	Y
Lake Local	Y	Y	Y	Y
Marlington Local	Y	Y	Y	Y
Minerva Local	Y	Y	Y	Y
Northwest Local	Y	Y	Y	Y
Plain Local	Y	Y	Y	Y
Tuslaw Local	Y	Y	Y	Y
Coventry Local	Y	Y	Y	Y
Manchester Local	Y	Y	Y	Y
Green Local	Y	Y	Y	Y
Hudson City	Y	Y	Y	Y
Nordonia Hills City	Y	Y	Y	Y
Revere Local	Y	Y	Y	Y
Springfield Local	Y	Y	Y	Y
Twinsburg City	Y	Y	Y	Y
Bloomfield-Mespo Local	Y	Y	Y	Y
Brookfield Local	Y	Y	Y	Y
Indian Valley Local Schools	Y	Y	Y	Y
Tuscarawas Valley Local	Y	Y	Y	Y
North Union Local	Y	Y	Y	Y
Crestview Local	Y	Y	Y	Y
Vinton County Local	Y	Y	Y	Y
Wayne Local	Y	Y	Y	Y

Participating LEAs

	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Frontier Local	Y	Y	Y	Y
Warren Local	Y	Y	Y	Y
Wolf Creek Local	Y	Y	Y	Y
Southeast Local	Y	Y	Y	Y
Edon-Northwest Local	Y	Y	Y	Y
Millcreek-West Unity Local	Y	Y	Y	Y
North Central Local	Y	Y	Y	Y
Stryker Local	Y	Y	Y	Y
North Baltimore Local	Y	Y	Y	Y
Otsego Local	Y	Y	Y	Y
Adams County/Ohio Valley Local	Y	Y	Y	Y
Gallia County Local	Y	Y	Y	Y
Monroe Local School District	Y	Y	Y	Y
Columbus Humanities, Arts and Technology Academy	Y	Y	Y	Y
Academic Acceleration Academy	Y	Y	Y	Y
Promise Academy	Y	Y	Y	Y
Zanesville Community School	Y	Y	Y	Y
Star Academy of Toledo	Y	Y	Y	Y
Ashland County Community Academy	Y	Y	Y	Y
Western Reserve Kindergarten Learning Academy	Y	Y	Y	Y
Mahoning County High School	Y	Y	Y	Y
Rushmore Academy	Y	Y	Y	Y
Millennium Community School	Y	Y	Y	Y
Virtual Community School Of Ohio	Y	Y	Y	Y
Arts & College Preparatory Academy	Y	Y	Y	Y
Franklin Local Community School	Y	Y	Y	Y
Tomorrow Center	Y	Y	Y	Y
Mahoning Unlimited Classroom	Y	Y	Y	Y
Foxfire Center For Student Success	Y	Y	Y	Y

APPENDIX A.2.1

QUALIFICATIONS OF LEADERS IN OHIO'S PLANNED RTTT MANAGEMENT STRUCTURE

RATIONALE: RESUMES OF
INDIVIDUALS IDENTIFIED AS KEY
LEADERS IN OHIO'S PLANNED RTTT
MANAGEMENT STRUCTURE.

**REFERENCED IN:
(A)(2)**

Deborah S. Delisle

(b)(6)

(b)(6)

Deborah.Delisle@ode.state.oh.us

EDUCATION

- 1988-2002 Postgraduate studies: Administration & Curriculum Development
Kent State University, Kent, Ohio
- 1983-1986 Kent State University
M.Ed. Special Education
- 1979-1980 The University of Connecticut, Storrs, CT.
Masters' Program: Educational Psychology
- 1971-1974 Springfield College, Springfield, MA.
Bachelor of Science: Education and Psychology

PROFESSIONAL LICENSES

- State of Ohio Superintendent: expires 2013
Elementary Principal: expires 2013
Teacher: Elementary (1-8) and Gifted (1-12): Permanent

PRIMARY PROFESSIONAL ROLES

- 2008-present State Superintendent of Public Instruction
Ohio Department of Education, Columbus, Ohio
Responsible to 19 member, elected and appointed, State Board of Education
Member, Governor's Cabinet
Serve on 42 agencies' boards
Responsibilities include oversight of 613 school districts, 49 Joint Vocational Schools, and 270 community schools which educate 2 million K-12 students.
Ohio is ranked 5th in the nation on the 2010 Quality Counts report (Education Week).
Innovative work in: standards and assessments, Ohio Improvement Process, STEM, teacher preparation and induction, professional development standards.
- 2003-2008 Superintendent
Cleveland Heights-University Heights City School District
University Heights, Ohio
Responsibilities include all operations of an inner ring suburban district including: 6,600 students (81% minority and 52% free/reduced lunch); 1,233 employees; \$98 million budget; six negotiated agreements; and thirteen buildings.
Provide visionary leadership in all aspects of the District including, but not limited to:
- Collaboration with treasurer to craft a sound financial process and plan
 - Involvement in Minority Student Achievement Network (MSAN)
 - Enhancement of community relations with three cities, their mayors, and city councils
 - Design of Professional Development Schools with John Carroll University

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- Development and formalization of partnerships with East China Normal University, CUI Education Group (Ningbo, China), and City of Xiangshan, China
- Three successful levy campaigns
- Orchestration of a cooperative nine million dollar budget reduction process
- Establishment of benchmarks of excellence for administrators and individual schools
- Utilization of data to inform decisions about students, programs, and finances
- Enhancing communication with staff and union leaders
- Design of balanced literacy program, preK-12

2001-2003 **Associate Superintendent**
Cleveland Heights-University Heights City School District
University Heights, Ohio
An inner ring suburb of Cleveland, Ohio (see above for description)
Reported to: Superintendent
Responsibilities included, but not limited to: preK-12 educational programs; staff recruitment and training; negotiations; budget and grant management; Summit (union-administrative partnership); professional development for all classified and certified staff; and evaluation of principals and central office administrators.

1999-2001 **Director of Academic Services**
West Geauga School District, Chesterland, Ohio
Reported to: Superintendent
Title changed from position noted below; responsibilities expanded
Responsibilities and initiatives included, but not limited to:

- K-12 educational program, including curriculum development and accountability
- Staff recruitment and hiring
- Negotiations
- Local Professional Development Committee
- Professional development
- *Target Tech*: job-imbedded professional development incorporating technology into teacher developed interdisciplinary units
- Development of five-year plans for literacy, technology, and curriculum revision
- Revision of teacher performance review process
- Job-imbedded professional development

1996-1999 **Director of Curriculum and Professional Development**
West Geauga School District, Chesterland, Ohio
Reported to: Superintendent
Responsibilities and initiatives included, but not limited to:

- K-12 curriculum and state standards coordination
- Title IX compliance officer
- Acquisition and monitoring of local, state, and federal grants
- Local Professional Development Committee and Senate Bill 55
- K-12 technology program
- Selection of student assessments
- Standardized testing data relative to district and building report cards
- Design and monitoring of Continuous Improvement Process
- *Excellence in Education* program: recognized outstanding teacher and student leaders

- 1998-1999 **Elementary Principal, Westwood School**
West Geauga School District, Chesterland, Ohio
Reported to: Superintendent
This position was held simultaneously with position identified above.
Responsibilities and initiatives included, but not limited to:
- Observation and evaluation of classified and certified staff
 - *Techno-Buddies* program
 - Enhanced communications with stakeholder groups
 - Redesigned school schedule
 - Supervised special education classes
 - Odyssey of the Mind Program
- 1988-1996 **Language Arts Specialist and Sixth Grade Teacher**
Orange City School District, Pepper Pike, Ohio
Responsibilities and initiatives included, but not limited to:
- Chair of Language Arts Committee
 - Designed alternative 7th grade courses
 - Established procedures for textbook review and selection
 - Design of interdisciplinary units of study
 - Research-based curriculum piloted for London, England publisher
 - District Continuous Improvement Team member
 - Professional development for literacy and student assessment
- 1986-1988 **Coordinator of Gifted and Talented Program**
Shaker Heights School District, Shaker Heights, Ohio
Reported to: Superintendent
Responsibilities and initiatives included, but not limited to:
- Supervision and evaluation of ten teachers
 - Evaluation of all K-12 enrichment and acceleration opportunities
 - Redesign of student identification process
 - Restructuring of program offerings
 - Collaboration with parental groups
 - Design of newsletter
- 1983-1986 **Coordinator of Gifted and Talented Program**
Crestwood Local School District, Mantua, Ohio
Reported to: Assistant Superintendent
Responsibilities and initiatives included, but not limited to:
- Development of new gifted and enrichment program including student assessment and identification
 - Curriculum compacting project
 - Collaboration with classroom teachers
 - Development of interdisciplinary units of study
 - *Literacy Link.s-* connecting home and school
- 1982-1983 **Gifted Education Specialist**
Windsor Public Schools, Windsor, Connecticut
Reported to: Director of Special Education
Responsibilities and initiatives included, but not limited to:
- Establishment of mentor and independent study programs
 - Published teacher resource book of community speakers and community service projects
 - Redesigned student assessment

1978-1982 K-12 Coordinator and Teacher, Gifted and Talented Program
Watertown Public Schools, Watertown, Connecticut
Reported to: Superintendent
Responsibilities and initiatives included, but not limited to:

- Director of \$225,000 grant
- Teacher: gifted resource room, grades K-8
- Collection and analysis of data to support of University of Connecticut research initiative
- Curriculum compacting project
- "Girls in Math and Science" Program incorporating mentorships and internships
- Development of science outreach program with Talcott Mountain Science Center

1975-1978 Watertown Public Schools, Watertown, Connecticut
Teacher

- Grades 2 & 8
- Initiated volunteer tutorial program
- Developed community resource program
- Designed home-based literacy outreach program

PROFESSIONAL ACTIVITIES

2009 NCATE, Executive Board
CCSSO, Executive Board; Subcommittees: Reauthorization of ESEA, Early
Childhood, and Human Capital
Serve on 42 State Agencies' Boards
Midwest Regional Education Lab, Governing Board

2008 Greater Cleveland Educational Development Center; Board of Directors

2006-2008 Ohio Department of Education Committees (selected member):
International Education Advisory Committee; Ohio Leadership Advisory Council;
State Report Card Committee; Vertical Alignment Network; Harvard University,
ExEL Leadership Program

2005-2008 Learning Point Associates, Midwest Regional Education Lab, Board of Directors
Ohio Schools Council, Executive Board; Treasurer, President-Elect, Chairperson
Greater Cleveland Schools' Superintendent Association, Treasurer, Executive Board;
Chair-Elect; President Buckeye Association of School Administrators (BASA)
Committees: Women in Leadership, State Report Card, Finance and Accountability
Ohio School Leaders' Institute

2003-2008 Minority Student Achievement Network (MSAN); Governing Board
First Ring Superintendents' Collaborative, Governing Board
John Carroll University, Leadership Program, Advisory Committee

2006-2007 Chinese Bridge for American Schools Delegate (Hanban and College Board)

2005-2006 P-16 Initiative, Martha Holden Jennings Foundation

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- 2004-2006 Ohio School Leaders' Institute, BASA, Cohort 19
- 2001-2003 MSAN; Research-Practitioners' Council
- 2001-2008 Certified Palm (handheld computer) trainer
John Carroll University; Advisory board, Leadership Certification
- 2001-2003 Ursuline College; adjunct faculty
Greater Cleveland Educational Development Center; District Liaison
- 1997-2000 Greater Cleveland Educational Development Center: Local Professional
Development Committee
- 1996-2001 Geauga County Educational Leadership Team
- 1996-2001 Ohio Dept.of Education, Christa McCauliffe Program; Advisory Board
- 1995-2001 Zaner-Bloser Publishing Company; Middle School Advisory Board
- 1992-2002 National Board for Professional Teaching Standards; Language Arts Standards
Committee
- 1993-1999 McDougall Littell Publishing Company; Secondary Language Arts Advisory
Panel
- 1993-1999 Walsh Jesuit High School, Cuyahoga Falls, Ohio; Curriculum Advisory Council
- 1993-1996 *The Roeper Review*, Bloomfield Hills, Michigan; Editorial Advisory Board of an
international research publication
- 1993 Twinsburg, Ohio School District; North Central Evaluation Team
- 1992 Ohio Department of Education; designed materials for gifted inclusion classes
- 1992 Beachwood, Ohio School District; North Central Evaluation Team
- 1992-1994 Dorling Kindersly Publishers, London, England
Curriculum development and field test supervisor; designed teacher handbook for
research-based curriculum; arranged filming of publicity video with London
media company.
- 1990 Kent State University, Kent, Ohio; Department of International Studies
- 1989-1993 *Learning Magazine*, Springhouse, PA; Field Editor

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- 1987-1993 Kent State University, Kent, Ohio; Adjunct faculty
Collaborated with educators from the former Soviet Union on development of international science curriculum and student-generated publication, *Future Generations*
- 1986-1989 Northwestern University: Midwest Talent Search, Advisory Board
- 1984-1986 Florida State Department of Education
Developed series of guidebooks and videotapes for statewide professional development
- 1983-1987 Kent Roosevelt High School, Kent, Ohio
Developed: *The Sky's Not the Limit*; annual tri-state conference for gifted children, families, and teachers
- 1981-1983 Department of Defense Dependents' Schools (DoDDS)
Facilitated summer student teaching experiences in conjunction with University of Ct. Masters' Program for international teachers
University of Connecticut, Storrs, Connecticut
Confratute, two-week summer conference, presenter and planning committee

OUT-OF-STATE PROFESSIONAL PRESENTATIONS

- Sept, 2007 Madison, WI.; Courageous Leadership: Leading Leaders
- July 2007 Minneapolis, MN. AASA: Raising Expectations and Narrowing the Gap
- Feb. 2007 New Orleans, LA. AASA National Conference; preconference
First Ring Suburbs: Challenges and Promises and *Narrowing the Academic Achievement Gap*
- Oct. 2006 Washington, DC, Alliance for Excellent Education: *What Options and Interventions Turn Failing Schools Around?*
- March 2006 Washington, DC, Education Sector, The National Academies Center for Education and the National Education Knowledge Industry Association: High School Reform: It Takes More than Vision.
- Nov. 2005 San Francisco, CA. High School Transformation: Challenges and Celebrations
- Nov. 2000 Hong Kong American International School, Hong Kong, China
Growing Good Kids: Activities to Cultivate Leadership Skills

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- 1999-2000 Presented five different all-day workshops in three separate ISDs in Texas.
- *Differentiated Instruction*
 - *Authentic Assessment*
 - *Interdisciplinary Studies Development*
- Nov. 1998 National Middle Schools Association, Denver, CO; annual conference
- *Beyond the Bells and Whistles: Multimedia Projects with Substance*
 - *Developing Leadership in Students*
- Oct. 1998 Regional Educational Service Center #3, Corpus Christi, Texas
- *Authentic Teaching and Authentic Learning*
 - *Curriculum Compacting*
- April 1998 Regional Educational Service Center #6, Dallas, Texas
- *Differentiated Curriculum: Making Each Day Relevant*
 - *Using Data to Craft Instruction*
- Nov. 1997 National Middle Schools Association, Indianapolis, Indiana
- *Developing Leadership in Students*
- Aug. 1997 SENG (supporting Emotional Needs of Gifted), Minneapolis, MN
- *Global Awareness and Developing Student Leaders*
- Mar. 1997 Regional Educational Service Center, Waco, Texas
- *Developing Differentiated Curriculum*
 - *Meeting the Needs of Gifted Students in the Regular Classroom*
- Nov. 1996 Regional Educational Service Center, Waco, Texas
- *Relevant Teaching, Relevant Learning: Curriculum for the 21st Century*
 - *Nurturing Talented Writers*
- July 1996 University of Northern Colorado, Estes Park, Colorado; Summer Instructor
- *Beyond the Textbook: Relevant Teaching, Relevant Learning*
 - *Nurturing Talented Writers*
- 1993-1996 National Association for Gifted Children annual conferences
- *Curriculum Compacting, Designing a Global Curriculum, Differentiating Instruction, and Connecting Literature Across the Content Areas*
- April 1994 National Science Teachers' Association, annual conference, Los Angeles, CA
- *Growing Independent Scientists*
 - *Research-Based Curriculum for All Students*
- 1993 Simon Fraser University, British Columbia, Canada
- Instructor in Summer Program: Classes on curriculum development and classrooms adaptations for gifted students

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- 1991-1993 South Dakota State Department of Education
Worked in eleven school districts providing workshops on various topics relative to gifted child education
- 1991 University of Northern Colorado, Estes Park, CO
Instructor, summer program: *Beyond the Textbook: Relevant Teaching, Relevant Learning*
- June 1985 Florida State Department of Education
Summer Institute: *Meeting the Diverse Needs of Gifted Students*
- 1979-1982 University of Connecticut, Storrs, CT.
Presenter at annual summer conference, *Confratute*
- *Differentiated Classroom Instruction*
 - *Curriculum Compacting*
 - *Nurturing Talented Writers*
 - *Creative Problem Solving*

STATE and LOCAL PROFESSIONAL PRESENTATIONS

- 2009 National Association of State Boards Annual Conference, Cincinnati, OH
Effective Use of Longitudinal Data
Multiple presentations for Buckeye Association of School Administrators
- 2008 Columbus, OH, Ohio School Boards Association: *Preparing Students for the 21st Century*
Columbus, OH, Ohio Leadership Advisory Council: *Effective Leadership; Redefining Leadership; Creating Highly Effective Leadership Teams*
Cleveland, OH: *Meeting the Needs of African American Males*
Cleveland: *Education in the United States*- presentation to educational ministers from Saudi Arabia
- 2007 Columbus, OH, *Changing Learning with the Use of Laptops*
- 2006 Aurora, KnowledgeWorks Conference: *High School Reform: Leadership,*
- 2005-2006 University Heights, OH, Presented four community forums on diversity issues
- 2000-2002 Ohio SchoolNet Conference, Columbus, Ohio
- *Target Tech- Professional Development with a Purpose*
 - *Using Handheld Computers in Educational Settings*
It's in the PALM of Your Hand
- 1983-present Dozens of presentations made within the state of Ohio in various school districts and at state conferences and meetings; specifics available upon request

PUBLICATIONS

- In Press Growing Good Writers, Free Spirit Publishing Company, Minneapolis, MN
- 1995 Growing Good Kids, Free Spirit Publishing Company, Minneapolis, MN
Received Parents' Choice Award for Excellence in Educational Publishing,
November 1997, in tenth printing.
- 1994 Think About It! Series; grades 3-8, editor. Scholastic Publishing Company
- 1992 *Classroom strategies for meeting multiple needs*, in Challenges in Gifted Education,
Ohio Department of Education, Columbus, Ohio
- 1991 *Here's Looking at You, Kid*, Gifted Child Newsletter, New Jersey

GRANT ACTIVITIES

- 2008 Ohio Department of Education, *Seniors 10 Sophomores Initiative*
Planning Grant: \$100,000
- 2006 Federal Government, *Safe Schools/Healthy Students*, \$989,000
- 2004 Federal Government, *High School Reform Project: \$400,000*
- 2002 KnowledgeWorks Foundation (funding through Bill and Melinda Gates
Foundation); Implementation Grant for *Ohio High School Transformation*
Initiative: \$1, 565,000
- 2001 KnowledgeWorks Foundation (funding through Bill and Melinda Gates
Foundation); Planning Grant for *Ohio High School Transformation*
Initiative: \$185,000
- 1996-2001 Title I, Title II, Title IV, and Title VI: writing of grants and reports
SchoolNet and SchoolNet Plus: writing of grant and parallel activities.
- 2001 Northeast Professional Development Center, Cleveland State University
Development of summer training programs for science teachers in partnerships
with two other school districts.
Requested: \$20,000 Awarded: \$20,000
- Mar. 1999 State Department of Education, Columbus, Ohio
Ohio READS grant
Requested: \$65,000 Awarded: \$65,000

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- Feb. 1999 State Department of Education, Columbus, Ohio
Purpose: Establish community-based continuous improvement team
Requested: \$5,000 Awarded: \$5,000
- Feb. 1998 Geauga Educational Foundation
Purpose: Establish teacher-support group & training for grant writing
Requested: \$2,000 Awarded: \$1,500
- Dec, 1997 Ohio SchoolNet Telecommunity Project, Columbus, Ohio
Purpose: Establishment of a telecommunity, *Vital Links*, among three school districts with international connections.
Requested: \$238,500 Awarded: \$129,500
- Oct. 1997 Ohio SchoolNet TeleCommunity Project, Columbus, Ohio
Purpose: Establish planning committee to design telecommunity project.
Requested: \$15,000 Awarded: \$15,000
- Nov. 1996 Connecticut State Department of Education, Hartford, CT
Purpose: Establish an innovative gifted child program with independent study and mentorship components.
Requested: \$275,000 Awarded: \$225,000

HONORS

- Feb. 2008 eSchool News, Tech Saavy Superintendent of the Year
- Oct. 2006 eSchool News: Technology Leadership
- Dec. 2006 City of University Heights, Ohio; Appreciation Award for Diversity Series "2005's Most Influential People"; one of five individuals selected by the Sun Press newspaper, Editor Mary Jane Skala, for "...raising test scores, restoring dignity and professionalism to the superintendent's office, and restoring public confidence in the school system."
- 1998 & 1999 Listed in Who's Who of Professionals
- 1996 & 1998 Listed in Who's Who Among America's Teachers
- Oct. 1995 Named as *Teaching Scholar* by Ohio State Department of Education, Columbus, Ohio
- 1994 *The Golden Apple Achiever Award*: Ashland Oil Company

Deborah S. Delisle

- 1990-1991 *Ohio Teacher of the Year*, first runner-up
Ohio Department of Education, Columbus, Ohio
- 1990 *District Nominee for State Teacher of the Year*
Orange City School District, Pepper Pike, Ohio
- June 1990 *Educational Leadership Recognition*
Awarded by 188th General Assembly, State of Ohio
- May 1990 *Professional Best Leadership Award*
Selected as one of twenty outstanding national educators by *Learning*,
Oldsmobile, and Michigan State University
- Dec. 1989 Certificate of *Excellence in Citizenship*
Awarded by Governor of South Carolina in recognition of middle
school project designed to reach out to victims of Hurricane Hugo
- Nov. 1989 Certificate of *Honorary Citizenship*
Awarded by the Fire Chief and the Mayor of Charleston, South
Carolina in recognition of middle school project designed to reach out
to victims of Hurricane Hugo

ADDITIONAL MEMBERSHIPS and COMMITTEE WORK

Greater Portage County Hospice; Executive Board, Secretary
National Association for Gifted Children
Global Awareness Division, Secretary
Walsh Jesuit High School Mothers' Club; President- 1992-5
Ohio Association for Gifted Children; conference committee
Consortium of Ohio Coordinators of Gifted; Executive Board

Current Memberships

- National Association of Urban Schools
- Minority Student Achievement Network
- Greater Cleveland Schools Superintendents' Association (GCSSA)
- Buckeye Association of School Administrators (BASA)
- Association for Supervision and Curriculum Development (ASCD)
- American Association of School Administrators (AASA)
- National Staff Development Council (NSCD)
- National Middle Schools Association (NMSA)
- Ohio Association of Secondary Schools Principals (OASSP)
- Ohio Association of Elementary School Principals (OAESP)

|

Marilyn B. Troyer

Deputy Superintendent of Public Instruction

Ohio Department of Education
25 S. Front St.
Columbus Oh 43215

(614)466-3175
marilyn.troyer@ode.state.oh.us

Education

1988, Ph.D., Educational Policy & Leadership, The Ohio State University
1981, M.A., Early & Middle Childhood Education, The Ohio State University
1978, B.S., Elementary Education, The Ohio State University

Positions Held

2009-Present, Deputy Superintendent

Ohio Department of Education

Senior manager of the Ohio Department of Education responsible for overseeing the coordination of services across units in the Department and supervising the Associate Superintendents. Primary point of contact for school district superintendents, educational service center superintendents and joint vocational school district superintendents. Responsible for coordinating the functions of regional service delivery systems for assistance to school districts and other educational institutions. Advisor to the Superintendent of Public Instruction on matters of operation and policy pertaining to education in Ohio. In the absence of the Superintendent of Public Instruction serve as the Superintendent.

2006-2009, Senior Associate Superintendent

Ohio Department of Education

Responsible for overseeing all programmatic work of the Department, including supervision of the Center for Curriculum and Assessment, Center for School Improvement, Center for the Teaching Profession, Center for Students, Families, and Communities, Center for School Finance, Office of Career-Technical and Adult Education, Ohio School for the Deaf, and Ohio State School for the Blind. Prioritized and approved work plans; interpreted board policies and directed implementation procedures; represented the board and state superintendent at regional, state, and national meetings, conferences, and hearings; monitored compliance with federal and state laws and regulations; developed goals and objectives for strategic long-term and short-term improvements to ensure efficient and effective services to districts and other stakeholders; reported regularly to the board on the Department's progress on board priorities.

2002-2006, Associate Superintendent, Center for the Teaching Profession

Ohio Department of Education

Directed policy and program development in teacher quality, teacher licensure, professional development, college/university teacher education, recruitment and retention, and implementation of federal teacher quality mandates. Supervised 70 staff and managed an annual budget of \$26 million. Successfully applied for multiple grants from foundations and the federal government; analyzed statewide teacher employment trends and distribution patterns.

2000-2002, Executive Director, Office of Regional School Improvement Services

Ohio Department of Education

Responsible for technical assistance programs for school districts; supervised regional infrastructure for providing technical assistance and professional development statewide; administered grant programs; designed and implemented State Institute for Reading Instruction (SIRI) and other statewide professional development programs.

Marilyn B. Troyer

Positions Held (continued)

1998-2000, Director, Professional Development and Licensure

1996-1998, Associate Director, Professional Development and Licensure

1994-1996, Assistant Director, Professional Development and Licensure

1990-1993, Consultant, Teacher Education

Ohio Department of Education

Increasing levels of responsibility in implementing statewide professional development initiatives such as the Entry Year Program for new teachers and Local Professional Development Committees; administered numerous grant programs; directed Ohio's teacher award programs; supervised Regional Professional Development Centers; supervised accreditation of teacher education programs at Ohio colleges and universities; wrote documents and publications on state policies and procedures; provided training.

1988-1990, Instructor

The Ohio State University

Taught graduate and undergraduate courses in teacher education, child development, language and literacy, methods courses; supervised student teachers and teaching assistants.

1978-1985, Teacher

Jonathan Alder Local School District

Mechanicsburg Exempted Village School District

Taught primary grades, self-contained classrooms, and Title I reading program.

Awards, Fellowships, Grants

Distinguished Service Award, Ohio Department of Education, 1999

Chief Officer's Award, Ohio Department of Education, 1998

Chief Officer's Award, Ohio Department of Education, 1997

Employee of the Month Award, Governor of Ohio, 1992

Employee of the Month Award, Governor of Ohio, 1991

National Distinguished Dissertation Award in Teacher Education, 1989

Award for Outstanding Scholarship in Teacher Education, Association of Colleges and Schools of Education in State Universities and Land Grant Colleges, 1989

Earl W. Anderson Memorial Award, The Ohio State University, 1987

Graduate Student Alumni Research Award, 1987

Phi Kappa Phi Honor Society

Licenses and Certificates (Ohio)

Superintendent—5 year

Assistant Superintendent—5 year

Reading Supervisor—Permanent

Reading—Permanent

Elementary—Permanent

Related Experience

School Board President, Jonathan Alder Local Schools, 1996-1998

School Board Member, Jonathan Alder Local Schools, 1993-2001

School Board Member, Tolles Technical Center, 1998-2000

Board Member, Staff Development Council of Ohio, 1996-1998

Presenter at numerous state, regional, and national conferences

Reviewer/selection committee member, various state and federal award programs

Author, various journal articles, implementation guides, and ODE publications

Writer, numerous grants submitted to foundations and federal government

Paolo A. DeMaria, Executive Vice Chancellor

Ohio Board of Regents

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Employment

2008-present

Executive Vice Chancellor – State of Ohio **Ohio Board of Regents**

Columbus, Ohio

Responsible for the overall coordination of agency strategic planning and implementation including oversight of the implementation of the *Strategic Plan for Higher Education* (March 2008).

- Develops policies and workplans for various strategic initiatives including textbook affordability, workforce development, data collection and use, and college readiness.
- Serves as liaison with college and university administrators with regard to a variety of strategic initiatives.
- Supports agency budget development and advocacy efforts.
- Oversee the implementation of special projects for the agency.

2004-2008

Associate Superintendent for School Options and Finance – State of Ohio **Department of Education**

Columbus, Ohio

Responsible for the operation of the Center for School Options and Finance within the Ohio Department of Education.

- Member of the Department senior management team which implemented the strategic plan and goals of the agency as set by the Superintendent and State Board of Education.
- Supervised 75+ member unit performing computations and processing of over \$7 billion annually in payments to school districts and other entities.
- Developed policies, rules and proposed statutory changes regarding all aspects of education finance and options, including community schools and vouchers.
- Directed the production and release of the 2007-08 state, district, and building report cards which included, for the first time, the use of value added computations.
- Coordinated presentations, outreach efforts and communications to school treasurers and other school finance stakeholders.
- Advocated with legislators, Governor's Office, and other state and local government agencies.

2000-2004

**Chief Policy Advisor/Director of Cabinet Affairs – State of Ohio
Office of the Governor**

Columbus, Ohio

Responsible for the operation of the Policy Section of the Office of the Governor. Managed the development and implementation of the Governor's policy agenda.

- Directed activities of the 12 member policy staff.
- Substantially responsible for the following policy areas: education finance and standards-based reform, higher education, workforce development, budget and financial management.
- Served as Governor's Office liaison to the Governor's Commission on Student Success, Governor's Commission on Teaching Success, Governor's Commission on Higher Education and the Economy, and Blue Ribbon Task Force for Financing Student Success.
- Served as the Governor's liaison to the State Workforce Policy Board.
- Developed policy positions. Researched and wrote policy papers and other documents.
- Interacted with members of the Governor's cabinet and other senior staff members on policy development and implementation, and strategic issue intervention.
- Interacted with members of the General Assembly, legislative committees, members of Congress, and congressional staff in promoting the Governor's policy agenda.

1999 - 2000

Senior Resident Advisor – Barents Group, LLC

Assignment in Yerevan, Armenia; Headquartered in McLean, Virginia

As part of the U.S. Agency for International Development (USAID) Tax and Fiscal Reform Project team, served in the Republic of Armenia as resident Senior Budget and Fiscal Reform Advisor.

- Interacted with, and advised counterparts within the Ministry of Finance.
- Provided critical analyses, recommendations, and implementation assistance regarding budget process re-engineering and other fiscal reform issues.
- Developed procedures and prototypes for a Medium Term Expenditure Framework (MTEF) and assisted with MTEF development.
- Worked closely with other donor organization representatives (U.S. Treasury, International Monetary Fund, World Bank) to coordinate budget reform activities.
- Provided training presentations on budget process issues.

1998 - 1999

Director - State of Ohio/Office of Budget and Management

Columbus, Ohio

Performed duties as the Chief Financial Officer for the State of Ohio and its annual budget of over \$35 billion. Responsibilities included oversight of 110 member team performing all budgeting, accounting, and financial reporting functions, and associated management information systems.

- Frequently interacted, as member of Governor's cabinet, with Governor and Governor's Office staff regarding broad fiscal policy and other priority policy issues.
- Developed and guided the implementation of agency strategic plan, goals and objectives, and chaired agency's Quality Steering Committee.
- Led development of policy and implementation action plans for budget development, transaction accounting, and financial reporting functions.
- Coordinated and managed activities of senior management team.
- Served as member of Ohio's School Facilities Commission.
- Interacted with wide variety of interest groups including those representing local governments, primary education, higher education, health care, etc.

1991 - 1998

Assistant Director - State of Ohio/Office of Budget and Management
Columbus, Ohio

Responsible for assisting the director and serving in his absence. Primarily assigned to manage the development of executive operating and capital budget proposals and the implementation of enacted budgets for the State of Ohio.

- Supervised budget development and implementation section of 30 people.
- Successfully guided OBM's effort to attain the Government Finance Officers' Association Distinguished Budget Presentation Award.
- Facilitated fiscal problem resolution for state agencies.
- Served as liaison with legislature, Governor's office, and various interest groups.
- Facilitated implementation of total quality processes within the agency.
- Assisted with development and implementation of agency strategic goals and objectives.

1988 - 1991

Senior Fiscal Analyst - State of Ohio/The Ohio Senate
Columbus, Ohio

Responsible for the preparation and development of Senate majority caucus budget proposals as well as providing fiscal information, research and analysis.

Education

1996

Ohio State University/School of Public Policy and Management
Columbus, Ohio

Master of Public Administration (M.P.A.), June 1996. Studies emphasized fiscal administration and strategic management/leadership. Inducted into Phi Kappa Phi and Pi Alpha Alpha honor societies.

1984

Furman University
Greenville, South Carolina

Bachelor of Arts, summa cum laude, June 1984. Political Science and Economics majors. Ullmer Political Science Award recipient. Inducted into Phi Beta Kappa and Pi Gamma Mu honor societies.

Awards and Honors

- The Ohio State University Alumni Association: Distinguished State Government Service Award, 2009.
- Ohio Association of School Business Officials: President's Award, 2006.
- Ohio Government Finance Officers Association: Timothy I. Murphy Excellence in Government Award, 2003.
- Ohio State University John Glenn School of Public Policy and Management Distinguished State/Local Government Alumnus Award, 1998.

APPENDIX A.2.2

BUSINESS COALITION FOR EDUCATIONAL SYSTEM IMPROVEMENT

RATIONALE: DESCRIPTION OF THE BUSINESS COALITION FOR EDUCATIONAL SYSTEM IMPROVEMENT, A COALITION COMMITTED TO ACCELERATING OHIO'S EDUCATION REFORM AGENDA BY WORKING ALONGSIDE THE OHIO RTT STATE TEAM AND PARTICIPATING LEA'S TO TRANSFER PRACTICES IN ORGANIZATIONAL CHANGE AND PROJECT MANAGEMENT.

**REFERENCED IN:
(A)(2)**

May 24, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Re: Supporting Ohio's Race to the Top Program
and the Implementation Plan for
The Ohio Business Coalition for Education Systems Improvement

The companies and executives from across Ohio, referenced in the plan submitted with this letter, are pleased to join with leaders of Ohio's district and charter schools, the Ohio Department of Education, the Ohio Board of Regents, Governor Strickland's administration, and Ohio legislature to achieve the bold objectives for Ohio's Race to the Top(RttT) program.

Ohio's Race to the Top application takes engagement of business to the next level by establishing **The Ohio Business Coalition for Education Systems Improvement**. The coalition is a natural extension of public/private partnership traditions in Ohio and has the track record of directly benefitting school leaders on the front lines of Ohio's education reform agenda.

Delivering a high-quality education to Ohio's children is a team effort – support must go beyond the traditional offices of district and charter leaders, teachers' associations, their boardrooms, and the Ohio Department of Education. Programs currently exist in some of Ohio's communities where business professionals visit schools and spend time with principals, leaders, teachers, and students. This gives business leaders first-hand insight into operations of the school and these leaders become more informed about issues that face schools in their local communities. But more can and needs to be done to harness the intrinsic talent and tools of Ohio's business infrastructure to aid education leaders in managing and implementing change.

Change is difficult to manage under any circumstance. The combination of our economic realities, the different needs of rural and urban schools, the politically charged public education policy environment with enormously difficult decisions to make, and varying degrees of public understanding and patience, results in one of the most challenging environments for change that can be imagined. Ohio is well known for the involvement and engagement of the private sector – especially business – to advance students and teachers. We owe it to Ohio's children to bring this vast network of human talent to support the changes directly in the regions across Ohio where the need is greatest.

The Coalition intends to connect to the RttT plan in two areas with critical supports: (1) initiate executive coaching, and (2) facilitate assistance for implementation teams noted in the application. The Coalition will be operated through in-kind and voluntary participation by Ohio's businesses. This visible support also reinforces the public endorsement of positive change and creates a cohort of non-traditional education ambassadors who hold high credibility in their regions. The plan for this effort is attached to this letter.

The undersigned to this letter represent two of Ohio's corporations who have significant experience in education systems improvement and represent the type of results we expect from the Coalition as it expands in Ohio. At Time Warner Cable, the organization has leveraged its media distribution capability to communicate tailored STEM advocacy messages directly into consumers' homes. Battelle has used its

The Honorable Arne Duncan
U.S. Secretary of Education
Supporting Ohio's Race to the Top Program
May 24, 2010
Page 2 of 2

large-scale project and systems management expertise to establish entirely new mechanisms for public and private partners to join in education work.

The network of talent accessible under this plan is drawn from over ninety of Ohio's businesses that are already engaged in regional education reform through their own company efforts. Most also belong to the Ohio STEM Learning Network (OSLN) where they can be quickly mobilized by Ohio's Race to the Top participants through OSLN's in-place infrastructure. The Business Coalition for Education Systems Reform is also pleased to have the support of the Ohio Business Roundtable as referenced in the letter you received from Richard Stoff – CEO of that organization. Please note that his letter is co-signed by the business partnership leaders in each of Ohio's largest economic regions. Combining the coalition plan and the network of Ohio's CEO's via the Business Roundtable creates a web of talent that can have transformative effects on the leadership skills of Ohio's educators.

Ohio's Race to the Top application notes "... the clock is ticking... and we will act boldly." We are excited to stand with these leaders on behalf of a quality education for Ohio's children.

Sincerely,

(b)(6)

Richard D. Rosen
Corporate VP, Education and Philanthropy
Battelle
505 King Avenue
Columbus, Ohio 43201

Rhonda Fraas, President, Residential Services
Mark Dunford, RVP, Operations
Time Warner Cable
1015 Olentangy River Rd.
Columbus, Ohio 43212

Attachment

**A Plan Overview for the
The Business Coalition for Education System Improvement**

*In Support of Ohio's Race to the Top Application
May 25, 2010*

Ohio businesses have committed to accelerating the state's education reform agenda by aligning support efforts and creating a Business Coalition for Education System Improvement. The Coalition will work alongside Ohio RttT state team and participating LEAs to transfer practices in organizational change and project management – two key areas that require excellent agile execution for the ambitious goals to be achieved. The Coalition will benefit by connecting to the Ohio Business Roundtable's plan (outlined in their letter of support in the RttT application) to capitalize on its track record of policy advocacy and access to Ohio's most senior business leaders.

The Coalition founding members have identified mentoring, in-kind support, and loaned specialist programs that exist across Ohio that can engage at all levels in Ohio's reform efforts. This work likely represents an additional area where Ohio demonstrates national leadership that can be transferred to other states as they seek to deeply engage businesses in their own regions. Founding members have committed not only to broadening the circle of engagement by recruiting other Ohio businesses, but also to proactively reach out to peer groups in other states that receive Race to the Top awards.

Ohio currently enjoys an array of impactful engagement by business in education support. Nationwide Insurance underwrites the support of several of its employees to work full-time with Columbus City Schools to improve systems for data collection and analysis – a core competency for the insurance industry leader. Procter and Gamble immerses teachers and students in its famous innovation processes to demonstrate how new products are conceived and developed. Honda Motor Company translates its renowned product quality through an ongoing program where school leaders are trained in how to think about quality control in management systems. The global research and development leader Battelle Memorial Institute, a charitable trust in Ohio founded with an education mission, is instrumental in managing the nationally recognized Ohio STEM Learning Network and actively spreading it to other states – many of whom are using similar design principles in their applications under RttT. Battelle's philanthropic dollars also provided the founding investment that led to Battelle for Kids, a nonprofit organization that provides strategic counsel and innovative solutions for today's complex educational-improvement challenges.

The Coalition intends to assist in two immediate areas with critical supports: (1) initiate executive coaching, and (2) facilitation assistance for implementation teams noted in Section (A)(2) of the application. The Coalition will be operated through in-kind and voluntary participation by Ohio's businesses. This visible support also reinforces the public endorsement of positive change and creates a cohort of non-traditional education ambassadors who hold high credibility in their regions.

1.0 What the Coalition is Designed to Do:

During the preparation of Ohio's Race to the Top application, superintendents and principals close to the reform work were interviewed to understand daily aspects of leadership and management issues. This was then translated into similar circumstances within the business environment that could provide benefit as school leaders carry out the ambitious work of Race to the Top. Those questions served as the basis for a "curriculum" that will be carried out by the Coalition integrated with Ohio's RttT plan.

2.0 The Commitment of the Coalition Leaders – How it will work:

A core group of business leaders will work with Ohio’s RttT team immediately upon the award to establish dialogue directly with school leaders and determine change management topics of most interest to the participants at that point in time. Business leaders at operational headquarters and their field offices that sign onto this program will identify well-networked executives in their company to pair with the local school leaders. The business executive will identify supplemental experiences that exist within their company that can benefit the district or school leader.

The experiences are grouped into four categories that help underpin strong management and leadership competencies and address high priority questions for education leaders:

- Observations (school leader is invited as an observer in company board meetings, executive sessions, strategy discussions, etc, to view interactions and dynamics)
- Immersions (school leader participates directly with company employees in professional development sessions, like presentation skills, communications, conflict management,)
- Methods Transfer (direct training in tools, such as forecasting, data management, performance dashboards, etc, and the opportunity to use these tools in the school setting)
- Interpretive Session (pre- and post-meetings with the company executive paired with the school leader to discuss the experience and deepen understanding)

Category of Skill Enhancement	Example Questions by Education Leaders
Human Resources	How do you approach talent recruitment, screening, hiring? What techniques do you find effective in interviews? How do you match an individual to a specific position?
Change Management	What strategies do you use to lead change across every scale of your company? How do you secure ownership for reform? How do you manage complex and messy projects?
Leading, Agility, and Changing Direction	What communication strategies do you employ when you see the need for a change in direction without disenfranchising the people associated with the prior direction?
Conflict Management	How early do you engage in conflict management? What types of training can improve my effectiveness? How do I move from conflict avoidance to constructive resolution?
Creating Strategic Plans	What and who informs your strategic plan? Can I see examples of how the strategy translates to an implementation? What informs a need for a change in strategy? How do you benchmark success?
Effective Board Relations	How do you prepare for your board meetings? How do you communicate essential messages to a Board that is not familiar with the work of your company on a day-to-day basis? How do you build capacity of board members?
Coaching	Tell my why you took an action. Did it work the way you expected? How do you think about managing risk especially in situations where you have little prior experience? What types of questions should I ask?

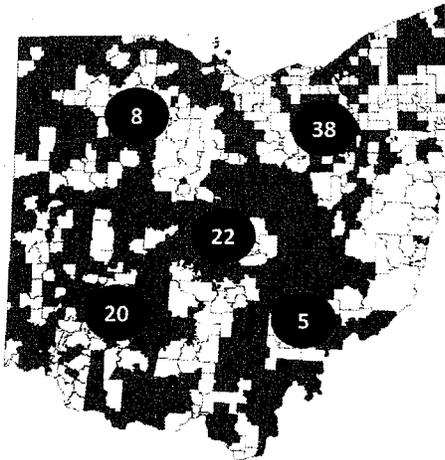
Teachers and leaders are well-trained but rarely see the multidisciplinary aspects of problem solving from management. These connected experiences will broaden perspectives of school leaders while they carry out complex and politically-charged education reform. The corporate context for this training is clearly different than the education setting, but the opportunity for a school leader to be immersed in dialogue of how other industries prepare for change is expected to positively impact leadership development with RttT.

The school leader will be invited to join with the selected company staff teams in professional development programs within that organization. The interactions of the Coalition members with school education leaders are guided by the questions posed by those interviewed for this plan: Experiences are expected to range from observing corporate boardroom interactions, communications training, conflict resolution, strategic planning, project management, risk management, and managing organizations in change.

3.0 Coalition Leadership

Although there are many more, Ohio businesses in this coalition will support at least 30 sites across the state, to make sure that there are experiences that are convenient to where school leaders work and live. The coalition itself will be managed as an extension to the Ohio RttT leadership team.

The coordination of the coalition will be integrated with leading organizations that are already closely associated with Ohio's education reform agenda. The Ohio STEM Learning Network has in place the robust capacity to mobilize industry partners and share information and practices among them. OSLN also has sites in place in many Ohio regions that are co-located with business and these serve as natural entry points for the executive/school leader experience. This will be harnessed as the back-room infrastructure for organizing and convening the coalition members throughout the effort. The map below shows the coverage of network members in the state and the proximity to districts that have signed on to the RttT program.



The OSLN manager commits to providing the team priority access into these Ohio networks. Ohio does not need to divert precious financial RttT resources toward creating this infrastructure and the school leaders will be able to leverage the networks and this community of practice from **day one** of the program.

Convening of the entire leader/business cohort will be done periodically. This facilitated dialogue will be evaluated and documented and used as part of the change agenda, especially as input to the on-going public advocacy communications that are vital for Ohio's work.

Within the required 90-day timeframe for completion of signed contracts with ODE and the districts and charters, the Coalition will have enlisted a minimum of thirty executives. The participating individuals will spend at least two years in a direct mentoring relationship with selected school superintendents or school leaders in Ohio focused on engaging the leaders in the experiences noted earlier.

As districts and charter schools begin the promised work of executing plans, ODE and statewide partners commit to providing support to these efforts. This is in the form of embedded teams and dedicated staff whose jobs are to increase the effectiveness of groups of districts and charter schools working together. Another immediate role for the Coalition will be to bring tools for facilitation of these multiple groups, and build facilitation skills among the education leadership in Ohio.

Ohio is home to some of the nation's leading logistics specialists, like Limited Brands, Cardinal Health, and Worthington Industries. Ohio is also the location of research and development centers like The Air Force Research Laboratory (Dayton), Battelle (Columbus), and NASA Glenn Research Center (Cleveland). These organizations have deep competency in planning and operating projects on-time and

on-budget. They are already connected to Ohio education work in The Ohio STEM Learning Network. They have vested interests in an educated Ohio citizenry because they employ tens of thousands of people. The complex project management dimension of Race to the Top can therefore be undergirded by project management organizations that agree to help educators who are not trained in this particular specialty. The Office of Strategic Initiatives will include provisions for one or more joint positions whose costs are shared between ODE and the private sector. This will be used as a means to bring qualified project management expertise into ODE from the outset. Further, Ohio's Superintendent of Public Instruction will establish career development pathways that encourage high potential ODE staff to participate in a rotation, working side-by-side with these joint position mentors.

Periodically, the collection of CEOs and LEA leaders will come together as a group to share what they are learning. These discussions from these gatherings will also be captured for purposes of research and information transfer. Over time, this coalition approach promises to be a national model for how corporate engagement can make an immediate difference in accelerating the pace of education reform.

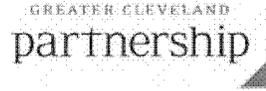
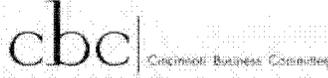
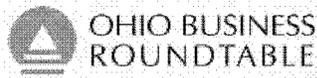
Organizations with established commitments to Ohio Networks (OSLN) that will be accessed by the Business Coalition		
Time Warner Cable	WesBanco	Great Lakes Science Center
General Electric	Solid Waste Authority Central	Forest City Charitable Enterprises
GE Aviation	Ohio	Eaton Corporation
Dell	Nationwide Children's Hospital	Cleveland Public Power
Apple, Inc.	Moody-Nolan, Inc	Cleveland Engineering Society
Inventis Group Ltd.	Franklin Park Conservatory	Cleveland Clinic
Honda of American	Franklin County Soil and Water	LexisNexis
Manufacturing	Conservation	Cissell Construction
Summa Health System	Edison Welding Institute	Appalachian Ohio Business
OMNOVA Solutions, Inc.	COSI	Council
National Inventors Hall of	CHASE	Diagnostic Hybrids, Inc.
Fame Foundation, Inc	BMI Credit Union	Cincinnati Zoo and Botanical
First Energy	Battelle	Garden
Bober, Markey, Fedorovich &	American Society of Civil	Cincinnati Museum Center at
Company	Engineers	Union Terminal
Akron General Health System	FirstMerit Corporation	Peerless Technologies, Inc.
Akron Children's Hospital	Wirenet	CDO Technologies
Sierra Lobo, Inc	Team NEO	Boonshoft Museum
Wright Patterson Air Force	Siemens	Air Force Research Laboratory
Base	Rockwell Automation	Advanced Technical Intelligence
Texas Instruments	Parker Hannifin Foundation	Center
Standard Register	Nortech	WOSU
IDCAST	NASA	Toyota
Mound Laser & Phontonics	Malcolm Pirnie, Inc.	SHP Leading Design
Center, Inc	Manufacturing Advocacy and	Procter & Gamble
Dayton Development Coalition	Growth Network	Duke Energy
Dynalab, Inc	Jones Day	Janotta & Herner Inc
RPM International	Greater Cleveland Partnership	

APPENDIX A.2.2A

BUSINESS, EDUCATION AND ECONOMIC DEVELOPMENT

RATIONALE: JOINT LETTER FROM THE
OHIO BUSINESS ROUNDTABLE, THE
CINCINNATI BUSINESS COMMITTEE,
THE GREATER CLEVELAND
PARTNERSHIP AND THE COLUMBUS
PARTNERSHIP ENDORSING THE STATE
OF OHIO'S ROUND 2 RACE TO THE TOP
APPLICATION.

**REFERENCED IN:
(A)(2)**



May 20, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of the Ohio Business Roundtable, the Cincinnati Business Committee, the Greater Cleveland Partnership and The Columbus Partnership, we jointly submit this letter of endorsement for the State of Ohio's Round Two Race to the Top application.

Collectively, our boards of directors represent the CEOs of 150 of Ohio's largest businesses – that employ millions of Ohioans. Yet we write not simply as four organizations but four organizations that have a sustained track record of successfully working together – intimately together – on some of the toughest economic challenges facing this state.

“Race to the Top” is an apt metaphor for the perspective from which our respective organizations view this latest challenge that your bold grant program acknowledges. Ohio is, in fact, engaged in a fierce race – a race for competitive advantage in a global economy, a race to build innovation capacity, a race to develop world-class talent. This “race” – indeed all races – suggests urgency, and no one understands the need for urgent action better than the business community. The realities of globalization demand that we act quickly and with agility – to seize opportunity, to establish competitive advantage, to achieve greatness.

Within such a context, “readiness is all,” which in this new day means not only our kids and courageous educators but indeed all of us. *Ohio is ready to race to the top* – and the state's business leadership is a committed partner in that effort.

The imperative for business leadership and engagement in reform efforts

Ohio's Round Two application for Race to the Top grant funding comes at a propitious time. On May 4, 2010, in a ballot campaign led and largely funded by our four organizations, Ohio voters approved, by a convincing 62% to 38% margin, renewal and

continuation of Ohio's Third Frontier initiative – a visionary public-private partnership anchored by business, education, labor and government. Created in 2002 with strong bipartisan leadership and support – and with an initial pledged investment of \$1.6 billion, growing by an additional \$700 million as a result of our May ballot victory – The Ohio Third Frontier is designed to position Ohio as an innovation leader and to fuel long-term economic growth in our state. To achieve these goals, Third Frontier makes targeted investments in promising technologies, research and entrepreneurs, which in turns builds new companies, supports business expansion and creates new jobs.

The Ohio Third Frontier is Ohio's most successful economic development and job creation program. As of December 31, 2009, Third Frontier had created, attracted or capitalized more than 600 new companies, created more than 55,000 new jobs and generated more than \$6.6 billion in additional economic investment across Ohio. Results like these are a major reason that Third Frontier is the envy of many other states across the nation.

Why is the Ohio Third Frontier relevant to Ohio's Race to the Top application? It's simple: Ohio's significant investment in building world-class research capacity, promoting interaction between research and industry, and commercializing R&D will not deliver the desired long-term economic benefits if we are unable as a state to simultaneously develop the highly skilled, world-class talent needed to fill Third Frontier-generated jobs.

The Race to the Top grant Ohio seeks will help ensure that we can do just that.

Ohio is poised and well positioned to achieve greatness. At a time when many states are understandably leery of debt and cutting back in their technology-based economic development investments, Ohio voters embraced a long-term view and passed a \$700 million bond issue to continue such investments. Voters recognized that strengthening Ohio's capacity for innovation will help create stimulating, challenging, high-wage jobs for their children. From the business community's perspective, however, the equally critical point here is the sobering realization that these jobs will require more highly skilled workers than at any other time in history – young people with the higher-level thinking skills, problem-solving skills, communication skills and technological facility necessary to compete globally – and that Ohio must dramatically accelerate its efforts to develop a talent pool that possesses those skills in abundance.

Ohio's business community has long recognized that knowledge and innovation are the keys to competitiveness and the stepping stones to economic strength and prosperity. The 2005 Annual Report of the Federal Reserve Bank of Cleveland included a compelling analysis of per-capita personal income – as good a metric of economic strength as anything. The analysis showed that “wealthy” states are differentiated from “poor” states by two basic variables: **(1) innovation**, as measured by the pace of their technological

advancement and the strength of their commercialization engines; and **(2) talent**, as measured by the level of educational attainment of their citizens and the quality of their workforce. Expressed as an equation, the Fed's analysis might look something like this: ***Innovation + Talent = Prosperity.***

With the highly successful Third Frontier initiative, ***Ohio is asserting national leadership on addressing the "innovation" dimension of economic development; it is imperative that we keep pace on the "talent" side as well.*** Put another way, as we make strategic investments in building our innovation capacity, we must make commensurate investments in our human capital. Indeed, this reality points to both the opportunity and the challenge that voter approval of continued Third Frontier funding represents. We understand that without globally competitive talent, no long-term economic development strategy can hope to be successful in today's world. And this reality is the impetus for the business community's committed leadership and sustained engagement in Ohio's education improvement efforts.

Strong track record of business advocacy and engagement

For the better part of the last two decades, Ohio's business community has provided strong leadership and advocacy for developing and sustaining education improvement efforts, both statewide and locally. We have worked shoulder-to-shoulder with state policymakers and Ohio's education community to craft, advance and implement many bold reforms that have raised standards, enhanced quality, aligned assessments with instruction, strengthened accountability and improved student performance.

At the state level, over a period spanning almost two decades, Ohio's business community and, in particular the Ohio Business Roundtable, played significant leadership roles in the following major reform initiatives, virtually all of which are designed to help develop the highly skilled, globally competitive thinkers and problem-solvers needed to support an innovation economy:

- **Development of clear, rigorous academic content standards** in core subjects; a system of assessments aligned with the standards; and a credible performance accountability system with tangible consequences
- **Development of clear standards for teacher performance** and professional development
- **Creation of Battelle for Kids and implementation of value-added assessment and analysis** of student progress (an area in which Ohio is an acknowledged national leader)

- **Expansion of charter schools and other school choice options** that provide alternatives for families with children in low-performing traditional public schools, as well as competition that is spurring innovation and improvement in traditional public schools
- **Statewide adoption of a rigorous high school “Core” curriculum**, with a special emphasis on science, mathematics and foreign language – a critical enabler for all students in Ohio to graduate from high school ready for college, work and citizenship in a global economy
- **Benchmarking Ohio’s K-12 education system to global standards** of excellence in high-performing international systems, as recommended by McKinsey in its study undertaken for Achieve
- **Development of ten-year strategic plan for higher education** to increase the number Ohioans who enroll in postsecondary education, earn college degrees and remain in Ohio after college
- **Creation of the Ohio STEM Learning Network (OSLN)** – a prominent national model, architected and managed by Battelle together with the BRT’s affiliate, the Business Alliance for Higher Education and the Economy, and anchored by tremendous support from the Bill & Melinda Gates Foundation. The OSLN exists to accelerate STEM literacy for all students – a key strategy for establishing Ohio as a national leader in attracting, cultivating, training and producing the next generation skilled scientists and engineers needed to create tomorrow’s innovations
- **Elevating early learning as an economic development issue and the essential foundation for student success** with the support of Pew Charitable Trust and in collaboration with state policymakers and Ohio’s early learning community

Considered in the aggregate, with such strong national partners as Achieve, Business Roundtable, Education Trust, Fordham, Gates Foundation and Pew Charitable Trust among others, these closely linked and wide-reaching business-driven reform initiatives serve as an essential platform for the work Ohio proposes in its Race to the Top effort.

Constructive, creative partnerships in major urban school districts

While business leadership and advocacy at the statewide, policymaking level have been strong, committed and sustained, we also are engaged partners in transformational local reform efforts in communities across the state, particularly in Ohio’s three largest urban centers:

- **Cincinnati.** In addition being engaged in education reform efforts at the state level, the Cincinnati Business Committee (CBC) also is working locally to ensure that all children have access to high-quality education. The CBC recently partnered with several philanthropic organizations to fund a report by The New Teacher Project that offered specific recommendations to improve teacher effectiveness in Cincinnati Public Schools (CPS)—all of which are directly aligned with the Race to the Top reforms. CPS is currently working toward implementing these policy reforms, which include many significant changes to the collective bargaining agreement.

The CBC is also supporting a “portfolio” education strategy in Cincinnati. Multiple partners recently came together (including P&G, GE Aviation, Duke Energy and Children’s Hospital) to assist in the development of Cincinnati’s Hughes STEM High School. In addition, CBC is helping support the expansion of new, high-performing schools in Cincinnati such as the SEED school. SEED is a public, college-prep boarding school for at risk-students that has proved to be highly successful in Washington D.C., where 97 percent of graduates are accepted to college. Cincinnati’s private/public partnership could serve as an innovative model for creating additional SEED schools throughout Ohio.

The CBC also is an active partner of Strive, a unique cross-sector community-wide partnership that is working together to transform education in the urban core for every child from cradle to career. Strive unites the community around shared education issues, goals, measurements and results, and actively supports and strengthens strategies that work.

- **Cleveland.** The Greater Cleveland Partnership (GCP), which represents more than 16,000 small and large businesses in northeast Ohio, has focused its involvement in K-12 education on the role Cleveland Metropolitan School District (CMSD) high schools play in producing skilled workers for the region’s business enterprises. During the past two years, the primary vehicle for advancing that agenda has been GCP’s involvement with the district’s STEM education initiative. Working with the district, major local foundations and Battelle, the Cleveland business community supported the development of the MC²STEM high school, which is now in its second year of operation. The ninth-grade class is located at the Great Lakes Science Center, which also houses the NASA Glenn Center, and the tenth-grade class is located on General Electric’s Nela Park Campus. Embedding the high school students on STEM campuses is a unique model providing real-world STEM learning, interaction with a science- and engineering-oriented company and access to the work of NASA Glenn. Additionally, GE mentors are assigned to work with

students on a weekly basis, providing a full range of unique learning experiences. The GCP secured contributions of approximately \$4 million from leadership companies to finance the cost of renovating the facilities that house the ninth- and tenth-grade classes, and also managed the construction of the GE facility.

The GCP is involved in numerous additional education initiatives, including assisting with implementation of the CMSD's Transformation Plan, positioning the new Max Hayes High School as a world-class career and technical high school, and providing leadership support for the Cleveland School of Science and Medicine Academy and the Entrepreneurship Preparatory School, a charter school authorized by CMSD.

- **Columbus.** Disturbed by the fact that the majority of Columbus Public Schools' middle schools were repeatedly rated "D" or "F" on the state report card, the Columbus Partnership spearheaded an effort to persuade the high-performing KIPP charter school network to open a middle school in Columbus. With assistance from local business leaders, a new KIPP middle school opened its doors to fifth-graders in August 2008. Nearly every student in the school is economically disadvantaged, and many are two to three years below grade level in reading or mathematics. Today, the school – which is situated in one of the city's poorest neighborhoods – serves 135 fifth- and sixth-graders. The school will add seventh grade in August 2010 and eighth grade in August 2011. The school has a longer school day, school week and school year than the district, offering its students 60 percent more class time. The goal of the school is to demonstrate that highly skilled teachers (many are Teach for America alumni) can help disadvantaged students achieve at high levels.

Columbus business leaders also have played an important role in helping to improve local school accountability to the public. Columbus Public Schools (CPS), the state's largest school district by enrollment, is the only urban school district to have won all of its ballot issues during the past decade. The district, the local business community and independent policy organizations worked collaboratively to fashion "accountability pledges," which helped win voter support for two facility bond issues and two operating levies.

- In 2002, CPS pledged to build 26 new schools, modernize 12 schools and close 2 schools at a cost of \$392 million – plans that would affect 17,000 students. The district also joined with the City of Columbus to form a Neighborhood-School Development Partnership comprising 15 business and community leaders to oversee the program.

- In 2004, the CPS School Board and local business leaders agreed that the district would not return to the ballot for four years. To keep this promise, the district pledged to operate within its projected income growth of three percent annually– a promise the district kept.
- In 2008, CPS projected that student enrollment would fall from 52,000 to 46,000 over the succeeding four years and, consequently, pledged to close at least six schools and reduce expenditure growth by \$76 million during that period. The district also pledged not to return to the ballot until 2012.

The bottom line? This business/district/community accountability compact is serving Columbus well and is a model for other communities to emulate.

CPS also benefited from a partnership with Nationwide, one of central Ohio's leading corporations, which loaned company executives to help CPS use data to improve instruction.

These are just a few examples of the many creative, constructive partnerships in which Ohio businesses are engaged at the local school district level.

Measurable goals and tactics that produce results

We know what we want to accomplish in Ohio, and we have a clear understanding of what needs to be done to be successful. Through initiatives such as the Ohio Third Frontier, we are making generational investments to build our capacity for innovation. We must do likewise in strengthening and deepening our talent pool.

Ohio's application for a \$400 million Race to the Top grant zeroes in on three essential goals: (a) improving high school graduation rates, (b) closing graduation gaps and achievement gaps, and (c) improving Ohio's position relative to other states in reading and mathematics proficiency. From the business community's perspective, these goals could not be more on target. Ohio simply cannot afford to write off huge segments of our future workforce, especially in our major urban centers. Nor can we afford to settle for anything less than globally competent workers and engaged, productive, responsible citizens.

Within this context, we strongly endorse the major programs proposed in Ohio's Race to the Top proposal, including the following:

- Improving teacher/principal evaluations
- Expanding value-added data measures to additional grades

- Creating a longitudinal data system
- Ensuring equitable distribution of effective teachers
- Requiring annual accountability for measurable progress

These are necessary strategies for capitalizing on the tremendous progress we have made in Ohio during the last decade, and will accelerate existing reform initiatives and catalyze additional innovations.

Commitment to sustained partnership and support

Ohio's business community is engaged in education reform and education progress for the long haul. Among our priorities are establishing that student achievement data must be the predominant factor in teacher and principal evaluations; providing incentives that will allow Ohio to attract and retain high-quality charter and alternative school models; and increasing state-level flexibility and incentives to turn around the lowest-performing schools.

We intend to continue to provide thought leadership and resources on evolving reform issues and innovations. We pledge to continue to support and work collaboratively with the Governor, the Ohio General Assembly, the Ohio Department of Education, the Ohio Board of Regents and other education stakeholders in advancing Ohio's overall education improvement agenda – an agenda we believe is closely aligned with Race to the Top objectives and priorities. And we are prepared to roll up our sleeves and do our share of the heavy lifting required to propel Ohio to the top of the educational excellence list.

Specifically:

- We will continue providing ***leadership to Ohio's overall statewide education reform*** efforts, including the Ohio Race to the Top Steering Committee and we will continue to engage business ***leadership in support of transformational local initiatives*** such as those outlined in this letter.
- Working through a proposed Business Coalition for Education System Improvement, Ohio's business community will share our extensive ***expertise and knowledge of best practices in organizational change and project management*** – two areas that will be critical to successful implementation of Ohio's proposed Race to the Top plan.
- We also have committed to providing ***executive-to-executive mentoring and facilitation assistance*** for the Race to the Top implementation team.

Educational excellence = economic excellence

In closing, we want to assert our firm belief that the quality of our education system *can be* Ohio's greatest economic asset. And ultimately, our aim is economic prosperity. We believe the keys to unlocking prosperity are innovation and talent – innovation unleashed through transformative technology that is brought to market as soon as possible, and talent nurtured through rigorous preparation of our K-12 students, strategic investments in higher education, stronger alignment of our educational objectives and resources and, ultimately, a globally competitive workforce. Without world-class talent, our efforts to create economic opportunity and economic prosperity will flounder. Without world-class talent, business investment will go elsewhere. Without business investment, our communities will struggle and our quality of life will suffer.

This is not the future we envision for Ohio.

With or without Race to the Top support, Ohio intends “to strive, to seek, to find and not to yield.” We will be a global leader in innovation, a source of world-class talent, and a resurgent center of economic prosperity. To that end, Ohio's business leadership is committed to sustained, positive, systemic change, and to continued partnership with educators and state policymakers to raise academic achievement to world-class levels for all children in Ohio and to ensure that every child in Ohio graduates from high school prepared to succeed in college, career and citizenship. We view this not just as a mission to achieve educational excellence, but as a mission to achieve economic excellence.

We strongly urge you to look favorably on Ohio's application for Race to the Top funding.

Sincerely,

(b)(6)

Richard A. Stoff
President
Ohio Business
Roundtable

(b)(6)

Gary Z. Lindgren
Executive Director
Cincinnati Business
Committee

(b)(6)

Joseph D. Roman
President
Greater Cleveland
Partnership

(b)(6)

Alex R. Fischer
President
The Columbus
Partnership

APPENDIX A.2.3

RESUMES OF OHIO DEPARTMENT OF EDUCATION LEADERS RESPONSIBLE FOR THE FOUR RTTT ASSURANCE AREAS

RATIONALE: RESUMES OF
EXISTING ODE STAFF WHO WILL
HAVE LEADERSHIP RESPONSIBILITIES
FOR THE FOUR ASSURANCE AREAS
OUTLINED IN THE RACE TO THE TOP
APPLICATION.

**REFERENCED IN:
(A)(2)**

PHONE (b)(6) • (b)(6)
(b)(6) • E-MAIL (b)(6)

STAN W. HEFFNER

STATE DEPARTMENT EXPERIENCE

Associate Superintendent

Ohio Department of Education, Center for Curriculum and Assessment (2004 →)

- Management of 161 full-time employees, plus intermittents.
- Oversight of programs in the area of assessment:
 - Development and administration of the state's 23 tests.
 - Development and administration of alternate assessments.
 - Development of more user-friendly score reports, based on the results of state-administered tests that are customized to meet the needs of families, teachers, principals and superintendents.
 - Creation of the Ohio Success Website (<http://portal.success-ode-state-oh-us.info>), a website that provides tools to students, parents, and educators for increasing understanding of the Ohio Achievement Tests and Ohio Graduation Tests.
 - Administration of Ohio Performance Assessment pilot project, a grant-funded initiative to implement curriculum-embedded performance tasks in grade 11 and 12 English, science and math classes as part of Ohio's next generation of student assessments.
 - Management of a grant from the Bill and Melinda Gates and KnowledgeWorks Foundations for the evaluation of Ohio's Personalized Assessment Reporting System (PARS).
 - Chairman of consortium leadership team overseeing the piloting of Algebra I (seven states) and Algebra II (14 states) End-of-Course Exams in collaboration with Achieve, Inc. and Pearson.
 - Member of College- and Career-Ready Institute State Leadership Team assembled by Achieve, Inc (only eight states were selected).
 - Development of 2% Modified Alternative Assessment for persistently low-performing students with disabilities.
 - Collaboration with Ohio Technical Advisory Committee on policy issues related to assessment.
- Oversight of programs in the area of curriculum:
 - Creation of Ohio's toolkits for school districts to identify specific strengths and weaknesses of Academic Content and Skills that are measured by state assessments.
 - Leadership for international benchmarking of Ohio's Academic Content Standards against those of nations consistently and statistically significantly outperforming the US based on PISA and TIMSS results.
 - Management of curriculum components of Ohio's high school and middle school reform efforts.
 - Development of state policy for districts to design programs and assessments to supplement or replace the Carnegie unit.
 - Adoption of model curricula in the areas of English language arts, mathematics, science, social studies, foreign languages, technology, fine arts, and physical education.
 - Contributor to Ohio's Core legislation to raise high school graduation requirements.

- Oversight of programs in the area of career-technical education:
 - Implementation of the new Perkins Plan which moves Ohio toward a “tech-prep for all” approach to articulated pathways between secondary education and postsecondary or the workplace and aligns with regional economic development strategies.
 - Coordination of program approval specifications with Office of Curriculum and Instruction academic content consultants.
- Oversight of programs in the area of literacy:
 - Implementation of federal Reading First of Ohio Program which uses the Don Deshler model to provide services to 18,000 students from low –performing and high poverty districts (Terra Nova results indicate that two-thirds of the students had measured improvement of 7.5 percent, on average, in oral reading fluency in grades 1, 2 and 3).
 - Management of the Ohio Literacy Skills Grant Program which funds nearly 200 literacy coaches in schools across the state.
 - Operation of the federal English Language Learners Program which serves over 35,000 LEP students (a 68% increase in numbers since 2004).
- Oversight of programs in the area of middle and high school reform:
 - Guidance to schools on alternatives to the Carnegie unit for students to demonstrate mastery of academic content.
 - Management of Ohio’s Early College, Advanced Placement, High-Schools-That-Work, Ohio-Schools-To-Watch, and GRADS programs.

Deputy Secretary of Education and Cultural Affairs

State of South Dakota - Pierre, South Dakota (1978-82)

- Administration of the department, including: budget, policy, personnel, coordinating, and planning duties.
- Liaison to eight governing boards and the State Legislature.
- Interim State Historic Preservation Officer.

SCHOOL DISTRICT EXPERIENCE

Superintendent

Madison Local Schools - Madison, OH (1989-2004)

- Budget: \$29.9 million
- Enrollment: 3,670

Superintendent

Lakota Local Schools - Risingsun, OH (1987-89)

- Budget: \$5.8 million
- Enrollment: 1,629

Assistant Superintendent

Midview Local Schools - Grafton, OH (1984-87)

- Budget: \$10 million
- Enrollment: 3,400

Executive Assistant, American Association for School Administrators

National Academy for School Executives [Intern] - Arlington, VA (1983-84)

- Direction of 25 national staff development programs.
- Creation of the National Superintendents Academy.
- Production of *Leadership for Effective Schools* tape series.

- Development of standard NASE Inservice Model.
- Lobbying for AASA in Congress.

Secondary School Principal

Doland, South Dakota (1977-78)

- Administration of secondary (7-12) school.
- Curriculum coordination between elementary and secondary grades.

EDUCATION

University of Idaho

Doctoral Program (1982-83)

- School Administration, Public Administration.
- Residency and course work completed.

Northern State University

M. Ed. School Administration (1977)

- Secondary School Administration

Northern State University

B.S. Secondary Education (1974)

- Secondary Education (Language Arts, Political Science)

ODE LEADERSHIP ACCOMPLISHMENTS

Assessment

- In 2007, Ohio's assessment system was recognized by *Education Week* as one of the best in the nation, receiving the top grade of "A".
- In 2007, Ohio received unqualified approval from the U.S. Department of Education of its assessment system through the peer review process.
- Ohio was recognized in 2007 by the U.S. Department of Education as the only state to receive full unqualified approval from peer review of accommodations for LEP students on the Ohio Achievement Test and Ohio Graduation Test in reading, mathematics and science.
- In 2008, Ohio was the lead state in the successful field testing of Algebra II End-of-Course Exams, in collaboration with Achieve, Inc. and other participating states.
- Oversight of development and administration of tests to approximately one million students in the state in reading, mathematics, writing, science, and social studies.

Curriculum

- Ohio's representative at CCSSO for the Partnership for 21st Century Skills.
- Member of the Harvard ExEL Program for Ohio's school improvement process.
- Member of Ohio's Leadership Team for the American Diploma Project.

PROFESSIONAL LEADERSHIP ACTIVITIES

- One of 12 educators selected nationally as AASA's norming group to set criteria for its Educational Administrator Effectiveness Profile used by the National Education Development Center.
- One of 10 educators nationwide selected to participate on the national "Effective Schools" think tank sponsored by the University of Oklahoma.
- Charter Member of National Superintendents Academy.
- Selected by the Region VIII office of the U.S. Department of Education to implement strategies for raising test scores in high-poverty, low-achieving schools that overcome socio-economic disadvantages.
- Only superintendent on national Technical Advisory Group of Northrop-Grumman and U.S. Department of Education to create www.helpforschools.net, a website aiding troubled schools in complying with No Child Left Behind mandates.
- Certified "Effective Schools" Presenter and "Performance Auditor" by Phi Delta Kappa.

REFERENCES

Deborah Delisle, Superintendent of Public Instruction
Ohio Department of Education
Business: 614-995-1985
Cell: 216-906-8223

Mitchell Chester, Commissioner
Massachusetts Department of Elementary and Secondary Education
Business: 781-338-3100

Ray Pecheone, Co-Executive Director
Stanford University School Redesign Network
Business: 650-723-4106
Cell: 650-892-5956

Susan Tave Zelman, Senior Vice President
Education and Children's Programming Corporation for Public Broadcasting
Business: 202-879-9725
Cell: 614-440-7492

Bill Hiller, Executive Director
Martha Holden Jennings Foundation
Business: 216-589-5700

Linda Darling-Hammond, Co-Executive Director
Stanford University School Redesign network
Business: 650-723-3555

Marilyn Troyer, Deputy Superintendent
Ohio Department of Education
Business: 614-466-3175
Cell: 614-296-6653

Jay Fabian, President
Madison Board of Education
Cell: 216-299-5991

Erik Roush, Policy Advisor on Education
Office of the Governor, State of Ohio
Business: 614-728-7341

Barbara Gellman-Danley, Vice Chancellor of Academic Affairs & System Integration
Ohio Board of Regents
Business: 614-466-3561

Jeannette Oxender, Chief of Staff
Ohio Department of Education
Business: 614-466-3125
Cell: 614-325-8710

BETH P. JUILLERAT
Chief Information Officer
Ohio Department of Education

EDUCATION & CERTIFICATION:

Miami University
Oxford, OH
Master of Art Degree in Economics

Wake Forest University
Winston Salem, NC
Bachelor of Science Degree in Mathematical Economics
Cum Laude Graduate

WORK EXPERIENCE:

Ohio Department of Education (ODE)

Chief Information Officer

2007 to Current

Responsibilities include:

- Oversight of all information technology initiatives, including new application/database development and production support, for ODE
- Directing the work of 85+ staff in the Offices of Project Management, Enterprise Applications, Technical Services, Information Security and Information Policy and Management
- Management of an annual budget of approximately \$40 million that includes technology and data system subsidy disbursements to school districts and Information Technology Centers (ITC)
- Management of Ohio's Statewide Longitudinal Data Warehouse and business intelligence environment, including the interactive Local Report Card Application
- EDEN data reporting to the USDOE
- Serving as Project Director for Ohio's 2006 and 2009 Statewide Longitudinal Data System Grant Awards
- Served on the Data Quality Curriculum Task Force and the Longitudinal Data Systems Task Force for NCES
- Serve on the College and Career Readiness Policy Institute (CCRPI) Longitudinal Data System Workgroup
- Chair the Data Collection and Use Assurance Work Group for the Race to the Top grant proposal
- Represent ODE on the Education Information Management Advisory Consortium(EIMAC), the NCES Forum, Ohio's Education Management Information System (EMIS) Advisory Board, Ohio's Multiagency CIO committee and Ohio's Statewide Email Consolidation Advisory Board

Major accomplishments include:

- Development of two successful Institute of Education Science(IES) Statewide Longitudinal Data System(SLDS) Grant Proposals totaling approximately \$8.7 million dollars
- Implementation of an agency-wide Information Security Program
- Execution of a data accountability process
- Oversight of a multitude of efficiency focused IT efforts including procurement process improvements, server virtualization, print environment optimization and IT service desk centralization
- Implementation of a centralized data management structure to support the education program offices in ODE
- Deployment of Ohio's D3A2 project

Director, Office of Data Services

2004- 2007

- Centralized ODE data initiatives, streamlining efforts to collect and report data, and developing a cohesive agency-wide data strategy
- Directed the ongoing support and development of all components of the Education Management Information System
- Represented Ohio on the Education Management Information Consortium (EIMAC)
- Directed the work of thirty five data management, database administration, project management and information technology professionals
- Developed ODE policies and procedures for the management, quality and release of data

Director, Education Management Information System

2003-2004

- Designed and managed the EMIS Tactical Initiative to collect individual student data – including the Statewide Student Identifier (SSID)
- Implemented new reporting timelines, business rules and calculations necessary to meet the federal legislative requirements of No Child Left Behind (NCLB)
- Designed and implemented a comprehensive systems testing and data quality assurance process for NCLB.
- Developed Statement of Work (& procured contractor) for Data Dictionary and Expansion of Data Warehouse Project for Performance Measures
- Managed 15 million dollar Education Management Information System Budget
- Supervised EMIS programming staff and EMIS customer service staff.

Associate Director, Database Services

1999-2003

- Managed ODE's initial conversion to use of Relational Database Technology (SQL Server and Oracle) and the development of ODE's first Data Warehouse
- Collaborated with Human Resources to develop an organizational structure and the appropriate classifications to support database management at ODE.

- Managed the tool selection process for Data Modeling Software
- Managed the software tool selection process for Extraction, Transformation and Loading Software
- Managed the transition of the Local Report Card System from SAS to Oracle and Informatica to streamline work and eliminate duplicate efforts
- Managed the transition from providing reports to school district in text format to Excel format
- Provided subject matter expertise in the form of testimony, affidavits and depositions for data systems litigation
- Managed the initial development of database management standards
- Served as the Data Architect to establish an enterprise wide Data Strategy for ODE
- Supervised ODE's Database Analysts and Database Administrators
- Managed contracted Database Administrators

Assistant Director, EMIS

1996-1999

- Managed the initial Requirements Definition Phase for Ohio's Continuous Improvement Plan application
- Managed the system design and development of Ohio's first Local Report Card
- Served as the team leader for statistical expertise for the School District Report Card Project including developing technical documentation.
- Serve as the Common Core of Data (CCD) coordinator to the National Center of Education Statistics (NCES)
- Developed and managed the implementation of the EMIS Data Accountability System required by 3301.0714 ORC
- Provided data expertise, leadership and quality assurance to ODE's first Data Warehouse initiative.

Consultant, EMIS

1990-1995

- Provided data reporting and statistical analysis expertise to the Ohio Department of Education.
- Served as project manager for the original design and implementation of the EMIS data profiles (required by 3301.0714 ORC) and statistical reference manuals for Ohio's public school districts and building
- Responsible for financial calculations and analysis for funding school districts and Data Acquisition Sites for EMIS.
- Responded to requests for statistical reports, technical assistance and research guidance from school administrators, legislative officials and other agencies.
- Reviewed and edited the technical specifications, business rules and validation routines for the state developed EMIS aggregation software.
- Provided customer service and documentation to school districts related to reporting of EMIS data, understanding the EMIS profile statistical calculations and correcting inaccurate data

TRAINING:

*Project Management and Supervisory
Foundations of Supervisory Success
Microsoft Project
Project Management Methodologies.*

*Data Warehouse Design and Decision Support
Microstrategy
Decision Support Software Training – Report Developer Track*

StarSoft Solutions
Data Warehouse Dimensional Modeling Methodologies

*Statistical Software Programming
SAS Report Writing
Basic Statistics Using SAS/STAT Software
Advanced SAS Programming
SAS*

Louis Staffilino

(b)(6)

OBJECTIVE

To use my experience and commitment to public education as part of a leadership team.

EDUCATION

'95 – '02 Ashland University, Continuing Studies
'81 – '95 The Ohio State University, Post Graduate
'74 – '76 The Ohio State University, M.A. in Education Administration
'69 – '73 Ohio Dominican University, B.S. in Education

EXPERIENCE

10/06 – Pres. Associate Superintendent, Ohio Department of Education, Center for the Teaching Profession
4/03 – 9/06 Executive Director, Ohio Department of Education, Center for the Teaching Profession
7/98 – 1/03 Superintendent, Lakewood Local School District, Hebron, Ohio (Retired 01/01/03)
3/95 – 7/98 Associate Superintendent, Dublin City Schools, Dublin, Ohio
7/93 – 3/95 Director of Communications/Business Liaison, Dublin City Schools, Dublin, Ohio
1/83 – 7/93 Elementary Principal, Dublin City Schools, Dublin, Ohio
7/80 – 1/83 Assistant Principal, Blendon Middle School, Westerville City Schools, Westerville, Ohio
7/73– 7/80 Elementary and Middle School Teacher, South Western City Schools, Indian Creek Schools and Westerville City Schools

EDUCATOR LICENSURE, OHIO

Superintendent, 8 year, Professional
Elementary Principal, 8 year, Professional
Elementary Teaching, Professional

SKILLS

- Strongly self-motivated with the ability to work on and complete several tasks at once.
- Skilled in budget development and fiscal management.
- Leadership role in the development and implementation of district Continuous Improvement Plans.
- Designed and implemented a standardized test preparation program which resulted in higher student passage.
- National Scholar in the Discipline Based Arts Education Program (DBAE) the Getty Museum of Art.
- Managed classified and certified contract negotiations/HR issues and benefit packages.
- North Central Association Site Evaluator.
- Successful experience with media relations and community outreach.

CYNTHIA A. LEMMERMAN Ed. D.

Home: (b)(6)

(b)(6)

EDUCATION

Ed. D. *Ashland University, Ashland, Ohio*
Educational Leadership, 1998-2002
Emphasis: Leadership Administration and Organizational Theory
Dissertation: *A Coaching Model for School Superintendents*

Post Graduate *Cleveland State University, Cleveland, Ohio*
Superintendent's Certificate, June 1995

Post Graduate *Cleveland State University, Cleveland, Ohio*
Gifted Education K-12, June 1985

Master of Arts *Baldwin Wallace College, Berea, Ohio*
Educational Administration/Supervision, June 1984
Emphasis: Supervision and Curriculum

Bachelor of Science *Otterbein University, Westerville, Ohio*
K-8 Education, June, 1975
Emphasis: Early Childhood Curriculum

SELECTED ADDITIONAL TRAINING

Value-Added Training – September 2007
Emergency Crisis Training – August 2007
Life Coaching Training – May 2007
Non-Violent Communication Training – January 2007
Interest Based Bargaining Update – 2003, 2006
National Academy for Superintendents – 2002, 2003, 2005, 2007, 2008
School Finance I – Buckeye Association of School Administrators Fall 2005
Ohio School Leadership Institute, 2003-2004
Ohio Leadership for Integrating Technology-2003
Covey Leadership Training, 2000
I.D.E.A. Fellows Program, Summer 1998 & 1997
Leadership Program for Future Superintendents, 1997
North Central Evaluation Team, 1996-1997
Collaborative Decision-Making, 1992-1993
Deming Quality Concept, 1991-1992

PROFESSIONAL EXPERIENCE

August 2002 to Present Superintendent Fostoria City Schools, Fostoria, Ohio

Leadership in Improving Student Academic Achievement

- Successfully negotiated contracts in 2003, opener 2004 (2005-2007)
- Successfully negotiated a three-year contract (2007-2010) with four unions that secured the district's negotiated agreements through June 2010.
- Trained union leadership in Interest Based Bargaining (IBB) Process and used the process for two contracts.
- Passed a 7.5 mill renewal levy by 61% in May 2007, positive vote in all three counties.
- Passed a 9.63 mill emergency levy in August 2004. New monies created new textbook/instructional fund. District and school improvement plans linked resources directly to actions that improved student performance.
- Advanced to Continuous Improvement from Academic Watch on the District Report Card 2003.

- Assisted with partnership with BGSU for literacy interns to support K-5 Reading.
- Leadership/Student Teacher/Field Placement with BGSU
- Supported Transitional High School Program for at-risk ninth grade students
- Developed and implement Literacy Initiatives K-8 to improve achievement within student sub-groups that have not met AYP.
- Led Appreciative Inquiry Summit June 2006 to continue strategic planning with the community and staff.
- Awarded 21st Century Grant to provide After-School Intervention Programs for grades 4-8 – 2006-2011.
- Applied and received McKinney-Vento State Grant for support to homeless families – 2006/present.
- Developed and implemented the Students for Other Students (S.O.S.) Program – Students tutoring other students after school to improve academic performance.
- Developed Freshmen Learning Community (Freshmen Focus) – to ensure a positive transition for ninth grade students.
- Developed and implemented non-academic interventions to meet needs of educating the whole child OCCMSI (Ohio Community Collaboration Model for School Improvement).
- Implemented ADAM (Automated Data Analysis Management) – technology monitoring system of daily curriculum assessment.
- Received commendation letter from the Ohio Department of Education as a District Continuing to Improve- October 2003.
- Recognized by the Ohio Department Of Education as A School of Promise-Fostoria High School Fall, 2005.
- Developed, implemented, and monitored progress with each school improvement plan team and district school improvement plan team 2003-Present.
- Developed, implemented and revised new administrator evaluation system, relating job description to assessment instrument, defining clear S.M.A.R.T Goals for rating performance, and linking entire system to district goals and student performance.
- Developed, implemented, and evaluated an Administrative Stewardship Program – district model of professional development for administrative team.
- Collaborated with the University of Toledo to promote Critical Friends training for teacher leaders and administrators.
- Continued student/adult mentoring program for identified students in grades K-5. Facilitated Education/Workforce committee to enable mentoring program to be funded by the business community.
- Reviewed manuscripts on topics related to school leadership, principal development, school improvement, professional development, school policy and school law for *Corwin Press*.

Leadership in Building a Quality Personnel Program

- Provided training for all administrators and teacher leaders with supervision process of **Collaborative Observation** that focuses on improved student achievement.
- Recognized students, staff and community members for exemplary performance by recognizing them in public, by formal letter, or at a Board of Education meeting.
- Developed and implemented new job description for curriculum leaders K-12.
- Negotiated teacher professional development to monitor curriculum mastery and improved instructional strategies for all students.

- Reorganized job responsibilities for administrators at Central Office to reflect a model of service and support to school improvement plans.
- Provided professional development for principals with School Walk Through observation process. Reviewed data collected from walk-through as part of principal evaluation process.

Leadership in Facilities Planning

- Facilitated new OSFC (Ohio Schools Facility Commission) district-wide assessment and development of updated district master plan. New plan reviewed by Board of Education January 2008. District plan adopted included the new Segmenting Concept. Community Town Hall meetings and OSFC process will continue with a Bond Issue in November 2008.
- Facilitated district level committee to explain Ohio Schools Facility Report and develop recommendations for district construction. Committee included community, staff, students, and Board members. The committee recommended the Master Plan.
- Developed district plan for expenditures of funds from the sale of school district property so all monies return to school structures and district Master Plan. Monies allocated for Locally Funded Initiatives (LFI) in district 2008 Master Plan.
- Committed to mobile units at the elementary level so students would have additional space until community can develop facilities master plan for the district.
- Facilitated integration of technology into curriculum using multimedia opportunities as current facilities permit. Promoted technology based professional development for teacher leaders and technology coordinator.
- Promoted Smart Board training, Moodle training, Progress Book access for parents to view grades, district website updates and technology plan implementation K-12.

Leadership in Improving Culture/Climate of the District

- Developed, implemented and assisted with culture/climate voluntary survey for all staff and Board members. LifeTrek Coaching International distributed the on-line survey, talked with staff and analyzed the data before presenting results to the Board members and staff.
- Visited all classrooms Prek-12 to support teaching and learning practices and observe student learning. Visited all schools twice a month as time permitted.
- Provided individual coaching (LifeTrek Coaching) for all administrators, board members, and union leaders to improve district level conversations communications.
- Developed a visual model of school improvement that incorporated the seven values identified by the district culture surveys and conversations.
- Conducted school based culture/climate surveys to assess current level of trust and productivity within each school team. Results were incorporated in principal's goals.
- Facilitated Appreciative Inquiry Summit to develop Strategic Plan. Plan focused on improved student achievement, trust and respect, and community involvement.

Leadership in Building Community Relationships and Partnerships

- Developed, implemented and evaluated Emergency Crisis Plan training with the University of Findlay.
- Initiated yearly (February) State of The Schools presentation to the community. Videotaped presentation so it was accessible to community members via the district's education cable channel. Presentations included highlights from each school's progress toward *Building Excellence in Education*.
- Organized and directed community forum for Public Engagement with State Superintendent, Dr. Zelman utilizing the Root Learning Map presentation. Trained community and business leaders to facilitate the discussion during the forum and follow-up meeting.
- Represented the schools on Chamber Of Commerce Legislative Committee.
- Directed initiative to open schools to community for weekend recreation. Worked collaboratively with the City of Fostoria Parks and Recreation Department.

- Collaborated with City Services Director, Police and Fire Chiefs to write grants for School Resource Officer, Revision of School Crisis Plans and to secure defibrillators (AEDs) for all schools and stadium complex.
- Spearheaded and welcomed the Fostoria Home Show to be hosted at the Fostoria Middle School. The schools provided musical entertainment and showcased school programs K-12 and PTO's from the elementary schools.
- Wrote articles for local newspaper to provide insight and facts about upcoming district issues.
- Collaborated with Fostoria City Police Chief to develop the DARE program and for all Fostoria Community Schools students and families to access 20 plus additional opportunities.

June 2000-Present

Adjunct Faculty, Ashland University
Educational Administration and Curriculum/Instruction Courses

March 2009

Crisis Management for Schools Trainer – University of Findlay – Training for school and law enforcement personnel.

April 2001-2003

Educational Consultant, Martha Holden Jennings Foundation
Cleveland, Ohio. Responsible for evaluation of grants awarded to various agencies and schools. Site visits and assistance were provided to all grantees

March 1996-July 2002

Assistant Superintendent of Curriculum And Instruction

Lakewood City, Schools, Lakewood, Ohio

- Developed and implemented Continuous Improvement Process for curriculum development, instructional evaluation and improved assessment strategies.
- Worked with community, parents, administrators, teachers, students, and board members to develop, implement, and evaluate both district and building level Continuous Improvement Plans.
- Improved performance on the District Report Card from a score of 10 indicators to 21 indicators in four years.
- Recognized by the Ohio Department of Education as one of the school districts in the state of Ohio that improved in all academic areas on the 2002 Local Report Card.
- Identified by the Ohio Department of Education as one of the school districts in the state of Ohio showing the most improvement on state proficiency tests over a two-year period (1998-2000).
- Created and implemented a new service delivery model for working with Central Office Instructional Team and building staff.
- Supervised and evaluated principals and Central Office administrators.
- Conducted monthly contract/labor relations forum. Achieved a problem solving relationship with all labor groups.
- Complete managerial responsibility for departmental budgets and state and federal programs and budgets. Introduced and obtained numerous federal and state competitive grants for program improvement.
- Co-Chairperson with the Teachers Association President of The Communications Forum, which is a monthly labor relation's meeting. The forum's members included the superintendent, central office directors, and union leaders that focused on labor related problem solving.

- August 1991-Feb.1996 **Director, Elementary Education and State and Federal Programs**
Lakewood City Schools, Lakewood, Ohio
- Responsibilities included all matters related to improved student achievement for all children Pre-K-5.
 - Evaluated and restructured the Limited English Language Learner Program, which served over 700 students K-12.
- August 1990-1991 **Coordinator At-Risk Programs**
Lakewood City Schools, Lakewood, Ohio
- Implemented and evaluated eight competitive grants from the Ohio Department of Education. New programs increased student achievement for at-risk learners in grades Pre-K -12 by improved and focused instruction.
 - New programs included Alternative School for at-risk ninth graders, Pre-kindergarten Program for 250 four year olds, and Drop-out Prevention/Home Liaison Programs.
- August 1989-1990 **Principal, Franklin Elementary School**
Lakewood City Schools, Lakewood, Ohio
- Provided leadership with an emphasis on staff revitalization, improved instruction with consolidated staff development.
 - Streamlined building budget to effectively use resources to support student needs.
- August 1987-1989 **Assistant Principal, Harding Middle School** Lakewood City Schools, Lakewood, Ohio
- Worked with grade-level teams to improve discipline procedures and prevention programs.
 - Responsible for the day-to-day student attendance and discipline procedures.
 - Evaluated certified and classified staff.
- August 1986-1987 **Administrative Intern to the Deputy Superintendent**
Lakewood City Schools, Lakewood, Ohio
- August 1984-1986 **Teacher of the Academically Gifted**
Lakewood City Schools, Lakewood, Ohio
- August 1975-1984 **Elementary Teacher Grades 2-5**
Lakewood City Schools, Lakewood, Ohio

CERTIFICATIONS

Ohio Superintendent's Certificate (5-year license, July 2008-2013)
Ohio Supervisor's Certificate (Permanent Certificate)
Ohio Teaching Certificate K-8 (Permanent Certificate)
Gifted Education K-12 (Validation)

SELECTED PRESENTATIONS MADE

- November 2008 *Crisis Management for Effective School Leadership*, OSBA Capital Conference
April 2008 *HOBY Student Presentation*, University of Findlay
November 2007 *Crisis Management for Effective School Leadership*, OSBA Capital Conference
October 2007 *Revitalizing Schools through Appreciative Inquiry*, Women in Educational Leadership, University of Nebraska, Lincoln, Nebraska
April 2007 *Revitalizing School through Appreciative Inquiry*, National School Boards Conference, San Francisco, California

November 2006	<i>Revitalizing Schools through Appreciative Inquiry</i> , Ohio Schools Boards Capital Conference, Columbus, Ohio
December 2005	<i>Trust Matters: Leadership for Successful Schools</i> , National Staff Development Council Conference, Philadelphia, Pennsylvania
November 2005	<i>Student Achievement Fair, Student-Led Conferences and the Multiage Classroom</i> , Ohio School Board Association Capital Conference Columbus, Ohio
November 2004	<i>Creating a PK-12 Academic Content Standards Tapestry for Student-Centered Learning</i> , Ohio School Board Association Capital Conference Columbus, Ohio
October 2001	<i>Senate Bill 1- Curriculum to Meet the Needs of All Children</i> , Northeastern Ohio SERCC Fall Conference, Punderson State Park, Ohio
October 2000	<i>Women in Administration-Reflection on the Superintendency</i> , Buckeye Association for School Administrators, Fall Conference, Columbus, Ohio
June 2000	<i>Women in Leadership Roles</i> , Qualitative Research Conference- SUNY, New York
November 1998	<i>Interventions That Work in a School-Wide Model</i> , The Ohio School Boards Conference, Columbus, Ohio
January 1998	<i>Facing Challenge and Change</i> , The Holmes Partnership Second Annual Conference, Orlando, Florida
July 1997	<i>Role of the Principal- Harassment Issues</i> , School Law Update Course, Ashland, Ohio
November 1996	<i>Continuous Improvement in Teaching and Learning</i> , Ohio School Board Conference, Columbus Ohio
November 1996	<i>Administrator and First Amendment Rights</i> , School Law Update Course, Cleveland State University, Cleveland, Ohio
November 1995	<i>Creating Connections: Comprehensive Staff Development Through Cooperative Efforts</i> , National Association for Gifted Children Conference Tampa, Florida

SPECIAL ACHIEVEMENTS

Jan.-June 2009	Ohio Standards for Superintendents, Superintendent Evaluation Development Committee – BASA/ODE
August 2008 to Present	Consultant to Michigan Department of Education. Review new licensure standards for administrators.
Summer 2005	Nominated-Superintendent of the Year- BASA
Fall 2004	Inducted into Who's Who in Executives and Professionals
2007 to present	Women's Leadership Committee - BASA
2004 to present	BASA Report Card Committee Columbus, Ohio
2003 to present	Greater Fostoria Community Foundation Board Member Fostoria, Ohio
2003 to present	NOECA Board of Directors Sandusky, Ohio
2003 to present	Rotary Club Board, President 2006-2007 Fostoria, Ohio
2002 to present	Fostoria Chamber of Commerce Board Member Fostoria, Ohio
2002 to present	Fostoria Economic Development Corporation Board Member Fostoria, Ohio

2005 to present	Child Fatality Board Member - Seneca County Health Department Tiffin, Ohio
2006-2008	Workforce Development Council Board Sandusky County Fremont, Ohio
September 2001	Vice President, Board of Directors Beck Center for the Performing Arts Lakewood, Ohio
May 2001	Linda Freeman Service to Education Award, Greater Cleveland Educational Development Center Spring Conference, Cleveland, Ohio
June 1999-2000	President of the Board, Riverside Music Lakewood, Ohio
April 1999	National Association of Federal Education Administrators' State Leadership Award, Washington, D.C.
June 1998-1999	President, (OAASFEP) Ohio Association of State and Federal Education Programs
November 1997	Administrator of the Year for the Ohio Music Education Association
May 1994	National Recognition for Improved Instruction in Chapter I Programs, IRA Conference, Toronto, Canada
March 1993	State Recognition for Parent Involvement Program Chapter I Spring Conference, Columbus, Ohio
October 1994	Irene Bandy-Heden Recognition Award For Pre-Kindergarten Collaboration, Columbus, Ohio

PROFESSIONAL MEMBERSHIPS

American Association of School Administrators- *AASA*
 American Educational Research Association- *AERA*
 Buckeye Association of School Administrators-*BASA*
 Ohio School Board Association-*OSBA*
 Association of Supervision and Curriculum Development-*ASCD*
 Ohio Association of Supervision and Curriculum Development-*OASCD*
 Ohio Association of Administrators of State and Federal Education Programs-*OAASFEP*
 Phi Delta Kappa-*PDK*

APPENDIX A.2.4

LETTERS OF SUPPORT

RATIONALE: REQUIRED
EVIDENCE FOR (A)(2)(ii).

REFERENCED IN:
(A)(2)

Ohio Race to the Top - Letters of Support (Phase 2)

State Leaders

1. Ted Strickland, Governor, State of Ohio
2. State Board of Education of Ohio
3. Eric Fingerhut, Chancellor, Ohio Board of Regents
4. Joint Statement of Support from Governor Ted Strickland and U.S. Senator (retired) John Glenn

Federal Legislators

United States Senate

5. Senator Sherrod Brown
6. Senator George V. Voinovich

United States House of Representatives

7. Representative John A. Boccieri, 16th District
8. Representative Steve Driehaus, 1st District
9. Representative Marcia Fudge, 11th District
10. Representative Marcy Kaptur, 9th District
11. Representative Mary Jo Kilroy, 15th District
12. Representative Dennis Kucinich, 10th District
13. Representative Steven C. LaTourette, 14th District
14. Representative Tim Ryan, 17th District
15. Representative Zack Space, 18th District
16. Representative Betty Sutton, 13th District
17. Representative Patrick J. Tiberi, 12th District
18. Representative Charlie Wilson, 6th District

State Legislators

19. Ohio Legislative Black Caucus

Representative Sandra Williams, President

Members of the Ohio Legislative Black Caucus include: Representative Sandra Williams, President; Representative Edna Brown, First Vice-President; Representative Dale Mallory, Second Vice-President; Senator Nina Turner, Treasurer; Representative Michael DeBose, Chaplain; Representative Barbara Boyd, Sergeant at Arms; Representative Robin Belcher; Representative Clayton Luckie; Senator Eric Kearney; Representative Tracy Maxwell; Senator Ray Miller; Representative Alicia Reece; Senator Shirley Smith; Senator Fred Strahorn; Representative Vernon Sykes; Representative Carlton Weddington; and Representative Roland Winburn.

State of Ohio Senate

20. Senator Bill Harris, President, 19th Ohio Senate District

21. Senator Teresa Fedor, 11th Ohio Senate District
22. Senator Sue Morano, 13th Ohio Senate District
23. Senator Tom Sawyer, 28th Ohio Senate District
24. Senator William J. Seitz, 8th Ohio Senate District
25. Senator Shirley Smith, 21st Ohio Senate District
26. Senator Jason Wilson, 30th Ohio Senate District

State of Ohio House of Representatives

27. Representative Armond Budish, Speaker, Ohio House of Representatives, 8th Ohio House District
28. Representative John Adams, House Minority Whip, 78th Ohio House District
29. Representative Robin Belcher, 10th Ohio House District
30. Representative Barbara Boyd, 9th Ohio House District
31. Representative Edna Brown, 48th Ohio House District
32. Representative Danny Bubb, 88th Ohio House District
33. Representative Kathleen Chandler, 68th Ohio House District
34. Representative Timothy DeGeeter, 15th Ohio House District
35. Representative Stephen Dyer, 43rd Ohio House District
36. Representative Clyde Evans, 87th Ohio House District
37. Representative Cheryl Grossman, 23rd Ohio House District
38. Representative Robert F. Hagan, 60th Ohio House District
39. Representative Matt Huffman, 4th Ohio House District
40. Representative Sandra Stabile Harwood, 65th Ohio House District
41. Representative Joseph Koziura, 56th Ohio House District
42. Representative Tom Letson, 64th Ohio House District
43. Representative Matt Lundy, 57th Ohio House District
44. Representative John R. Otterman, 45th Ohio House District
45. Representative Stephen Slesnick, 52nd Ohio House District
46. Representative Gerald Stebelton, 5th Ohio House District
47. Representative Matthew A. Szollosi, Speaker Pro Tempore, 49th Ohio House District
48. Representative Brian G. Williams, 41st Ohio House District
49. Representative Sandra Williams, 11th Ohio House District

Educational Organizations and Partners

50. **Battelle for Kids**
James W. Mahoney, Executive Director
51. **Buckeye Association of School Administrators**
Jerry L. Klenke, Executive Director
52. **eTech Ohio**
Kathleen T. Harkin, Executive Director
53. **KidsOhio.org**
Mark Real, President and CEO
54. **The KnowledgeWorks Foundation**
Chad P. Wick, President and CEO
55. **Management Council of the Ohio Education Computer Network**
Bruce E. Hawkins, CEO

- 56. **Muskingum University Education Dept. in Support of Ohio Appalachian Collaborative**
Joy Cowdery, Chair
- 57. **Ohio Alliance for Public Charter Schools**
William J. Sims, President and CEO
- 58. **Ohio Educational Service Center Association**
Craig E. Burford, Executive Director
- 59. **Ohio Association of Elementary School Administrators**
Julie Davis, Executive Director
- 60. **Ohio Association of School Business Officials**
David A. Varda, Executive Director
Alana Cropper, Board President
- 61. **Ohio Association of Secondary School Administrators**
James J. Harbuck, Executive Director
- 62. **Ohio Education Association**
Patricia Frost-Brooks, President
- 63. **Ohio Federation of Teachers**
Sue Taylor, President
- 64. **Ohio Grantmakers Forum**
George E. Espy, President
- 65. **Ohio PTA**
Deborah A. Tidwell, President
- 66. **Ohio School Boards Association**
Richard C. Lewis, Executive Director
Damon F. Asbury, Director of Legislative Services
- 67. **Ohio STEM Learning Network**
David Burns, Director of Operations
- 68. **Stark Community Foundation**
Mark J. Samolczyk, President
- 69. **Stark Development Board, Inc.**
Steve Paquette, President
- 70. **Stark Education Partnership, Inc.**
Adrienne O'Neill, President

Chambers of Commerce

- 71. **Ohio Chamber of Commerce**
Andrew E. Doehrel, President and CEO
- 72. **Canton Regional Chamber of Commerce**
Dennis P. Saunier, President and CEO
- 73. **Columbiana Area Chamber of Commerce**
The Board of the Columbiana Area Chamber of Commerce
- 74. **Marietta Area Chamber of Commerce**
Tom Betz, Chairman of the Board
Charlotte Keim, President and CEO
- 75. **North Canton Area Chamber of Commerce**
Doug Lane, President
- 76. **Painesville Area Chamber of Commerce**

- Libby Hill, First Vice President and Business Owner
77. **Union County Chamber of Commerce**
Olas A. (Chip) Hubbs, President and CEO
Eric S. Phillips, Executive Director, Economic Development, Chamber CEO
78. **Western Lake County Chamber of Commerce**
Karen W. Tercek, President

Educational Service Centers

79. **Brown County Educational Service Center**
James V. Frazier, Superintendent
80. **Butler County Educational Service Center**
Daniel E. Hare, Superintendent
81. **Clermont County Educational Service Center**
Glenn Alexander, Superintendent
82. **Columbiana County Educational Service Center**
Anna Marie Vaughn, Superintendent
83. **Darke County Educational Service Center**
Michael E. Gray, Superintendent
84. **Educational Service Center of Central Ohio**
W. Greg Spencer, Governing Board President
Bart Anderson, Superintendent
85. **Educational Service Center of Cuyahoga County**
Robert A. Mengerink, Superintendent
86. **Educational Service Center of Lorain County**
Thomas Rockwell, Ed.D., Superintendent
87. **Gallia-Vinton Educational Service Center**
Denise Shockley, Ph.D., Superintendent
88. **Geauga County Educational Service Center**
Matthew Galemme, Superintendent
89. **Greene County Educational Service Center**
Terry A. Thomas, Superintendent
90. **Hamilton County Educational Service Center**
David L. Distel, Superintendent
91. **Hancock County Educational Service Center**
Larry J. Busdeker, Superintendent
92. **Lawrence County Educational Service Center**
James Payne, Ph.D., Superintendent
93. **Licking County Educational Service Center**
Nelson McCray, Superintendent
94. **Logan County Educational Service Center**
Joyce Roberts, Superintendent
95. **Lucas County Educational Service Center**
Sandra C. Frisch, Superintendent
96. **Mahoning County Educational Service Center**
Rich Denamen, Superintendent
97. **Medina County Schools' Educational Service Center**

- William J. Koran, Superintendent
98. **Mercer County Educational Service Center**
Andrew M. Smith, Superintendent
99. **Montgomery County Educational Service Center**
Frank DePalma, Superintendent
100. **Muskingum Valley Educational Service Center**
Richard Murray, Ed.D., Superintendent
101. **North Central Ohio Educational Service Center**
Jim Lahoski, Superintendent
102. **North Point Educational Service Center**
William B. Lally, Superintendent
103. **Northwest Ohio Educational Service Center**
Darren Jenkins, Superintendent
104. **Perry-Hocking Educational Service Center**
Dale L. Dickson, Superintendent
105. **Portage County Educational Service Center**
Dewey L. Chapman, Superintendent
106. **Putnam County Educational Service Center**
Jan L. Osborn, Ph.D., Superintendent
107. **Ross Pike Educational Service Center**
Philip E. Satterfield, Superintendent
108. **Shelby County Educational Service Center**
Heather Neer, Superintendent
109. **Southern Ohio Educational Service Center**
Tony Long, Superintendent
110. **Stark County Educational Service Center**
Larry Morgan, Superintendent
111. **Summit County Educational Service Center**
Linda M. Fuline, Superintendent
112. **Tri-County Educational Service Center**
Eugene P. Linton, Ph.D., Superintendent
113. **Trumbull County Educational Service Center**
Victoria A. Giovagnoli, Superintendent
114. **Western Buckeye Educational Service Center**
John Basinger, Superintendent
115. **Wood County Educational Service Center**
Luci Gernot, Superintendent

Institutions of Higher Education

116. **Antioch University McGregor**
Michael Fishbein, Ph.D., President
Zaki J. Sharif, Ph.D., Executive Dean, School of Education
117. **Ashland University**
Frederick J. Finks, President
118. **Baldwin-Wallace College**
Richard W. Durst, President

- Karen Kaye, Director, Division of Education
119. **Bluffton University**
James M. Harder, Ph.D., President
George W. Metz, Ph.D., Professor of Education, Education Department Chair
120. **Bowling Green State University**
Carol A. Cartwright, President
D. Rosalind Hammond, Interim Dean, College of Education and Human Development
121. **Capital University**
Denvy A. Bowman, Ph.D., President
Shirley DeLucia, Chair, Department of Education
122. **Case Western Reserve University**
Barbara R. Snyder, President
123. **Cedarville University**
William E. Brown, Ph.D., President
Stephen S. Gruber, Ed.D., Chair, Department of Education
124. **Central State University**
John Garland, President
E. Jean Harper, Interim Dean, College of Education
125. **Cleveland State University**
Ronald M. Berkman, President
James A. McLoughlin, Ph.D., Dean, College of Education and Human Services
126. **College of Mount St. Joseph**
Tony Aretz, Ph.D., President
Richard Sparks, Ph.D., Dean, Division of Education
Paul Sallada, Dean, Division of Education
127. **Franciscan University**
Dr. Thomas S. Wilson, Interim Vice President for Academic Affairs
Dr. Mary Kathryn McVey, Chairman, Education Department
128. **Heidelberg University**
Robert Swanson, Chair, Department of Education
129. **Hiram College**
Thomas V. Chema, President
Dr. Roxanne Sorrick, Chair, Head of Teacher Education
130. **John Carroll University**
Robert L. Niehoff, S.J., President
Brendan J. Foreman, Chair, Education and Allied Studies
131. **Kent State University**
Lester A. Lefton, President
Daniel F. Mahony, Dean, College of Education, Health & Human Services
132. **Lake Erie College**
Michael Victor, President
Richard Blonde, Dean, Education Division
133. **Lourdes College**
Robert C. Helmer, Ph.D., J.D., President
Michael J. Smith, Ph.D., Dean, School of Professional Studies
134. **Malone University**
Will Friesen, Ph.D., Interim President
Rhoda Sommers-Johnson, Ph.D., Dean, School of Education

135. **Marietta College**
 Jean Scott, Ph.D., President
 Dorothy Erb, Ph.D., Chair, Department of Education
136. **Miami University**
 David C. Hodge, President
 Carine Feyten, Dean, School of Education, Health & Society
137. **Mount Union College**
 Dr. Richard F. Giese, President
 Dr. Thomas W. Gannon, Chair, Department of Education
138. **Mount Vernon Nazarene University**
 Daniel J. Martin, President
 Sonja J. Smith, Dean, School of Education and Professional Studies
139. **Muskingum University**
 Anna C. Steele, President
140. **Notre Dame College**
 Andrew P. Roth, President
 John P. Galovic, Chair, Division of Professional Education
141. **Oberlin College**
 Andrea Kalyon, Associate Dean
 Jody Kerchner, Chair, Music Education/Teacher Education, Conservatory of Music
142. **Ohio Christian University**
 Joe C. Brown, D. Min., Vice President, Academic Affairs
143. **Ohio Dominican University**
 Ronald Seiffert, Interim President
 Bonnie Beach, Dean, Division of Education
144. **Ohio Northern University**
 Kendall L. Baker, President
 Dr. Tena Roepke, Chair, Center for Teacher Education
145. **The Ohio State University**
 E. Gordon Gee, President
 Dr. Cheryl L. Achterberg, Dean of the College of Education and Human Ecology
146. **Ohio University**
 Roderick J. McDavis, President
 Renée A. Middleton, Dean, College of Education
147. **Ohio Wesleyan University**
 Rock Jones, President
 Amy A. McClure, Ph.D., Chair, Department of Education
148. **Otterbein College**
 Kathy Krendl, President
 Niki Fayne, Dean, School of Professional Studies
 Susan D. Constable, Chair, Education Department
149. **Shawnee State University**
 Dr. Rita Rice Morris, President
 Dr. Paul M. Madden, Chair, Associate Professor, Department of Education
150. **The University of Akron**
 Luis Proenza, Ph.D., President
 David Baker, Ph.D., Interim Senior VP, Provost, and Chief Operating Officer
151. **University of Cincinnati**

- Gregory Williams, President
Lawrence J. Johnson, Dean and Professor, College of Education, Criminal Justice, and Human Services
152. **University of Dayton**
Daniel J. Curran, Ph.D., President
Thomas J. Lasley, Ph.D., Dean, School of Education and Allied Professions and Executive Director, EDvention
153. **The University of Findlay**
Dr. DeBow Freed, President
Dr. Julie McIntosh, Dean, College of Education
154. **University of Rio Grande and Rio Grande Community College**
Barbara Gellman-Danley, Ph.D., President
David Lawrence, DMA, Dean, College of Professional Studies
155. **University of Toledo**
Lloyd A. Jacobs, M.D., President
Dr. Thomas Brady, Dean, Judith Herb College of Education
156. **Urbana University**
Denise A. Boldman, Ph.D., Dean, College of Education and Sports Studies
Lucinda L. Leugers, M.Ed., Chair, Department Teacher Education
157. **Ursuline College**
Sister Diana Stano, OSU, Ph.D., President
Jeanne Sternad, Ph.D., Unit Leader, School of Education
158. **Walsh University**
Richard Jusseaume, President
Jean DeFazio, Chair, Division of Education
159. **Wilmington College**
Daniel A. DiBiasio, President
Michele Beery, Education Area Coordinator
160. **Wittenberg University**
Mark H. Erickson, President
Lowell W. Monke, Chair, Education Department
161. **Wright State University**
David R. Hopkins, President
Gregory R. Bernhardt, Dean, College of Education and Human Services
162. **Xavier University**
Michael J. Graham, S.J., President
Jennifer J. Fager, Ph.D., Director, School of Education
163. **Youngstown State University**
David C. Sweet, President
Philip Ginnetti, Dean, Beeghly College of Education

Community and Technical Colleges

164. **Belmont Technical College**
Joseph E. Bukowski, Ed.D., President
165. **Central Ohio Technical College**
Bonnie L. Coe, Ph.D., President

- 166. **Cincinnati State Technical and Community College**
John L. Henderson, Ed.D., President
- 167. **Clark State Community College**
Karen E. Rafinski, Ph.D., President
- 168. **Columbus State Community College**
M. Valeriana Moeller, Ph.D., President
- 169. **Cuyahoga Community College**
Jerry Sue Thornton, Ph.D., President
- 170. **Eastern Gateway Community College**
Laura M. Meeks, Ph.D., President
- 171. **Edison Community College**
Kenneth A. Yowell, President
- 172. **Hocking College**
Ron Erickson, Ph.D., President
- 173. **Lakeland Community College**
Morris W. Beverage, Jr., EDM, President
- 174. **Lorain County Community College**
Roy A. Church, President
- 175. **Marion Technical College**
J. Richard Bryson, President
- 176. **North Central State College**
Donald L. Plotts, President
- 177. **Northwest State Community College**
Thomas L. Stuckey, Ph.D., President
- 178. **Owens Community College**
Larry McDougle, Ph.D., Interim President
- 179. **Rhodes State College**
Debra L. McCurdy, Ph.D., President
- 180. **Sinclair Community College**
Steven L. Johnson, President and CEO
- 181. **Southern State Community College**
Kevin S. Boys, Ed.D., President
- 182. **Stark State College of Technology**
John O'Donnell, Ph.D., President
- 183. **Terra State Community College**
Marsha S. Bordner, Ph.D., President
- 184. **Washington State Community College**
Charlotte R. Hatfield, Ph.D., President
- 185. **Zane State College**
Paul R. Brown, Ed.D., President

City Mayors

- 186. **City of Akron**
Mayor Donald L. Plusquellic
- 187. **City of Cleveland**
Mayor Frank G. Jackson

- 188. **City of Columbus**
Mayor Michael B. Coleman
- 189. **City of Dayton**
Mayor Gary D. Leitzell
- 190. **City of Toledo**
Mayor Michael P. Bell

Family and Children First Councils

- 191. **Ashtabula County Family and Children First Council**
Mary Shannon, Council Coordinator
- 192. **Carroll County Family and Children First Council**
David L. Schaffer, Chair
- 193. **Clark County Family and Children First Council**
Cathy Appel, President
Marilyn Demma, Executive Director
- 194. **Crawford County Family and Children First Council**
Jennifer Johnson, Director
- 195. **Delaware County Family and Children First Council**
Kathy McWatters, Coordinator
- 196. **Erie County Family and Children First Council**
Francine Bergmoser, Director
- 197. **Hamilton County Family and Children First Council**
Patty Eber, Executive Director
- 198. **Hardin County Family and Children First Council**
Philip Atkins, Council Chair
Sarah Jeffries, Council Administrator
- 199. **Highland County Family and Children First Council**
Danielle Ratcliff, Coordinator
- 200. **Lake County Family and Children First Council**
Denise Mackura, Coordinator
- 201. **Lucas County Family and Children First Council**
David Kontur, Director
- 202. **Mahoning County Family and Children First Council**
Rachilla Basista, Administrator
- 203. **Marion County Family and Children First Council**
Jennifer Johnson, Director
- 204. **Meigs County Family and Children First Council**
Tina Cotterill, President
- 205. **Mercer County Family and Children First Council**
Zenia Adams, Coordinator
- 206. **Montgomery County Office of Family and Children First**
Tom Kelley, Director
- 207. **Perry County Family and Children First Council**
Cora A. Bennett, Coordinator
- 208. **Sandusky County Family and Children First Council**
Cathy Glassford, Director
- 209. **Seneca County Family and Children First Council**

- Sharon George, Executive Director
210. **Council for Union County Families**
Brenda Rock, Director

ODE Parent Advisory Council Members

211. **Phyllis Turner, Ohio Department of Education Parent Advisory Council**
Winton Woods City School District
212. **Jeff Vrabel, Sr., Ohio Department of Education Parent Advisory Council**
Ohio Department of Education Northeast Region Parent Advisory Council

Businesses and Community Partners

213. **Battelle Memorial Institute**
Jeffrey Wadsworth, President and CEO
214. **Joint Statement of Support from Ohio Faith and Community Leaders**
215. **Mahle Engine Components**
Kim Stewart, Manager, Human Resources
216. **NAACP – Ohio Conference**
Sybil Edwards-McNabb, President
217. **Nationwide**
Barbara Boyd, Associate Vice President, Education Partnerships
218. **Ohio Association of Community Action Agencies**
Philip E. Cole, Executive Director
219. **Ohio Business Roundtable, Cincinnati Business Committee, Greater Cleveland Partnership and The Columbus Partnership Joint Statement of Support**
Richard A. Stoff, President, Ohio Business Roundtable
Gary Z. Lindgren, Executive Director, Cincinnati Business Committee
Joseph D. Roman, President, Greater Cleveland Partnership
Alex R. Fisher, President, The Columbus Partnership
220. **Ohio Commission on Hispanic/Latino Affairs**
Lilleana Cavanaugh, Executive Director
221. **Ohio Council of Urban Leagues**
Donna Jones Baker, Immediate Past Chair
222. **Ormet Corporation**
Michael F. Tanchuk, President and CEO



TED STRICKLAND
GOVERNOR
STATE OF OHIO

May 22, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Thank you for the opportunity to submit Ohio's round II application for Race to the Top Funds. As you know, I was very proud of Ohio's work in round I and pleased our application was among the final 16. Today, it is my great pleasure to support Ohio's even stronger round II application. We have taken full advantage of the time that has passed since March. We have thoughtfully considered the feedback of the round I reviewers, we have collaborated with stakeholders all across the state on ways to better our Race to the Top reform efforts, we increased the breadth of support for our initiatives, and we have even increased the number of LEA MOUs—all while continuing to be bold and driven by what is best for Ohio's children.

As you know, throughout history, Ohio has been an incubator of innovation. From light to flight, Ohio has brought forth innovations that have benefited not only this country, but the world. I believe that the Race to the Top provides yet another opportunity for Ohio, through bold and courageous leadership, to serve as an incubator of innovation as our country reforms our education system to meet the new demands of the 21st century. With 8 metro areas, 32 Appalachian counties and a diverse student population of nearly 1.8 million children from all walks of life attending 613 school districts and more than 300 charter schools, Ohio is a microcosm of the United States where you will find both the challenges and opportunities facing this country as a whole.

For Ohio, this Race to the Top opportunity could not have come at a better time. As the world continues to change at a rapid rate, we have the responsibility to ensure that today's students are prepared for the jobs of the future. It is from this belief that I engaged various business, community and education stakeholders in a statewide conversation during 2007 and 2008 to create a comprehensive education reform plan for the state of Ohio. Our collective efforts resulted in this vision: student centered and personalized 21st century learning environments that foster and nurture creativity, innovation and global and digital competence. I put forth an education reform plan during my January 2009 State of the State address that no longer tinkered around the edges but transformed our system into a 21st century, student-centered education system. This plan, ultimately enacted by the Ohio General Assembly and signed into law as a part of House Bill 1, ensures quality classroom instruction and works to increase the number of students ready for graduation and prepared for postsecondary education and careers.

As recently as last year at this time, Ohio was affirming its commitment to Ohio's children by saying yes to bold reforms in HB 1. This Race to the Top application renews Ohio's commitment and in fact allows us to accelerate our very compatible education reforms into immediate action and lead the nation in meeting the academic needs of all children. That is why I am proud to join State Board of Education President, Deborah Cain, Superintendent of Public Instruction, Deborah Delisle, and Chancellor Eric Fingerhut in supporting Ohio's Race to the Top application and fully support our state's efforts in pursuing this historic opportunity for our children.

Sincerely,

A handwritten signature in black ink that reads "Ted Strickland". The signature is written in a cursive, flowing style.

Ted Strickland
Governor, State of Ohio

Ted Strickland, Governor

Deborah S. Delisle, Superintendent of Public Instruction

State Board of Education

President

Deborah Cain
Uniontown, District 8

Vice President

Ann Womer Benjamin
Aurora, At-large

Members

John R. Bender
Avon, District 2

Michael L. Collins
Westerville, District 9

Dannie Greene
Gallipolis, At-large

Jeff Hardin
Milford, District 10

Martha Harris
Cleveland Heights,
At-large

Susan M. Haverkos
West Chester, District 3

Robin C. Hovis
Millersburg, District 5

Ann E. Jacobs
Lima, District 1

Kathy Leaverworth
Chagrin Falls, At-large

Kristen E. McKinley
Columbus, District 6

Stephen M. Millett
Columbus, At-large

Mary Rose Oakar
Cleveland, District 11

Tammy O'Brien
Akron, District 7

Dennis Reardon
Pickerington, At-large

Juanita Sanchez
Fremont, At-large

G. R. "Sam" Schioemer
Cincinnati, District 4

Tracey Smith
Van Wert, At-large

Ex Officio

Senator Gary Cates
West Chester

Representative
Brian Williams, Akron

January 12, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Over the past several months, Ohio has been developing a Race to the Top application that meets the challenge you and President Barack Obama have posed for states to initiate bold and innovative education reforms. We enthusiastically support Ohio's Race to the Top application and join Governor Ted Strickland and Superintendent of Public Instruction Deborah Delisle in their commitment to implement these reforms that will improve student achievement, increase graduation rates and eliminate achievement gaps for students in the state of Ohio.

The State Board of Education and Ohio Department of Education are committed to creating an education system in which all students reach their highest potential and graduate with the knowledge, skills and behaviors needed to be successful in post secondary education and the workforce.

Ohio is fortunate to have a comprehensive education reform plan in place through House Bill 1, passed in July 2009. Receiving a Race to the Top award would put Ohio in a unique position to accelerate this ambitious reform agenda that includes expanding our already robust accountability system, increasing our use of value-added data, and making unprecedented investments in human capital management systems and professional development for educators. Support and best practices aimed at turning around low-achieving schools, improving the effectiveness of classroom instruction and expanding STEM education opportunities are also key aspects of our Race to the Top application.

As Ohio moves forward to reform education in our state, we strongly support Ohio's application for the Race to the Top grant and appreciate the opportunity to be part of this historic investment in our nation's education. We are committed to working with the Ohio Department of Education and other valuable partners to ensure that these reforms help students, teachers and schools reach their highest potential.

Sincerely,



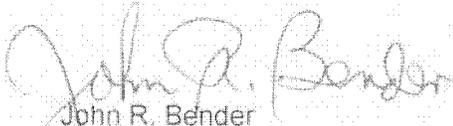
Deborah Cain
President
State Board of Education



Ann Womer Benjamin
Vice President
State Board of Education

Office of Board Relations
25 S. Front Street
Columbus, Ohio 43215-4183

614 | 466-4838
j.c.benton@ode.state.oh.us



John R. Bender
District 2



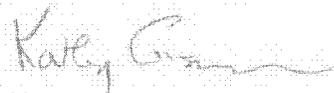
Dannie Greene
At-large



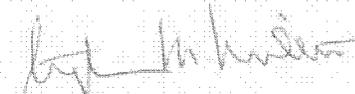
Martha Harris
At-large



Robin C. Hovis
District 5



Kathy Leavenworth
At-large



Stephen M. Millett
At-large



Tammy O'Brien
District 7



Juanita Sanchez
At-large



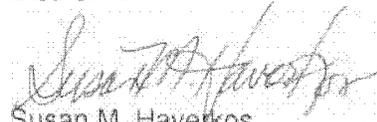
Tracey Smith
At-large



Michael L. Collins
District 9



Jeff Hardin
District 10



Susan M. Haverkos
District 3



Ann E. Jacobs
District 1



Kristen E. McKinley
District 6



Mary Rose Oakar
District 11



Dennis Reardon
At-large



G. R. "Sam" Schloemer
District 4



Board of Regents

Ted Strickland
Eric D. Fingerhut

University System of Ohio

January 4, 2009

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the **University System of Ohio**, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

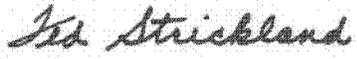
Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology.

The **University System of Ohio** strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,

Eric Fingerhut
Chancellor, Ohio Board of Regents

Ohio has been a leader in education reform for decades. By competing for and embracing the goals of Race to the Top, Ohio can continue its leadership role and lay the foundation for future economic development. That is why I support Ohio's Race to the Top application.

A handwritten signature in black ink that reads "Ted Strickland". The signature is written in a cursive style with a prominent initial "T".

Ted Strickland
Governor, State of Ohio

A handwritten signature in black ink that reads "John Glenn". The signature is written in a cursive style with a prominent initial "J".

John Glenn
U.S. Senator (Retired)

SHERROD BROWN
OHIO

COMMITTEE
AGRICULTURE, NUTRITION
AND FORESTRY

BANKING, HOUSING,
AND URBAN AFFAIRS

HEALTH, EDUCATION,
LABOR, AND PENSIONS

VETERANS' AFFAIRS

United States Senate

WASHINGTON, DC 20510

April 28, 2010

The Honorable Arne Duncan,
Secretary
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

As the U.S. Department of Education considers applications for Race to the Top funding through the American Recovery and Reinvestment Act of 2009, I would like to bring to your attention a strong proposal submitted by the State of Ohio.

Ohio has commenced its new biennium with a comprehensive education reform plan, and funding provided through the Race to the Top program would accelerate the state's existing agenda to strategically address gaps in delivering a highly effective learning experience to all students.

Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

I am confident that the state will provide the supports and best practices necessary to turn around persistently low-achieving schools, and expand STEM education opportunities, as well as improving the overall effectiveness of classroom instruction through investments in best practices, standards and curriculum, assessments, and technology.

Please give serious consideration to Ohio's application for funding. I ask that you keep my office informed of the status of this application.

Sincerely,



Sherrod Brown
United States Senate

SB: lm

GEORGE V. VOINOVICH
OHIO

524 HART SENATE OFFICE BUILDING
(202) 224-3353
TDD: (202) 224-6997
<http://voinovich.senate.gov>

United States Senate

WASHINGTON, DC 20510-3504

APPROPRIATIONS

RANKING MEMBER, SUBCOMMITTEE ON
HOMELAND SECURITY

ENVIRONMENT AND PUBLIC WORKS

RANKING MEMBER, SUBCOMMITTEE ON
TRANSPORTATION AND INFRASTRUCTURE

HOMELAND SECURITY AND GOVERNMENTAL AFFAIRS

RANKING MEMBER, SUBCOMMITTEE ON
OVERSIGHT OF GOVERNMENT MANAGEMENT,
THE FEDERAL WORKFORCE, AND
THE DISTRICT OF COLUMBIA

January 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

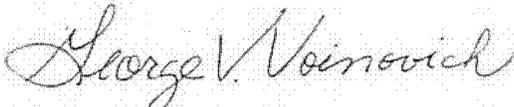
Dear Secretary Duncan:

I write in support of the grant application submitted by the State of Ohio for funding in the Race to the Top (RTTT) Program.

Ohio has submitted a proposal to initiate reforms that seek to impact on student performance, increase graduation rates, and eliminate the achievement gap. The state has proposed a comprehensive education reform plan to address gaps in delivering an effective learning experience to all students. This award could help with these goals, and put Ohio in a position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will focus on supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. I respectfully request your favorable consideration of Ohio's application. The award will ensure successful outcomes for students, teachers, and schools across the state. If there are any questions, please contact my grant coordinator, Linda Greenwood at (419) 259-3895. Thank you.

Sincerely,



George V. Voinovich
United States Senator

STATE OFFICES:
36 EAST SEVENTH STREET
ROOM 2615
CINCINNATI, OHIO 45202
(513) 684-3265

1240 EAST NINTH STREET
ROOM 2955
CLEVELAND, OHIO 44199
(216) 522-7095

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ROOM 300
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(614) 469-6697
(614) 469-6774 (CASEWORK)
(800) 205-6446 (CASEWORK)

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(740) 441-6410

420 MADISON AVENUE
ROOM 1210
TOLEDO, OHIO 43604
(419) 259-3895

JOHN BOCCIERI
16th District, Ohio
COMMITTEE
AGRICULTURE
SUBCOMMITTEE
CONSERVATION, CREDIT, ENERGY,
AND RESEARCH
COMMITTEE
TRANSPORTATION
AND INFRASTRUCTURE
SUBCOMMITTEE
AVIATION
HIGHWAYS AND TRANSIT
CAUCUS MEMBERSHIPS
FAIR TRADE CAUCUS
NATIONAL GUARD RESERVE
COMPONENTS CAUCUS
VET. CAUCUS

Congress of the United States
House of Representatives
Washington, DC 20515-3516

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(330) 489-4414
(330) 489-4448 (fax)

124 West Washington Street, Suite 1A
Middletown, Ohio 45256
(513) 725-2128

Toll Free District Number:
1-800-826-9015

1516 Longworth House Office Building
Washington, DC 20515
(202) 225-3876
(202) 225-3059 (fax)

www.house.gov/bocciari

January 15, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

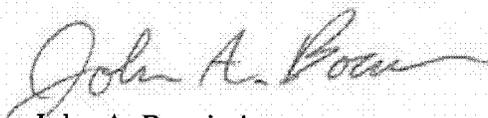
I wish to express my support for Ohio's application for the federal funds from the Race to the Top program. In the wake of this economic recession and tightening school budgets, I believe that Ohio's children need the educational investment that these funds would provide.

I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

While I fully support increased funding for Ohio's schools, I also support Ohio's decision to allow local education agency (LEA) to make the decision whether the program is the right fit for them. As you know, every school district faces unique issues and Ohio's decision to include the stakeholders in the process of deciding to participate is commendable.

Again, I want to express my support for Ohio's application and express the hope that programs continue to include LEAs in decision-making. I remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across our state.

Sincerely,



John A. Bocciari
Member of Congress

STEVE DRIEHAUS
159 DISTRICT, OHIO

COMMITTEE ON FINANCIAL SERVICES
SUBCOMMITTEE ON
HOUSING AND COMMUNITY OPPORTUNITY
SUBCOMMITTEE ON
INTERNATIONAL MONETARY POLICY AND TRADE
SUBCOMMITTEE ON
OVERSIGHT AND INVESTIGATIONS
COMMITTEE ON
OVERSIGHT AND GOVERNMENT REFORM
SUBCOMMITTEE ON
NATIONAL SECURITY AND FOREIGN AFFAIRS

Congress of the United States
House of Representatives
Washington, DC 20515-3501

408 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-2210
FAX: (202) 225-3012
441 VINE STREET, SUITE 3003
CINCINNATI, OH 45202
(513) 684-2723
FAX: (513) 821-8722

January 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

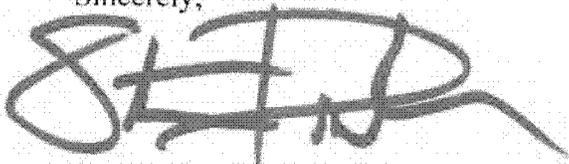
I am writing in support of Ohio's application for a Race to the Top grant through the Office of Elementary and Secondary Education (OESE).

The state of Ohio commenced its new biennium with a comprehensive education reform plan. A Race to the Top award would accelerate the state's existing agenda and help to achieve the goal of delivering a highly effective learning experience to all students. Education reforms our State has already implemented put Ohio in a unique position to advance reforms around the four specific areas targeted by the Race to the Top grant. Ohio is also in a position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the support and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

Again, I wish to express my support for Ohio's Race to the Top application and Ohio's quest to strengthen our country's dynamic education system. I believe the reforms being implemented in Ohio will provide a model for other States and local school districts throughout the country to follow.

Sincerely,



Steve Driehaus
Member of Congress

MARCIA L. FUDGE
11TH DISTRICT, OHIO

COMMITTEES
SCIENCE AND TECHNOLOGY
RESEARCH AND SCIENCE EDUCATION SUBCOMMITTEE
VICE CHAIR
SPACE AND AERONAUTICS SUBCOMMITTEE
EDUCATION AND LABOR
HEALTH EMPLOYMENT LABOR AND PENSIONS (HELP)
SUBCOMMITTEE
HIGHER EDUCATION, LIFELONG LEARNING
AND COMPETITIVENESS SUBCOMMITTEE

EMAIL VIA WEBSITE:
<http://fudge.house.gov>

Congress of the United States
House of Representatives
Washington, DC 20515

WASHINGTON OFFICE:
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1513 LONGWORTH HOUSE OFFICE BUILDING
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(202) 225-1339 FAX

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RICHMOND HIGHLAND CENTER
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WARRENSVILLE HEIGHTS, OH 44128
(216) 522-4900
(216) 522-4908 FAX

January 8, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

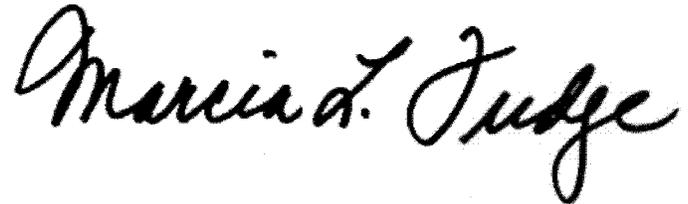
Through its Race to the Top application, Ohio has answered your call to initiate the bold and innovative education reforms necessary to significantly improve student performance, increase graduation rates, and eliminate the achievement gap. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in strengthening Ohio's education system to ensure that all students may realize their full potential in the classroom, graduate with the skills necessary for college, and successfully compete in the global marketplace.

The Race to the Top award would accelerate the state's existing agenda to strategically address issues that undermine its ability to deliver a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the needed support and best practices to reform persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

Again, I strongly support Ohio's application for the Race to the Top grant and remain a committed and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink that reads "Marcia L. Fudge". The signature is written in a cursive style with a large, prominent initial 'M'.

Marcia L. Fudge

Member of Congress

MLF: ams

COMMITTEE ON APPROPRIATIONS

Subcommittee on Defense

Subcommittee on Transportation, HUD,
and Related Agencies

Subcommittee on Agriculture,
Rural Development,
FDA and Related Agencies

COMMITTEE ON THE BUDGET

DEMOCRATIC STEERING AND POLICY



MARCY KAPTUR

9TH DISTRICT, OHIO

January 13, 2010

WASHINGTON, D.C. OFFICE

2186 Rayburn Building
Washington, DC 20515-3509
(202) 225-4146
Fax: (202) 225-7711

OHIO OFFICE

One Maritime Plaza
6th Floor
Toledo, OH 43604-1853
(419) 259-7500
(800) 964-4699
Fax: (419) 255-9623

<http://kaptur.house.gov>

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-0008

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my support for Ohio's Race to the Top application under the American Recovery Act. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

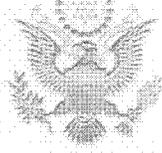
The awarding of a Race to the Top grant would accelerate Ohio's action on education reform. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, reform the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators. Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I support Ohio's application for the Race to the Top grant and remain a vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink that reads "Marcy Kaptur".

MARCY KAPTUR
U.S. Representative



HOUSE OF REPRESENTATIVES
WASHINGTON, D.C. 20515

MARY JO KILROY
15TH DISTRICT, OHIO

January 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Secretary,

I wish to express my enthusiastic support for Ohio's Race to the Top application, and I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

Mary Jo Kilroy
U.S. Representative
Ohio's 15th Congressional District



DENNIS J. KUCINICH
10TH DISTRICT, OHIO

2445 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515
(202) 225-5871

14400 DETROIT AVENUE
LAKEWOOD, OHIO 44107
(216) 228-8850

PARMATOWN MALL
7904 DAY DRIVE
PARMA, OH 44129
(440) 845-2707



Congress of the United States
House of Representatives
www.kucinich.house.gov

CHAIRMAN,
SUBCOMMITTEE ON DOMESTIC POLICY
COMMITTEE ON OVERSIGHT AND
GOVERNMENT REFORM
COMMITTEE ON EDUCATION AND LABOR

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary Of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-0008

Dear Secretary Duncan:

I write to bring to your attention the State of Ohio's application for the Race to the Top grant. I request that their application receives your full consideration.

The state of Ohio intends to use its Race to the Top award to accelerate the state's existing agenda to strategically address gaps to deliver a highly-effective learning experience to all students. The state asserts they will be able to use a Race to the Top grant to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles, expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators. A Race to the Top grant could greatly support the State's capacity to implement these reforms.

As a member of the Committee on Education and Labor, I strongly believe our country needs to make education a priority once again, and I commend the administration for its efforts in this regard. A Race to the Top grant will ensure that Ohio schools can prepare our students to be educated and productive members of the 21st century economy.

Thank you for your time and consideration in this matter.

Sincerely,

Dennis J. Kucinich
Member of Congress



Steven C. LaTourette
Congress of the United States
14th District, Ohio

January 7, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I write to express my support for Ohio's Race to the Top (RTTT) application to participate in this competitive grant program.

There is a critical and compelling effort within the State to help students and teachers learn and master the skills needed to continue to achieve new successes in our global economy. With such commitment and interest, it is my hope that this program will be successful within Ohio's local school districts, and I am happy to support the State's application for funding to continue this investment in our children's future.

Thank you for this opportunity to express my support for Ohio's RTTT grant application. I hope Ohio is given every consideration as your process moves forward. I remain

Very truly yours,

Steven C. LaTourette
Member of Congress



TIM RYAN

CONGRESS OF THE UNITED STATES
17TH DISTRICT, OHIO

January 13, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I wish to express my enthusiastic support for Ohio's Race to the Top application. Ohio stands ready to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Ohio commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

Tim Ryan
Member of Congress

Congress of the United States
Washington, DC 20515

January 8, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

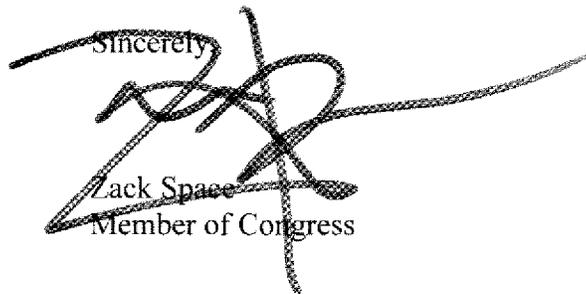
Today, I write in full support of the State of Ohio's application for Race to the Top funds. These funds are critical to helping our state repair its damaged economy.

Without question, in order to successfully emerge from our current economic, and to put our economy on strong footing for decades to come, we must make unprecedented investments in education. Ohio must produce the leaders and workforce of tomorrow, we must promote the types of innovations necessary to promote substantial growth. I truly believe that Ohio has taken a major step in achieving such growth by aggressively working to improve student performance, increase graduation rates, and eliminate the achievement gap by aggressively.

That's why I wish to express my full support for Ohio's Race to the Top application. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle as they work tirelessly to ensure that the State of Ohio is recognized for its collective effort to improve our state's education system.

Ohio has put forward a strong application that demonstrates a clear commitment to providing the type of education necessary to compete in the increasingly competitive global marketplace. By raising accountability, promoting math and science disciplines, and improving teacher-student development, Ohio will not only become a leader in comprehensive education reform, but also increase opportunities for hard-working Ohioans for generations to come.

I proudly offer my support for Ohio's Race to the Top Application and am confident that Ohio is prepared to act now to create a stronger education system for the future. If you should have any questions or need any further information, please contact Ryan Mann in my office at ryan.mann@mail.house.gov or at 202-225-6265.

Sincerely,

Zack Space
Member of Congress

BETTY SUTTON
THIRTEENTH DISTRICT, OHIO

COMMITTEE ON ENERGY AND
COMMERCE

SUBCOMMITTEE ON COMMERCE,
TRADE AND CONSUMER PROTECTION

SUBCOMMITTEE ON HEALTH

SUBCOMMITTEE ON OVERSIGHT AND
INVESTIGATIONS

Congress of the United States
House of Representatives
Washington, DC 20515-3513

January 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I wish to express my enthusiastic support for Ohio's Race to the Top (RTTT) application. It is incumbent upon us, especially during these tough economic times, to ensure that all students realize their full potential in the classroom. A strong education is critical in preparing students for college and to successfully compete in the global marketplace. Ohio has answered your call to initiate bold and innovative reforms in its education programs, and I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen Ohio's dynamic education system to meet the needs of our students and our nation.

The Ohio legislature's passage of their biennium education budget included a comprehensive education reform plan that addresses student performance, graduation rates and the achievement gap. A RTTT award would accelerate Ohio's existing agenda of strategic reforms designed to deliver a highly effective learning experience to all students. Ohio's current reform plans put the state in a unique position to use RTTT funds to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators. Additionally, this grant will provide Ohio with the resources necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

I strongly support Ohio's application for a Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

Betty Sutton

Betty Sutton
Member of Congress

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AKRON, OHIO 44308
(330) 865-8450
FAX: (330) 865-8470
205 WEST 20TH STREET
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FAX: (440) 245-5355
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FAX: (202) 225-2266
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PATRICK J. TIBERI

12TH DISTRICT, OHIO

**COMMITTEE ON
WAYS AND MEANS**RANKING MEMBER, SUBCOMMITTEE ON
SELECT REVENUE MEASURES

SUBCOMMITTEE ON SOCIAL SECURITY

SUBCOMMITTEE ON
INCOME SECURITY AND FAMILY SUPPORT**Congress of the United States**
House of Representatives
Washington, DC 20515-3512

January 5, 2010

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COLUMBUS, OH 43231
PHONE: (614) 523-2555
FAX: (614) 818-0887**WASHINGTON OFFICE:**113 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-3512
PHONE: (202) 225-5355
FAX: (202) 226-4523
www.house.gov/tiberi

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I write today in support of Ohio's Race to the Top application. I think that our state can serve as a leader in improving our education system nationwide by improving student performance, increasing graduation rates, and eliminating the achievement gap.

Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Our state will work to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I support Ohio's application for the Race to the Top grant. I hope you will give this request and the application all due consideration. Thank you for your attention to this matter.

Sincerely,

A handwritten signature in black ink that reads "Pat".

Patrick J. Tiberi
Representative to Congress

PJT/kb

CHARLIE WILSON
6TH DISTRICT, OHIO

COMMITTEE ON
FINANCIAL SERVICES

COMMITTEE ON
SCIENCE & TECHNOLOGY

REGIONAL WHIP



Congress of the United States
House of Representatives
Washington, D.C. 20515-3506

CONGRESSIONAL STEEL CAUCUS
EXECUTIVE BOARD

HOUSE RURAL HEALTH CARE
COALITION (RHCC)

CONGRESSIONAL SPORTSMEN'S
CAUCUS

January 8, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my support for Ohio's Race to the Top application. I understand the importance of improving the education system in Ohio so that all students may realize their full potential in the classroom and successfully compete in the global marketplace.

The State of Ohio has taken significant steps to advance student performance, increase graduation rates, and eliminate the achievement gap. This comprehensive education reform plan combined with a Race to the Top award would accelerate the state's existing agenda to strategically address gaps in the learning experience for all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the best resources necessary to advance low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain vested partner in ensuring successful outcomes for students, teachers, and schools across the state. Please do not hesitate to contact me, or Anne Sokolov (anne.sokolov@mail.house.gov) in my office if you need any additional information.

Sincerely,

Charlie Wilson
Member of Congress

225 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-3506
(202) 225-5705

800 MAIN ST.
BRIDGEPORT, OH 43912
(740) 639-5705

4137 BOARDMAN-CANFIELD RD.
CANFIELD, OH 44406
(330) 533-7250

1200 MAIN ST.
WELLSVILLE, OH 43968
(330) 532-3740

258 FRONT ST.
MARIETTA, OH 45750
(740) 378-0869

202 PARK AVE, SUITE C
FRONTON, OH 45630
(740) 533-9423



**The Ohio
Legislative
Black Caucus**
Established 1967

June 1, 2010

The Honorable Arne Duncan
United States Secretary of Education
United States Department of Education
400 Maryland Avenue, South West
Washington, DC, 20202

RE: Ohio's Race to the Top (RTTT) Application

Dear Secretary Duncan:

On behalf of the Ohio Legislative Black Caucus (OLBC), I am writing to offer our strong and enthusiastic support for Ohio's RTTT application. We applaud President Barack Obama and you for your historic commitment and investment in education reform. Your call challenging states to take direct, bold, strategic and innovative action to address the persistent low performance of under-represented populations in America's education system is courageous leadership. We agree, the time to act is now and RTTT is the call!

OLBC was formed in 1967 as the Black Elected Democrats of Ohio. Its sole purpose is to recognize and advocate for the needs of African Americans in Ohio. We seek to help ensure equality for all citizens by promoting, fostering, and sponsoring educational, civic and political initiatives across the state. Currently, there are 17 elected State Senators and State Representatives of the Ohio General Assembly with membership in OLBC.

An important policy issue for our members over the years is equal educational opportunities for all students, but especially for African American, Latino and Hispanic Americans and Appalachian students in Ohio. Over the years, we have advocated for the disaggregation of student data to discern the inequities experienced by under-represented students, the strengthening of cultural competency training for educators, equitable funding for students, strong academic interventions for at risk students and support programs to close the achievement gaps.

Despite our success in providing equal educational opportunities over the years, a persistent achievement gap remains for African American, Latino and Hispanic, and Appalachian students in Ohio. We believe Ohio's new education reform law is a strong foundation for addressing this issue. Through the 535 participating districts, including seven of Ohio's eight urban districts, and charter schools in Ohio, the reforms and resources from the RTTT application will touch 65.5 percent of the state's students living in poverty; 62 percent of the state's students with disabilities, 80.6 percent of the African American students in the state; and 71.8 percent of Ohio's Hispanic students.

The additional focus and resources from the RTTT grant will allow Ohio to build and accelerate the reforms required to finally address the issue and change the lives of these very worthy students. Ohio's reform plan and the President's reform vision will provide the framework and resources to transform public education for generations to come. So, we gladly join the President, Governor Strickland, State Superintendent Deborah Delisle and you in this effort to erase the achievement gap and create an educational system to meet the demands of a modern and technologically advanced society. It is a moral imperative and we are ready to stand with you to overcome it.

We strongly encourage you to approve Ohio's application for round two funding from the RTTT grant. If we can be of further assistance in supporting Ohio's application, please do not hesitate to contact me.

Sincerely,



State Representative Sandra Williams
President, Ohio Legislative Black Caucus



Ohio Senate

Statehouse
Columbus, Ohio 43215
614-466-8086
614-466-2776 Fax
SD19@senate.state.oh.us

Committees:

Rules, Chair
Reference, Vice Chair
Legislative Service Commission

Bill Harris
Senate President
19th District

May 24, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W
Washington, D.C. 20202

Dear Secretary Duncan,

This letter is to offer my full support for Ohio's Race to the Top application. I share your goals of implementing higher academic standards, increasing student performance and achieving greater teacher accountability. Ohio has long been a leader in pursuing innovative education initiatives, and I believe our state is in an excellent position to capitalize on the resources provided to us through a Race to the Top award.

Over the past decade, Ohio leaders have worked to boost curriculum standards and student performance at all grade levels, increase graduation rates, close the achievement gap and provide quality school choice options for all students. Race to the Top grant dollars would help expedite these critical reforms and support our state's continued commitment to primary and secondary education.

I stand ready to work in cooperation with Governor Ted Strickland and Superintendent of Public Instruction Deborah Delisle to make sure Ohio provides an educational environment where our future scientists, engineers, businesspeople, teachers and political leaders have the resources necessary to succeed.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill Harris", written in a cursive style.

Bill Harris
President
Ohio Senate



SENATOR TERESA FEDOR

Committees:

State & Local Government & Veterans' Affairs- Ranking Member
Education
Highways & Transportation
Government Oversight

Ohio Arts Council
Military Activation Task Force
Ohio School Facilities Commission
Trafficking in Persons Study Commission
State Council on Educational Opportunity for Military Children
National Statuary Hall Collection Study Commission
Committee to Study Public Funded Child Care Services

January 13, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my enthusiastic support for Ohio's Race to the Top application. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

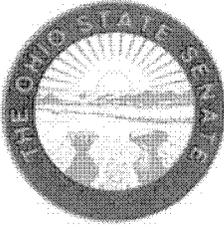
Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in cursive script that reads "Teresa Fedor".

TERESA FEDOR
State Senator
11th District



SENATOR
Sue Morano
13th District

Ohio Senate
Statehouse
1 Capitol Square
Columbus, OH 43215
(614) 644-7613 Phone
(614) 466-4120 Fax

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my support for Ohio's Race to the Top application. I join the education leadership of our state in their quest to strengthen the educational system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive, bipartisan, education reform plan. A Race to the Top award would accelerate the state's existing agenda to strategically deliver a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in cursive script that reads "Sue Morano".

Sue Morano
State Senator
13th District

Committees

Environment & Natural Resources, Ranking Member
Health, Human Services & Aging, Ranking Member
Joint Committee on Agency Rule Review
Agriculture
Education





Tom Sawyer
State Senator
28th District

Phone: 614-466-7041
senatorsawyer@maild.sen.state.oh.us

Committees:

Education, Ranking Member
Energy and Public Utilities
Finance and Financial Institutions

May 10th, 2010

The Honorable Arne Duncan
U.S Secretary of Education
400 Maryland Avenue, S.W
Washington, D.C 20202

Dear Secretary Duncan,

I am writing to you today to express my enthusiastic support for Ohio in our application for Phase II of the Race to the Top award. It is my belief that Ohio has made significant gains towards improving our application for the second round, and we continue to have a dynamic education system in place.

When I wrote to you back in December in support of our Phase I application, I noted my dedication to education throughout my entire career. As a former teacher, state Representative, Mayor, Congressman, State School Board member, and now state Senator, I have been committed to the elevation of education policy and the stabilization of school funding in Ohio for my entire career. I have lived to see Ohio's system of funding education be declared unconstitutional *four* times – and I continue to hold onto the dream that all children receive a thorough and efficient education, regardless of their zip code – a dream shared by all Ohioans as we pursue this award.

In Phase I, Ohio was among 16 finalists invited to present our case in Washington, D.C. However, only two states were selected in Round One – Delaware and Tennessee. Of 500 possible points, Delaware earned 454.6, Tennessee earned 444.2, and Ohio earned 418.6 while tying for first place in the category of standards and assessments with 69.4 of 70 possible points.

Immediately upon hearing the results, our state began an aggressive initiative to build on our highest scoring areas and devote special attention to three areas where reviewers requested more clarity and detail. These three areas are: 1) Great Teachers and Leaders, specifically in improving the equitable distribution of effective teachers and principals to low-performing schools, 2) State Success Factors, which include closing achievement gaps, and 3) Turning Around the Lowest Achieving Schools, particularly in the 68 persistently low-performing schools identified by our Department of Education. We have spent weeks gathering with stakeholder groups of up to 100 people, reviewing our Phase I application and seeking input from all members of the education community on how to improve our application overall. As legislators, we have done our best to reach out to our individual districts to try to rally support. I am proud of these initiatives and hope that these efforts do not go unnoticed.

Secretary Duncan, it is no question that Ohio has put education at the forefront of debate, even throughout one of the most difficult economic climates since the Great Depression. We have remained dedicated to serving every student, all while holding onto the principle that education is the foundation needed for economic recovery.

That said, I hope that you can consider this request to help Ohio's students achieve the full measure of their promise and am grateful for your steadfast commitment to education in the United States.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Sawyer", with a long horizontal flourish extending to the right.

Tom Sawyer
State Senator,
28th District

TCS/cmd



Ohio Senate
Senate Building
1 Capitol Square
Columbus, Ohio 43215
(614) 466-8068

Committees:
Judiciary – Civil Justice, Chair
Judiciary – Criminal Justice
State and Local Government
and Veterans Affairs
Finance and Financial Institutions
Government Oversight
Insurance, Commerce and Labor

May 4, 2010

Bill Seitz
State Senator
8th District

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my support for Ohio's Race to the Top application. I join the education leadership of our state in their quest to strengthen the educational system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state has a long history of innovation in education. Over the last decade, we have moved education forward in spite of immense challenges. Ohio has been a pioneer in holding all schools accountable and providing them with data-driven decision making tools.

Ohio is uniquely positioned to expand its accountability system, broaden the use of value-added data, and ensure the each teacher in each classroom is well prepared for the important task before them through the creation a four-year residency program to provide greater support and professional development to new educators. The proposals outlined in our Race to the Top plan will also allow us to ensure that all students have access to high-quality educational options through our network of traditional public and charter schools.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink that reads "Bill Seitz". The signature is written in a cursive style with a large, looping "S" at the end.

William J. Seitz



**SENATOR
SHIRLEY SMITH**
21ST DISTRICT

Committees

Finance
Health, Human Services & Aging
Judiciary - Criminal Justice
Government Oversight
Rules & Reference

May 3, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

I am writing in support of Ohio's Race to the Top application. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in strengthening Ohio's education system so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan. A Race to the Top award would accelerate the state's existing agenda to strategically address gaps that currently exist in the state's efforts to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, and invest in a comprehensive human capital management system. The Race to the Top grant would also create differentiated roles and expand responsibilities in the licensure structure, and a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the support and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. By making these changes the Ohio State Board of Education aims to increase the graduation rate by 0.5% a year, reduce the graduation rate gaps between white and black students by 50%, and narrow the performance gaps by 50% in math.

I strongly support Ohio's Race to the Top application and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink that reads "Shirley A. Smith".

Shirley A. Smith
State Senator, 21st District

Columbus Office: Ohio Statehouse • Room 223 • Columbus, OH 43215

Email: senatorsmith@maild.sen.state.oh.us

Phone: 614-466-4857 • Facsimiles: 614-644-6164

Cleveland Office: 216-451-2276





Ohio Senate
Senate Building
1 Capitol Square
Columbus, Ohio 43215
614-466-6508
614-728-5013 Fax

Committees:
Agriculture -Ranking Member
Energy and Public Utilities
Highways and Transportation
Rules

State Senator
Jason H. Wilson
30th District
Assistant Minority Whip

April 29, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my enthusiastic support for Ohio's Race to the Top application. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink that reads "Jason H. Wilson".

JASON H. WILSON
Ohio Senate
District 30

Serving: Belmont, Columbiana, Harrison, Jefferson & Tuscarawas Counties
senatorwilson@maild.sen.state.oh.us





Armond Budish
Speaker

May 24, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I wish to express my firm support for Ohio's Race to the Top application for the second round. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Ohio has shown tremendous dedication to ensuring equal access to opportunity for each and every one of her students. At a time when many states slashed education funds to fill budget shortfalls, Ohio protected school funding and implemented bold reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We now have a constitutional education funding formula based on student needs that will modernize our classrooms for the twenty first century while significantly strengthening financial accountability and teacher quality.

The Race to the Top award would accelerate the state's existing education agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state is committed to providing the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I commend my fellow legislators and education advocates for their efforts to educate school districts and education stakeholders around the state, including Ohio teachers' unions, educators, administrators, universities, and business, bring them on board and keep them informed during the application process. We must foster a sense of cooperation and keep open lines of communication to ensure we're giving

Secretary Arne Duncan
Race to the Top Letter of Support
May 24, 2010
Page 2

every student in Ohio access to opportunity. Consensus among such a large group can be difficult, but our shared goal unites us all.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink that reads "Armond Budish". The signature is written in a cursive style with a large, prominent initial "A".

Armond Budish
Speaker
Ohio House of Representatives

Columbus Office
Phone: (614) 466-1507
Fax: (614) 719-3978
District78@ohr.state.oh.us



Committees
Commerce & Labor; Insurance
State Government; Veterans Affairs
Rules and Reference

John Adams
House Minority Whip

May 13, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my support for Ohio's Race to the Top application. I join the education leadership of our state in their quest to strengthen the educational system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state has a long history of innovation in education. Over the last decade, we have moved education forward in spite of immense challenges. Ohio has been a pioneer in holding all schools accountable and providing them with data-driven decision making tools.

Ohio is uniquely positioned to expand its accountability system, broaden the use of value-added data, and ensure that each teacher in each classroom is well prepared for the important task before them through the creation of a four-year residency program to provide greater support and professional development to new educators. The proposals outlined in our Race to the Top plan will also allow us to ensure that all students have access to high-quality educational options through our network of traditional public and charter schools.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Thank you,

A handwritten signature in black ink, appearing to read "John Adams".

John Adams
State Representative
House Minority Whip



Robin D. Belcher
State Representative, 10th House District

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my enthusiastic support for Ohio's Race to the Top application. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools, across the state.

Sincerely,

A handwritten signature in cursive script that reads "Robin Belcher".

Robin Belcher
State Representative

Capitol Office
77 South High Street
Columbus, OH 43215-6111
(614) 466-7954
(614) 719-0010 (fax)

District
Cuyahoga County and Part of
Wards 5, 7, 8, 10, 13-16 and
Village of Bratenhal

District10@ohr.state.oh.us



State Representative Barbara Boyd
9th House District

May 3, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my enthusiastic support for Ohio's Race to the Top application. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, and create four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Yours in Service,

A handwritten signature in cursive script that reads "Barbara H. Boyd".

Barbara Boyd
Ohio State Representative
9th House District



Edna Brown

State Representative, 48th House District

May 7, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

COMMITTEES

Finance &
Appropriations
Chair,
Human Services
Subcommittee

Health

Elections and Ethics

Commerce and
Labor

Ohio House/Senate
Cancer Caucus

Ohio Commission on
Minority Health
Board

Chair, Ohio
Children's Trust
Fund Board

Ohio Legislative
Black Caucus
1st Vice-President

National Black
Caucus of State
Legislators Executive
Committee

I write in support of Ohio's Race to the Top application. Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I join the education leadership of our state in their quest to strengthen the educational system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Ohio has a long history of innovation in education and over the last decade has moved forward in spite of immense challenges. Ohio has been a pioneer in school accountability and is uniquely positioned to expand that system while broadening the use of value-added data.

Ohio is prepared to further ensure that each teacher in each classroom is well prepared for the important task before them through the creation of a four-year residency program to provide greater support and professional development to new educators. The proposals outlined in our Race to the Top plan also allow us to ensure that all students have access to high-quality educational options in both traditional public and charter schools.

Additionally, the state will provide the supports necessary to turn around persistently low-achieving schools, expand STEM education opportunities and improve the effectiveness of classroom instruction by investing in best practices for standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

State Representative Edna Brown
Ohio House District 48

Capitol:
77 South High Street
Columbus, Ohio 43215-6111
(614) 466-1401
(614) 719-6948 (fax)
(800) 282-0253 (toll free)

www.house.state.oh.us
District 48 edna@ohiohouse.us

District:
Parts of Lucas County
2461 Warren Street
Toledo, Ohio 43620
(419) 243-5691



Danny R. Bulp
State Representative, 88th House District

May 12, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I wish to express my support for Ohio's Race to the Top application. I join the education leadership of our state in their quest to strengthen the educational system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state has a long history of innovation in education. Over the last decade, we have moved education forward in spite of immense challenges. Ohio has been a pioneer in holding all schools accountable and providing them with data-driven decision making tools.

Ohio is uniquely positioned to expand its accountability system, broaden the use of value-added data, and ensure the each teacher in each classroom is well prepared for the important task before them through the creation a four-year residency program to provide greater support and professional development to new educators. The proposals outlined in our Race to the Top plan will also allow us to ensure that all students have access to high-quality educational options through our network of traditional public and charter schools.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink that reads "Danny R. Bulp" with a long horizontal flourish extending to the right.

Danny R. Bulp
State Representative 88th House District

Capitol:
77 South High Street
Columbus, Ohio 43215-6111
(614) 644-6034
(614) 719-6988 (fax)
(800) 282-0253 (toll free)

www.house.state.oh.us
District88@ohr.state.oh.us

District:
Brown and Parts of
Adams and Clermont Counties
307 N. Market Street
West Union, Ohio 45693
(937) 544-2581
(937) 544-1802 (fax)

68th District
Portage County
(614) 466-2004
(614) 719-3968 (fax)
District68@ohr.state.oh.us



Committees
Local Government and Public Administration, Chair
Finance & Appropriations
Higher Education Subcommittee
Ways & Means
Aging and Disability Services
Ohio Legislative Commission on the Education & Preservation of State History (Vice Chair)
Ohio Commission on Local Govt. Reform & Collaboration
Trafficking in Persons Study Commission
Task Force on Law Library Associations
Military Activation Task Force
Ohio Department of Aging Advisory Council

District Office
(330) 673-1872
428 Dansel St.
Kent, Ohio 44240

Kathleen Chandler
State Representative

April 29, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my support for Ohio's Race to the Top application. I join Governor Ted Strickland, State Board of Education President Deborah Cain, Superintendent of Public Instruction Deborah Delisle and districts across Ohio in their effort to strengthen the education system in our state.

Ohio has recently passed bold and innovative reforms that make significant steps in creating a 21st century learning environment for Ohio's students. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. The comprehensive education reform invests additional dollars in the education system so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

On top of the comprehensive education reforms in Ohio, the Board of Regents set ambitious goals in its ten year strategic plan to "enroll 230,000 more students while keeping more graduates in Ohio and attracting more talent to the state." This requires a commitment from the state to improve graduation rates. This includes emphasizing the core subjects to eliminate the achievement gap in math, reading and science and emphasize life skills and career readiness. The Race to the Top funding will be instrumental in achieving these goals.

Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles

and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

With a comprehensive education reform plan in place, the Race to the Top award would accelerate the state's existing agenda to transform our educational system. I strongly support Ohio's application for the Race to the Top grant. Please contact me if I can be of further assistance.

Sincerely,

A handwritten signature in cursive script that reads "Kathleen Chandler". The signature is written in black ink and is positioned below the word "Sincerely,".

Kathleen Chandler
State Representative
68th House District

District:
Parts of Cuyahoga County
5546 Pearl Road
Parma, OH 44129
(440) 884-2400
(440) 884-2401 (fax)



Capitol:
Columbus Office
(614) 466-3485
(614) 719-3911 (fax)
(800) 282-0253 (toll free)
District15@ohr.state.oh.us

Timothy J. DeGeeter
State Representative, 15th House District

*Committees: Criminal Justice- Chair, Economic Development,
Faith-Based Initiatives, Public Utilities, Rules & Reference*

May 17, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

I write in strong support of Ohio's application for the Race to the Top grant.

Over the past decade, Ohio has taken initiative to make bold and innovative education reforms despite immense economic challenges. I join the education leadership of our state in their mission to strengthen the educational system in Ohio so that students across the state may realize their full potential in the classroom and graduate prepared for college.

Ohio has been a pioneer in education innovation, evidenced by actions taken to improve student performance, increase graduation rates, and eliminate the achievement gap. The proposals outlined in our application will allow Ohio to expand its accountability system, broaden the use of value-added data, and will provide greater support and professional development to new educators through the creation of a four-year residency program. The grant would also allow us to ensure that students have access to high-quality educational options through our network of traditional public and charter schools.

In addition, the state will provide the support and best practices necessary to turn around continuously low-achieving schools and expand STEM education opportunities.

Again, I wish to express my strong support of Ohio's application for the Race to the Top Grant. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "TJ DeGeeter".

Timothy J. DeGeeter
Ohio State Representative
15th House District



Race to the Top: Letter of Support

5/4/2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my enthusiastic support for Ohio's Race to the Top application. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the workplace.

Our state commenced its new biennium with a comprehensive education reform plan, centered on the Evidence Based Model, and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand opportunities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators. The state level public-private partnerships utilized in Ohio's RttT application will enable immediate district investment as well as large scale systemic investments in teacher training and program development.

Ohio's capacity to implement the reforms outlined in the Race to The Top application are evident within the implementation of the Evidence Based Model. The EBM has 28 components, one of the most critical parts being the Education Challenge Factor. The ECF takes different educational markers of a school district



into account when determining the necessary resources for students of that district, and drives resources to underserved and hard to serve areas of Ohio. The ECF is one of the examples of how Ohio will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The ECF will allow districts that traditionally are hard to staff to attract better teachers because state resources are better focused. The districts that will receive the most state resources will be the poorest, the least property wealthy and have the least educated populations. This is the definition of a district that is hard to staff, and state resources will be focused in these districts to overcome these challenges. For the first time in the country, a district's parental educational attainment will be taken into account when evaluating the challenges that students face when they enter the doors of an Ohio school, which allow us to better address those challenges. The overall effectiveness of classroom instruction will be improved through evidence-based best practices being funded at a more equitable level, ensuring all of Ohio's children have access to premier educational resources.

As the Chair of the Primary and Secondary Finance Subcommittee that examined and helped shape the education reform plan, I am encouraged by the reforms that Ohio is embarking upon. At the beginning of 2010, Ohio was recognized for 'bold courageous and nonpartisan' policies surrounding education by the Education Commission of the States. In naming Ohio 2010 Frank Newman Award for State Innovation ECS acknowledges both the sweeping reform plan and the resources and the state's commitment required to fully implement the plan.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen Dyer", written over a horizontal line.

State Representative Stephen Dyer
43rd District
Primary and Secondary Education Subcommittee Chair



Clyde Evans

State Representative, 87th House District

May 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my support for Ohio's Race to the Top application. I join the education leadership of our state in their quest to strengthen the educational system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state has a long history of innovation in education. Over the last decade, we have moved education forward in spite of immense challenges. Ohio has been a pioneer in holding all schools accountable and providing them with data-driven decision making tools.

Ohio is uniquely positioned to expand its accountability system, broaden the use of value-added data, and ensure the each teacher in each classroom is well prepared for the important task before them through the creation a four-year residency program to provide greater support and professional development to new educators. The proposals outlined in our Race to the Top plan will also allow us to ensure that all students have access to high-quality educational options through our network of traditional public and charter schools.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in cursive script that reads "Clyde Evans".

Clyde Evans
State Representative
87th House District

Committees

Public Safety and Homeland Security: Ranking Member,
Alternative Energy, Education, Financial Institutions, Real
Estate, and Securities, Joint Committee on Agency Rule Review

www.house.state.oh.us
333 611-1049
District87@ohr.state.oh.us

District:

Gallia, Jackson, Vinton and Parts of
Lawrence and Ross Counties
177 Lake Drive, P.O. Box 36
Rio Grande, Ohio 45674
(740) 245-9325
(740) 245-9325 (fax)

Capitol:

77 South High Street
Columbus, Ohio 43215-6111
(614) 466-1366
(614) 719-6987 (fax)
(800) 282-0253 (toll free)

Cheryl L. Grossman
Republican Assistant Whip
State Representative
23rd House District
Franklin County



(614) 466-9690

Cheryl.Grossman@ohr.state.oh.us

Committees

Finance and Appropriations
Rules and Reference
Transportation and Justice Subcommittee
Economic Development
State Government
Housing and Urban Revitalization

May 4, 2010

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I would like to take this time to offer my support for the State of Ohio's application for Race to the Top funds. As a state representative, one of my top priorities has and always will be the education of our children. While there is always room for improvement of any state's educational system, Ohio deserves to be rewarded for its educational achievements and its continued commitment to improve this system.

Ohio currently has one of the best education systems in the nation. A Race to the Top award would accelerate the state's existing agenda to strategically address gaps in delivering a highly effective learning experience to all students. Further, Ohio is in a unique position to expand its accountability system, increase the use of value-added data, create differentiated roles and expand responsibilities in the licensure structure, and increase the use of different technologies in the classroom.

Additionally, Ohio is committed to taking any necessary actions to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and encourage you to look favorably upon Ohio's application. If you have any questions or would like to discuss Ohio's educational system, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Cheryl L. Grossman".

Cheryl L. Grossman
State Representative
Ohio House of Representatives

CLG/nc



Robert F. Hagan

State Representative, 60th House District

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

May 10, 2010

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my support for Ohio's Race to the Top application. I join the education leadership of our state in their quest to strengthen the educational system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state has a long history of innovation in education. Over the last decade, we have moved education forward in spite of immense challenges. Ohio has been a pioneer in holding all schools accountable and providing them with data-driven decision making tools.

Ohio is uniquely positioned to expand its accountability system, broaden the use of value-added data, and ensure the each teacher in each classroom is well prepared for the important task before them through the creation a four-year residency program to provide greater support and professional development to new educators. The proposals outlined in our Race to the Top plan will also allow us to ensure that all students have access to high-quality educational options through our network of traditional public and charter schools.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink that reads "Robert F. Hagan".

Representative Robert F. Hagan
House District 60

Capitol:
77 South High Street
Columbus, Ohio 43215-6111
(614) 466-9435
(614) 719-3960 (fax)
(800) 282-0253 (toll free)

www.house.state.oh.us
District60@ohio.state.oh.us

District:
Mahoning County
562 Madera Avenue
Youngstown, Ohio 44504
(330) 746-8091

Ohio House of Representatives



May 11, 2010

Matt Huffman
State Representative
District 04

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Capitol Office

77 S. High St
10th Floor
Columbus, OH 43215-6111
Telephone: (614) 466-9624
Fax: (614) 719-0004
Email:
district04@ohr.state.oh.us

Dear Secretary Duncan,

I would like to take this time to offer my support for the State of Ohio's application for Race to the Top funds. As a state representative, one of my top priorities is the education of our children. While there is always room for improvement of any state's educational system, Ohio deserves to be rewarded for its educational achievements and its continued commitment to improvement.

Committees

Joint Legislative
Ethics Committee

Ways and Means,
Ranking Member

Education

Civil and Commercial

Health

Ohio currently has one of the best education systems in the nation. A Race to the Top award would accelerate the state's existing agenda to strategically address gaps in delivering a highly effective learning experience to all students. Further, Ohio is in a unique position to expand its accountability system, increase the use of value-added data, create differentiated roles and expand responsibilities in the licensure structure, and increase the use of different technologies in the classroom.

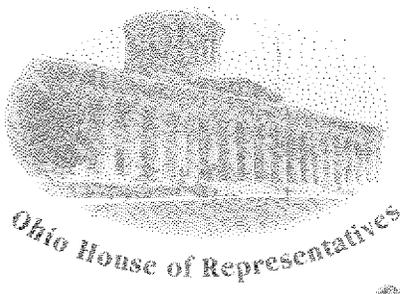
Additionally, Ohio is committed to taking any necessary actions to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I support Ohio's application for the Race to the Top grant and encourage you to look favorably upon Ohio's application. If you have any questions or would like to discuss Ohio's educational system, please do not hesitate to contact me.

Sincerely,


Matt Huffman
State Representative
4th Ohio House District

77 South High Street Columbus, OH 43215-6111



Ohio House of Representatives



The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

May 11, 2010

Sandra Stabile Harwood
State Representative

Ohio House District 65
(Parts of Trumbull Co.)

Capitol Office
Riffe Center
77 S. High St.
Columbus, Ohio 43215
(614) 466-3488
Toll free (800) 282-0253
Fax (614) 719-3965
District65@ohr.state.oh.us

Committees:

Chairwoman,
Judiciary

Insurance

Aging and Disability Services

Civil and Commercial Law

Joint Committee on
Agency Review (JCARR)

Dear Secretary Duncan:

This office appreciates the opportunity to communicate with you directly about something very important to the children and parents of my district. Education, especially for my Mahoning Valley, is more and more important as technology moves the world on to new challenges, often even as it relates to old tasks, such as building cars.

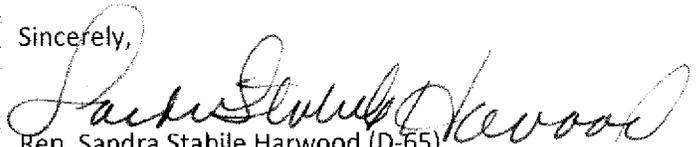
My superintendents have discussed the Ohio Department of Education's application for Race to the Top, and have let me know they are supportive and are working to provide a guaranteed better quality education for all students in Trumbull County's school system, a real challenge given the state of the economy in almost every state.

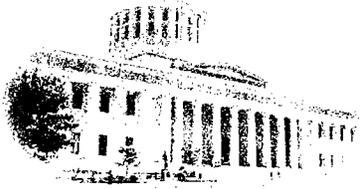
We appreciate President Obama's push to challenge schools to be creative and promote the most successful education strategies, including best teacher/teaching skills to benefit all children. Ohio had already begun more comprehensive school reform, as passed in the state biennial budget (HB 1) last year.

Our state is producing better results and more options for parents in choosing the best school fit for their children. As recently noted by the national publication, Education Week, Ohio has marched from a respectable rating of seventh best public school system in the nation two years ago, to sixth best last year, to the current year ranking of fifth best public school system in the country.

Implementing Ohio's plan for education reform, supported by Governor Strickland and the Ohio General Assembly, will lead to a more long-term commitment of stable funding, a key ingredient in any successful formula for improvement. There will be more resources dedicated to utilization of the Education Challenge Factor, providing more tools for high need and hard-to-staff districts. There will also be more comprehensive teacher training, with a four-year residency for educators. Additionally, low-achieving schools are already receiving more scrutiny, help and funding, when necessary.

This letter serves to note my strong support, as well as the support of my diverse school systems throughout these rural/suburban districts, as Ohio is considered for the vigorous challenge of the Race to the Top competition.

Sincerely,

Rep. Sandra Stabile Harwood (D-65)
Trumbull County



Ohio House of Representatives

Joseph E. Koziura
State Representative

56th House District
Parts of Lorain County

District Office

5308 Gargasz Drive
Lorain, Ohio 44053

telephone: (440) 282-7452

Capitol Office

Riffe Center

77 South High Street

Columbus, Ohio 43215-6111

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www.house.state.oh.us

Committees

Financial Institutions,
Real Estate and
Securities

Chairman

Rules and Reference

Vice Chairman

Insurance

Ways and Means

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

May 17, 2010

Dear Secretary Duncan:

I would like to express my strong support for Ohio's Race to the Top grant application. During the current biennium, I and my colleagues in Ohio's state government have made an in-depth accounting of the needs of our students and educators and formulated a bold and innovative set of reforms needed to make a significant impact on student performance, graduation rates, and elimination of the achievement gap.

I am one hundred percent behind Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and compete successfully in the global marketplace.

The opportunities that a Race to the Top award would provide our state to fully implement the comprehensive education reform plan passed into law this biennium would go a long way toward achieving our goals. There is no time to be lost in accelerating the state's existing agenda to strategically address gaps in delivering a highly effective learning experience to all students.

Ohio has been a pioneer in holding all schools accountable and providing them with data-driven decision making tools. Our state is now in a unique position to utilize that accountability system to increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, while creating a four-year residency program to provide greater support and professional development to new educators.

Our plan for Ohio's schools also focuses on providing the support needed to turn around persistently low-achieving schools and expand STEM education opportunities, both vital aspects of education reform that will address the needs of all of Ohio's students. Our ability to significantly



invest in best practices, standards and curriculum, assessments, and technology will be the biggest factor in improving the overall effectiveness of classroom instruction and successful outcomes for students and communities.

I feel that the Race to the Top grant program is a prime example of the aggressive and common sense approach that your agency and the Obama administration has implemented to address challenging issues in our country. The needs and strivings of Ohio's education system and our students, who are the future of our state, are a perfect fit for the goals that brought this grant program to fruition.

I am confident that Ohio is deserving and equipped to utilize a Race to the Top grant to the utmost and I remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Koziura', written in a cursive style.

Joseph F. Koziura
State Representative
56th House District

64th District
Parts of Trumbull County
(614) 466-5358
(614) 719-3964 (fax)
(800) 282-0253 (toll free)



Committees
Ways and Means, Chair
Insurance, Vice Chair
Workers' Compensation Council, Vice Chair
Public Safety and Homeland Security
Health

Tom Letson State Representative

April 27, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my enthusiastic support for Ohio's Race to the Top application. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink that reads "Tom Letson".

Tom Letson
State Representative
Ohio House, 64th House District



Committees: Consumer Affairs & Economic Protection – Chair, State Government – Vice Chair, Economic Development, Education, Rules & Reference

April 30, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my support for Ohio's application for the Race to the Top grant. As a member of the Ohio House Education Committee, I understand how vital this grant is for the strengthening of Ohio's education system.

I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to provide each student in Ohio the opportunity to realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state has a comprehensive education reform plan in place and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to deliver an effective learning experience to all students.

I strongly support Ohio's application for the Race to the Top grant and ask for your full and fair consideration in this matter.

If you have any questions or wish to discuss this matter further, please do not hesitate to contact my office at (614) 644-5076 or district57@ohr.state.oh.us.

Continued Success,

A handwritten signature in black ink that reads "Matt Lundy".

MATT LUNDY
State Representative
57th House District
The Ohio House of Representatives

Columbus Office:
77 S. High Street, 13th Floor
Columbus, OH 43215-6111
(614) 644-6037
(614) 719-6945 (fax)
(800) 282-0253 (toll free)

District:
(614) 644-6037
302 Mill Race Run
Akron, Ohio 44312



State Representative John R. Otterman
District 45
Serving Parts of Akron and Barberton

April 27, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

HOUSE STANDING
COMMITTEES:

CHAIR, Veterans Affairs

Aging and Disability
Services

Faith-Based Initiatives

Housing and Urban
Revitalization

Special Committee:
Correctional Institution
Inspection

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my enthusiastic support for Ohio's Race to the Top application. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink, appearing to read "John R. Otterman".

John R. Otterman
State Representative
House District 45



April 26, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary Duncan:

I wish to express my support and join Governor Ted Strickland, State Board of Education President Deborah Cain, Superintendent of Public Instruction Deborah Delisle, and so many Ohioans in their quest to strengthen the education system of Ohio. Ohio understands the need to initiate the bold and innovative reforms that are necessary to increase graduation rates, improve student performance, and eliminate the achievement gap.

Our state began its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to help develop and support new educators.

Additionally, Ohio will increase classroom instruction effectiveness by investing in new technology and improving practices, standards and curriculum, and assessments. In order to address issues surrounding persistently low-achieving schools, our state will provide the best practices necessary to turn them around, while expanding STEM education opportunities.

I know in my district, many people are working to support these programs and desire to be vested partners in the process. I strongly support Ohio's application for the Race to the Top grant and will work hard to ensure successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink that reads "Stephen D. Slesnick". The signature is written in a cursive style.

Stephen D. Slesnick
State Representative
52nd House District



Gerald L. Stebelton
State Representative, 5th House District

COMMITTEES

Civil and Commercial Law
Economic Development
Education, *Ranking Member*
State Government

May 17, 2010

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I would like to take this time to offer my support for the State of Ohio's application for Race to the Top funds. As a state representative, one of my top priorities has and always will be the education of our children. While there is always room for improvement of any state's educational system, Ohio deserves to be rewarded for its educational achievements and its continued commitment to improve this system.

Ohio currently has one of the best education systems in the nation. A Race to the Top award would accelerate the state's existing agenda to strategically address gaps in delivering a highly effective learning experience to all students. Further, Ohio is in a unique position to expand its accountability system, increase the use of value-added data, create differentiated roles and expand responsibilities in the licensure structure, and increase the use of different technologies in the classroom.

Additionally, Ohio is committed to taking any necessary actions to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and encourage you to look favorably upon Ohio's application. If you have any questions or would like to discuss Ohio's educational system, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Gerald L. Stebelton".

Gerald L. Stebelton
State Representative
House District 05

Capitol:
77 South High Street, 10th Floor
Columbus, Ohio 43215-6111
(614) 466-8100
(614) 719-0005 (fax)
(800) 282-0253 (toll free)

District05@ohiohouse.state.oh.us
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District:
Fairfield County
109 N. Broad St.
P.O. Box 130
Lancaster, Ohio 43130
(740) 654-4141
(740) 654-2521 (fax)



Committees
*Joint Legislative Ethics
Legislative Service Commission*

49th House District
*Lucas County
(614) 466-1418 (phone)
(614) 719-6949 (fax)
District49@obr.state.oh.us*

Office of Speaker Pro Tempore Matthew A. Szollosi

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my unyielding support for Ohio's Race to the Top application. Our state has answered the call for bold and innovative reforms that seek to improve student performance, increase graduation rates, and eliminate the achievement gap. I join with leaders in education and government across Ohio as we strive to strengthen our educational system so that every student across the state can realize his/her full potential in the classroom, graduate prepared for college, and successfully compete in the rapidly-expanding global marketplace. As you will see in our application, Ohio has developed a plan for success, and the Race to the Top funds would greatly benefit our state as we work toward achieving our desired goals.

The Buckeye State has a long history of developing innovative educational strategies. Over the last decade, we have moved education forward despite immense, largely economic challenges. The state has been deeply impacted by the financial crisis that our country faces, yet we have fought and will continue to fight to protect the strength and integrity of our educational system. Realizing that fresh, creative concepts are needed to move our schools forward, Ohio has been a leader and pioneer in holding every school accountable and providing effective decision-making tools based on data-proven models.

Ohio is uniquely positioned to further develop our educational system by expanding its accountability, broadening the use of value-added data, and ensuring that all teachers are well prepared for the important task before them, particularly through the creation of a four-year residency program to provide increased support and professional development for new educators. The proposals outlined in our Race to the Top plan will also allow us to ensure that every student has access to high-quality educational options through Ohio's vast network of traditional public and charter schools.

Further, the state will establish a system of support and best practices necessary to turn around those schools that are persistently under-achieving and expand opportunities in STEM



education. The overall effectiveness of instruction in Ohio's classrooms will be improved through investments in best practices, curriculum standards, assessments, and technology.

Again, I strongly support Ohio's application for the Race to the Top grant and remain a devoted and enthusiastic partner in securing successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink, appearing to read "Matthew A. Szollosi".

MATTHEW A. SZOLLOSI
Speaker Pro Tempore
State Representative
49th House District



Brian G. Williams
State Representative 41st House District

Office: (614) 644-5085
Toll free: (800) 282-0253
District41@ohr.state.us

April 28, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. As Chairman of the House Committee on Education, and former superintendent of Akron Public Schools, I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace, and enthusiastically support Ohio's Race to the Top application.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.



I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink that reads "Brian G. Williams". The signature is written in a cursive style.

Brian G. Williams
Ohio House of Representatives
41st House District

se



Sandra Williams

State Representative, 11th Ohio House District

May 3, 2010

District
(216)295-1195

Capital
77 S. High Street
13th Floor
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614-466-1414

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House Committees:
Economic Development,
Chairwoman

Public Utilities,
Vice Chairwoman

Financial Institutions,
Real Estate & Securities

Veterans Affairs

Other Committees:
Public Benefits
Advisory Board (PBAB)

Statewide Coverage
Initiative Committee (SCI)

Minority Development
Financing Advisory Board

Governor's Workforce
Policy Advisory Board

Co/Op Internship Program
Advisory Committee

The Honorable Arne Duncan
US Secretary of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my enthusiastic support for Ohio's Race to the Top application. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vest partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

State Representative Sandra Williams

May 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Battelle for Kids I offer our enthusiastic support for Ohio's Race to the Top application. Ohio is answering your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate achievement gaps. As an organization long committed to harnessing the power of data to empower teaching that results in strong academic growth for *all* students, we join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen Ohio's education system so that all students realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

A Race to the Top award would accelerate the state's comprehensive reform plan. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles via career ladders, expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state is poised to provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. Overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. And, especially important in a state as diverse as Ohio, the Race to the Top application gives priority to underserved students in both *urban and rural* districts. This attention to our poor rural districts also aligns with your recent commitments to provide resources and opportunities to this generally struggling region full of students who need and deserve the highest quality education possible.

Battelle for Kids strongly supports the Obama administration's commitment to dramatic educational improvement. And, we believe Ohio will demonstrate leadership and results in line with that commitment through a Race to the Top grant. To support our state's leaders and educators, Battelle for Kids remains an enthusiastic and vested partner in ensuring successful outcomes for all Ohio students.

Sincerely,

(b)(6)
(b)(6) James W. Mahoney
Executive Director (b)(6)

JWM:gm

Buckeye Association of School Administrators



Suite 150, 8050 North High Street
Columbus, OH 43235
Phone: 614-846-4080
Fax: 614-846-4081
www.basa-ohio.org

Executive Director
Jerry L. Klenke, Ph.D.

January 5, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the Buckeye Association of School Administrators (BASA), I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps and delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

BASA strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

Jerry L. Klenke, Ph.D.
Executive Director, BASA

January 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of eTech Ohio I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

eTech Ohio strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Kathleen T. Harkin
Executive Director



May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

22 East Gay Street, Suite 600
Columbus, Ohio 43215

ph 614.228.6400
fax 614.461.0100

www.KidsOhio.org

Dear Secretary Duncan,

KidsOhio.org, a nonpartisan private sector education research and policy organization, which does not accept government funds, supports Ohio's Round Two application for federal Race to the Top funds. These funds will be used to help all Ohio students, especially disadvantaged students who now represent 40 percent of Ohio students, up from 33 percent five years ago.

These funds will enable Ohio to continue playing a leadership role in the 48-state effort to create common core standards in math and reading. Ohio's plan builds on two decades of school improvements, including a well-respected K-12 report card and data system, the use of value-added measures in grades four through eight, and the initiation of a more rigorous high school math and science curriculum.

State Superintendent Deborah Delisle has assured us that Ohio will use Race to the Top funds to:

- meet four measureable goals: improve Ohio's graduation rate by 0.5% annually, reduce graduation rate gaps for under-represented students by 50%, narrow performance gaps by 50% in math, and reduce the gap between Ohio and the best performing states by 50% in reading and math;
- incorporate feedback from more than 100 leaders from 70 organizations who advised the state on content;
- expand value-added measures to more grades;
- carefully link student performance and growth measures with educator evaluations and improvement plans;
- institute formative assessments to improve instruction in all grades;
- merge Ohio's separate pre-k, K-12, and higher education data systems into a pre-K-16 longitudinal data system;
- help a select number of persistently low-performing schools, including charter schools, to turn around; and
- form public-private partnerships to effectively address several key needs.

We offer our assistance in educating Ohioans about this proposal and in shaping, implementing, and monitoring the high quality plans called for in this application.

Board Members

Chad Jester
Linda Kass
Jeffrey Lyttle
Frederick L. Ransier, Esq.
Ilana Horowitz Ratner
Elizabeth Ruppert, M.D.
Barbara Trueman
Abigail Wexner

For Ohio kids,

(b)(6)

Mark Real

Mark Real, President

May 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of **The KnowledgeWorks Foundation** I wish to convey our support for Ohio's Round Two, Race to the Top application.

Ohio made great strides last year when it passed House Bill One (HB1), which set in motion a series of comprehensive education and school finance reforms. This includes the implementation of a new statewide longitudinal data system that will help the state to improve teacher and principal effectiveness based on performance while also providing educators proven supports to ensure they thrive under this heightened culture of performance. As Ohio's RTTT proposal is very much aligned with HB1, the stimulus dollars, if granted, will accelerate our own race to innovation.

KnowledgeWorks is especially interested in Ohio's high school reform strategy. As one of the largest laboratories for high school reform in the country, Ohio stands ready to scale up reforms that have already transformed several persistently low-achieving schools statewide. Since 2002, over \$100 million in public-private dollars in the "Ohio High School Transformation Initiative" has led to the transformation of several large, failing high schools into customized small schools, and the creation of a new statewide network of Early College High Schools. These schools have erased achievement gaps despite being housed in districts whose poverty rates increased by 200% over the life of the initiative.

KnowledgeWorks remains a strong supporter of Ohio's Race to the Top application, which now enjoys greater statewide support to facilitate educational transformation.

Sincerely,

(b)(6)

Chad P. Wick
President & CEO

Management Council Ohio
Education Computer
Network

www.mcoecn.org

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Columbus Ohio 43235
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Mount Vernon Office

1365 New Gambier Road
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43050
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Hilliard Office

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Hilliard, Ohio 43026
Phone: (614) 529-1394
Fax: (614) 529-1409

January 5, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has developed a bold plan to further the innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap in our state. On behalf of the Management Council of the Ohio Education Computer Network, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

We endorse Ohio's comprehensive education reform plan, and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

The MCOECN strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Bruce E. Hawkins, CEO
Management Council of the Ohio Education Computer Network

MUSKINGUM

U N I V E R S I T Y

April 29, 2010

Deborah S. Delisle, Superintendent of Public Instruction
Ohio Department of Education
25 South Front Street
Columbus, OH 43215-4183

Dear Superintendent Delisle,

As you know, school districts in Ohio's Appalachian region need and deserve significant support. Their historically underserved students require 21st Century college - and career - readiness preparation to maximize their life opportunities.

This is why I am particularly enthused about Battelle for Kids' Ohio Appalachian Collaborative. The 20 pioneering school districts in the Collaborative have agreed to plan and implement transformational strategies to achieve ambitious goals for their educators and students. In addition, the implementation model for this project includes strong community involvement and close collaboration with Muskingum University and the other higher education institutions in the region.

The proposed work of this collaborative aligns very well with Ohio's educational improvement plans and with the Obama administration's priorities for reform. In recognition that the Battelle for Kids' project has the potential to not only benefit the initial district participants as well as serve as a model for rural Ohio and rural America, please know that Muskingum University joins with the other higher education institutions in the region in committing to do everything possible to help this project succeed.

Sincerely,

Joy Cowdery

Joy Cowdery, Chair
Muskingum University Education Dept.



The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

May 11, 2010

Dear Secretary Duncan:

Ohio has made great strides to effect the educational reforms needed to impact student performance, increase graduation rates, and close the achievement gap. In concert with these efforts, the Ohio Alliance for Public Charter Schools enthusiastically supports Ohio's Race to the Top application, an application that promises to continue the enterprise of positioning Ohio to meet the challenges of the 21st century.

Charter schools are uniquely positioned to participate in helping Ohio to realize its RTTT goals, serving in many ways as laboratories of educational innovation and reform. Charter schools lead the way as models of accountability because charter schools in Ohio either improve or get shut down, with the result being higher quality options for parents.

Ohio is in a strong position to expand its accountability system, enhance its use of value-added data, expand on its current data systems, develop its exciting new teacher residency program, and close the achievement gap.

The Ohio Alliance for Public Charter Schools heartily endorses Ohio's application for the Race to the Top and we remain enthusiastic about partnering to ensure successful outcomes for public-school students and teachers in Ohio.

Sincerely,

(b)(6)

William J. Sims
President and CEO
Ohio Alliance for Public Charter Schools

May 12, 2010

OHIO
EDUCATIONAL
SERVICE
CENTER
ASSOCIATION

8050 North High Street,
Suite 150
Columbus, Ohio 43235

Phone: 614-846-4080
Fax: 614-846-4081
Email: burford@oesca.org
Website: www.oesca.org

Efficient, Effective, Connected

- Ohio's ESCs employed over 13,100 full- and part-time individuals in the 2007-2008 academic year.
- During that same period, Ohio's ESCs provided direct services to 270,923 students or 15.5% of Ohio's student population - many of whom are at-risk students.
- ESCs also hosted 10,475 different professional development activities attended by 242,853 total attendees.

Ohio's ESCs
Making a Difference Since 1914



The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I am contacting you on behalf of the Executive Committee and membership of the Ohio Educational Service Center Association (OESCA) to convey our enthusiastic support for Ohio's Race to the Top (RttT) application.

Through passage of Am. Sub. H.B. 1 and related state education reform initiatives, Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap.

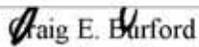
An RttT award would build upon, enhance and accelerate the state's existing agenda to strategically address gaps in delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, enhance the licensure structure, and implement a four-year residency program to provide greater support and professional development to new educators. The regional network of educational service centers (ESCs) stands ready to assist in these efforts and ensure their successful implementation and long-term sustainability in partnership with the Ohio Department of Education and local education agencies (LEAs).

These comprehensive and systemic reform efforts will ensure long-term support and sustainability of education reform efforts beyond the 4 years of the RttT initiative. This is critical in a state that, despite being the 7th largest state in the Union, lags behind the rest of the nation in economic momentum because of, in large part, our traditional strengths in what has become a struggling manufacturing industry. A 21st century education is the key to turning around our state's economy and a RttT award will serve as a catalyst to spark meaningful and necessary change to ensure access and success for all students.

OESCA, and the more than 13,000 service center personnel we represent, join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

OESCA strongly supports Ohio's application for the RttT grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state today and into the future. We look forward to supporting these efforts in the years to come.

Sincerely,
(b)(6)

Executive Director



serving ohio's elementary, middle level, and central office administrators

900 Club Drive, Suite A
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Fax: 614.794.9191
Toll Free: 888.OH.OAESA
www.oaesa.org

December 17, 2009

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the **Ohio Association of Elementary School Administrators**, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace. Throughout the application process, we have had the opportunity to provide input and feedback to the Ohio Department of Education personnel and appreciate being included stakeholders.

The Ohio Association of Elementary School Administrators has a long-standing positive relationship with the Governor's office, the State Board of Education, and the Department of Education. Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators. I have had the privilege of hearing you speak several times this year and appreciate your commitment to securing effective leadership in each of the nation's schools.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The **Ohio Association of Elementary School Administrators** strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, principals, and schools across the state.

Sincerely,

(b)(6)

Julie Davis, Ed.D.
Executive Director



May 4, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the **Ohio Association of School Business Officials (OASBO)**, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

OASBO appreciates the consideration Ohio received in the first round of the Race to the Top grant. We like other Ohioans were disappointed that we did not receive approval. However, Ohio has refocused its efforts to strengthen our grant and **OASBO** been honored to be a part of this effort. We believe that it has strengthened our resolve to work with all stakeholders to improve academic performance in our state.

OASBO strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

David A. Varda
Executive Director

(b)(6)

Alana Cropper
Board President



OHIO ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS

8050 North High Street • Suite 180 • Columbus, Ohio 43235-6484
614/430-8311 Fax 614/430-8315

May 7, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of the **Ohio Association of Secondary School Administrators**, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Ohio Association of Secondary School Administrators strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

James J. Harbuck
Executive Director



OHIO EDUCATION ASSOCIATION

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

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

May 24, 2010

Deborah S. Delisle
Superintendent of Public Instruction
Ohio Department of Education
25 South Front Street
Columbus, OH 43215-4183

Dear Superintendent Delisle:

I write to reiterate and reinforce the Ohio Education Association’s (OEA) strong support for Ohio’s application to participate in the federal Race to the Top grant program (RTTT). As I stated in our January 15, 2010, letter regarding the proposal for Phase 1 funding (attached),

a successful application would bring important resources to a state that has both a record of continuing improvement and a comprehensive strategy to transform schools. . . Working together, education stakeholders will be able to accelerate the implementation of a statewide infrastructure responsive to the teaching and learning needs of local schools . . . {and} will help Ohio provide the funding and research-based resources so that participating school districts can work collaboratively with our members to envision and advance promising reforms.

OEA’s vision – *to lead the way for the continuous improvement of public education while advocating for members and the learners we serve* – will continue to guide our advocacy for public school innovation and improvement. As we promised in January, in order to ensure that every child has caring, effective educators and education support professionals in a great public school,

OEA will offer technical assistance and consulting advice to our local affiliates as they strive to create world-class teaching and learning conditions for their students, their communities and the State of Ohio. We are pledging OEA’s support for the RTTT application and Ohio’s ambitious school transformation agenda, which we see as connected, compatible and complementary to RTTT.

We appreciate the persistent, inspirational leadership that you, Governor Strickland, and the members of your staff have given to this initiative.

Sincerely,

Patricia Frost-Brooks, President

Enc: Phase 1 Letter dated January 15, 2010





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

January 15, 2010

Deborah S. Delisle
Superintendent of Public Instruction
Ohio Department of Education
25 South Front Street
Columbus, OH 43215-4183

Dear Superintendent Delisle:

The Ohio Education Association (OEA) strongly supports Ohio's application to participate in the federal Race to the Top grant program (RTTT). A successful application would bring important resources to a state that has both a record of continuing improvement and a comprehensive strategy to transform schools. The targeted reforms and a more equitable funding system provided by Ohio's House Bill 1, along with the support of federal RTTT funding, will help Ohio achieve its potential, despite a challenging economic outlook. Working together, education stakeholders will be able to accelerate the implementation of a statewide infrastructure responsive to the teaching and learning needs of local schools. RTTT will help Ohio provide the funding and research-based resources so that participating school districts can work collaboratively with our members to envision and advance promising reforms.

OEA's support for RTTT is rooted in our vision – *to lead the way for the continuous improvement of public education while advocating for members and the learners we serve.* We have a history of constructive collaboration with the Ohio Department of Education (ODE), as well as with school districts throughout the state. ODE has invited and been responsive to our input during the preparation of Ohio's application. This application draws its primary strength from the commitment of Governor Ted Strickland to a 21st century vision for public education. The Governor has been a tireless advocate for education funding and strategies for school improvement. We look forward to continuing these fruitful partnerships at all levels.

OEA understands that RTTT is designed to spur innovation and change. We are particularly encouraged by the following emphases in Ohio's application:

- Construction and adoption of 21st Century standards, curricula, instructional supports, and assessments, including participation in the Common Core initiative and interstate research and development initiatives on student assessment;
- Establishment of data management and instructional support systems responsive to teacher and principal goals and needs;
- Implementation of Ohio's newly-legislated teacher licensure program, including the four-year Resident Educator Program for beginning teachers, which should accelerate and extend teacher proficiency, and foster teacher leadership;

225 E. Broad St., Box 2550, Columbus, OH 43216 ■ PHONE: (614) 228-4526 or 1-800-282-1500 ■ FAX: (614) 228-8771

An Affiliate of the National Education Association



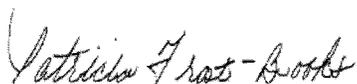
- Negotiation of teacher and principal evaluation systems that encourage and guide professional development, enhance individual proficiency, and build staff capacity; and
- Engagement by state and local school district leaders (administrators, teachers and local community members) in the development of programs for turning around struggling schools, closing achievement gaps, and enhancing overall student growth.

OEA believes that inspirational collaborative leadership at both the state and local levels will be essential to implement those provisions of House Bill 1 that are the focus of RTTT. Our role will be to advocate for and assist our local associations as they take on the challenges of assuring quality public education for every child, not only for those associations that signed on to the RTTT application, but also for those who have chosen not to participate based on the unique circumstances and conditions present in their school communities.

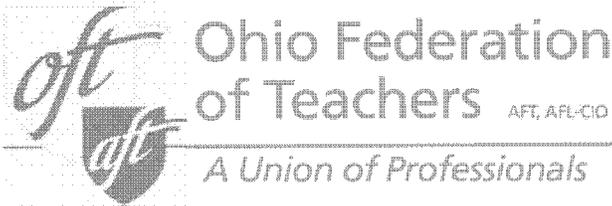
The memorandum of understanding (MOU) central to school district participation in RTTT sets the stage for collaboration at the local level. OEA believes that the MOU will provide an operating framework to protect members' rights, as well as affirm their professional role in shaping the conditions for teaching and learning necessary for transforming schools and districts. By participating as equal partners on school district transformation teams, our members will bring the practical classroom perspective to local program planning and implementation. The MOU is flexible enough to uphold existing provisions of the locally negotiated collective bargaining agreements (CBAs), while giving local OEA affiliates and school districts a roadmap for using collective bargaining to incorporate innovations in the transformation plan that may be at variance with existing CBAs.

OEA embraces the moral imperative of educating each child for success. We believe every child deserves a great public school with caring, effective teachers and education support professionals. To achieve this vision, OEA will offer technical assistance and consulting advice to our local affiliates as they strive to create world-class teaching and learning conditions for their students, their communities and the State of Ohio. We are pledging OEA's support for the RTTT application and Ohio's ambitious school transformation agenda, which we see as connected, compatible and complementary to RTTT.

Sincerely,



Patricia Frost-Brooks, President



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www.oft-aft.org

May 12, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Secretary Duncan,

The Ohio Federation of Teachers has worked closely with the Ohio Department of Education to develop our state's application for Race to the Top grant funding. We are also providing resources and guidance to many of our member leaders as they work with their districts to collaboratively develop their Race to the Top applications.

The Ohio Federation of Teachers supported this process in Phase 1 and we continue that support through Phase 2.

We believe that Race to the Top grants will bolster Ohio's new education reform plan set forth in House Bill 1. The grants will allow Ohio to focus on creating and testing new pilot programs as well as expanding innovative structures established in the reform model in strong collaboration with educators. A stronger public education system will foster business growth and job development to help improve Ohio's economy. A stronger public education system and stronger economy will create a stronger future for all Ohioans.

We will continue to provide resources and guidance to our locals so that they can use Race to the Top grants in the most effective way possible for Ohio's students. And we look forward to continued collaboration with the Ohio Department of Education as this grant process moves forward.

Sincerely,

Sue Taylor
President
Ohio Federation of Teachers

Sue Taylor
President

Kathy Young
Executive Director

Veronica White
Executive Director

Shari Obrocki
Executive Director

Dale Parolock
Executive Director

Communications
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An affiliate of the
American Federation
of Teachers, afe.org





Solving Classroom, Promoting Possibilities

January 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

Ohio Grantmakers Forum (OGF) is an association of over 200 Ohio-based foundations, corporate contribution programs and other grantmaking organizations. OGF's mission is to provide leadership for organized philanthropy in Ohio and to enhance the ability of its members to fulfill their charitable goals.

In the area of education, OGF is doing this by:

- working collaboratively with other education stakeholder groups;
bringing people and organizations with disparate points of view to the table to find areas of consensus;
advocating for state policies and local practices that change students' lives and improve communities' futures; and
helping our members become more effective grantmakers by giving them a better understanding of the complexities of education reform, sharing information about best and promising practices and identifying innovative ways to make a positive difference in students' lives.

We are writing to offer our support for the State of Ohio's Race to the Top application. We strongly believe that the receipt of federal Race to the Top funds will help propel Ohio to the next level in education reform, but more importantly in helping our students achieve at higher levels. The Race to the Top application builds on Ohio's on-going reform efforts including the recent passage of Ohio House Bill 1, Ohio's budget and education reform bill. OGF, its members and partners published a series of recommendations in late 2008, most of which became the basis for the education reform passed in House Bill 1. House Bill 1 Ohio has already taken critical steps to:

- 1. Improve Ohio's student academic standards
2. Align Ohio's college- and career-ready assessment system to these new standards
3. Improve teacher effectiveness through tenure reform, dismissal standards and the incorporation of student measures in teacher evaluations, promotion decisions and teacher residency models.

OGF has been a partner with the Governor's office, the Ohio Department of Education and the Ohio Board of Regents and we look forward to continuing to support, monitor and accelerate Ohio's efforts to improve education and the performance of Ohio's students.

Sincerely,

(b)(6)

George E. Espy, President
Ohio Grantmakers Forum

Nelle Drwing, Staff Director
Kaiser Family Foundation

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President



May 5, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Ohio PTA, I wish to communicate our continued enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and our Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Winning a Race to the Top award would provide Ohio with an exciting opportunity to accelerate our comprehensive education reform plan and demonstrate our commitment to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Ohio PTA strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for **all** students, teachers, and schools across the state.

Sincerely,

A handwritten signature in black ink that reads "Deborah A. Tidwell". The signature is written in a cursive style.

Deborah A. Tidwell
President 2009-2011



Ohio School Boards Association

8050 North High Street, Suite 100, Columbus, Ohio 43235-6482

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www.osba-ohio.org

December 29, 2009

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms necessary to achieve a significant impact on student performance, increase graduation rates and eliminate the achievement gap. On behalf of the Ohio School Boards Association, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expanded responsibilities in the licensure structure and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the support and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments and technology.

OSBA strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers and schools across the state.

Sincerely,

Richard C. Lewis, CAE
Executive Director

Damon F. Asbury
Director of Legislative Services

December 23, 2009

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of the Ohio STEM Learning Network (OSLN), I write to express our strong support for Ohio's Race to the Top application. We are pleased to join hands with state-level leaders and education partners to further strengthen Ohio's education system – positioning our students for success in college and 21st century careers.

The OSLN is an unparalleled public-private, statewide network of STEM partners who seek to amplify and accelerate STEM education quality and access. A network of innovation like none other in the nation, the OSLN spans five regions from Cleveland, Akron, Columbus, Dayton and Cincinnati and connects 10 STEM schools and 26 STEM K-8 Programs of Excellence. We believe the best practices occurring within and shared beyond the network hold the keys to unlock transformative education reform anchored in engineering and technological design principles.

In Ohio, we have used STEM education as a test kitchen to strengthen our approach in the four assurance areas. For example, in standards and assessments, STEM schools are engaged in inquiry-based science assessments and end-of-course exams helping align high school exit to higher education admissions. To address the data systems to support instruction, STEM programs are designing local instructional improvement systems for performance analysis, professional development and continuous improvement. Furthermore, STEM schools and programs are anchored in partnerships among K-12, higher education and business that cultivate ideal professional development training grounds for pre-service and practicing teachers and administrators. This open platform approach provides a great assist for the state in supporting great teachers and leaders. And, in the turning around the lowest-achieving schools, Ohio's network of unique STEM school models offer proof points for school turnaround or transformation models.

The OSLN is aimed at systemic reform and the examples mentioned above are snapshots of initiatives underway that can be accelerated throughout Ohio and beyond with a Race to the Top award. An award will catapult Ohio from *progress* to *prominence* in education reform, resulting in college- and career-ready students who require no remediation. And the OSLN can be a partner in bringing these initiatives to scale.

We are committed to partnering with Ohio to ensure the Race to the Top proposal is a success and will benefit our most important constituency – students.

Thank you for your consideration and favorable review of Ohio's proposal.

Sincerely,

(b)(6)

David Burns
Director of Operations
Ohio STEM Learning Network



April 23, 2010

Ms. Deborah Delisle
State Superintendent of Instruction
Ohio Department of Education
25 S. Front Street
Columbus, OH 43215-4183

Dear Ms. Delisle,

In 1989, Stark Community Foundation made a strategic decision to become an original investor in what is today Stark Educational Partnership. We are proud to be in our 21st year of collaboration with Stark Educational Partnership. Through this relationship we continue to work together to improve education for all Stark County children with a focus on building the capacity to institute change in our education community. As a result, we join with Stark Educational Partnership in their support of Ohio's Race to the Top application.

As a Foundation, we believe that education enhancement is a lynchpin in our efforts to create meaningful, sustainable, and measureable change in our community. Working in concert with the City of Canton, Stark Education Partnership, and local economic and community development agencies we believe that that change is happening.

The measureable outcomes of improving graduation rates and the increasing number of college-bound students that directly result from the efforts of these diverse groups prove the point.

The vitality and sustainability of a community is the result of a combination of enhanced education opportunities, focused job creation, healthy neighborhoods, and family stability. Education is an integral part of our ability as a Foundation to continue our efforts to build a better community.

Stark Community Foundation, in collaboration with Stark Education Partnership, continues to support the work of our education community. We strongly encourage their participation in Ohio's attempt to compete and secure funding from the Race to the Top educational funding program.

STARK COMMUNITY FOUNDATION

(b)(6)

Mark J. Samolczyk
President

MJS/jsg



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Foundations Centre - 400 Market Avenue N., Suite 200 Canton, Ohio 44702
Phone: 330.454.3426 / Fax: 330.454.5855 / starkcommunityfoundation.org

370 of 1049





**Stark
Development
Board, Inc.**

April 23, 2010

Ms. Deborah Delisle
State Superintendent of Instruction
Ohio Department of Education
25 South Front Street
Columbus, OH 43215-4183

Dear Ms. Delisle:

The Stark Development Board shares roots with the Stark Education Partnership. Both are organizations established by the highest level of community leaders for the betterment of Stark County. The Stark Development Board, furthermore, is closely involved with the work of the Stark Education Partnership, particularly its P-16 Compact, a model for Ohio in educational alignment.

As it works to bring new businesses to Stark County and to encourage the growth of existing businesses, the Stark Development Board understands the important role that education plays in economic development.

The Stark Development Board is an advocate of the programs that give high school students opportunities to earn college credit while they still are in high school, thereby helping them see that they can do college-level work. There is an explosion in dual-credit enrollment among Stark County high school students. In one year alone, dual credit numbers have nearly doubled from about 1,200 students last year to an estimated 2,350 this year.

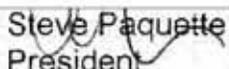
This and related educational achievements matter to the Stark Development Board because an educated community is of greater value to the businesses we are trying to attract to Stark County.

We strongly encourage Stark County's participation in the state of Ohio's next effort to compete for federal Race to the Top education funding.

(b)(6)

Sincerely,

(b)(6)


Steve Paquette
President
Stark Development Board



400 Market Avenue North
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Canton, Ohio 44702-1554

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fax 330-452-2009
www.edpartner.org

April 26, 2010

Ms. Deborah Delisle
State Superintendent of Instruction
Ohio Department of Education

Dear Ms. Delisle:

Please consider this letter as an indication of the Stark Education Partnership's strong support of Ohio's Race to the Top application. While we support all aspects of the application, we are particularly supportive of the state's efforts to continue the progress towards college and career ready standards and assessments that will benefit students as they pursue the new Ohio Core Curriculum and turn around strategies that are supported by Ohio's considerable results with pilot turn around high schools.

We have some experience with the outcomes that are possible as school districts implement these reforms. The Stark Education Partnership has served as the community partner for two intense school reform efforts grounded in higher standards with the goal of raising graduation rates and increasing college going rates.

- In the case of the Ohio High School Transformation Initiative that was jointly supported by the Gates Foundation through the KnowledgeWorks Foundation, the State Education Department and the Canton City Schools, McKinley High School has moved from a high school graduation rate of 70.2% prior to the reform to the most recently reported rate of 86% and has dramatically increased the number of students taking the ACT and going on to college. We are told by the Canton City Schools Superintendent, Michele Evans, that the progress continues and the new graduation data is likely to be a graduation rate of 88%.
- The Canton City Schools Early College High School is located on the downtown satellite campus of Stark State College of Technology at Timken High School. Last year, the first class graduated from that small school and beat the state and national statistics for Early College High Schools. Significantly, these students have served as role models for community aspiration and college attainment and for their fellow students at Timken High School—a place that has raised its graduation rates from 59.6% before the reform to 84%—using the most recently reported statistics. Moreover, without consideration of the Early College High

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Adrienne O'Neill, Ed.D.

Vice President

Joseph A. Rochford, Ph.D.

School data, the college going rate at Timken HS has risen from 27% to 54%. The number of adults attending classes at the Timken satellite campus has risen from 50 to over 1000 in January 2010.

The progress is exemplary and community support for the attainment strategies being implemented by Stark County schools continues to grow. One has only to visit the Greater Canton Chamber of Commerce website called Building Stark By Degrees <http://www.buildingstarkbydegrees.org> to learn more about the entire community's commitment to educational progress and to celebrate the achievements of the students through success stories.

Sincerely yours

(b)(6)

Adrienne O'Neill
President

*Thank you for all
of the hard work you are
doing for the students in
the state of Ohio!*

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202



Dear Secretary Duncan:

As Ohio's largest statewide business organization, the Ohio Chamber of Commerce has a substantial interest in the academic achievement and skills development of the 1.8 million students in our state's K-12 education system since they are our future workforce. We support education reforms that emphasize rigorous standards and accountability for results because these are the hallmarks of the competitive world Ohio businesses must compete in.

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Consequently, we are expressing our support for Ohio's Race to the Top application in the belief that it will initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish also to join Governor Strickland and our education leaders in their quest to strengthen Ohio's education system so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

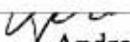
Awarding a Race to the Top grant to Ohio would accelerate our state's existing agenda to strategically address gaps in delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system and increase the use of value-added data. The state will also provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Ohio's businesses need a highly educated workforce that is equipped with the skills and knowledge to address the challenges of the modern global economy. Education is the starting point for creating the nurturing minds that will spur the development of entire economic sectors such as the biomedicine, bioscience, advanced transportation, advanced energy, aerospace and food production industries. We are committed to investing in Ohio's education system as it is essential to Ohio's sustainable economic prosperity and the growth of business and industry.

Thus, we strongly support Ohio's application for Race to the Top funds and remain a committed partner to ensuring successful outcomes for students, teachers and schools across the state.

Sincerely

(b)(6)


Andrew E. Doehrel
President and CEO
Ohio Chamber of Commerce

Chairman Jeffrey Gorman
Chair-Elect Linda Hondros
President & CEO Andrew E. Doehrel

230 East Town Street
P.O. Box 15159
Columbus, OH 43215
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CANTON REGIONAL
CHAMBER OF COMMERCE

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April 22, 2010

Ms. Deborah Delisle
State Superintendent of Instruction
Ohio Department of Education
25 S. Front Street
Columbus, OH 43215-4183

Dear Ms. Delisle:

The Canton Regional Chamber of Commerce devotes considerable time to education matters and values its working relationship with organizations such as the Stark Education Partnership. We join the Stark Education Partnership in its support of Ohio's Race to the Top application.

Our Chamber's Education Committee is an advocate and supporter of meaningful education reforms in Ohio. As an example, we advocated the position that the Ohio Graduation Test has no real usefulness to a generation of students who should aspire to higher education. We as a Chamber were among those who urged Gov. Ted Strickland to replace the Ohio Graduation Test with a form of the ACT test that not only would qualify a student for a high school diploma but would set a student on the path to forming a college plan. Many others, including the Stark Education Partnership, led the way in this advocacy. The ACT issue, however, is an example of this Chamber's interest in educational achievement and educational reform.

This is a time of exciting education change at the state and national level. We are proud to note that the spirit of change can be felt throughout Stark County. We encourage Stark County efforts to become involved in the state of Ohio's application for federal Race to the Top funds.

Cordially,

(b)(6)

Dennis P. Saunier
President and CEO
Canton Regional Chamber of Commerce

Departments of the Canton Regional Chamber of Commerce
Canton Development Partnership • Canton/Stark County Convention & Visitors' Bureau
Keep Canton Clean • Leadership Stark County • Pro Football Hall of Fame Festival

May 11,2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

The Columbiana Area Chamber of Commerce has an interest in the academic achievement and skills development of the 1.8 million students in our state's K-12 education system since they are our future workforce. We support reforms in education that emphasize rigorous standards and accountability for result, as these are the hallmarks of the competitive world Ohio businesses must operate in.

For this reason, we wish to express our support for Ohio's Race to the Top application in the belief that it will initiate the bold and innovative reforms needed. We join Governor Strickland and our local education leaders in their efforts to strengthen Ohio's education system so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Awarding a "Race to the Top" grant to Ohio would speed our state's existing agenda to address gaps in delivering a highly effective learning experience to all students. We understand that the state will also provide the supports and best practices necessary to turn around persistently low-achieving schools and expand education opportunities.

Ohio's businesses need a highly educated workforce that is equipped with the skills and knowledge to address the challenges of the modern global economy. Education is the starting point for creating the nurturing minds that will spur the development of entire economic sectors such as the biomedicine, bioscience, advanced transportation, advanced energy, aerospace and food production industries. We are committed to investing in Ohio's education system as it is essential to Ohio's sustainable economic prosperity and the growth of business and industry.

Thus, we strongly support Ohio's application for "Race to the Top" funds, desiring to see successful outcomes for students, teachers and schools across the state.

Sincerely,

The Board of the Columbiana Area Chamber of Commerce

Larry Deidrick, Pres.	David Barbee	Susan Bissell	Randall Hart
Terry McCoy, Vice Pres.	Keith Chamberlin	Carol Cobbs	Cec Jones
Aaron Frank, Treas.	Pam Colella	Deann Davis	Dallas Lehman
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THE RIVERVIEW BUILDING • 100 FRONT STREET, SUITE 200
MARIETTA, OHIO 45750

May 10, 2010

The Honorable Arnie Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

As Southeastern Ohio's largest business association, the Marietta Area Chamber of Commerce has a substantial interest in the academic achievement and skills development of the 1.8 million students in our state's K-12 education system since they are our future workforce. We support education reforms that emphasize rigorous standards and accountability for results because these are the hallmarks of the competitive world Ohio businesses must compete in.

Consequently, we are expressing our support for Ohio's Race to the Top application in the belief that it will initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish also to join Governor Strickland and our education leaders in their quest to strengthen Ohio's education system so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Awarding a Race to the Top grant to Ohio would accelerate our state's existing agenda to strategically address gaps in delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system and increase the use of value-added data. The state will also provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Ohio's businesses, especially those in the Appalachian region, need a highly educated workforce that is equipped with the skills and knowledge to address the challenges of the modern global economy. Education is the starting point for creating the nurturing minds that will spur the development of entire economic sectors such as the biomedicine, bioscience, advanced transportation, advanced energy, aerospace and food production industries. We are committed to investing in Ohio's education system as it is essential to Ohio's sustainable economic prosperity and the growth of business and industry.

On behalf of our nearly 600 members, we strongly support Ohio's application for Race to the Top funds and remain a committed partner to ensuring successful outcomes for students, teachers and schools across the state.

Sincerely,

(b)(6)

Tom Betz
Chairman of the Board

(b)(6)

Charlotte Keim, CCEO-AP
President and CEO

PHONE (740) 373-5176 • FAX (740) 373-7808 • WWW.MARIETTACHAMBER.COM

Affiliates: Ambassador Club • Marietta Area Merchant Association • Marietta Area Rotary Club • Marietta Area Chamber of Commerce • Marietta Area Chamber of Commerce • Marietta Area Chamber of Commerce • Marietta Area Chamber of Commerce



NORTH CANTON
area chamber of commerce

121 South Main Street
North Canton Ohio 44720

Phone: 330-499-5100
Fax: 330-499-7181
northcantonchamber.org

2010 BOARD OF DIRECTORS

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CHAMBER PRESIDENT
Doug Lane

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary Duncan:

As a partner with the North Canton City School District in business retention and attraction, the North Canton Area Chamber of Commerce is acutely interested in the academic achievement and skills development of our students. In conjunction with the Ohio Chamber of Commerce, we support education reforms that emphasize strong standards and accountable results to make our future workforce more competitive.

We support Ohio's Race to the Top application, as the North Canton Chamber wants to see all districts in our state duplicate the qualities and success of the North Canton City Schools. Given the opportunity and resources, an innovative and reformed Ohio educational system will make a significant impact on student performance, increase graduation rates and let all students realize their full potential.

Our member businesses and our area need a highly educated workforce, equipped with the skills and knowledge to compete in our modern global economy. With education playing the key role in our state's transition from a manufacturing hub to a leader in the polymers, bioscience, advanced energy and aerospace industries, the North Canton Area Chamber of Commerce strongly supports Ohio's application for Race to the Top funds.

Sincerely,

Doug Lane
President
North Canton Area Chamber of Commerce

cc: Mike Gallina, Superintendent, North Canton City Schools

The North Canton Area Chamber of Commerce...serving business and community since 1959!

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

As a local Chamber of Commerce who deals with Ohio employers on a daily basis, the Painesville Area Chamber of Commerce has a substantial interest in the academic achievement and skills development of the 1.8 million students in our state's K-12 education system since they are our future workforce. We support education reforms that emphasize rigorous standards and accountability for results because these are the hallmarks of the competitive world Ohio businesses must compete in.

Consequently, we are expressing our support for Ohio's Race to the Top application in the belief that it will initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish also to join Governor Strickland and our education leaders in their quest to strengthen Ohio's education system so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Awarding a Race to the Top grant to Ohio would accelerate our state's existing agenda to strategically address gaps in delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system and increase the use of value-added data. The state will also provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Ohio's businesses need a highly educated workforce that is equipped with the skills and knowledge to address the challenges of the modern global economy. Education is the starting point for creating the nurturing minds that will spur the development of entire economic sectors such as the biomedicine, bioscience, advanced transportation, advanced energy, aerospace and food production industries. We are committed to investing in Ohio's education system as it is essential to Ohio's sustainable economic prosperity and the growth of business and industry.

Thus, we strongly support Ohio's application for Race to the Top funds and remain a committed partner to ensuring successful outcomes for students, teachers and schools across the state.

Sincerely,
(b)(6)

Libby Hill
1st Vice President and Business Owner
Painesville Area Chamber of Commerce
Family Karate



Making great businesses great!

Serving the Communities of

Painesville Twp.
Fairport Harbor
Concord Twp.
Grand River
Leroy Twp.
Painesville

www.painesvillechamber.org



Chamber of Commerce
Convention & Visitors Bureau
Economic Development Partnership
Community Improvement Corporation

100 East Park Street
Marion, OH 43040
614.397.1234
400 South
331 Park Street
www.unioncountymohio.com

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

As Ohio's largest statewide business organization, the Ohio Chamber of Commerce has a substantial interest in the academic achievement and skills development of the 1.8 million students in our state's K-12 education system since they are our future workforce. We support education reforms that emphasize rigorous standards and accountability for results because these are the hallmarks of the competitive world Ohio businesses must compete in.

Consequently, we are expressing our support for Ohio's Race to the Top application in the belief that it will initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish also to join Governor Strickland and our education leaders in their quest to strengthen Ohio's education system so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Awarding a Race to the Top grant to Ohio would accelerate our state's existing agenda to strategically address gaps in delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system and increase the use of value-added data. The state will also provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

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Thus, we strongly support Ohio's application for Race to the Top funds and remain a committed partner to ensuring successful outcomes for students, teachers and schools across the state.

(b)(6)

Olas A. (Chip) Hubbs
President and CEO
Union County Chamber of Commerce

(b)(6)

Eric S. Phillips
Executive Director, Economic Development, Chamber CEO
Union County Chamber of Commerce

Western Lake County

Chamber of Commerce

*Promoting and supporting business while enhancing
responsible economic vitality within our communities*

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

May 10, 2010

Dear Secretary Duncan:

As Ohio's largest statewide business organization, the Ohio Chamber of Commerce has a substantial interest in the academic achievement and skills development of the 1.8 million students in our state's K-12 education system since they are our future workforce. We support education reforms that emphasize rigorous standards and accountability for results because these are the hallmarks of the competitive world Ohio businesses must compete in.

Consequently, we are expressing our support for Ohio's Race to the Top application in the belief that it will initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish also to join Governor Strickland and our education leaders in their quest to strengthen Ohio's education system so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Awarding a Race to the Top grant to Ohio would accelerate our state's existing agenda to strategically address gaps in delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system and increase the use of value-added data. The state will also provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Ohio's businesses need a highly educated workforce that is equipped with the skills and knowledge to address the challenges of the modern global economy. Education is the starting point for creating the nurturing minds that will spur the development of entire economic sectors such as the biomedicine, bioscience, advanced transportation, advanced energy, aerospace and

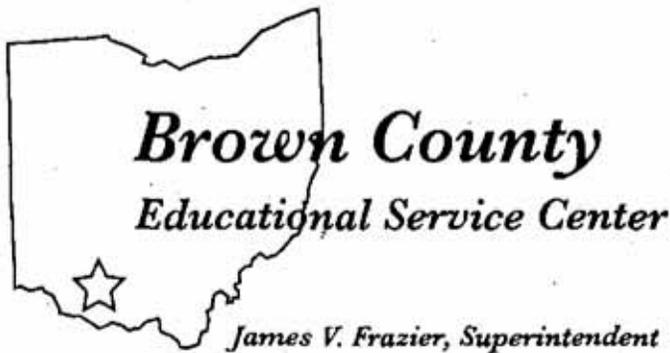
food production industries. We are committed to investing in Ohio's education system as it is essential to Ohio's sustainable economic prosperity and the growth of business and industry.

Thus, we strongly support Ohio's application for Race to the Top funds and remain a committed partner to ensuring successful outcomes for students, teachers and schools across the state.

Sincerely,

Karen W. Tercek
Western Lake County Chamber of Commerce

Western Lake County Chamber of Commerce
28855 Euclid Avenue, Wickliffe, OH 44092
Tel: 440-943-1134 Fax: 440-943-1114
westernlakecountychamber.org



325 West State Street, Suite 3
Georgetown, OH 45121
Phone (937) 378-6118 Fax (937) 378-4286
website: brown.k12.oh.us

Sarah E. Frydryk, Treasurer

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the Brown County Educational Service Center, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Brown County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely, (b)(6)

(b)(6)

/ James V. Frazier, Superintendent

(b)(6)



BCESC
PARTNERS IN SHAPING LIVES

BUTLER COUNTY EDUCATIONAL SERVICE CENTER

1910 Fairgrove Avenue, Suite B, Hamilton, Ohio 45011

PH (513) 887-3710 FAX (513) 887-3709

www.bcesc.org

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has willingly answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Butler County Educational Service Center, I wish to communicate our whole hearted support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Ohio commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, our state and the Educational Service Center will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, teacher evaluation and technology. The Butler County Educational Service Center is prepared to assist LEA's to make better use of more robust professional development opportunities in turning around the lowest performing classrooms.

The Butler County Educational Service Center ardently supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Respectfully,

(b)(6)

Daniel E. Hare
Superintendent

DEH:srr



Clermont County Educational Service Center

2400 Clermont Center Drive • Suite 101 • Batavia, OH 45103-1957 • (513) 735-8300 • Fax (513) 735-8370
Special Education/Psychological Services: (513) 735-8300 • Fax (513) 735-8370

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the Clermont County Educational Service Center (CCESC), I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

CCESC strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across our service area and the state.

Sincerely,

(b)(6)

Superintendent



Columbiana County Educational Service Center

Quality Education Through Cooperative Services

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Columbiana County Educational Service Center I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

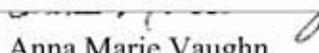
Our State commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the State's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

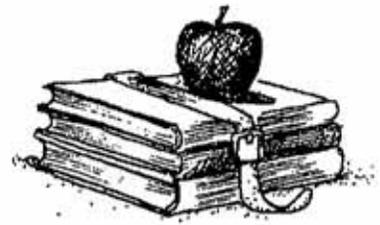
Additionally, the State will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

Columbiana County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the State.

Sincerely,

(b)(6)


Anna Marie Vaughn
Superintendent



DARKE COUNTY

Educational Service Center

Michael E. Gray, Superintendent
5279 Education Drive
Greenville OH 45331-9761
(937) 548-4915 FAX (937) 548-8920

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the Darke County Educational Service Center, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Darke County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Michael E. Gray
Superintendent, Darke Co. Schools

It is the mission of the Darke County Educational Service Center to provide quality service to our clients by working collaboratively and providing leadership to our community of learners in their pursuit of excellence.



May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Let there be no mistake, Ohio is serious about educational reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the Educational Service Center of Central Ohio, we wish to communicate our complete and enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

The Educational Service Center of Central Ohio includes a footprint with nearly 1/8 of Ohio's school children including Ohio's largest school district. The importance of our efforts in Ohio's execution of the Race to the Top has been of paramount concern in our planning for future initiatives. We stand ready to assist in Ohio's plan and, without reservation, support for the application.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top accelerates the agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide higher quality development to new educators.

The Educational Service Center of Central Ohio strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

[Redacted signature box]

W. Greg Spencer
Governing Board President

(b)(6)

[Redacted signature box]

Bart Anderson, Ed.D.
Superintendent



May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

As Superintendent of the Educational Service Center of Cuyahoga County that serves educators and school children in the largest County in Ohio, I want you to know that our Governing Board, all ESCCC employees and I are in full support of Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Educational Service Center of Cuyahoga County strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Robert A. Mengerink Ed. D.
Superintendent



May 11, 2010

U.S. Department of Education
400 Maryland Ave., SW
Washington D.C., 20202

Educational service agencies throughout the state of Ohio have rallied to support our public school initiative to be chosen as a qualified Race to the Top grant recipient. Our region has joined Ohio's call to initiate bold and innovative reforms needed to eliminate our student's achievement gap, increase the percentage of graduates and substantially improve student achievement. On behalf of the Educational Service Center (ESC) of Lorain County, our Governing Board, Leadership Team and Support Staff wish to communicate our enthusiastic support for the Ohio's Race to the Top application. We join the many educational stakeholders throughout Ohio in our quest to strengthen the dynamic educational system in Ohio so that all students may realize their full potential in the classroom and successfully compete in our global economy.

The economy of Lorain County has been transformed by the major erosion of our industrial base and loss of thousands of manufacturing jobs. In President Obama's recent visit to Lorain County Community College, he was able to witness the impact of this change first hand. He also was able to see the resilient commitment by our educational community to comprehensive educational reform.

Our county and region are working in a strategic alliance with Superintendent of Public Instruction Deborah Delisle and Governor Ted Strickland to align and ensure the delivery of a highly effective learning experience for all students. However to accelerate this agenda we need your help. Race to the Top resources are critical to expediting a process that includes expanding its accountability system, increasing the use of value-added data and an investment in a comprehensive human capital management structure.

To that end, our ESC will collaborate with the state to provide the supports and essential strategies necessary to turn around persistently low-achieving schools and expand science, math, technology and engineering educational opportunities. In addition, through investments in best practices, standards and curriculum, assessments and technology, the overall effectiveness of classroom instruction will be improved.

Please be assured that the Educational Service Center of Lorain County strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers and schools across the state.

Respectfully submitted,

(b)(6)

Thomas Rockwell, Ed.D.
Superintendent



GALLIA-VINTON EDUCATIONAL SERVICE CENTER

P.O. Box 178 • Rio Grande, Ohio 45674-0178 • (740) 245-0593 • fax (740) 245-0596

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the Gallia-Vinton Educational Service Center I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Gallia-Vinton Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Denise Shockley, Ph.D.
Superintendent

Matthew Galemmo, Superintendent
Lorretta Petersen, Treasurer

Board Members:

Dennis A. Battles
Robert L. Gilson
Kenneth C. Burnett
Lois A. Jeffery
Janice M. Koster

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

As superintendent of the Geauga County Educational Service Center, I would like to extend my support and commitment to the Ohio Department of Education's Race to the Top application. I have several school improvement supervisory personnel that will be able to assist my local school districts in their collection and utilization of pertinent educational data.

Furthermore, the supervisors are trained to assist local districts in the Ohio Improvement Process, Value Added and the systematic evaluation of teachers, principals and superintendents. Through this team effort, I feel we can further improve the education of our students in Geauga County.

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Geauga County Educational Service Center I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase

the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

Geauga County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Matthew Galemmo
Superintendent

5/11/2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the Greene County Educational Service Center, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Greene County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

Terry A. Thomas

(b)(6)

Superintendent



David L. Distel, Superintendent
Donald F. Rabe, Treasurer
William K. Bogdan, Assistant Superintendent

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the Hamilton County Educational Service Center, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. In the southwest region of Ohio, the Hamilton County Educational Service Center provides strength in leadership and is ready to provide technical support and consultation to the districts we serve as they strive to build the best possible education for all of their students.

HCESC strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

David L. Distel
Superintendent



HANCOCK COUNTY EDUCATIONAL SERVICE CENTER

7746 COUNTY ROAD 140 • FINDLAY, OHIO 45840
PH. (419) 422-7525 • FAX: (419) 422-8766

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Larry J. Busdeker
Superintendent

Gregory A. Spiess
Treasurer

SUPERVISORS

Rick L. Charchol
Enrichment

Kim E. Forget
Curriculum

Susan J. Freel
Preschool

Timothy R. Kruse
Alternative School

Jane A. McCleary
Curriculum

Mark R. Miller
Student/Staff Services

Rick Van Mooy
Coordinator

Randy C. Ward
Special Education

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of The Hancock County Educational Service Center, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Hancock Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Larry J. Busdeker,
Superintendent

"Meeting Student Needs Through Cooperative Efforts"



Lawrence County Educational Service Center

Educational Excellence in Ohio's Most Southern County

May 11, 2010

Dr. James Payne
Superintendent

Teresa Lawless
Treasurer

GOVERNING BOARD

Phil Carpenter
Darrell Davis
Roland Hayes
Ray Malone
Kenny Shafer

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of **Lawrence County Educational Service Center** I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Lawrence County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

James Payne, Ph.D.
Superintendent

Third Floor - Courthouse • 111 South 4th Street • Ironton, Ohio 45638
(740) 532-4223 • (740) 867-3422 • Fax (740) 532-7226



Licking County Educational Service Center

675 Price Rd., Newark, OH 43055
(740) 349-6084

Race to the Top

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of **the Licking County Educational Service Center**, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Licking County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

Nelson McCray, Supt. LCESC



Joyce Roberts, Superintendent
121 S. Opera St.
Bellefontaine, Ohio 43311

Phone: (937) 599-5195
Fax: (937) 599-1959

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

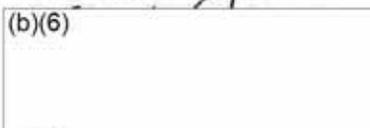
Ohio has made great strides in creating an excellent education system for our students and we all know that education is one important key in creating a strong community, economy, and nation! On behalf of the Logan County Educational Service Center, I want to convey enthusiasm and support for Ohio's Race to the Top application! The Logan County ESC joins Governor Strickland, the Ohio State Board of Education, and the Ohio Superintendent of Public Instruction Deb Delisle in their efforts to further strengthen Ohio schools! While I believe that we have a great system of educating our children, I also know that Ohio is not content with only making *some* improvements. Ohio has a desire and passion to continue to improve, change and grow as the needs of society changes. Ohio has legislated mandates in our schools to address problems that exist. Ohio has taken steps to create a funding mechanism that will equalize the opportunities for our children in their schools regardless of the wealth of the community in which they live. Ohio has embraced the fact that **accountability** is necessary to make sure that all students are receiving the education they deserve!

Ohio has answered the call to initiate reforms needed to improve student performance, eliminate achievement gaps, provide educational options to students, decrease dropout rates, improve graduation rates and create a culture in our schools that truly believes that every child can learn! Ohio is in a unique position to expand upon its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and develop a four-year residency program to provide greater support and professional development to new educators. Additionally, Ohio supports working with low-achieving schools by utilizing best practices and expanding STEM education opportunities.

Ohio has excellent schools but we are not content to simply maintain the *status quo*. The entire Ohio system of education has the commitment and desire to continue to improve as we respond to the changing needs of a global society! The Logan County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains a true partner in providing the quality education our students deserve!

Sincerely,

(b)(6)

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

Lucas County



Educational Service Center

Governing Board

Michael Dansack, Jr.
Karen Krause
Joan Kuchcinski
Joe Rutherford
Angela Zimmann

**Sandra C. Frisch
Superintendent**

**Richard A. Cox
Treasurer**

Administrative Offices
2275 Collingwood Boulevard
Toledo, Ohio 43620
419-245-4150
419-245-4186 FAX
www.lucas.k12.oh.us

**Alternate Learning and
Career Center**
3939 Wrenwood
Toledo, Ohio 43623
419-473-3442
419-473-3445 FAX
www.lucas.k12.oh.us

**Challenger Learning Center
of Lucas County
and
Shuer Center**
4955 Seaman Road
Oregon, Ohio 43616
419-698-1501
419-698-1457 FAX
www.challengerlc.org

Community Schools Center
4955 Seaman Road
Oregon, Ohio 43616
419-246-3137
866-303-6260
419-246-3127 FAX
www.lucas.k12.oh.us

**State Support Team
Region 1**
2275 Collingwood Blvd
Toledo, Ohio 43620
419-720-8999
800-346-8495
419-720-8998 FAX
www.sstr1.org

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Lucas County Educational Service Center, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

Lucas County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Sandra C. Frisch
Superintendent

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Mahoning County Educational Service Center I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators. We at the Mahoning County Educational Service Center have demonstrated our willingness to support Ohio in these endeavors and are ready, willing and able to do so given the opportunity through Race to the Top funding.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Mahoning County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,
Rich Denamen,
Superintendent
Mahoning County Educational Service Center

Medina County Schools'



Educational Service Center

Medina County Schools' Educational Service Center

Professional Building
124 West Washington Street
Medina, Ohio 44256-2270

PHONE: (330) 723-6393
FAX: (330) 723-0573
www.medina-esc.org

William J. Koran, Superintendent
Michelle McNeely, Treasurer

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Medina County Schools' Educational Service Center, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan, and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

Medina County Schools' Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

William J. Koran, Superintendent
Medina County Schools' Educational Service Center



MERCER COUNTY EDUCATIONAL SERVICE CENTER

441 EAST MARKET STREET

CELINA, OHIO 45822

OFFICE: (419) 586-6628 FAX: (419) 586-3377

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Mercer County Educational Service Center I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the school districts of rural Mercer County, Ohio have led the way with half of our districts having a 100% graduation rate, a higher than average rate of college completion, a model STEM consortium, US Department of Education Blue Ribbon Schools, and a cost per pupil that is below the state average. The state will provide, and we are prepared to assist at the local level, the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Mercer County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Superintendent



MCESC
Frank DePalma
Superintendent

May 11, 2010

The Honorable Arne Duncan
U. S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

This is a letter of support for Ohio's Race to the Top application. The Montgomery County Educational Service Center provides teacher professional development in varying degrees to the sixteen public school districts (60,000 plus students) as well as community schools and private schools in Montgomery County, Ohio.

All services we provide are aligned to Ohio's defined efforts to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators. Reach to the Top funds will accelerate these concerted efforts and initiatives as the framework for accountable improvement is in place.

The Montgomery County Educational Service Center supports Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Race to the Top funding will make a measurable difference for Ohio's public, community, and private school students.

Respectfully,

(b)(6)

Frank DePalma
Superintendent

psz

MONTGOMERY COUNTY EDUCATIONAL SERVICE CENTER

200 South Keowee Street Dayton, Ohio 45402 • Phone: 937-225-4598 • Fax: 937-496-7426



205 North Seventh Street
Zanesville, Ohio 43701
phone: 740/452-4518
fax: 740/455-6702
website: www.mvesc.k12.oh.us

Richard Murray Ed. D.
Superintendent

Connect • Create • Contribute

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Muskingum Valley ESC, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

Muskingum Valley ESC strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Richard Murray, Ed.D.

Coshocton Center

120 South 4th Street, Suite 202 • Coshocton, Ohio 43812
phone: 740/622-2924 • fax: 740/622-2948

Morgan Center

65 West Union Ave., P.O. Box 509 • McConnelsville, Ohio 43756
phone: 740/962-2377 • fax: 740/962-4931



North Central Ohio Educational Service Center

Tiffin Campus
65 St. Francis Avenue
Tiffin, Ohio 44883
419-447-2927
419-447-2825 Fax
May 11, 2010

Fremont Campus
500 W. State Street
Fremont, Ohio 43420
419-332-8214
419-332-6707 Fax

Marion Campus
333 East Center Street
Marion, Ohio 43302
740-387-6625
740-383-4804 Fax

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of **North Central Ohio Educational Service Center**, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join the quest of many to strengthen the Ohio education system so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

North Central Ohio Educational Service Center, strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Dr. Jim Lahoski

NORTH POINT

Educational Service Center

2900 Columbus Avenue
Sandusky, Ohio 44870-5569
Tel: 419-625-6274
Toll Free: 866-434-6372
Fax: 419-627-1104

www.npasc.org

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

North Point Educational Service Center is a regional entity that provides large scale support and assistance to school districts in north central Ohio. Our agency joins with our fifty-five (55) colleague agencies, from across the state, in unequivocally supporting Ohio's *Race to the Top* application.

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a *Race to the Top* award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

North Point Educational Service Center strongly supports Ohio's application for the *Race to the Top* grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

William B. Lally
Superintendent

Townsend Building
1783 Sandusky County Rd. 294
Vickery, OH 43464
(419) 684-5385
FAX: (419) 684-8210

Huron County Office
180 Milan Ave., Suite 6
Norwalk, OH 44857-1190
(419) 668-1658
FAX: (419) 668-8506 407 of 1049

Ottawa County Office
310 Main Street
Genoa, OH 43430-1565
(419) 855-3589
FAX: (419) 855-3704

Early Childhood Center
8200 West S.R. 163 Suite B
Oak Harbor, OH 43449-9549
(419) 898-3815
FAX: (419) 898-1109



May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of The Northwest Ohio Educational Service Center, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

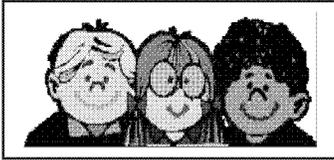
Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Northwest Ohio Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state. Both personally and professionally, I am excited about the possibility of supporting the work of Race to the Top. It will become a central part of the mission of the NWOESC as a member of the state's largest system of regional service providers.

Sincerely,

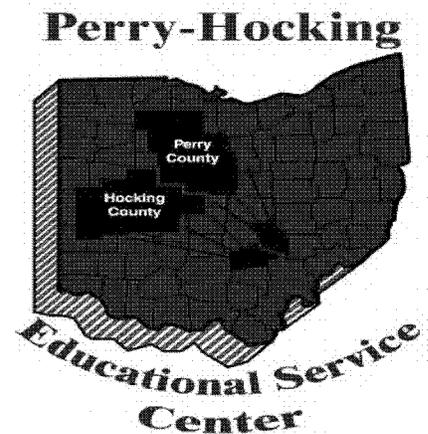
(b)(6)

Superintendent,
Northwest Ohio Educational Service Center



Perry-Hocking Educational Service Center

1605 Airport Road,
New Lexington, Ohio 43764
Phone: 740-342-3502
Fax: 740-342-1961
Website: www.perryhockingsc.org



May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Perry-Hocking Educational Service Center, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

Perry-Hocking Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

Dale L. Dickson
Superintenden



PORTAGE COUNTY Educational Service Center

Dewey L. Chapman, *Superintendent*
Thomas B. Morehouse, *Treasurer*

326 East Main Street • Ravenna, Ohio 44266
(330) 297-1436 • Fax (330) 297-1113

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Portage County Educational Service Center I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

Educational Service Centers are the largest regional service providers in Ohio and as a member of this network the Portage County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Dewey L. Chapman
Superintendent
Portage County Educational Service Center

PUTNAM COUNTY EDUCATIONAL SERVICE CENTER

COUNTY BOARD MEMBERS

Daryl E. Amstutz, Pandora
William F. Goecke, Glandorf
Virgil B. Hohlbein, Ottoville
Lillian L. McKibben, Continental
Marilyn M. Weber, Ottawa

Michael Siebeneck, Treasurer

DR. JAN L. OSBORN, Superintendent

COUNTY ANNEX

124 PUTNAM PARKWAY

OTTAWA, OHIO 45875

TELEPHONE (419) 523-5951

FAX (419) 523-6126

COUNTY SERVICES

General Education Coordination
Special Education Services /
Coordination
Preschool & Early Childhood
Education/Coordination
Alternative Education Program
Substance Abuse Prevention
Technology Coordination
Attendance Officer
Grants Management

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the Putnam County Educational Service Center, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Putnam County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Jan L. Osborn, Ph.D.
Superintendent of Schools

LOCAL SCHOOL DISTRICTS

Columbus Grove - Continental - Jennings - Kalida - Leipsic - Miller City-New Cleveland
Ottawa-Glandorf - Ottoville - Pandora-Gilboa

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Ross-Pike Educational Service Center I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

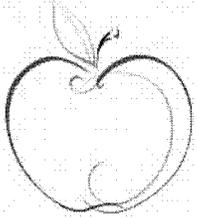
Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

Ross Pike Educational Service center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

Philip E. Satterfield, Superintendent
Ross Pike Educational Service Center
475 Western Avenue, Suite E
Chillicothe, Ohio 45601

Shelby County



Educational
Service Center

Shelby County Annex
129 East Court St.
Sidney, OH 45365

Phone: 937-498-1354
Fax: 937-498-4850

HEATHER NEER
Superintendent

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the Shelby County Educational Service Center, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Shelby County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

Heather Neer
Superintendent





Southern Ohio Educational Service Center

3321 Airborne Road • Wilmington, Ohio 45177 • 937-382-6921 • Fax: 937-383-3171

Tony Long
Superintendent

www.southernohioesc.org

Roy Alleyn Unversaw Jr.
Treasurer

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the Southern Ohio Educational Service Center I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

Southern Ohio Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Tony Long
Superintendent

May 11, 2010

The Honorable Arne Duncan
U. S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the Stark County Educational Service Center, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps in delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Stark County Educational Service Center has passed a board resolution to strongly support Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers and schools across the state.

Sincerely,

(b)(6)

✓ Larry Morgan
Superintendent

LM:pcw

Vision - Service - Leadership

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the Summit County Educational Service Center, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Summit County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Linda M. Fuline
Superintendent



TRI-COUNTY EDUCATIONAL SERVICE CENTER

741 Winkler Drive
Wooster, Ohio 44691
Eugene P. Linton, Ph.D., Superintendent

Phone 330-345-6771
Fax 330-345-7622
www.youresc.k12.oh.us

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Tri-County Educational Service Center I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

Tri-County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Eugene P. Linton, Ph.D.
Superintendent
Tri-County Educational Service Center



May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates and eliminate the achievement gap. On behalf of the Trumbull County Educational Service Center, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, the State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college and successfully compete in the global marketplace.

The Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

The Trumbull County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers and schools across the Ohio. Thank you for all of your work with this worthwhile endeavor.

Sincerely,

(b)(6)

Victoria A. Giovagnoli
Superintendent



John Basinger, Superintendent

Kristine Stuart, Treasurer

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the Western Buckeye ESC, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

The Western Buckeye ESC strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

John Basinger
Superintendent

JB/cw

Cc: Western Buckeye ESC Governing Board

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Wood County Educational Service Center, I wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

Wood County Educational Service Center strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

Luci Gernot
Superintendent
Wood County Educational Service Center



MCGREGOR

May 6, 2010

The Honorable Arne Duncan
 U.S. Secretary of Education
 400 Maryland Avenue, S.W.
 Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Antioch University McGregor we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Antioch University McGregor strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

Michael Fishbein, Ph.D.
 President
 Antioch University McGregor

Zaki J. Sharif, Ph.D.
 Executive Dean
 School of Education



Office of the President

May 4, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Both personally and on behalf of Ashland University, I want to inform you of our support of Ohio's "Race to the Top" application. I agree with Governor Ted Strickland, Deborah Cain, State Board of Education President and Deborah Delisle, Superintendent of Public Instruction that it is vital for the state of Ohio to become competitive and take the lead by preparing our students to excel in the classroom.

The "Race for the Top" is an incentive for states to concentrate on preparing students to become productive citizens and competitive in the job market. With the current state of the economy, I believe it to be even more vital to improve student success rate with higher achievement grades and higher graduation rates.

Through my experience as a University President, I see first-hand the importance of a quality education and what it takes to be successful. Funding from the "Race to the Top" grant would certainly assist Ohio in providing a quality education to our students, who in-turn will be prepared to further their education and become future educators and/or future leaders of our communities, state and our nation.

Thank you for providing such an opportunity.

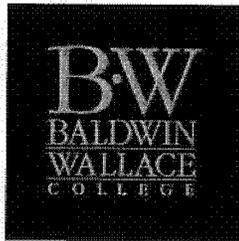
Sincerely,

Frederick J. Finks
President

FJF:cg

May 5, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202



Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Baldwin-Wallace College, we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Baldwin-Wallace College strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

A handwritten signature in black ink that reads 'Richard W. Durst'.

Richard W. Durst
President
Baldwin-Wallace College

A handwritten signature in black ink that reads 'Karen Kaye'.

Karen Kaye
Director
Division of Education



May 3, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

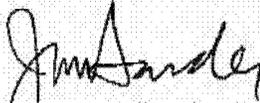
Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Bluffton University we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

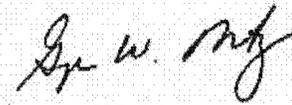
Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Bluffton University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,


James M. Harder, PhD
President
Bluffton University


George W. Metz, PhD
Professor of Education
Education Department Chair

Office of the Dean
College of Education & Human Development

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

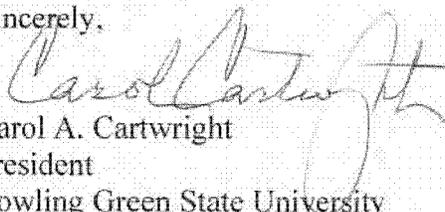
Ohio is committed to initiate and support bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Bowling Green State University, we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

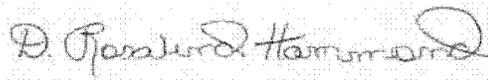
Additionally, the state will provide the support and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan. Bowling Green State University's Center of Excellence in 21st Century Educator Preparation is further evidence of our commitment to advance this reform plan.

Bowling Green State University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and continuing partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,



Carol A. Cartwright
President
Bowling Green State University



D. Rosalind Hammond
Interim Dean
College of Education and Human Development

Capital University

Ask. Think. Lead.

1 College and Main
Columbus, Ohio 43209-2394

Office of the President
www.capital.edu

p 614-236-6101
f 614-236-6926

May 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

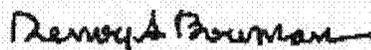
Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Capital University we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

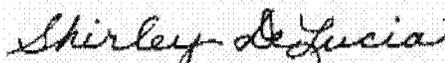
Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Capital University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,



Denvy A. Bowman, Ph. D.
President



Dr. Shirley DeLucia
Chair, Department of Education



CASE WESTERN RESERVE
UNIVERSITY EST. 1826

Barbara R. Snyder
President

10900 Euclid Avenue
Cleveland, Ohio 44106-7001

Visitors and Deliveries
Adelbert Hall, Room 216

Phone 216.368.5094

Fax 216.368.4325

E-mail barbara.snyder@case.edu

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

I write to express Case Western Reserve University's endorsement of the State of Ohio's application to the Race to the Top program. We support the efforts of Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle to strengthen the education system in Ohio.

Case Western Reserve University shares with the state a commitment to expanding STEM education opportunities, particularly in Northeast Ohio. We serve as the host university of the Cleveland hub of the Ohio STEM Learning Network, and offer model STEM programs for K-12 students, teachers, and their families in Greater Cleveland through our Center for Science and Mathematics Education. We are also engaged in improving STEM teacher education through our Robert Noyce Teacher Scholarship Program, which was funded by the National Science Foundation to train skilled STEM teachers to teach in high-need secondary schools.

We are convinced that Ohio is well positioned to use a Race to the Top award to carry out a successful education reform plan, which is both comprehensive and widely endorsed by stakeholders throughout Ohio. I look forward to working with the Ohio Department of Education and the Ohio Board of Regents on this important initiative.

Sincerely,

A handwritten signature in black ink that reads "Barbara R. Snyder". The signature is fluid and cursive, with a long horizontal stroke at the end.

Barbara R. Snyder
President

BRS:mbg

*Inspiring Greatness*

251 N. Main St
Cedarville, OH 45311
937.766.2211
www.cedarville.edu

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

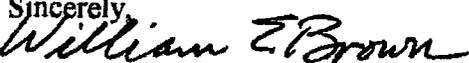
Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Cedarville University we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Cedarville University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

William E. Brown, Ph.D., President
Cedarville University


Stephen S. Gruber, Ed.D., Chair
Department of Education



Office of the President

May 4, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Central State University is proud to join Governor Ted Strickland, State Board of Education President, Deborah Cain; and Superintendent of Public Instruction, Deborah Delisle, to strengthen Ohio's education system so that all of Ohio's students will achieve at high levels, graduate ready for college, and successfully compete in the global economy. We have answered your call to initiate bold and innovative reforms to make a significant positive difference in student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Central State University, we commit our enthusiastic support for Ohio's Race to the Top application.

Ohio began its new biennium with a comprehensive education reform plan, which has been well received by all of Ohio's education stakeholders. A "Race to the Top" award will accelerate Ohio's education agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Also, Ohio will provide the support and best practices needed to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments and technology. Central State University is especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in Ohio's education reform plan.

Central State University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents to ensure successful outcomes for students, teachers, administrators, and schools across Ohio.

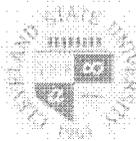
Sincerely,

Handwritten signature of John Garland in cursive.

John Garland, President
Central State University

Handwritten signature of E. Jean Harper in cursive.

E. Jean Harper, Interim Dean
College of Education



Cleveland State University

College of Education and Human Services

Office of the Dean

May 4, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of College of Education and Human Services at Cleveland State University we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

The College of Education and Human Services strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

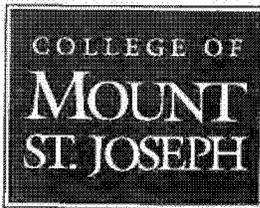
Sincerely,

A handwritten signature in black ink, appearing to read 'Ronald Sark'.

President
Cleveland State University

A handwritten signature in black ink, appearing to read 'James A. McLoughlin'.

James A. McLoughlin, Ph.D.
Dean



5701 DELHI ROAD, CINCINNATI, OHIO 45233-1670
(513) 244-4200 • FAX (513) 244-4222

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of The College of Mount St. Joseph we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

The College of Mount St. Joseph strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

Tony Aretz, Ph.D.
President
College of Mount St. Joseph

Richard Sparks, Ph.D.
Dean
Division of Education

Paul Sallada
Dean
Division of Education



Academic Affairs Office

1235 University Boulevard
Steubenville, Ohio 43952-1763
740-283-6228
fax: 740-282-5282
www.franciscan.edu

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Franciscan University, we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Franciscan University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

Dr. Thomas S. Wilson
Interim Vice President
For Academic Affairs

Dr. Mary Kathryn McVey
Chairman, Education Department

May 12, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio is in the process of implementing the innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Heidelberg University, I wish to communicate our support for Ohio's Race to the Top application. The University joins Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen education in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate that existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will support the practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

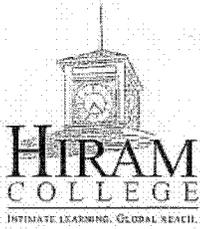
Heidelberg University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,



Robert Swanson

Chair, Department of Education



May 6, 2010

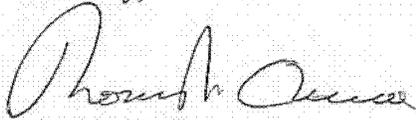
The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

The mission of the Hiram College Department of Education is to prepare intellectually alive, socially responsible, ethically grounded educational leaders. This mission guides the work of Hiram's department of education and reflects 150 years of tradition and excellence in teacher preparation. Hiram College maintains one of the most well-respected teacher education programs in the State of Ohio. The College's Department of Education blends rigorous academic coursework and training in education theory with extensive field and clinical experiences. This combination of in-class learning and exposure to actual classroom settings prepares Hiram graduates for successful leadership in today's diverse school systems.

It is because of our strong tradition of preparing teacher-candidates who are focused on student learning, as well as our commitment to ongoing partnerships with the P-12 school districts surrounding Hiram College, that we support Ohio's investment in best practices, standards and curriculum, assessments, and technology. We are committed to working with both the Ohio Board of Regents and the Ohio Department of Education to ensure that the tradition of teacher preparation in Ohio's private colleges and universities continues to thrive.

Sincerely,


Thomas V. Chema
President


Dr. Roxanne Sorrick
Chair, Head of Teacher Education



JOHN CARROLL UNIVERSITY
Office of the President

May 7, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of John Carroll University we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

John Carroll University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,


Robert L. Niehoff, S.J.
President


Brendan J. Foreman
Chair, Education and Allied Studies



May 5, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Kent State University we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Kent State strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

Lester A. Lefton
President

Daniel F. Mahony
Dean, College of Education, Health & Human Services

Office of the President

P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2210 • Fax: 330-672-3281 • <http://www.kent.edu>

May 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

391 West Washington Street
Painesville, Ohio 44077
t: 440.296.1356
t: 800.533.4996
f: 440.375.7005

Dear Secretary Duncan,

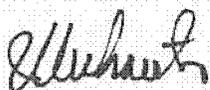
Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Lake Erie College, we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

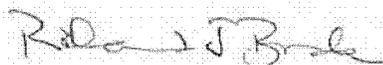
Additionally, the state will provide the supports and best practice necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Lake Erie College strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

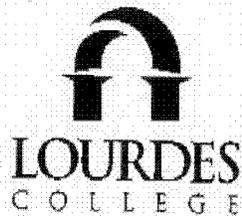
Sincerely,



Michael Victor
President
Lake Erie College



Richard Bonde
Dean, Education Division
Lake Erie College



Office of the President

May 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

On behalf of Lourdes College we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Please note that Lourdes College Department of Education is committed to preparing competent, caring and qualified teachers. We continue to work with area teachers and schools to strengthen and improve the education of all our students. We support innovation and are strong advocates for school reform. We are excited to work with our State education partners to answer your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap.

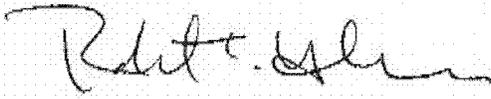
Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

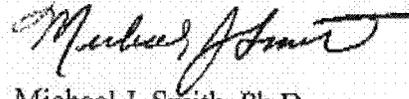
Lourdes College strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of

Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,



Robert C. Helmer, Ph.D., J.D.
President
Lourdes College



Michael J. Smith, Ph.D.
Dean, School of Professional Studies
Lourdes College



School of Education
2600 Cleveland Avenue NW, Canton, Ohio 44709-3897
330.471.8200 | Fax 330.471.8563
www.malone.edu

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Malone University we wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Malone University supports Ohio's application for the Race to the Top grant and remains a vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

A handwritten signature in black ink, appearing to read 'Will Friesen'.

Will Friesen, Ph.D.
Interim President
Malone University

A handwritten signature in black ink, appearing to read 'Rhoda Sommers-Johnson'.

Rhoda Sommers-Johnson, Ph.D.
Dean, School of Education
Malone University



Marietta College

May 17, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

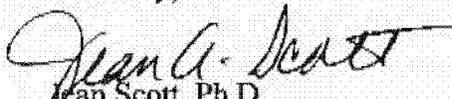
Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Marietta College we wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

A Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Marietta College strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents.

Sincerely,


Jean Scott, Ph.D.
President
Marietta College


Dorothy Erb, Ph.D.
Chair
Department of Education

CHARTERED IN 1835



OFFICE OF THE PRESIDENT
ROUDEBUSH HALL ROOM 210
OXFORD OH 43056-3653
513-529-2345
513-529-9595 FAX

May 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Miami University, we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

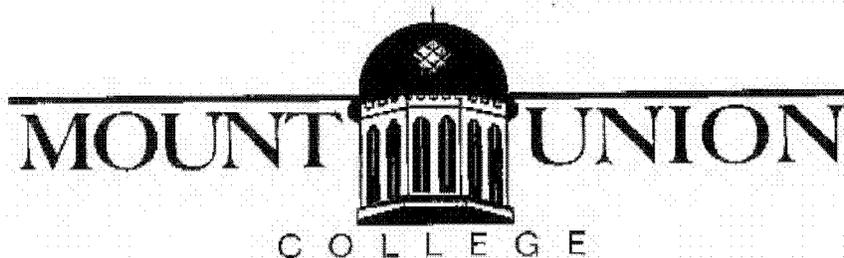
Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Miami University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

David C. Hodge
President
Miami University

Carine Heyten
Dean
School of Education, Health & Society



May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Mount Union College we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Mount Union College strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

Dr. Richard F. Giese
President
Mount Union College

Dr. Thomas W. Gannon
Chair
Department of Education

Teacher Education Program

MOUNT VERNON
NAZARENE UNIVERSITY

Life Changing

May 5, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Mount Vernon Nazarene University we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

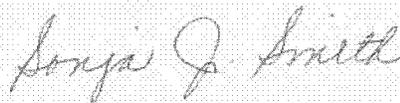
Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Mount Vernon Nazarene University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,



Daniel J. Martin, President
Mount Vernon Nazarene University



Sonja J. Smith, Dean
School of Education and Professional Studies

DANIEL J. MARTIN, ED.S., ED.D.
PRESIDENT



MUSKINGUM

U N I V E R S I T Y

May 13, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Muskingum University we wish to communicate our enthusiastic support for Ohio's Race to the Top application.

We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Muskingum University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio

The Honorable Arne Duncan

May 13, 2010

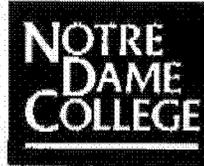
Page 2

Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state. The advancement of excellence in education, especially in the areas of science, technology, engineering and mathematics, is critical to economic development and prosperity of Appalachian Ohio, where Muskingum University is located.

Sincerely,

A handwritten signature in cursive script that reads "Anne C. Steele".

Anne C. Steele
President



May 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

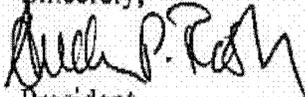
As a college long committed to the preparation of teachers for northeastern Ohio, Notre Dame College understands and supports your call to initiate the bold and innovative reforms needed to make a significant impact on student performance particularly in public schools like those in the metropolitan Cleveland area. We, too, want to enhance teacher preparation, increase graduation rates, and eliminate the achievement gap. We wholeheartedly support Ohio's Race to the Top application as it involves key stakeholders in the submission process. Governor Ted Strickland and the Superintendent of Public Instruction, Deborah Delisle, are determined to strengthen the education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

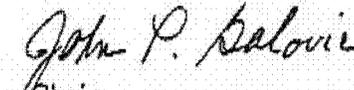
A Race to the Top award would accelerate the state's existing educational agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. Effective classroom instruction will be improved through investments in stronger curriculum standards that are in a revision process, more comprehensive and meaningful assessments, and technology. The state continues to prod higher education to strengthen and enhance their partnerships with local K-12 school districts involved in the state's education reform plan.

Notre Dame College strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,


President
Notre Dame College


Chair
Division of Professional Education

OBERLIN

Oberlin College
Music Education Division
Conservatory of Music
77 West College Street
Oberlin, Ohio 44074-1588
440/775-8200; Fax: 440/775-8942

5/13/10

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of **Oberlin College** we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

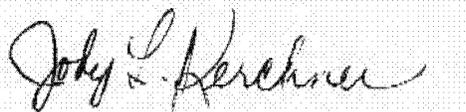
Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Oberlin College strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,



Associate Dean
Oberlin Conservatory



Chair, Music Education/Teacher Education
Conservatory of Music



OHIO CHRISTIAN UNIVERSITY

May 9, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Ohio Christian University we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Ohio Christian University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

Joe C. Brown, D. Min.
VP Academic Affairs
Ohio Christian University



May 3, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Ohio Dominican University we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Ohio Dominican University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

Ronald Seiffert
Interim President

Bonnie Beach
Dean, Division of Education

RONALD J. SEIFFERT, INTERIM PRESIDENT



OHIO NORTHERN UNIVERSITY

PRESIDENT'S OFFICE

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

On behalf of Ohio Northern University and its Center for Teacher Education, we add our enthusiastic support for Ohio's Race to the Top application. The proposal outlines a bold initiative to make reforms that will significantly impact student performance, increase graduation rates, and eliminate the achievement gap in schools across the state.

A Race to the Top Award will allow Ohio to accelerate its existing comprehensive education reform plan which calls for an expanded accountability system, an increase in the use of value-added data, investment in a comprehensive human capital management system, development of alternative pathways to educator licensure, and delivery of a four-year residency program to support new teachers. These innovative reforms will ensure successful outcomes for students, teachers and schools across the state.

Additionally, the state will expand STEM education opportunities, put low-achieving schools on the path to improvement and increase the effectiveness of class instruction through investments in best practices, standards and curriculum, assessments and technology. We applaud the reform efforts of Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle related to strengthening Ohio's education system and pledge to work with the state to strengthen higher education partnerships with local K-12 districts involved in the reform plan.

Ohio Northern University supports this effort and appreciates your careful consideration of Ohio's Race to the Top application.

Sincerely,

A handwritten signature in black ink that reads 'K. Baker'.

Kendall L. Baker
President
Ohio Northern University

A handwritten signature in black ink that reads 'Tena L. Roepke'.

Dr. Tena Roepke
Chair
Center for Teacher Education



Office of the President

205 Bricker Hall
190 North Oval Mall
Columbus, OH 43210-1357

Phone (614) 292-2424
Fax (614) 292-1231

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-0008

Dear Secretary Duncan:

On behalf of The Ohio State University and its College of Education and Human Ecology, we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state's comprehensive education reform plan has been well received by all our state's education stakeholders. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers. A Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students.

Additionally, the state will provide the support and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

The Ohio State University and its College of Education and Human Ecology strongly support Ohio's application for the Race to the Top grant and remain enthusiastic and vested partners with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

E. Gordon Gee
President

Dr. Cheryl L. Achterberg
Dean of the College of Education and Human Ecology



OHIO
UNIVERSITY

Office of the President

Cutler Hall
Athens OH 45701-2979

May 6, 2010

The Honorable Arne S. Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio's *Race to the Top* proposal answers your call to initiate the sort of sweeping educational reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Ohio University, we wish to communicate our enthusiastic support for Ohio's proposal.

Already we have joined forces with Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in statewide efforts to strengthen Ohio's system of public education. Ohio has, in fact, made strides toward improving instruction in its P-12 schools. Responding to credible evidence regarding the impacts of teacher education on instructional competence (and ultimately on student achievement), some teacher preparation programs in the state have already initiated dramatic reforms. I am pleased to report that Ohio University's teacher preparation program is among those at the forefront.

While the Ohio University programs prepare teacher candidates for an array of cultures and locations, the university remains a staunch advocate for the underserved and under-represented. Notable among its accomplishments to date are the following outcomes: (1) extensive use of input from stakeholders, especially P-12 educators, in the redesign of teacher preparation curricula and field experiences; (2) significant strides toward the development of an accelerated initial licensure program at the master's level; (3) implementation of an honors

The Honorable Arne S. Duncan

May 6, 2010

Page 2

program to attract, retain, and provide effective professional preparation to high-ability teacher education candidates; (4) establishment of a cooperative coalition among all teacher preparation institutions (public and private) in the Appalachian region of Ohio; (5) use of emerging technologies to offer high-quality professional development to teachers in rural, low-resourced districts; and (6) engagement of teacher education candidates in significant inquiry experiences to support their professional work as teacher-scholars and change-agents.

Our state began its new biennium with a comprehensive education reform plan that has been endorsed enthusiastically by educators and by the public at large. The award of funding under the *Race to the Top* program would accelerate the efforts that are currently underway and help to ensure new efforts to expand reform and services to those who are most in need. Ohio has already taken important steps toward accomplishing systemic reform by adopting a comprehensive accountability system, initiating a protocol for comprehensive improvement, developing and providing professional development opportunities that align with accountability and improvement initiatives, making use of value-added assessment models, extending professional preparation of teachers into the field through a rigorous teacher-residency program, and supporting the development and dissemination of high-quality curriculum materials particularly in high-need disciplines such as science and mathematics.

We are proud of Ohio's efforts thus far. But we also recognize the magnitude of the challenges facing the state at a time when economic exigencies place public institutions in a particularly vulnerable position. We are therefore deeply committed to working with and strengthening our partnerships with P-12 school districts that are addressing the state's plan for education reform as well as in joining the Ohio Department of Education and the Ohio Board of Regents in their collaborative work to strengthen initial teacher preparation, the professional development of practicing educators, and ultimately the quality of school programs and services.

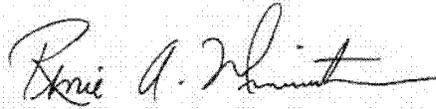
The Honorable Arne S. Duncan
May 6, 2010
Page 3

Ohio University strongly supports Ohio's application for funding under the *Race to the Top* program, and we affirm our commitment to participate enthusiastically in the systemic innovations that the Ohio proposal describes. As an historical and continuing partner of the Ohio Department of Education and the Ohio Board of Regents, we pledge to devote our energies and resources to promote successful outcomes for students, teachers, administrators, and schools across the state.

Cordially,



Frederick J. McDavis
President
Ohio University



Renée A. Middleton, Dean
College of Education

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

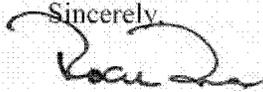
Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Ohio Wesleyan University we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Ohio Wesleyan University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,



Rock Jones
President
Ohio Wesleyan University



Amy A. McClure, Ph.D.
Chair, Department of Education
Ohio Wesleyan University



OTTERBEIN
COLLEGE

OFFICE OF THE PRESIDENT

One Otterbein College
Westerville, OH 43081-2006
TEL 614) 823-1420
FAX 614) 823-3114
www.otterbein.edu

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Otterbein College we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

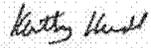
Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Otterbein College strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of

Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,



Kathy Krendl
President
Otterbein College



Niki Fayne
Dean, School of Professional Studies
Otterbein College



Susan D. Constable
Susan Constable
Chair, Education Department



May 5, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Shawnee State University, we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Shawnee State University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

Dr. Rita Rice Morris
President
Shawnee State University

Dr. Paul M. Madden
Chair, Associate Professor
Department of Teacher Education



May 7, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

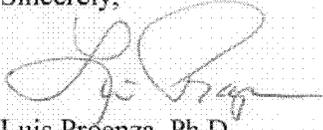
Ohio has answered your call to initiate the bold and innovative reforms needed to significantly impact student performance, increase graduation rates, and eliminate the achievement gap. On behalf of The University of Akron, we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President, Deborah Cain, and Superintendent of Public Instruction, Deborah Delisle, in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well-received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the support and best practices necessary to transform persistently low-achieving schools and expand STEM education opportunities. One of the prominent examples that demonstrates the University's support in these efforts is through our partnership with the Akron Public School District, the fifth largest school system in Ohio, in their development of STEM middle and high schools. These schools provide environments that foster professional development and our understanding of pedagogical excellence. As a result of such collective partnerships throughout the state, the overall effectiveness of student achievement will be improved through investments in best practices, standards and curriculum, assessments, and technology.

We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan. The University of Akron strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and deeply engaged partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,



Luis Proenza, Ph.D.
President,
The University of Akron



David Baker, Ph.D.
Interim Senior VP, Provost, and Chief Operating Officer
The University of Akron



May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Office of the President
University of Cincinnati
PO Box 210063
Cincinnati OH 45221-0063
Phone (513) 556-2201
Fax (513) 556-3010
Email president@uc.edu

Dear Secretary Duncan:

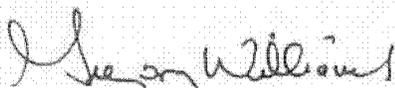
On behalf of The University of Cincinnati we wish to communicate our enthusiastic support for Ohio's Race to the Top application. Ohio is committed to the innovative and transformational changes needed to make a significant impact on our systems of education. Reforms are moving forward to improve student performance, increase graduation rates, and eliminate the achievement gap. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that every child receives quality instruction to reach their full potential, to graduate ready for college, and to successfully compete in the global economy.

A Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. We have already begun the work by implementing a comprehensive education reform plan. We are holding ourselves accountable for the education of every child in Ohio; increasing the use of value-added data is a priority. Furthermore, we are committed to pursuing a comprehensive human capital management system, developing alternative pathways to educator licensure, and delivering a four-year residency program to provide greater support and professional development to new teachers.

Additionally, our plan will facilitate sharing research-based practices necessary to turn around persistently low-achieving schools while also expanding STEM education opportunities. We are especially committed to continuing and strengthening our partnerships with local K-12 school districts involved in the state's education reform plan. The overall effectiveness of classroom instruction will be improved through investments in evidence-based practices, standards and curriculum, assessments, and technology.

The University of Cincinnati strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,



Gregory Williams
President
University of Cincinnati



Lawrence J. Johnson
Dean and Professor
College of Education, Criminal Justice, and Human Services

April 30, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202



Dear Secretary Duncan:

Ohio is committed to making a significant impact on student performance, increasing graduation rates, and eliminating the achievement gap. On behalf of the University of Dayton, we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

The Race to the Top award would accelerate the state's existing education reform agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM and post-secondary education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

The University of Dayton strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

Handwritten signature of Daniel J. Curran in cursive.

Daniel J. Curran, Ph.D.
President
University of Dayton

Handwritten signature of Thomas J. Lasley in cursive.

Thomas J. Lasley, Ph.D.
Dean,
School of Education and Allied Professions
and
Executive Director, EDvention

FINDLAY

THE UNIVERSITY OF FINDLAY

May 4, 2010

College of Education

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

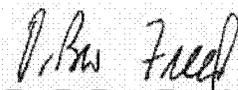
Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of The University of Findlay we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

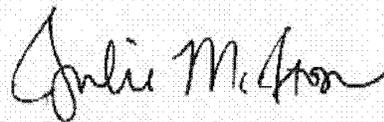
Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

The University of Findlay strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,



Dr. DeBow Freed, President
The University of Findlay



Dr. Julie McIntosh, Dean
College of Education



May 7, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the University of Rio Grande and Rio Grande Community College we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, Chancellor Eric D. Fingerhut of the Ohio Board of Regents, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

The University of Rio Grande and Rio Grande Community College strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

A handwritten signature in black ink that reads 'Barbara Gellman-Danley'.

Barbara Gellman-Danley, PhD
President, University of Rio Grande/
Rio Grande Community College

A handwritten signature in black ink that reads 'David Lawrence'.

David Lawrence, DMA
Dean, College of Professional Studies



May 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

The Judith Herb College of Education at the University of Toledo wishes to communicate its enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the education system in Ohio so that all students may realize their full potential in the classroom and successfully compete in the global economy.

You should know that The University of Toledo actively supports its Northwest Ohio K-12 and community education partners, including the Toledo Public School System, one of Ohio's eight largest urban districts, as well as the surrounding suburban and rural districts in this region. Further, The University of Toledo supports and sponsors both Community Schools and Private K-12 Schools in this region and remains a strong advocate for school reform.

We have taken the lead in educational support by partnering with the Toledo Public School System to sponsor several special needs schools on our campus, including Toledo Early College High School (a Gates Foundation Early College), The Kobacker Center (for child and adolescent psychiatry), Apple Tree Nursery School (a P-K Early Childhood Learning Center), and EduCare (a prescribed pediatric child care center), and we have established regular bimonthly meetings between the Toledo Public School System and the Judith Herb College of Education Leadership Team.

The University of Toledo supports the continued professional development of all Ohio educators, and we support the improvement of the quality of academic delivery and student achievement throughout the state. A Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students and would help us specifically in Northwest Ohio to continue the programs we have already initiated with our urban, suburban and rural school districts.

2801 W. BANCROFT ST. TOLEDO, OHIO 43606-3390 • 419.530.2211 • FAX 419.530.4984
LLOYD.JACOBS@UTOLEDO.EDU • WWW.UTOLEDO.EDU

The Honorable Arne Duncan

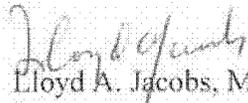
Page 2 of 2

May 6, 2010

Ohio is in a unique position to expand its accountability system, to increase the use of value-added data, to invest in a comprehensive human capital management system, to develop alternative pathways to educator licensure, and to deliver a four-year residency program to provide greater support and professional development to new teachers.

The Judith Herb College of Education and The University of Toledo strongly support Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,


Lloyd A. Jacobs, M.D.
President


Dr. Thomas Brady
Dean, Judith Herb College
of Education

LAJ:dh

Cc: Adam Honeysett
John Soloninka
Deborah Delisle
Eric Fingerhut



579 College Way
Urbana, Ohio 43078

May 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

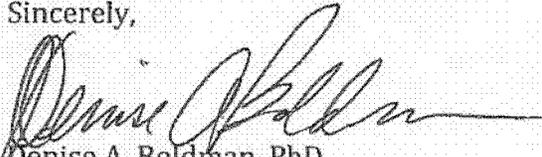
Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Urbana University's College of Education and Sport Studies, Department of Teacher Education we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

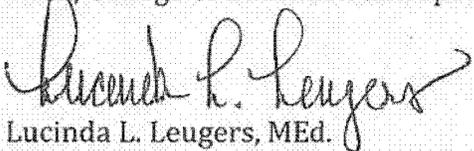
Urbana University's College of Education and Sport Studies, Department of Teacher Education strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,



Denise A. Boldman, PhD.

Dean, College of Education and Sports Studies



Lucinda L. Leugers, MEd.

Chair, Department of Teacher Education



May 3, 2010

The Honorable Arne Duncan
U. S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Ursuline College, we enthusiastically support Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

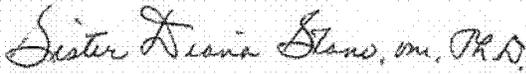
In fact, Ursuline College has partnered with high-achieving urban schools to design a residency program that would prepare teachers to teach the whole child with the ultimate goals of improving student achievement, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates and increasing college enrollment and completion rates. Our program will be closely aligned with the Ohio Department of Education's goals of developing

The Honorable Arne Duncan
U. S. Secretary of Education
May 3, 2010
Page 2

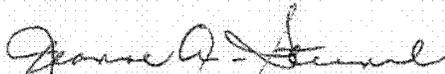
alternative paths to educator licensure, establishing the four year residency program, and designing high-quality professional development for new teachers. We are excited about Ohio's candidacy for Race to the Top funds because Ohio's goals so closely align with ours.

Ursuline College strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

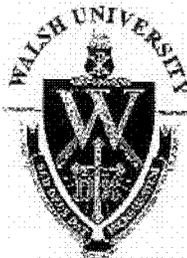
Sincerely,



Sister Diana Stano, OSU, Ph.D.
President



Jeanne Sternad, Ph.D.
Unit Leader, School of Education



May 12, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

On behalf of Walsh University we want to express our full support for Ohio's Race to the Top application. We join Ohio's Governor, Ted Strickland, the State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students are successful in their school classrooms, graduate ready for college and embrace twenty-first century skills.

Our state is the midst of an exciting comprehensive educational reform plan. Funding through the Race to the Top award would enable Ohio to fully implement this educational reform that will significantly impact student learning through a seamless accountability system for P-12 and higher education institutions including a statewide value-added data system.

Ohio educational leaders are committed to several initiatives, including development of alternative pathways to educator licensure. A four-year residency program to provide greater support and professional development to new teachers, expansion of STEM education, changes in state-wide student and educator assessment, and innovations in the integration of technology. Walsh University's educator program is committed to successful preparation of our candidates for the residency program and has been piloting the residency model on a very small scale this year. We have received positive feedback from our teacher candidates and local educators. Race to the Top funding would enable our Ohio higher education institutions, in partnership with P-12 schools, to effectively demonstrate our commitment to the residency model through a systematic and comprehensive transition to this model, both for educator preparation and teacher evaluation.

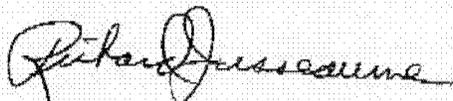
We are committed to strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan, especially with those schools that are low-achieving and need additional support and training for educators and families.

The Honorable Arne Duncan
May 12, 2010
Page 2 of 2

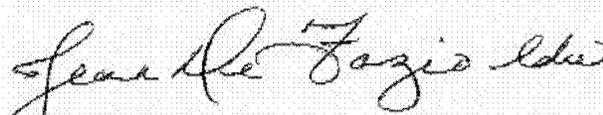
Walsh University strongly supports Ohio's application for the Race to the Top grant and remains an active partner in innovative initiatives with the Ohio Department of Education and the Ohio Board of Regents that focus on successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

WALSH UNIVERSITY



Richard Jusseaume
President



Jean DeFazio
Chair, Division of Education

WILMINGTON

COLLEGE

Office of the President

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Wilmington College we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

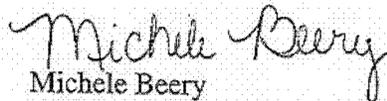
Additionally, the state will provide the support and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Wilmington College strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,



Daniel A. DiBiasio
President



Michele Beery
Education Area Coordinator



May 13, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

On behalf of Wittenberg University, we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Many of the ideas that President Obama and you have been promoting are already being put into practice in the community surrounding Wittenberg University. The Promise Neighborhood concept, modeled after the Harlem Children's Zone, has drawn this community together to pursue an innovative approach to transforming education for poor children. We know that other communities in this state are working on similar ventures. While Race-to-the-Top awards are not specifically designated for implementing this one program, the efforts of local communities in this regard indicates the local commitment to the agenda that is at the heart of these awards. We in the Education Department at Wittenberg have already been approached by individual local schools with remarkably comprehensive and innovative plans for transforming the way they carry out their educational activities. The collaboration between neighborhood schools and our University enabled by Race to the Top funds can assure that best practices are incorporated into these transformation efforts. With the number of good teacher education colleges throughout the state, you can be assured that similar high powered collaborations will take place in a large number of Ohio communities.

The comprehensive education reform plan laid out by Governor Strickland at the beginning of his term as governor is further indication of the state level commitment to significant and effective change in the way education is carried out in Ohio. A Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to advance your agenda through the commitments and programs already put forward by the Governor.

All of this points to a unique situation on Ohio: with all of the partners, from the state agencies to the institutions of higher education, all working toward the same goals as the Federal government. Everyone is committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Thus, Wittenberg University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

Mark H. Erickson
President

Lowell W. Monke
Chair, Education Department



WRIGHT STATE UNIVERSITY

3640 Colonel Glenn Hwy.
Dayton, OH 45435-0001

May 3, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Wright State University we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

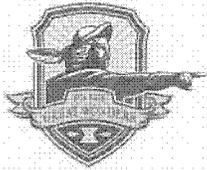
Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Wright State University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,

David R. Hopkins
President
Wright State University

Gregory R. Bernhardt
Dean
College of Education and Human Services



THE CAMPAIGN
FOR XAVIER

*Creating a
national model of
excellence for
21st century students*

XAVIER
UNIVERSITY

Office of the President
3800 Victory Parkway
Cincinnati, Ohio 45207-4511
Phone 513-745-3501
Fax 513-745-4223

May 3, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Ave, S.W.
Washington, DC 20202

Dear Secretary Duncan:

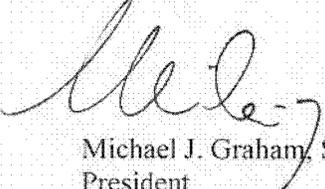
Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Xavier University we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Ohio began its new biennium with a comprehensive education reform plan which has been well received by all of our state's education stakeholders; a Race to the Top award would accelerate the state's current agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

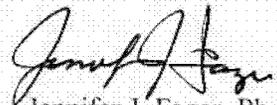
Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM educational opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. Here at Xavier University we are especially committed to working and strengthening our partnerships with our higher education partners with local K-12 school districts involved in the state's education reform plan.

Xavier University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Cordially,



Michael J. Graham, S.J.
President



Jennifer J. Fager, Ph.D.
Director, School of Education

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of Youngstown State University we wish to communicate our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global economy.

Our state began its new biennium with a comprehensive education reform plan which has been well received by all our state's education stakeholders; a Race to the Top award would accelerate the state's existing agenda and timeline to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, develop alternative pathways to educator licensure, and deliver a four-year residency program to provide greater support and professional development to new teachers.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology. We are especially committed to working and strengthening our higher education partnerships with local K-12 school districts involved in the state's education reform plan.

Youngstown State University strongly supports Ohio's application for the Race to the Top grant and remains an enthusiastic and vested partner with the Ohio Department of Education and the Ohio Board of Regents in ensuring successful outcomes for students, teachers, administrators, and schools across the state.

Sincerely,



David C. Sweet

President

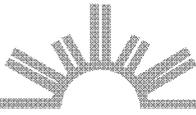
Youngstown State University



Philip Ginnetti

Dean

Beeghly College of Education



May 20, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Belmont Technical College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Belmont Technical College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,

Joseph E. Bukowski, Ed.D.
President

CENTRAL OHIO TECHNICAL COLLEGE

Office of the President
Bonnie L. Coe, Ph.D.

May 17, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

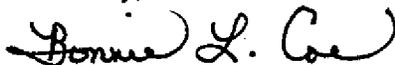
Dear Secretary Duncan:

On behalf of Central Ohio Technical College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Central Ohio Technical College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,



Bonnie L. Coe, PhD
President



May 17, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Cincinnati State Technical and Community College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Cincinnati State supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,

John L. Henderson, Ed.D.
President

May 14, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

It is my pleasure to lend our support from Clark State Community College to Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

As is true of many community colleges across the nation, far too many students come to us at community colleges unprepared for college. Ohio is an undereducated state, and Race to the Top funding will help us increase preparedness in our K-12 schools.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Clark State Community College encourages your strong consideration of Ohio's grant application. We pledge our resources and resourcefulness to maximize its full utilization and make a difference for students, educators, and schools across the state.

Sincerely,

Karen E. Rafinski, Ph.D.
President



M. Valeriana Moeller, Ph.D.

PRESIDENT

550 East Spring Street
Columbus, Ohio 43216-1609
614/287-2402
FAX 614/621-3506

May 18, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Columbus State Community College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Columbus State Community College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,

A handwritten signature in cursive script that reads "M. Valeriana Moeller".

M. Valeriana Moeller, Ph.D.
President



May 20, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Cuyahoga Community College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Cuyahoga Community College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,

Jerry Sue Thornton, Ph.D.
President

Office of the President

District Administrative Services

700 Carnegie Avenue

Cleveland, Ohio 44115-2878

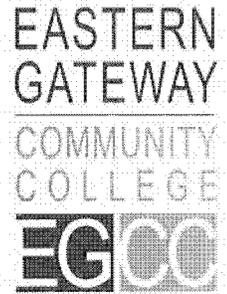
216•987•4851 FAX 216•987•4895

Jefferson County Campus

4000 Sunset Boulevard
Steubenville, OH 43952

Phone: 740-264-5591
Toll Free: 800-682-6553

www.egcc.edu



May 19, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.D. 20202

Dear Secretary Duncan:

On behalf of Eastern Gateway Community College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, may graduate ready for college, and may compete successfully in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development in new educators.

Additionally, the state will provide the support and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, higher education partnerships, standards and curriculum, assessments, and technology.

Eastern Gateway is one of five Achieving the Dream colleges in Ohio. The heart of this initiative to improve student success is to use data in decisions effecting student policies, course/program improvements and student support services. This model is being showcased in the state as a means of spreading the successful movement. At Eastern Gateway alone, retention of students improved by 8 percent in the 2008-2009 academic year. The initiatives reach from our second-year college students all the way to kindergarten with success projects such as mandatory college orientation courses to programs encouraging a college-bound mindset in all age groups K-12.

As Eastern Gateway recently expanded its service district to include the economically strapped Mahoning Valley region (Youngstown-Warren), the college will be working with more high schools in helping students to be prepared for college and in providing courses to allow high school students to graduate with college credits.

Eastern Gateway Community College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,

A handwritten signature in black ink, appearing to read "Laura M. Meeks", is written over a horizontal line.

Laura M. Meeks, Ph.D.
President



May 19, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Edison Community College I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

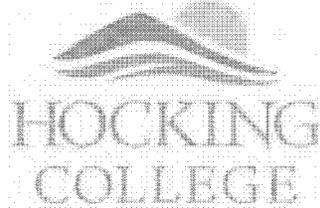
Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Edison Community College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,

A handwritten signature in black ink that reads "Kenneth A. Yowell". The signature is fluid and cursive, with the first name being the most prominent.

Kenneth A. Yowell
President

Ron Erickson, Ph.D.



May 18, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

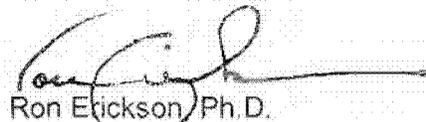
Dear Secretary Duncan:

On behalf of Hocking College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

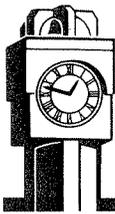
Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Hocking College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,



Ron Erickson Ph.D.
President



May 18, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Lakeland Community College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan, and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Lakeland Community College supports Ohio's application for the Race to the Top grant, and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,

Morris W. Beverage, Jr., EDM
President

BOARD OF TRUSTEES:

Kenneth M. Iwashita, Chair
David A. Kalina, Vice Chair
Ryan K. Callender

Ernest A. Lallo
Kathleen T. Malec
Raymond F. McGuinness

490 of 1049

Kip L. Molenaar
Kathleen J. Quiggle
Linda J. Williams

PRESIDENT:

Morris W. Beverage, Jr., E.D.M.

May 18, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Lorain County Community College, please accept this communication in support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system; raise standards; increase the use of value-added data; invest in a comprehensive human capital management system; create differentiated roles and expand responsibilities in the licensure structure and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Lorain County Community College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,



Roy A. Church
President

Marion

Office of the President

May 20, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Marion Technical College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Marion Technical College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,



J. Richard Bryson
President



North Central State College

May 18, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of North Central State College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. North Central State College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,

A handwritten signature in black ink, appearing to read 'Donald L. Plotts', with a long, sweeping underline.

Donald L. Plotts
President



DONALD L. PLOTTTS
President

2441 Kenwood Circle
PO Box 698
Mansfield, OH 44901
419.755.4811
888.755.4899
419.755.4780 Fax

Office of the President

May 18, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

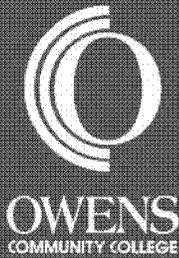
On behalf of Northwest State Community College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Northwest State Community College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,

Thomas L. Stuckey, Ph.D.
President



OFFICE OF THE PRESIDENT

May 24, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Owens Community College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Owens Community College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,

Larry McDougale, Ph.D.
Interim President

May 17, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

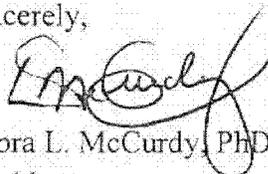
Dear Secretary Duncan:

On behalf of Rhodes State College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Rhodes State College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,



Debra L. McCurdy, PhD
President

Steven Lee Johnson, President

937/512-2525
fax 937/512-4596



May 18, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

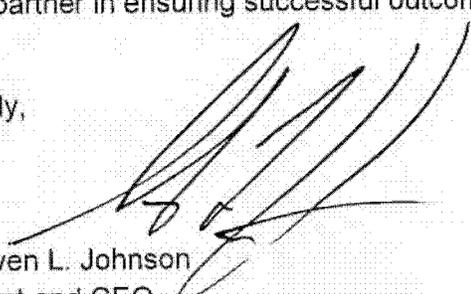
Dear Secretary Duncan:

On behalf of Sinclair Community College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Sinclair Community College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,



Dr. Steven L. Johnson
President and CEO



May 14, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

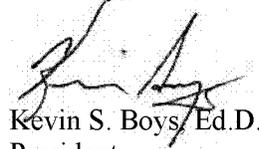
On behalf of Southern State Community College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology.

Five months ago, I was appointed president of Southern State Community College and came to the college by way of a 31-year career in Ohio's K-12 public education system. During my tenure as a city superintendent, I had the privilege of advocating for Ohio's school reform plan. The plan is solid and will no doubt position Ohio's young people to be globally competitive and prepared for a very different world than the one for which our generation was prepared. As a community college president, I look forward to seeing more students who are prepared for college-level work, even during the students' high school years. Southern State Community College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin S. Boys".

Kevin S. Boys, Ed.D.
President



STARK STATE COLLEGE OF TECHNOLOGY

Office of the President

Changing Lives ... Building Futures

May 18, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Stark State College of Technology, the largest college in Stark County, Ohio, and sixth-largest public two-year college in the state, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college and successfully compete in the global marketplace.

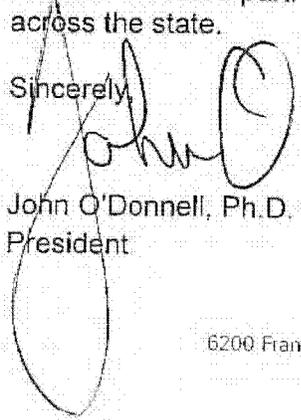
Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

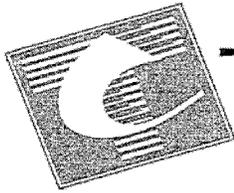
Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, higher education partnerships, standards and curriculum, assessments and technology.

Stark State College is actively involved with the county's secondary school districts on increasing Stark County's educational attainment through an Early College High School at Canton City Schools, College Tech Prep throughout the county and dual enrollment initiatives involving more than 2,200 students from 26 area high schools in four counties. Partly due to our strong partnerships with secondary schools, our enrollment has grown 135% over the past six years, with a 362% increase in minority enrollment being a major part of that.

Stark State College strongly supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators and schools across the state.

Sincerely,


John O'Donnell, Ph.D.
President



May 18, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Terra State Community College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Terra State Community College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,

Marsha S. Bordner, Ph.D.
President of Terra State Community College



Washington State
COMMUNITY COLLEGE

710 Colgate Drive
Marietta, Ohio 45750
740.374.8716
Fax 740.373.7496

Charlotte R. Hatfield, Ph.D.
President

May 17, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Washington State Community College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Washington State Community College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,

A handwritten signature in cursive script that reads "Charlotte R. Hatfield".

Charlotte R. Hatfield, Ph.D.
President



Office of the President
1555 Newark Road, Zanesville, Ohio 43701

May 21, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Zane State College, I wish to communicate our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, raise standards, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, high education partnerships, standards and curriculum, assessments, and technology. Zane State College supports Ohio's application for the Race to the Top grant and remains a vested partner in ensuring successful outcomes for students, educators, and schools across the state.

Sincerely,

A handwritten signature in black ink, appearing to read 'Paul R. Brown'.

Paul R. Brown, Ed. D.
President



City of Akron, Ohio

DONALD L. PLUSQUELLIC, MAYOR

May 13, 2010

Ms. Deborah S. Delisle
State Superintendent of Instruction
Ohio Department of Education
25 South Front Street
Columbus, OH 43215

Dear Superintendent Delisle:

As Akron's Mayor, I am strongly committed to the long-term success of all children in our city. I have seen noticeable progress in the Akron Public Schools over the past several years, especially in embracing the philosophy of STEM education, collaborations with government, business and other agencies and other innovative ideas. However, I believe we need to accelerate that progress. That is why I'm pleased to offer my support to your Race to the Top grant application.

The scope of work envisioned in your bold plan aligns with much of the ongoing work at Akron Public Schools. Your emphasis on a robust data system, efforts to ensure an equitable distribution of high-quality teachers in our urban areas, and the focus on turning around our historically lowest-achieving buildings are all important. Your success in attaining federal dollars is critical in our efforts to ensure that all Akron children have the opportunity for a first class education. Their education must prepare them for college, a 21st century career and good citizenship.

Your Race to the Top plan is critical for improving the future of children throughout our state. This is especially true for children in our urban centers whose futures are often unsuccessful because of poverty and their parents' low educational attainment. The vitality and sustainability of our cities can only exist through improved educational outcomes, enhanced job opportunities, stronger neighborhoods and stable families.

Thank you for your leadership on this and other critical issues.

Sincerely,

DONALD L. PLUSQUELLIC

Mayor



City of Cleveland
Frank G. Jackson, Mayor

Office of the Mayor
Cleveland City Hall
601 Lakeside Avenue, Room 227
Cleveland, Ohio 44114
216/654-2220 • Fax 216/420-8758
www.cleveland-oh.gov

May 15, 2010

Ms. Deborah S. Delisle
State Superintendent of Instruction
Ohio Department of Education
25 S. Front St.
Columbus, OH 43215

Dear Superintendent Delisle,

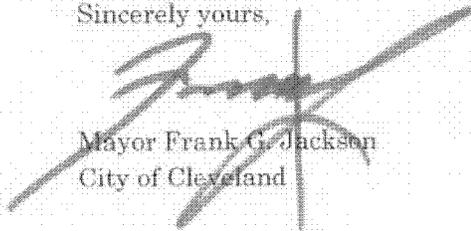
As Mayor of the City of Cleveland, I am deeply committed to the success of all children in our city. Our public school system has made progress over the past several years, but we need to pick up the pace of that progress. That is why I am pleased to lend my support to your Race to the Top Grant application.

The scope of work envisioned by your bold plan aligns with "Transformation Plan," which was recently developed by the District and its various community partners. I especially endorse your emphasis on a robust data system, efforts to ensure an equitable distribution of high-quality teachers and leaders for our urban children, and the focus on turning around our historically lowest-achieving school buildings. Your success in garnering Federal dollars is critical to the work in which we are engaged to ensure that all children in the city have the opportunity for a high-quality education that prepares them for college, career and citizenship.

As concerned as I am with the future of Cleveland's children, I do not overlook the potential of your Race to the Top plan for improving the future of children throughout our state. This is especially true for children in our urban centers who are often disenfranchised from the future by virtue of their poverty and low educational attainment of their parents. The vitality and sustainability of our cities can only exist through improved educational outcomes, enhanced job opportunities, stronger neighborhoods and stable families.

Thank you for your leadership at this critical juncture.

Sincerely yours,


Mayor Frank G. Jackson
City of Cleveland



City Of Columbus
Mayor Michael B. Coleman

Office of the Mayor

City Hall / 90 West Broad Street
Columbus, Ohio 43215-9014
614/645-7671
FAX 614/645-8955
TDD 614/645-6200

May 15, 2010

Ms. Deborah S. Delisle
State Superintendent of Instruction
Ohio Department of Education
25 S. Front St.
Columbus, OH 43215

Dear Superintendent Delisle:

I am deeply committed to the success of all children in Columbus. Columbus City Schools has made great progress over the past several years, moving from Academic Emergency to Continuous Improvement, during the tenure of Superintendent Gene T. Harris. The graduation rate has also increased from 55 percent to nearly 74 percent during that time.

The district is also a leader in the urban school reform movement. Its strategic approach to increasing student achievement has included strategic initiatives to reduce achievement gaps, reduce non-academic barriers to learning.

While our schools' progress has been substantial, we must continue to accelerate student learning and achievement. I am pleased to lend my support to your Race to the Top Grant application. The plan's scope aligns with school reform work underway in Columbus. I especially endorse your emphasis on a robust data system, efforts to ensure an equitable distribution of high-quality teachers and leaders for our urban children, and the focus on turning around our historically lowest-achieving school buildings.

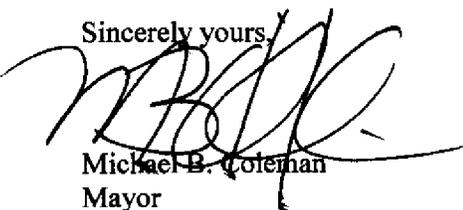
Your success in garnering Federal dollars is critical to the work in which we are engaged to ensure that all children in the city have the opportunity for a high-quality education that prepares them for college, career and citizenship.

The partnership my administration shares with Dr. Harris and her administration is comprehensive in scope and commitment. We are collectively addressing non-academic barriers to learning, which are impeding the further growth of our students and our community.

Ohio's Race to the Top plan builds upon that work, scaling up support networks critical to accelerating student achievement for children statewide, particular in our urban centers. The vitality and sustainability of our cities can only exist through improved educational outcomes, enhanced job opportunities, stronger neighborhoods and stable families.

Thank you for your leadership at this critical juncture.

Sincerely yours,


Michael B. Coleman
Mayor

GARY D. LEITZELL
MAYOR



CITY OF DAYTON, OHIO
OFFICE OF THE CITY COMMISSION
101 WEST THIRD STREET • P.O. BOX 22 • DAYTON, OHIO 45401
CITY HALL • (937) 333-3636

May 12, 2010

Ms. Deborah S. Delisle
State Superintendent of Education
Ohio Department of Education
25 S. Front St.
Columbus, OH 43215

Dear Superintendent Delisle:

As Mayor of Dayton, I am deeply committed to the success of all children in our city. Our public school system has made progress over the past several years, but we need to pick up the pace of that progress. That is why I am pleased to lend my support to your Race to the Top grant application.

The scope of work envisioned by your bold plan aligns with much of the work that is already underway in our city school district. I especially endorse your emphasis on a robust data system, efforts to ensure an equitable distribution of high-quality teachers and leaders for our urban children, and the focus on turning around our historically lowest-achieving school buildings. Your success in garnering Federal dollars is critical to the work in which we are engaged to ensure that all children in the city have the opportunity for a high-quality education that prepares them for college, career and citizenship.

As concerned as I am with the future of Dayton's children, I do not overlook the potential of your Race to the Top plan for improving the future of children throughout our state. This is especially true for children in our urban centers who are often disenfranchised from the future by virtue of their poverty and low educational attainment of their parents. The vitality and sustainability of our cities can only exist through improved educational outcomes, enhanced job opportunities, stronger neighborhoods and stable families.

Thank you for your leadership at this critical juncture.

Sincerely,

Gary D. Leitzell
Mayor
City of Dayton

GDL/jw

City of Toledo



Michael P. Bell

Mayor

May 15, 2010

Ms. Deborah S. Delisle
State Superintendent of Instruction
Ohio Department of Education
25 S. Front St.
Columbus, OH 43215

Dear Superintendent Delisle:

As Mayor of Toledo, OH, I am deeply committed to the success of all children in our city. Our public school system has made progress over the past several years, but we need to pick up the pace of that progress. That is why I am pleased to lend my support to your Race to the Top Grant application.

The scope of work envisioned by your bold plan aligns with much of the work that is already underway in our city school district. I especially endorse your emphasis on a robust data system, efforts to ensure an equitable distribution of high-quality teachers and leaders for our urban children, and the focus on turning around our historically lowest-achieving school buildings. Your success in garnering Federal dollars is critical to the work in which we are engaged to ensure that all children in the city have the opportunity for a high-quality education that prepares them for college, career and citizenship.

As concerned as I am with the future of Toledo children, I do not overlook the potential of your Race to the Top plan for improving the future of children throughout our state. This is especially true for children in our urban centers who are often disenfranchised from the future by virtue of their poverty and low educational attainment of their parents. The vitality and sustainability of our cities can only exist through improved educational outcomes, enhanced job opportunities, stronger neighborhoods and stable families.

Thank you for your leadership at this critical juncture.

Sincerely yours,



Michael P. Bell
Mayor

Family and Children First Council

3914 C Court, Ashtabula, Ohio, 44004

Phone: 440.998.6859

Fax: 440.998.3517

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish to express my enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Ohio was one of the first states in the nation to establish state and local collaborative children/youth's coordinating bodies called Family and Children First to enhance the opportunities for students with multi-systemic needs to have access to the broad array of services and supports they need to succeed beyond what a school can provide. The Family and Children First Councils are committed to building the supports and best practices in their schools and communities necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Mary Shannon, Council Coordinator

-Mary Shannon, Council/Service Coordinator-
ashfcfcshannon@yahoo.com

-Mary Jane Edwards, Administrative Assistant-
ashfcfc@yahoo.com



**CARROLL COUNTY
FAMILY & CHILDREN FIRST COUNCIL**

P.O. Box 183

301 Moody Ave. S.W.

Carrollton, Ohio 44615

Phone: (330) 627-3201 Fax: (330) 627-3201

www.carrollcountyohio.us/familychildrenfirst.html

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish to express my enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

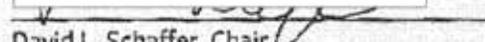
Ohio was one of the first states in the nation to establish state and local collaborative children/youth's coordinating bodies called Family and Children First to enhance the opportunities for students with multi-systemic needs to have access to the broad array of services and supports they need to succeed beyond what a school can provide. The Family and Children First Councils are committed to building the supports and best practices in their schools and communities necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)


David L. Schaffer, Chair
Carroll County Family and Children First Council

CLARK COUNTY **FAMILY AND CHILDREN FIRST COUNCIL**
Partnerships for Success

1345 Lagonda Avenue, P. O. Box 967A, Springfield, Ohio 45501-1037

www.clarkfamilyfirst.org

Marilyn Demma, Executive Director, Ph: 937-327-1991, Fax: 937-521-3584 E-mail: ccfcfc@clarkdjfs.org

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call as part of the Administration of President Barack Obama to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the members of the Clark County Family and Children First Council we wish to express our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio. Their work along with ours at the local level intends to assure that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its current biennium with a comprehensive education reform plan. A Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to: expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Ohio was one of the first states in the nation to establish children/youth's coordinating bodies called Family and Children First Councils. These Councils work collaboratively at the state and local county levels to enhance the opportunities for students with multi-systemic needs to access the broad array of services and supports (both academic and non-academic) they need to succeed in school and in the community. The Family and Children First Councils are committed to building the supports and best practices in their schools and communities necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams. In

Clark County this team has successfully engaged eight public school superintendents in working with the directors of public agencies responsible for services and approaches in the community to support the physical, environmental and behavioral health of students and their families.

We strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Cathy Appel

President, Clark County Family and Children First Council and
Director, Family and Children Services of Clark County

(b)(6)

Marilyn Demma

Executive Director, Clark County Family and Children First Council

Crawford County Family and Children First Council

907 North Sandusky Avenue

Bucyrus, Ohio 44822

Phone: 419-562-1631

Fax: 419-562-5260

E-mail: ccfccouncil@hotmail.net

Race to the Top: Letter of Support

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish to express my enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Ohio was one of the first states in the nation to establish state and local collaborative children/youth's coordinating bodies called Family and Children First to enhance the opportunities for students with multi-systemic needs to have access to the broad array of services and supports they need to succeed beyond what a school can provide. The Family and Children First Councils are committed to building the supports and best practices in their schools and communities necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers

(ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

Jennifer Johnson
Director



Delaware County Family & Children First Council

4565 Columbus Pike
Delaware, OH 43015

May 7, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish to express my enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

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Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Kathy McWatters, Coordinator
Family and Children First Council



Family & Children First Council of Erie County

414 Superior Street
Sandusky, Ohio 44870

Improving the Quality of Family Life in Erie County

Franco Bergmoser, LPC, LSW
Director

Phone: 419-624-6355

Fax: 419-624-5557

E-mail: fran.bergmoser@eriecounty.oh.gov

May 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish to express our support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and creates a four-year residency program to provide greater support and professional development to new educators.

Ohio was one of the first states in the nation to establish state and local collaborative children/youth's coordinating bodies called Family and Children First to enhance the opportunities for students with multi-systemic needs to have access to the broad array of services and supports they need to succeed beyond what a school can provide. The Family and Children First Councils are committed to building the supports and best practices in their schools and communities necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

We strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely:

(b)(6)

Erie County Family & Children First
Fran Bergmoser, Director



HAMILTON COUNTY
FAMILY AND CHILDREN FIRST COUNCIL

125 E. Court Street, Suite 350
Cincinnati, Ohio 45202

Phone: (513) 946-4990
Fax: (513) 632-6527
www.hamilton-co.org/hcfcfc

Patricia Eber
Executive Director

May 12, 2010

Todd Portune
Council President
Hamilton County
Commissioner

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of the Hamilton County Family and Children First Council, I wish to express our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their commitment to improving our education system in Ohio so that all students may achieve their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

In our most recent biennium, Ohio committed to implementing a bold and comprehensive education reform plan throughout the state. This grant would be a great enhancement to help Ohio address many of the gaps that have prevented us from delivering a highly effective learning experience to all students in the past.

Ohio was one of the first states in the nation to establish a mechanism for state and local collaborative children/youth's coordinating bodies to work together to improve outcomes for children and families, both locally and state wide. Those entities, which are called Family and Children First Councils, are legislated in every county in Ohio. They are a significant part of our education reform package via their ability to arrange for and deliver coordinated support systems to students and teacher. Their long time commitment and expertise in engaging parents in the education process is a great asset as we move forward with education reform in Ohio. The Councils are committed to building the social supports and best practices in schools and communities necessary to reduce barriers to learning and to engage parents in the education process in their children's lives.

The Hamilton County Family and Children First Council strongly supports Ohio's application for the Race to the Top grant and hope you will let Ohio engage in this outstanding opportunity to improve education outcomes for the students and families in our state.

Sincerely,

(b)(6)

Patty Eber, Executive Director
Hamilton County Family and Children First Council



1021 W. Lima St. • Kenton, OH 43326
419-673-1531 • 800-343-5851 • FAX 419-675-0896

Hardin County Family and Children First

May 13, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Hardin County Family and Children First Council wishes to express support for Ohio's Race to the Top application. It is our honor to join our state partners in their quest to strengthen Ohio's education system. The Hardin County Family and Children First Council fully supports the mission our state partners have undertaken. We believe all students need support to realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

The State of Ohio has begun to initiate a comprehensive education reform plan. With the award of a Race to the Top grant, Ohio would be able to step up the state's existing plan to strategically address gaps to delivering a highly effective learning experience to all students. A Race to the Top award would allow Ohio to expand our current education programming to serve more students and provide professional development to new educators.

Ohio was one of the first states in the nation to establish state and local collaborative children/youth's coordinating bodies called Family and Children First to enhance the opportunities for students with multi-systemic needs to have access to the broad array of services and supports they need to succeed beyond what a school can provide. The Family and Children First Councils are committed to building the supports and best practices in their schools and communities necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

County teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams have already begun to enhance the infrastructure needed to support schools. Further professional development and coaching is needed in our communities to expand this effort.

We strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,
HARDIN COUNTY FAMILY & CHILDREN FIRST COUNCIL

(b)(6)

Philip Atkins
Council Chair

(b)(6)

Sarah Jeffries
Council Administrator

Race to the Top: Letter of Support

May 8, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish to express my enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Ohio was one of the first states in the nation to establish state and local collaborative children/youth's coordinating bodies called Family and Children First to enhance the opportunities for students with multi-systemic needs to have access to the broad array of services and supports they need to succeed beyond what a school can provide. The Family and Children First Councils are committed to building the supports and best practices in their schools and communities necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

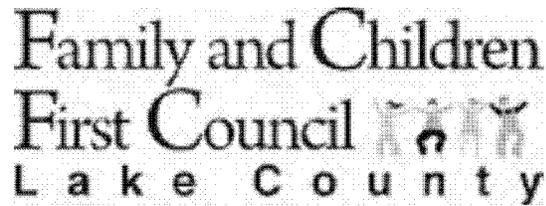
Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Danielle Ratcliff
Highland Co. FCFC Coordinator



May 13, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish to express my enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

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Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers

(ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

Denise Mackura, Coordinator
Lake County Family and Children First Council



Lucas County Family Council

1 GOVERNMENT CTR STE 580
TOLEDO OH 43604-2249
www.lucascountyfamilycouncil.org

Phone (419) 213-6991
Fax (419) 213-6998

John Trunk, Chairperson
Deborah Ortiz, Chair-Elect
David Kontur, Director

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish to express my enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

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Ohio was one of the first states in the nation to establish state and local collaborative children/youth's coordinating bodies called Family and Children First to enhance the opportunities for students with multi-systemic needs to have access to the broad array of services and supports they need to succeed beyond what a school can provide. The Family and Children First Councils are committed to building the supports and best practices in their schools and communities necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

The Mission of the Lucas County Family Council is to coordinate a publicly accountable, cost effective system of services that support the health, education and well being of our families.

**LUCAS COUNTY FAMILY AND CHILDREN FIRST COUNCIL
RACE TO THE TOP LETTER OF SUPPORT
PAGE 2 of 2**

The Lucas County Family and Children First Council was one of the original pilot counties for the Ohio Family and Children First Initiative in 1993 under the Voinovich Administration at that time. We are considered an Urban County, with the City of Toledo as the seat of our county. While our largest school district has made considerable progress in increasing student achievement we are still challenged as a county with the issues of children and youth remaining in school and graduating, and the many other issues that are correlated with this, e.g., teen pregnancy, drug and alcohol abuse, juvenile delinquency, etc. Many of the children and youth in our Urban Counties in Ohio would especially stand to benefit from this initiative as we often see teachers with significant knowledge and experience move away from the urban schools as they gain seniority. The Race to the Top Initiative will also help to support local efforts around the state, such as the Family and Civic Engagement Teams and Plans now required of each district in Ohio, and, in our own county the "Graduation Now" effort that the United Way of Greater Toledo is leading.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,
(b)(6)



David Kontur, Director
Lucas County Family and Children First Council
aka Lucas County Family Council



May 7, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish to express my enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Ohio was one of the first states in the nation to establish state and local collaborative children/youth's coordinating bodies called Family and Children First to enhance the opportunities for students with multi-systemic needs to have access to the broad array of services and supports they need to succeed beyond what a school can provide. The Family and Children First Councils are committed to building the supports and best practices in their schools and communities necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Rachilla Basista, Administrator
Mahoning County Family and Children First

Marion County Family and Children First Council

125 Executive Drive; Suite 100

Marion, Ohio 43302

Phone: 740-223-3075

Fax: 740-382-4357

E-mail: mcfafc@marion.net

Race to the Top: Letter of Support

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish to express my enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Ohio was one of the first states in the nation to establish state and local collaborative children/youth's coordinating bodies called Family and Children First to enhance the opportunities for students with multi-systemic needs to have access to the broad array of services and supports they need to succeed beyond what a school can provide. The Family and Children First Councils are committed to building the supports and best practices in their schools and communities necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers

(ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

Jennifer Johnson
Director

Meigs County Family and Children First Council

175 Race St, P.O. Box 191

Middleport, Ohio 45760

Tina Cotterill, President

May 10, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish to express my enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Ohio was one of the first states in the nation to establish state and local collaborative children/youth's coordinating bodies called Family and Children First to enhance the opportunities for students with multi-systemic needs to have access to the broad array of services and supports they need to succeed beyond what a school can provide. The Family and Children First Councils are committed to building the supports and best practices in their schools and communities necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Tina Cotterill
Meigs County FCFC President
Heart of the Valley Head Start
Director

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

The Mercer County FCFC would like to express their enthusiastic support for Ohio's Race to the Top application. We join the quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and to be life long learners.

It is identified by our local schools, that there are county wide achievement gaps in reading and math for students with economic disadvantages and for students with disabilities. It is vital that our state be able to address the needs of our local students. In order to do this, we need to be a leader in high quality cooperative services that positively impact the diverse educational needs of students, staff and community. Mercer County FCFC adheres to the Ohio Revised Code in facilitating multi- system services and activities, evaluation of local services, troubleshooting, and collaborative service planning both within and out of the school system. We recognize that this has to be a flawless system of care for our students.

In addition, professional development will leverage the existing infrastructure of school supports. According to Abraham Maslow's theory of the hierarchy of needs, students must have lower level needs met before we can expect students to achieve academic success. A collaborative plan with the schools and community to meet these needs continues to be underway, but we need to continue with a strong service coordination team to ensure quality education and support services are being acquired for our students before, during, and after school hours.

Due to the reasons listed above, I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools.

Sincerely,

*Zenia Adams, FCFC Coordinator
Mercer County Ohio*


**MONTGOMERY COUNTY
ADMINISTRATION BUILDING**

451 W. Third St. 9th Fl
Dayton, OH 45422-3100

(937) 225-4695 -phone
(937) 496-7714 – fax
www.fcfc.montco.org

COUNTY COMMISSIONERS

Judy Dodge
Dan Foley
Deborah A. Lieberman

COUNTY ADMINISTRATOR

Deborah A. Feldman

DEPARTMENT DIRECTOR

Tom Kelley

May 12, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. The Montgomery County Office of Family and Children First wishes to express its enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state began its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate our existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Ohio was one of the first states in the nation to establish state and local collaborative children/youth's coordinating bodies called Family and Children First to enhance the opportunities for students with multi-systemic needs to have access to the broad array of services and supports they need to succeed beyond what a school can provide. The Family and Children First Councils are committed to building the supports and best practices in their schools and communities necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Tom Kelley
Director
Montgomery County Office of Family and Children First

Race to the Top: Letter of Support**May, 07, 2010**

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish to express my enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Ohio was one of the first states in the nation to establish state and local collaborative children/youth's coordinating bodies called Family and Children First to enhance the opportunities for students with multi-systemic needs to have access to the broad array of services and supports they need to succeed beyond what a school can provide. The Family and Children First Councils are committed to building the supports and best practices in their schools and communities necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,
Cora A. Bennett- Coordinator
Perry County Family and Children First
128 South Main St.
New Lexington, Ohio 43764
740.342.7722



Sandusky County

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. We wish to express my enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Ohio was one of the first states in the nation to establish state and local collaborative children/youth's coordinating bodies called Family and Children First to enhance the opportunities for students with multi-systemic needs to have access to the broad array of services and supports they need to succeed beyond what a school can provide. The Sandusky County Family and Children First Council is committed to building the supports and best practices in our schools and communities necessary to increase school achievement in our county and expand STEM education opportunities. Professional development and coaching will leverage the existing infrastructure of school supports, including our county teams made up of our Educational Service Center (ESC), Family and Children First Council (FCFC), and district Family and Civic Engagement teams.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across Sandusky County and across our state.

Sincerely,
(b)(6)

Cathy Glassford
Director, Sandusky County Family and Children First Council

1001 Castalia Rd. • Fremont, Ohio 43420

Phone: 419-332-9296, ext. 188 • Fax: 419-332-9571

fcfccordinator@sanduskycountydfc.org



Seneca County Family & Children First Council

201 S. Washington Street
Tiffin, Ohio 44883

Sharon George, Executive Director
ncoesc_sg@noeca.net
Phone: 419-443-0981
Fax: 419-443-1192

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

May 7, 2010

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, Board of Education President Deborah Cain, and Superintendent of Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students realize their full potential in the classroom, graduate ready for college, and successfully compete in the working world.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Ohio was one of the first states in the nation to establish state and local collaborative children/youth's coordinating bodies called Family and Children First to enhance the opportunities for students with multi-systemic needs to have access to the broad array of services and supports they need to succeed beyond what a school can provide. The Family and Children First Councils are committed to building the supports and best practices in their schools and communities necessary to turn around persistently low-achieving schools and expand STEM education opportunities.

Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Sharon George, Executive Director
Seneca County Family & Children First Council



Council for
Union County Families

Brenda Rock, M.S.

Coordinator

ph 937.642.8990

fax 937.642.7320

brock@co.union.oh.us

Holly Zweizig, M.A.

Director Childhood

Behavioral Health

ph 937.645.2016

fax 937.642.7320

hzweizig@co.union.oh.us

May 6, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. On behalf of the Council for Union County Families, I wish to express our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Ohio was one of the first states in the nation to establish state and local collaborative family and youth coordinating bodies called Family and Children First. Family and Children First Councils work to enhance the opportunities for students with multi-systemic needs. The Family and Children First Councils are committed to building the supports and best practices in their schools and communities necessary to turn around

persistently low-achieving schools and help youth not only succeed in school. but to positively transition into adulthood.

Professional development and coaching will leverage the existing infrastructure of school supports, including county teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Brenda Rock, Director
Council for Union County Families

May 7, 2010

Dear Race to the Top Review Panel,

I am a Winton Woods Middle School (WWMS) parent and I support the Ohio Race to the Top application. As a further reflection of not only my commitment as a parent to Ohio's Race to the Top phase II application but the local educator support our Winton Woods district administration and local teacher's association have signed and submitted the Race to the Top Memorandum of Understanding without reservation.

While reviewing various components of Ohio's application it became clear to me a number of those points of emphasis are being utilized, developed and implemented in our local school district and across Ohio. As a member of the Parent Advisory Council (PAC) I have received access to information regarding the many diverse educational opportunities available and being developed in the state of Ohio. I served on the Great Teachers and Leaders committee and I recognized some of the projects have been implemented in our school district and others would be further developed with funding from the Race to the Top program.

Our school district teachers, staff, students and administrators are incorporating the common academic standards, have transitioned to Ohio's Core, implemented Credit Flexibility and have detailed teacher mentorship program all that can be enhanced and gaps that do exist filled with the dollars from the Race to the Top grant. Our district also has developed a Family and Civic Engagement team that focus on the family system and how schools can be more accommodating to the needs of youngsters and families as they move into and through the school district. Already there are examples of a volunteering supportive attitude beginning to grow; some examples of this new direction include fundraising for families, teachers and staff with health issues, family support people available at school and students assisting in the community.

I like to think this is all part of addressing the whole child concept along with assisting families, teachers and staff on a personal level. All of the academic emphasis and attention to the person are part of becoming a 21st century educated person. I support the Ohio Race to the Top application because it does address educating our children into the 21st century program.

Thank you,

(b)(6)

Phyllis Turner
Ohio Department of Education (ODE) Parent Advisory Council (PAC)
Communications Sub Committee Member
Winton Woods City School District
SW OH Region



Jeff Vrabel, Sr.

Past Commander
Sons of The American Legion
Detachment of Ohio
2005 – 2006

573 North Main Street • Poland, Ohio 44514-1668
(330) 757-8722 • (330) 565-5333
jeffvrabel@sbcglobal.net



May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my enthusiastic support for Ohio's Race to the Top application. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

(b)(6)

Jeff Vrabel, Sr., Past Commander
Sons of The American Legion
Detachment of Ohio

May 24, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of Battelle, I wish to communicate our enthusiastic support for Ohio's Race to the Top application, and our commitments in support of that application. The ambitious goals of Race to the Top, and those of Ohio's correspondingly bold application, are at the heart of Battelle's core purposes.

Battelle is a charitable trust in the state of Ohio founded in 1929 under the will of industrialist Gordon Battelle, who believed that advances in science and technology are among the most powerful tools for improving the human condition. Our founding purposes therefore include the making of discoveries and their translation to beneficial application, and philanthropic support for charitable and community enterprises, and in particular education. Today, Battelle is the world's largest nonprofit research and development company, with a philanthropic focus on science, technology, engineering and mathematics (STEM) education, and is a major participant in education reform at the national and regional level and in the communities across the country where Battelle has significant operations.

Of particular note for this application, Battelle manages the Ohio STEM Learning Network, which has catalyzed the creation of innovative STEM schools in Ohio's major urban centers and is serving as a national model. Battelle also provided the founding investment in Battelle for Kids, a now independent nonprofit organization that is nationally recognized in value-added measurement and is intimately involved in education reform in Ohio and, today, in several other states around the nation.

Based on our long-term education reform partnership with the state of Ohio, Battelle believes that Ohio is distinctively positioned to make effective use of a Race to the Top grant. For reasons set forth in its application, Ohio is in a unique position to expand its accountability system, increase the use of value-added data, deploy a comprehensive human capital management system, and provide greater support and professional development to new educators. Perhaps the most significant aspect of Ohio's plan is to engage performance-driven public and private partnerships on all four assurances and the STEM competitive priority. These relationships truly distinguish Ohio's application.

Battelle commits to working with Ohio's Race to the Top implementation team. In particular, we will work in partnership with executives from leading Ohio corporations to form the *Business Coalition for Education System Improvement* referenced in the Ohio application. Through that coalition we will recruit and motivate local businesses to support local school districts and charter and community schools in implementing reforms.

Battelle believes that Ohio is among the few states, and perhaps the single state, best prepared to use Race to the Top funds to deliver truly meaningful results for children and for our nation. We wholeheartedly endorse the Ohio application.

Sincerely,

(b)(6)

Jeffrey Wadsworth
President and Chief Executive Officer

JW/ep

May 7, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

As faith and community leaders in Ohio, we recognize the enormous impact a high quality education can play in lifting young people out of poverty. You have called for bold and innovative reforms in education to improve student performance, increase graduation rates, and eliminate the achievement gap – and we want you to know that Ohio has answered the call.

As such, we wish to express our enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

We strongly support Ohio's application for the Race to the Top grant and remain enthusiastic and vested partners in ensuring successful outcomes for students, teachers, and schools across the state.

Sincerely,

Charlene Adams, MA, LICDC, Executive Director
Center For Cultural Awareness

Skip Allman, Executive Director
United Way of Richland County

Donald G. Chenoweth, Ph.D., Executive Director
Andrews House, Inc.

Robert "Bo" Chilton, Chief Executive Officer
IMPACT Community Action

Kristin Dillard, Brenda Kauser, Erik H. Kelley and Charmon Richardson
St. Stephen's Community House

Bill Faith, Executive Director
Coalition on Homelessness & Housing in Ohio (COHHIO)

Lisa Hamler-Fugitt, Executive Director
Ohio Association of Second Harvest Foodbanks

Sharon Sobol Jordan, President & CEO
Center for Families and Children

Steve Killpack
Ohio Commission on Fatherhood
Ohio Practitioners' for Fathers and Families

Doug Kridler, President & CEO
The Columbus Foundation

Liz Nusken, Director
The Ohio Afterschool Network

Pastor Willie F. Peterson
NewBirth Church - Youngstown
Center for Community Empowerment

Denise M. Robinson, President and CEO
Alvis House

Dan Schomer, General Presbyter
Eastminster Presbytery

Larry R. Skolnick, Executive Vice President
Jewish Federation of Greater Dayton

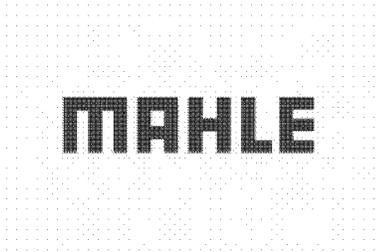
Scott A. Sylak, Executive Director
Lucas County TASC, Inc.

Rebecca J. Tollefson, Executive Director
Ohio Council of Churches

William Thacker, the Interim Executive Director
Community Action Organization of Scioto County, Inc.,

MAHLE Engine Components USA, Inc.

5130 North State Route 60 • MCCONNELSVILLE, OH 43756
PHONE: (740) 962-2040 • FAX: (740) 962-2017



MAHLE

May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Ohio has answered your call to initiate the bold and innovative reforms needed to make a significant impact on student performance, increase graduation rates, and eliminate the achievement gap. I wish to express my enthusiastic support for Ohio's Race to the Top application. I join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their quest to strengthen the dynamic education system in Ohio so that all students may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace.

Our state commenced its new biennium with a comprehensive education reform plan and a Race to the Top award would accelerate the state's existing agenda to strategically address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities. The overall effectiveness of classroom instruction will be improved through investments in best practices, standards and curriculum, assessments, and technology.

I strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state.

Kind Regards,

Kim Stewart
Manager, Human Resources
Mahle Engine Components



OHIO CONFERENCE NAACP

National Association for the Advancement of Colored People

Serving Ohioans Since 1930

Sybil Edwards-McNabb
President

May 19, 2010

Ophelia Averitt
1st Vice President

Emmanuel Stone
2nd Vice President

Derrick Foward
3rd Vice President

Jason Upthegrove
Secretary

Joi Travis
Assistant Secretary

Edith Thrower
Treasurer

Kenneth Burke
Assistant Treasurer

The Honorable Arne Duncan
United States Secretary of Education
United States Department of Education
400 Maryland Avenue, South West
Washington, DC, 20202

RE: Ohio's Race to the Top Grant Application

Dear Secretary Duncan:

President Barack Obama and you issued a historic call to action with the creation of the Race to the Top (RTTT) grant. You announced that, as a nation, we were no longer going to tolerate the mis-education or under-education of our children. You announced that we were no longer going to watch generations of children fall through the cracks. On behalf of the Ohio Conference of the National Association for the Advancement of Colored People (Ohio Conference NAACP), I commend you for this bold and historic call to action.

As you know, the NAACP has been a long time champion of equal educational opportunities for all students in our nation. With the historic United States Supreme Court decision, "**Brown v. The Topeka, Kansas Board of Education**", equal educational opportunity became the preeminent civil rights issue of the 20th century. Unfortunately, it continues to be the preeminent civil rights issue of the early 21st century. We cannot let equal educational opportunity define the 21st century.

Ohio has been a long time leader in addressing the issue of equal educational opportunity for all students. Recently, Governor Strickland and the Ohio General Assembly continued this leadership effort with a new education reform law that will transform Ohio's educational system to meet the demands of a modern society. Ohio's new education law is highly aligned with the President's vision and the goals of RTTT. With this new law and the initiatives in its RTTT application, Ohio is answering your call to action.

State Office

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President's Office

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Fax: 614-840-9194

OHIO CONFERENCE NAACP

National Association for the Advancement of Colored People

Ohio's RTTT application is bold, innovative and targeted to address the persistent education issues of raising expectations, closing the achievement gaps and preparing our students for the modern economy. Through the 535 participating districts and charter schools in Ohio, the reforms and resources will touch 65.5 percent of the state's students living in poverty; 62 percent of the state's students with disabilities, 80.6 percent of the African American students in the state; and 71.8 percent of Ohio's Hispanic students.

I am proud to write, on behalf of the Ohio Conference NAACP, a letter of support for Ohio's RTTT application. We join the President, Governor Strickland, State Superintendent Deborah Delisle and you in ensuring equal educational opportunities for all students by targeting resources and effort to eliminating the achievement gaps and building schools of excellence in every community.

We encourage you to approve Ohio's RTTT application in support of 1.9 million students in the state. If we can be of any further assistance in supporting Ohio's application, please do not hesitate to contact me.

The Struggle Continues,

Sybil Edwards-McNabb

Sybil Edwards-McNabb, President
Ohio Conference NAACP



On Your Side®

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

May 5, 2010

Ohio's Race to the Top Application: Submission Two

The commitment of education and business leaders continues to strengthen behind Ohio's comprehensive plan for educational reform. It is evidenced in the uniting of leaders for this second submission. Nationwide agrees with Ohio's plan to formally establish a business collaborative to assist state and local education agencies engaged in system improvement and would welcome the opportunity to participate. Nationwide continues to support plan efforts and believes this submission takes the best from round one and adds to make it stronger.

Nationwide has a long history of working at the school and school district levels. Our involvement began with being a Partner in Education at one elementary school in Columbus City Schools in a high poverty neighborhood. As our relationship progressed, we saw a way to bring what we do well as a business to the district. We are now working with the district to advance data-informed decision making with educational analytics.

We have established within our Office of Corporate Citizenship an Education Partnerships team, which is focused on advancing education through the use of data. And while this team is mainly focused on academic data, Nationwide is also working with the district to address these non-academic barriers:

- Nationwide and the Nationwide Insurance Foundation are the lead sponsor and provide about 300 mentors for Project Mentor which seeks to match a caring adult with a student that could most benefit from a school-based mentor
- Nationwide with other corporate foundations and the Columbus Foundation are beginning to work together to ensure the success of each student within Columbus City Schools and the charter schools within Columbus
- Nationwide is also engaged in the emergent ASPIRE initiative emphasizing the need to address non-academic conditions for educational success

As a result of our involvement, we continue to see opportunities for business to help the education community and for the corporate community to play a role to ensure the success of all students. Nationwide is a socially responsible company and we will continue to be involved in education in a meaningful way. We look forward to working with the Ohio Department of Education to ensure every child succeeds regardless of their zip code.

Sincerely,

(b)(6)

Barbara Boyd
Associate Vice President
Nationwide Education Partnerships

June 1, 2010

Gwen L. Robinson
President

David E. Brightbill
1st Vice President

William T. Locke
2nd Vice President

Ruthann House
Treasurer

Janice W. Warner
Secretary

Philip E. Cole
Executive Director

The Honorable Arne Duncan
United States Secretary of Education
United States Department of Education
400 Maryland Avenue, South West
Washington, DC, 20202

RE: Ohio's Race to the Top Application

Dear Secretary Duncan:

Ohio has answered your call to action to initiate a bold and innovative reform proposal needed to make a significant impact on increasing overall student performance, increasing graduation rates, eliminating persistent achievement gaps, and creating an aligned pre-school through higher education system.

On behalf of the Ohio Association of Community Action Agencies, I am writing to express our strong and enthusiastic support for Ohio's Race to the Top (RTTT) application. We are proud to join the President, Governor Strickland, State Superintendent Delisle and you in this effort to strengthen America's education system to meet the challenges faced by students in a modern society. We must give every student the opportunity to realize their full potential and graduate ready for college or a career.

Last year, Ohio enacted a bold and comprehensive education reform law. This new law, along with many other reforms that span the K12 and higher education systems, calls for strong and comprehensive pre-school programs in the Ohio Department of Education. This coordination will lead to greater alignment with the K12 and higher education systems.

In addition, much of the new law is highly aligned with the President's vision and the RTTT goals. A RTTT grant will only enhance and accelerate Ohio's efforts to transform the educational system in the state and meet the President's goals.

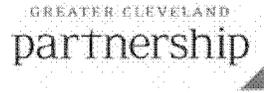
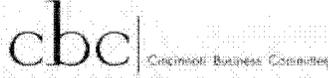
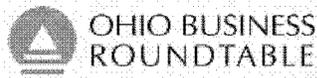


For these reasons, the Ohio Association of Community Action Agencies strongly supports Ohio's RTTT application. If there is anything else that we can do to support Ohio's application, please do not hesitate to contact me.

Sincerely,

(b)(6)

Philip E. Cole
Executive Director



May 20, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of the Ohio Business Roundtable, the Cincinnati Business Committee, the Greater Cleveland Partnership and The Columbus Partnership, we jointly submit this letter of endorsement for the State of Ohio's Round Two Race to the Top application.

Collectively, our boards of directors represent the CEOs of 150 of Ohio's largest businesses – that employ millions of Ohioans. Yet we write not simply as four organizations but four organizations that have a sustained track record of successfully working together – intimately together – on some of the toughest economic challenges facing this state.

“Race to the Top” is an apt metaphor for the perspective from which our respective organizations view this latest challenge that your bold grant program acknowledges. Ohio is, in fact, engaged in a fierce race – a race for competitive advantage in a global economy, a race to build innovation capacity, a race to develop world-class talent. This “race” – indeed all races – suggests urgency, and no one understands the need for urgent action better than the business community. The realities of globalization demand that we act quickly and with agility – to seize opportunity, to establish competitive advantage, to achieve greatness.

Within such a context, “readiness is all,” which in this new day means not only our kids and courageous educators but indeed all of us. *Ohio is ready to race to the top* – and the state's business leadership is a committed partner in that effort.

The imperative for business leadership and engagement in reform efforts

Ohio's Round Two application for Race to the Top grant funding comes at a propitious time. On May 4, 2010, in a ballot campaign led and largely funded by our four organizations, Ohio voters approved, by a convincing 62% to 38% margin, renewal and

continuation of Ohio's Third Frontier initiative – a visionary public-private partnership anchored by business, education, labor and government. Created in 2002 with strong bipartisan leadership and support – and with an initial pledged investment of \$1.6 billion, growing by an additional \$700 million as a result of our May ballot victory – The Ohio Third Frontier is designed to position Ohio as an innovation leader and to fuel long-term economic growth in our state. To achieve these goals, Third Frontier makes targeted investments in promising technologies, research and entrepreneurs, which in turns builds new companies, supports business expansion and creates new jobs.

The Ohio Third Frontier is Ohio's most successful economic development and job creation program. As of December 31, 2009, Third Frontier had created, attracted or capitalized more than 600 new companies, created more than 55,000 new jobs and generated more than \$6.6 billion in additional economic investment across Ohio. Results like these are a major reason that Third Frontier is the envy of many other states across the nation.

Why is the Ohio Third Frontier relevant to Ohio's Race to the Top application? It's simple: Ohio's significant investment in building world-class research capacity, promoting interaction between research and industry, and commercializing R&D will not deliver the desired long-term economic benefits if we are unable as a state to simultaneously develop the highly skilled, world-class talent needed to fill Third Frontier-generated jobs.

The Race to the Top grant Ohio seeks will help ensure that we can do just that.

Ohio is poised and well positioned to achieve greatness. At a time when many states are understandably leery of debt and cutting back in their technology-based economic development investments, Ohio voters embraced a long-term view and passed a \$700 million bond issue to continue such investments. Voters recognized that strengthening Ohio's capacity for innovation will help create stimulating, challenging, high-wage jobs for their children. From the business community's perspective, however, the equally critical point here is the sobering realization that these jobs will require more highly skilled workers than at any other time in history – young people with the higher-level thinking skills, problem-solving skills, communication skills and technological facility necessary to compete globally – and that Ohio must dramatically accelerate its efforts to develop a talent pool that possesses those skills in abundance.

Ohio's business community has long recognized that knowledge and innovation are the keys to competitiveness and the stepping stones to economic strength and prosperity. The 2005 Annual Report of the Federal Reserve Bank of Cleveland included a compelling analysis of per-capita personal income – as good a metric of economic strength as anything. The analysis showed that “wealthy” states are differentiated from “poor” states by two basic variables: **(1) innovation**, as measured by the pace of their technological

advancement and the strength of their commercialization engines; and **(2) talent**, as measured by the level of educational attainment of their citizens and the quality of their workforce. Expressed as an equation, the Fed's analysis might look something like this: ***Innovation + Talent = Prosperity.***

With the highly successful Third Frontier initiative, ***Ohio is asserting national leadership on addressing the "innovation" dimension of economic development; it is imperative that we keep pace on the "talent" side as well.*** Put another way, as we make strategic investments in building our innovation capacity, we must make commensurate investments in our human capital. Indeed, this reality points to both the opportunity and the challenge that voter approval of continued Third Frontier funding represents. We understand that without globally competitive talent, no long-term economic development strategy can hope to be successful in today's world. And this reality is the impetus for the business community's committed leadership and sustained engagement in Ohio's education improvement efforts.

Strong track record of business advocacy and engagement

For the better part of the last two decades, Ohio's business community has provided strong leadership and advocacy for developing and sustaining education improvement efforts, both statewide and locally. We have worked shoulder-to-shoulder with state policymakers and Ohio's education community to craft, advance and implement many bold reforms that have raised standards, enhanced quality, aligned assessments with instruction, strengthened accountability and improved student performance.

At the state level, over a period spanning almost two decades, Ohio's business community and, in particular the Ohio Business Roundtable, played significant leadership roles in the following major reform initiatives, virtually all of which are designed to help develop the highly skilled, globally competitive thinkers and problem-solvers needed to support an innovation economy:

- **Development of clear, rigorous academic content standards** in core subjects; a system of assessments aligned with the standards; and a credible performance accountability system with tangible consequences
- **Development of clear standards for teacher performance** and professional development
- **Creation of Battelle for Kids and implementation of value-added assessment and analysis** of student progress (an area in which Ohio is an acknowledged national leader)

- **Expansion of charter schools and other school choice options** that provide alternatives for families with children in low-performing traditional public schools, as well as competition that is spurring innovation and improvement in traditional public schools
- **Statewide adoption of a rigorous high school “Core” curriculum**, with a special emphasis on science, mathematics and foreign language – a critical enabler for all students in Ohio to graduate from high school ready for college, work and citizenship in a global economy
- **Benchmarking Ohio’s K-12 education system to global standards** of excellence in high-performing international systems, as recommended by McKinsey in its study undertaken for Achieve
- **Development of ten-year strategic plan for higher education** to increase the number Ohioans who enroll in postsecondary education, earn college degrees and remain in Ohio after college
- **Creation of the Ohio STEM Learning Network (OSLN)** – a prominent national model, architected and managed by Battelle together with the BRT’s affiliate, the Business Alliance for Higher Education and the Economy, and anchored by tremendous support from the Bill & Melinda Gates Foundation. The OSLN exists to accelerate STEM literacy for all students – a key strategy for establishing Ohio as a national leader in attracting, cultivating, training and producing the next generation skilled scientists and engineers needed to create tomorrow’s innovations
- **Elevating early learning as an economic development issue and the essential foundation for student success** with the support of Pew Charitable Trust and in collaboration with state policymakers and Ohio’s early learning community

Considered in the aggregate, with such strong national partners as Achieve, Business Roundtable, Education Trust, Fordham, Gates Foundation and Pew Charitable Trust among others, these closely linked and wide-reaching business-driven reform initiatives serve as an essential platform for the work Ohio proposes in its Race to the Top effort.

Constructive, creative partnerships in major urban school districts

While business leadership and advocacy at the statewide, policymaking level have been strong, committed and sustained, we also are engaged partners in transformational local reform efforts in communities across the state, particularly in Ohio’s three largest urban centers:

- **Cincinnati.** In addition being engaged in education reform efforts at the state level, the Cincinnati Business Committee (CBC) also is working locally to ensure that all children have access to high-quality education. The CBC recently partnered with several philanthropic organizations to fund a report by The New Teacher Project that offered specific recommendations to improve teacher effectiveness in Cincinnati Public Schools (CPS)—all of which are directly aligned with the Race to the Top reforms. CPS is currently working toward implementing these policy reforms, which include many significant changes to the collective bargaining agreement.

The CBC is also supporting a “portfolio” education strategy in Cincinnati. Multiple partners recently came together (including P&G, GE Aviation, Duke Energy and Children’s Hospital) to assist in the development of Cincinnati’s Hughes STEM High School. In addition, CBC is helping support the expansion of new, high-performing schools in Cincinnati such as the SEED school. SEED is a public, college-prep boarding school for at risk-students that has proved to be highly successful in Washington D.C., where 97 percent of graduates are accepted to college. Cincinnati’s private/public partnership could serve as an innovative model for creating additional SEED schools throughout Ohio.

The CBC also is an active partner of Strive, a unique cross-sector community-wide partnership that is working together to transform education in the urban core for every child from cradle to career. Strive unites the community around shared education issues, goals, measurements and results, and actively supports and strengthens strategies that work.

- **Cleveland.** The Greater Cleveland Partnership (GCP), which represents more than 16,000 small and large businesses in northeast Ohio, has focused its involvement in K-12 education on the role Cleveland Metropolitan School District (CMSD) high schools play in producing skilled workers for the region’s business enterprises. During the past two years, the primary vehicle for advancing that agenda has been GCP’s involvement with the district’s STEM education initiative. Working with the district, major local foundations and Battelle, the Cleveland business community supported the development of the MC²STEM high school, which is now in its second year of operation. The ninth-grade class is located at the Great Lakes Science Center, which also houses the NASA Glenn Center, and the tenth-grade class is located on General Electric’s Nela Park Campus. Embedding the high school students on STEM campuses is a unique model providing real-world STEM learning, interaction with a science- and engineering-oriented company and access to the work of NASA Glenn. Additionally, GE mentors are assigned to work with

students on a weekly basis, providing a full range of unique learning experiences. The GCP secured contributions of approximately \$4 million from leadership companies to finance the cost of renovating the facilities that house the ninth- and tenth-grade classes, and also managed the construction of the GE facility.

The GCP is involved in numerous additional education initiatives, including assisting with implementation of the CMSD's Transformation Plan, positioning the new Max Hayes High School as a world-class career and technical high school, and providing leadership support for the Cleveland School of Science and Medicine Academy and the Entrepreneurship Preparatory School, a charter school authorized by CMSD.

- **Columbus.** Disturbed by the fact that the majority of Columbus Public Schools' middle schools were repeatedly rated "D" or "F" on the state report card, the Columbus Partnership spearheaded an effort to persuade the high-performing KIPP charter school network to open a middle school in Columbus. With assistance from local business leaders, a new KIPP middle school opened its doors to fifth-graders in August 2008. Nearly every student in the school is economically disadvantaged, and many are two to three years below grade level in reading or mathematics. Today, the school – which is situated in one of the city's poorest neighborhoods – serves 135 fifth- and sixth-graders. The school will add seventh grade in August 2010 and eighth grade in August 2011. The school has a longer school day, school week and school year than the district, offering its students 60 percent more class time. The goal of the school is to demonstrate that highly skilled teachers (many are Teach for America alumni) can help disadvantaged students achieve at high levels.

Columbus business leaders also have played an important role in helping to improve local school accountability to the public. Columbus Public Schools (CPS), the state's largest school district by enrollment, is the only urban school district to have won all of its ballot issues during the past decade. The district, the local business community and independent policy organizations worked collaboratively to fashion "accountability pledges," which helped win voter support for two facility bond issues and two operating levies.

- In 2002, CPS pledged to build 26 new schools, modernize 12 schools and close 2 schools at a cost of \$392 million – plans that would affect 17,000 students. The district also joined with the City of Columbus to form a Neighborhood-School Development Partnership comprising 15 business and community leaders to oversee the program.

- In 2004, the CPS School Board and local business leaders agreed that the district would not return to the ballot for four years. To keep this promise, the district pledged to operate within its projected income growth of three percent annually— a promise the district kept.
- In 2008, CPS projected that student enrollment would fall from 52,000 to 46,000 over the succeeding four years and, consequently, pledged to close at least six schools and reduce expenditure growth by \$76 million during that period. The district also pledged not to return to the ballot until 2012.

The bottom line? This business/district/community accountability compact is serving Columbus well and is a model for other communities to emulate.

CPS also benefited from a partnership with Nationwide, one of central Ohio's leading corporations, which loaned company executives to help CPS use data to improve instruction.

These are just a few examples of the many creative, constructive partnerships in which Ohio businesses are engaged at the local school district level.

Measurable goals and tactics that produce results

We know what we want to accomplish in Ohio, and we have a clear understanding of what needs to be done to be successful. Through initiatives such as the Ohio Third Frontier, we are making generational investments to build our capacity for innovation. We must do likewise in strengthening and deepening our talent pool.

Ohio's application for a \$400 million Race to the Top grant zeroes in on three essential goals: (a) improving high school graduation rates, (b) closing graduation gaps and achievement gaps, and (c) improving Ohio's position relative to other states in reading and mathematics proficiency. From the business community's perspective, these goals could not be more on target. Ohio simply cannot afford to write off huge segments of our future workforce, especially in our major urban centers. Nor can we afford to settle for anything less than globally competent workers and engaged, productive, responsible citizens.

Within this context, we strongly endorse the major programs proposed in Ohio's Race to the Top proposal, including the following:

- Improving teacher/principal evaluations
- Expanding value-added data measures to additional grades

- Creating a longitudinal data system
- Ensuring equitable distribution of effective teachers
- Requiring annual accountability for measurable progress

These are necessary strategies for capitalizing on the tremendous progress we have made in Ohio during the last decade, and will accelerate existing reform initiatives and catalyze additional innovations.

Commitment to sustained partnership and support

Ohio's business community is engaged in education reform and education progress for the long haul. Among our priorities are establishing that student achievement data must be the predominant factor in teacher and principal evaluations; providing incentives that will allow Ohio to attract and retain high-quality charter and alternative school models; and increasing state-level flexibility and incentives to turn around the lowest-performing schools.

We intend to continue to provide thought leadership and resources on evolving reform issues and innovations. We pledge to continue to support and work collaboratively with the Governor, the Ohio General Assembly, the Ohio Department of Education, the Ohio Board of Regents and other education stakeholders in advancing Ohio's overall education improvement agenda – an agenda we believe is closely aligned with Race to the Top objectives and priorities. And we are prepared to roll up our sleeves and do our share of the heavy lifting required to propel Ohio to the top of the educational excellence list.

Specifically:

- We will continue providing ***leadership to Ohio's overall statewide education reform*** efforts, including the Ohio Race to the Top Steering Committee and we will continue to engage business ***leadership in support of transformational local initiatives*** such as those outlined in this letter.
- Working through a proposed Business Coalition for Education System Improvement, Ohio's business community will share our extensive ***expertise and knowledge of best practices in organizational change and project management*** – two areas that will be critical to successful implementation of Ohio's proposed Race to the Top plan.
- We also have committed to providing ***executive-to-executive mentoring and facilitation assistance*** for the Race to the Top implementation team.

Educational excellence = economic excellence

In closing, we want to assert our firm belief that the quality of our education system *can be* Ohio's greatest economic asset. And ultimately, our aim is economic prosperity. We believe the keys to unlocking prosperity are innovation and talent – innovation unleashed through transformative technology that is brought to market as soon as possible, and talent nurtured through rigorous preparation of our K-12 students, strategic investments in higher education, stronger alignment of our educational objectives and resources and, ultimately, a globally competitive workforce. Without world-class talent, our efforts to create economic opportunity and economic prosperity will flounder. Without world-class talent, business investment will go elsewhere. Without business investment, our communities will struggle and our quality of life will suffer.

This is not the future we envision for Ohio.

With or without Race to the Top support, Ohio intends “to strive, to seek, to find and not to yield.” We will be a global leader in innovation, a source of world-class talent, and a resurgent center of economic prosperity. To that end, Ohio's business leadership is committed to sustained, positive, systemic change, and to continued partnership with educators and state policymakers to raise academic achievement to world-class levels for all children in Ohio and to ensure that every child in Ohio graduates from high school prepared to succeed in college, career and citizenship. We view this not just as a mission to achieve educational excellence, but as a mission to achieve economic excellence.

We strongly urge you to look favorably on Ohio's application for Race to the Top funding.

Sincerely,

(b)(6)

Richard A. Stoff
President
Ohio Business
Roundtable

(b)(6)

Gary Z. Lindgren
Executive Director
Cincinnati Business
Committee

(b)(6)

Joseph D. Roman
President
Greater Cleveland
Partnership

(b)(6)

Alex R. Fischer
President
The Columbus
Partnership



May 24, 2010

The Honorable Arne Duncan
United States Secretary of Education
United States Department of Education
400 Maryland Avenue, South West
Washington, DC, 20202

RE: Ohio's Race to the Top (RTTT) Application

Dear Secretary Duncan:

On behalf of the Ohio Commission on Hispanic/Latino Affairs, I am writing to offer our full support for Ohio's RTTT application. New American communities are quickly growing in Ohio with the Hispanic community taking the lead among them. This historic investment and commitment in education reform holds the promise to impact student performance, increase graduation rates and eliminate the achievement gap in Ohio.

The Ohio Commission on Hispanic/Latino Affairs serves over 300,000 Hispanics in the state, works with more than 245 Latino and Latino serving organizations across Ohio and has been actively engaged in Ohio's comprehensive education reform plan. While focusing on its mandates to advise, connect and build, the commission is concentrated on increasing Latino grassroots involvement in education. We believe in education being the great equalizer and are working to ensure that Latino communities actively participate in the process. Hispanics in Ohio have identified their top priorities which include Early Childhood Education, Outreach and Access Programs to ensure family engagement and Hispanics' increased performance in higher education and beyond. Grassroots groups are clear about the focus, and they are committed to partner with state and local leaders to enhance effectiveness because they want to see enhanced performance in education.

Although educational opportunities have improved over the years, the achievement gap still exists for Latino and Hispanic students in Ohio. The resources RTTT would provide could serve 71.8 percent of Ohio's Hispanic students, the grant would also accelerate reforms needed to provide the resources to transform public education and serve all Ohioans with the modern tools and technologies needed to provide equal opportunity to all students. The comprehensive education reform plan and this award would address the gaps that have been identified by the community to ensure a highly effective learning experience for all students.

The Ohio Commission on Hispanic/Latino Affairs highly supports Ohio's application for round two funding from the RTTT grant. We remain a committed partner to this initiative and look forward to ensuring that schools, teachers and students across Ohio continue to improve.

Sincerely,

Lilleana Cavanaugh
Executive Director

Mary Santiago, Chair
Lorain

Andrés González, Vice Chair
Cleveland

Michael Florez, Secretary
Cincinnati

Lourdes Barroso de Padilla
Columbus

Isabel Frammer
Copley

Richard Romero
Lorain

V. Tony Simms-Howell
Cincinnati

Sonia Troche
Toledo

Baldemar Velasquez
Toledo

Lupe Williams
Wooster

Dan Stewart
State Representative (D)
District 25 ~ Columbus

Terry Boose
State Representative (R)
District 58 ~ Norwalk





June 1, 2010

The Honorable Arne Duncan
United States Secretary of Education
United States Department of Education
400 Maryland Avenue, South West
Washington, DC, 20202

RE: Ohio's Race to the Top Application

Dear Secretary Duncan:

The Ohio Council of Urban Leagues (OCUL) offers our support for the State of Ohio's Race To The Top (RTTT) application.

The Ohio Council of Urban Leagues is comprised of nine Leagues across Ohio. We cover 72 of the 88 Counties in the State. Ohio's Urban Leagues are the State's oldest and largest community-based organizations devoted to empowering African American individuals and families to enter the economic and social mainstream.

Ohio's Urban Leagues have included youth services as important focus areas since our founding. Many of our Urban League Affiliates have an intense focus on youth. An example is that of Cincinnati. Today, our youth service efforts are focused on students attending four of the most challenging schools in the Cincinnati Public School System. The four schools - three elementary schools and one high school - have a total enrollment of 2600 students, approximately 95 percent African American and overwhelmingly economically disadvantaged. A large percentage of students at each school have disabilities. None of the schools meet "adequate yearly progress" standards for reading or math proficiency

President Barack Obama and you have demonstrated a historic commitment to educational reform that will ensure equal educational opportunities and resources to eliminate the achievement gap and change the lives of African American, Hispanic and Latino and Appalachian youth in Ohio. Governor Strickland and the Ohio General Assembly recently passed a new education reform law that will transform Ohio's educational system.

We view the RTTT application as another key element in our community's effort to build successful futures for the students we serve. We join the President, Governor Strickland, State Superintendent Deborah Delisle and you in this effort to erase the achievement gap and propel our educational system forward to meet the demands of our technologically advancing 21st century society.

Empowering Communities- Changing Lives

7458 Reading Road * Cincinnati, OH 45229 * Phone (513) 487-6507 * Fax (513) 487-6538
560 of 1049

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Urban League

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Cleveland Urban League

William Gillespie
Interim President/CEO
Dayton Urban League

Fred Wright
President/CEO
The Lorain County Urban League

Vince Watts
Interim President/CEO
Greater Stark County Urban League

The Ohio Council of Urban Leagues (OCUL) educates the public and decision making bodies about public policy issues affecting African Americans and others served by its members. OCUL also maximizes social, educational and economic development opportunities that benefit local Urban Leagues and their constituencies.

Letter to The Honorable Arne Duncan
Race To The Top

Page -2-

We strongly encourage you to approve Ohio's application for round two funding from the RTTT grant. Your approval will impact the lives of almost 2 million students in the State.

If we can be of further assistance in supporting Ohio's application please do not hesitate to contact me.

Sincerely,

(b)(6)

Donna Jones Baker
Immediate Past Chair/ Ohio Council of Urban Leagues
and
President and CEO
Urban League of Greater Cincinnati

cc: Members of the Ohio Council of Urban Leagues



May 11, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I wish to express Ormet Corporation's enthusiastic support for Ohio's Race to the Top application. We join Governor Ted Strickland, State Board of Education President Deborah Cain, and Superintendent of Public Instruction Deborah Delisle in their efforts to strengthen the education system in Ohio so that all students, may realize their full potential in the classroom, graduate ready for college, and successfully compete in the global marketplace. Ormet competes in that global marketplace every day. We need employees that are ready for the challenge.

A Race to the Top award would accelerate the state's existing agenda to address gaps to delivering a highly effective learning experience to all students. Ohio is in a unique position to expand its accountability system, increase the use of value-added data, invest in a comprehensive human capital management system, create differentiated roles and expand responsibilities in the licensure structure, and create a four-year residency program to provide greater support and professional development to new educators.

Additionally, I am confident that the state will provide the supports and best practices necessary to turn around persistently low-achieving schools and expand STEM education opportunities as well as improving the overall effectiveness of classroom instruction through investments in best practices, standards and curriculum, assessments, and technology.

Ormet Corporation strongly support Ohio's application for the Race to the Top grant and remain an enthusiastic and vested partner in ensuring successful outcomes for students, teachers, and schools across the state so that Ohio can produce the future leaders and workforce necessary to compete in a global economy.

Sincerely,

(b)(6)

Michael F. Tanchuk
President & CEO

APPENDIX A.2.5

CONSOLIDATED CONTINUOUS IMPROVEMENT PLANNING TOOL DESCRIPTION

RATIONALE: DESCRIPTION OF OHIO'S CONSOLIDATED CONTINUOUS IMPROVEMENT PLANNING TOOL (CCIP), AN ONLINE IMPROVEMENT PLANNING AND GRANTS APPLICATION TOOL.

**REFERENCED IN:
(A)(2)**

Consolidated Continuous Improvement Planning (CCIP)

For Ohio school districts, the Consolidated Continuous Improvement Planning (CCIP) application is a powerful Web-based online tool designed to:

1. Promote best practices in planning for school improvement.
2. Simplify, automate and consolidate the application process for state and federal grants.
3. Link grant funds to specific strategies and actions within the school improvement plan.
4. Accelerate the process by which districts draw down cash based on grant awards.
5. Improve public access to district improvement plans.

School districts in Ohio, like their counterparts across the country, face a variety of pressures. State and local accountability systems and the consequences that emerge from them challenge districts to find the best ways to improve student outcomes. The current economic climate demands that districts maximize their efforts to access federal and state grant monies. Tighter budgets also mean that when making expenditures related to grants, districts must draw down cash reimbursements as quickly as possible.

The Ohio Department of Education could have addressed any of these challenges independently but chose an innovative approach instead, developing the CCIP system which integrates solutions to these various problems.

The CCIP starts with a powerful planning tool. It guides districts through the process of planning for student improvement. It encourages districts to review their data and assess their needs. It encourages them to develop focused improvement strategies and not try to tackle all problems at once. It provides a structure that starts with high-level goals, more detailed strategies and very specific action steps. The planning tool is designed around research-based best practices for school improvement planning.

The CCIP then couples the planning tool with a grants application tool. This tool allows districts to prepare applications for federal and state formula and competitive grants in a consolidated way. Common data and information required for multiple applications needs to be entered only once by districts. Elements from the improvement plan required to support the grant applications are easily linked. Districts are able to show how grant funds will be linked to the focused strategies from their improvement plans. The plan itself contains matrices that show the dollar amounts from each of the various grants that will be used to support the specific goals and strategies. This means that rather than taking a somewhat haphazard “apply first, integrate later” approach to grant applications, districts can be purposeful in targeting grant funds to support their specific school improvement agenda. They also are able to demonstrate how the many funding streams are being used together to support their goals.

Finally, the CCIP provides a mechanism to simplify and accelerate the process for reimbursing districts for expenditures made based on a grant award. The approved grant award amounts that emerge from CCIP drive an automated system that determines standard reimbursement patterns. It allows responsible individuals at the district level to certify that expenditures have been made and then submit documentation and reimbursement requests electronically. Cash is distributed faster and is more easily identifiable by the districts.

APPENDIX A.2.6

JOINT LETTER ENCOURAGING RTTT PARTICIPATION

RATIONALE: JOINT LETTER FROM
THE GOVERNOR, STATE
SUPERINTENDENT, STATE
EDUCATION ASSOCIATION
LEADERSHIP SENT TO ALL DISTRICT
SUPERINTENDENT, SCHOOL BOARD
PRESIDENTS, AND UNION LEADERS
CONVEYING THE IMPORTANCE OF
OHIO'S RTTT STRATEGY.

**REFERENCED IN:
(A)(2)**

May 5, 2010

District Superintendents, School Board Presidents, and Union Leaders:

Ohio schools, educators and students have a unique opportunity through Race to the Top to benefit from federal resources that will augment our state's education reform efforts and reaffirm our lead role in education policy. As you know, this process has been and will continue to be extremely competitive. Ohio was a strong finalist in the first round, but we need more districts on board to further strengthen our second round submission. That's why we're strongly encouraging you to consider submitting a second round memorandum of understanding by May 14.

Your engagement in this process shows the strength of our education system and the opportunities that lie ahead for our students. With increased school district participation, Ohio will craft an even stronger second round application of which we can all be proud. To those districts that participated in the first round, we thank you. We hope we can count on you to submit your memorandum of understanding for this important second round application, and also serve as a resource to neighboring districts that are still considering participation.

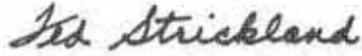
Winning the Race to the Top competition will provide Ohio with an exciting opportunity to accelerate the reforms in our new education law and demonstrate our leadership in education. We all want to ensure that Ohio has a place in framing the national conversation on education transformation. Our participation in this competition will reflect this commitment.

Please know that participating in Race to the Top will not require your district to implement multiple new initiatives because the priorities of Ohio's new education law and Race to the Top components are aligned. It is important for you to know that Race to the Top is not about implementing "merit pay" or superseding collective bargaining agreements. Also, if we secure these funds, all districts will be able to take advantage of tools and resources developed through designated statewide Race to the Top initiatives. These resources will augment district-specific awards, and will assist districts in implementing initiatives, such as professional development opportunities to support our teachers and principals in the important work they do every day.

Ohio's second Race to the Top application will be even stronger, but we need additional participation from our school districts, particularly those challenged with achievement gaps and poverty. We're in this competition together, and it's important that our schools show a united front. Our overarching mission for education in Ohio is ensuring that our kids have the best opportunities to learn and succeed, regardless of where in the state they grow up. Our students are counting on us to prepare them for their future, not our present. Winning Race to the Top resources would further this mission.

We are grateful for your support. Together, let's bring \$400 million back to Ohio's students and schools. Please e-mail RttT@ode.state.oh.us with any questions or concerns.

Thank you,



Ted Strickland, Governor
State of Ohio

(b)(6)

Patricia Frost-Brooks, President
Ohio Education Association

(b)(6)

Richard Lewis, Executive Director
Ohio School Boards Association

(b)(6)

Deborah Delisle, State Superintendent
Ohio Department of Education

(b)(6)

Sue Taylor, President
Ohio Federation of Teachers

(b)(6)

Jerry L. Klenke, Executive Director
Buckeye Association of School Administrators

APPENDIX A.2.7

OHIO TRANSFORMATIONAL DIALOGUE FOR PUBLIC EDUCATION

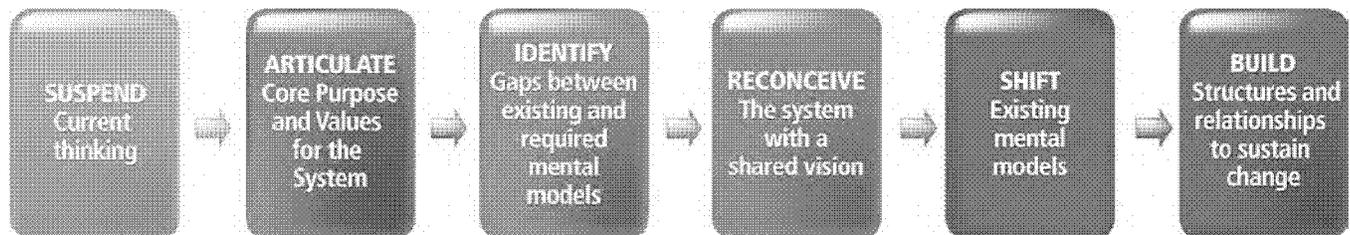
RATIONALE: DESCRIPTION OF
THE OHIO TRANSFORMATIONAL
DIALOGUE FOR PUBLIC EDUCATION.

**REFERENCED IN:
(A)(2)**

Innovation and Sustained Transformation for Our Public Education System

“After a couple of years of being energetically reformed, most schools, especially bottom tier schools, and most school systems seem to be pretty much the same kind of organizations they were at the beginning,” according to professor Charles Payne of the Consortium on Chicago School Research (Payne 2007). Countless studies have drawn similar conclusions regarding reform strategies, making it clear that, if we want fundamentally different results for all school systems, we must fundamentally alter our approach.

Case studies of successful change efforts in other fields suggest that we must shift the focus of our approach from the level of *doing* to the level of *thinking* in order to create and sustain significant system change (Kleiner and Roth 2000). This research indicates that this type of deeper intervention begins by articulating a clear and coherent core purpose and a set of core values—a shared core ideology. Through the articulation of a core ideology, entrenched ways of seeing and thinking, also called mental models, are surfaced, suspended, and challenged, thus creating room for new ways of thinking. As a result, it becomes possible to see how currently held models do and do not match the articulated core purpose and core values. Recognizing this mismatch, the system is reconceived through the creation of a new shared vision. Through continual focus on the shared vision that is aligned with core purpose and values, existing mental models shift. Sustaining structures and relationships are created to support the new vision, and the result is a fundamentally transformed public education system.



Creating change at the mental model (thinking) level and not simply at the strategy (doing) level is challenging work. That challenge might very well be the reason why widespread and sustained change has remained so elusive.

Transformational Dialogue for Public Education

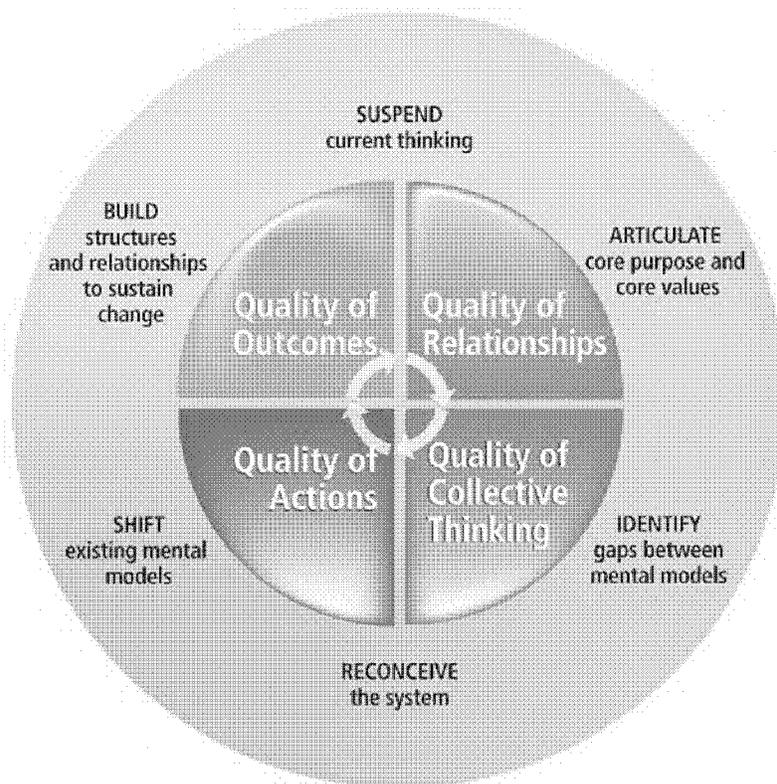
Transformational Dialogue for Public Education (TDPE), an initiative developed by KnowledgeWorks Foundation, the National Education Association, and Dr. Daniel H. Kim (co-founder of the MIT Organizational Learning Center) uses tools from systems dynamics and related fields to create long-term dialogues designed to suspend participants’ thinking about their own organizational objectives and instead focus on the core purpose and values of a state’s public education system. Re-focusing the conversation in this way catalyzes a shift in participants’ thinking and makes it possible for them to articulate shared core purpose, core values, and vision. These elements in turn guide innovation and system transformation, as has already begun to take place in Ohio (see page two).

After a review of the identified readiness factors within a state, the TDPE process begins with the multi-year commitment of a core team of ten to fifteen state leaders, including representatives of the office of the Governor, the department of education, and the teachers’ unions. Leaders agree to gather for two full days every other month. Within the first few months of convening, the group expands to engage additional stakeholders from the state legislature, foundations, education associations, businesses, and other groups, involving as many as twenty additional participants.

The activities, questions, and topics explored during each two-day convening require participants to suspend what they think they know so that they can truly hear what others have to say. The result is that issues which had once been “un-discussable,” such as pay for performance, redistricting, and conflicting organizational roles,

can be dealt with openly and can be resolved in light of the team’s developing shared core purpose, core values and vision for public education in their state.

The robust relationships that develop as a result of the dialogue work are characterized by candor, trust, respect, and deep appreciation for collaboration. According to the founders of the Innovation Network, this type of relationship and communication is the very “lifeblood of innovation” (Hattori and Wycoff 2002). Indeed, relationships are a critical part of the Transformational Dialogue for Public Education’s core theory of success. The theory posits that improved relationships produce improved thinking, which in turn produces improved action and improved results. High-quality results then reinforce and enrich the quality of relationships, and the whole cycle repeats itself, getting stronger and stronger with each turn (Kim 2001). In this way, the process creates a flywheel for sustaining innovation.



Ohio and Beyond

Thirty-five system leaders are currently committed to the Transformational Dialogue for Public Education in Ohio. As evidenced by participant response data, this group has realized dramatic changes in their level of trust, collaboration, and shared language. The group has articulated a shared core purpose and core values for public education and is using this core ideology as a foundation to guide activity at the strategy level within and across their organizations. Its members are rapidly progressing toward a shared vision, breaking down old mental models that stand in the way of reconceiving the system of public education in Ohio.

As we continue to realize success in Ohio, KnowledgeWorks Foundation and its partners will expand the Transformational Dialogue for Public Education to engage additional states. We will determine the success of the initiative in each state based on the ongoing commitment of state-level leaders; the growth in trust and collaboration within the group; the development of core purpose, core values, and shared vision; and, ultimately, participants’ ability to act on the articulated vision to realize sustained systemic change. In addition to engaging states individually, we will seek to connect them around common issues of concern and opportunity in order to determine potential federal policy implications.

By fundamentally shifting and deepening the way we approach change, we believe that, together, we will transform the system of public education.

References

- Hattori, R.A., Wycoff, J. (2002). "Innovation DNA." *T+D*, 56, 24-31.
- Kim, D.H. (2001). *Organizing for Learning: Strategies for Knowledge Creation and Enduring Change*. Waltham, MA: Pegasus Communications, Inc.
- Kleiner, A., Roth, A. (2000). *Car Launch: The Human Side of Managing Change*. New York: Oxford University Press.
- Payne, C. (2007). *So Much Reform, So Little Change: Building-Level Obstacles to Urban School Reform*. IPR working papers, 98-26, Institute for Policy Research at Northwestern University.

Thoughts on Changing Our Thinking

“Ordinary thought in society is incoherent - it is going in all sorts of directions, with thoughts conflicting and canceling each other out. But if people were to think together in a coherent way, it would have tremendous power.”

– David Bohm, *On Dialogue*

“We get stuck by holding on tightly to our opinions and plans and identities and truths. But when we relax and are present and open up our minds our minds and hearts and wills, we get unstuck and we unstuck the world around us.

The way we talk and listen expresses our relationship with the world. When we fall into the trap of telling and of not listening, we close ourselves off from being changing by the world and we limit ourselves to being able to change the world only by force.”

– Adam Kahane, *Solving Tough Problems*

“The significant problems we face cannot be solved at the same level of thinking we were at when we created them.”

– Albert Einstein

“One thing all managers know is that many of the best ideas never get put into practice. Brilliant strategies fail to get translated into action. Systemic insights never find their way into operating policies. A pilot experiment may prove to everyone’s satisfaction that a new approach leads to better results, but widespread adoption of the approach never occurs.

We are increasingly to believe that this “slip ‘twixt cup and lip” stems, not from weak intentions, wavering will, or even nonsystemic understanding, but from mental models. More specifically, new insights fail to get put into practice because they conflict with deeply held internal images of how the world works, images that limit us to familiar ways of thinking and acting.”

– Peter Senge, *The Fifth Discipline*

“I believe our very survival depends upon us becoming better systems thinkers.”

– Meg Wheatley

“He who cannot change the very fabric of his thought will never be able to change reality, and will never, therefore, make any progress.”

– Anwar el-Sadat

“It is not necessary to change. Survival is not mandatory.”

– W. Edwards Deming, *Out of the Crisis*

**Transformational Dialogue for Public Education
Ohio Core Stewardship Team**

1. Andy Benson, Executive Director, Ohio Education Matters and Vice President, KnowledgeWorks Ohio
2. Donna Jones Baker, President & CEO, Urban League of Greater Cincinnati
3. Kathy Buzad, Associate Director of Affiliate Services, American Federation of Teachers
4. Deborah Cain, President, State Board of Education
5. Jessica Colombi, Chief of Staff to the Chancellor, Ohio Board of Regents
6. Julie Davis, Executive Director, Ohio Association of Elementary School Administrators
7. Deborah Delisle, Superintendent of Public Instruction, Ohio Department of Education
8. Carine Feyten, Dean and Professor, School of Education, Health, and Society, Miami University
9. Eric Fingerhut, Chancellor, Ohio Board of Regents
10. Patricia Frost-Brooks, President, Ohio Education Association
11. Lisa Gray, President, LGA Consulting, LLC
12. Jim Harbuck, Executive Director, Ohio Association of Secondary School Administrators
13. William Hiller, Executive Director, Martha Holden Jennings Foundation
14. Jerry Klenke, Executive Director, Buckeye Association of School Administrators
15. Amy McClure, Immediate Past President, Ohio Association for Private Colleges of Teacher Education
16. Christy Levings, Executive Committee Member, National Education Association
17. Richard Lewis, Executive Director, Ohio School Boards Association
18. Sandy Nekoloff, Immediate Past President, Ohio PTA
19. Tom Sawyer, Senator, Ohio District 28
20. John Stanford, Executive Assistant to the Governor for Education Policy, Office of the Governor
21. Frances Strickland, First Lady, Office of the First Lady
22. Sue Taylor, President, Ohio Federation of Teachers
23. Marilyn Troyer, Senior Associate Superintendent for Educational Programs, Ohio Department of Education
24. Deb Tully, Director, Professional Issues, Ohio Federation of Teachers
25. David Varda, Executive Director, Ohio Association of School Business Officials
26. Brian Williams, State Representative, Ohio House District 41
27. Chad Wick, President & CEO, KnowledgeWorks
28. Larry Wicks, Executive Director, Ohio Education Association

APPENDIX A.3.1

OHIO STANDARDS FOR TEACHERS, PRINCIPALS AND SUPERINTENDENTS

RATIONALE: DOCUMENT
CONTAINING HIGH-LEVEL
SUMMARIES OF THE OHIO
STANDARDS FOR TEACHERS,
PRINCIPALS AND SUPERINTENDENTS.

REFERENCED IN:

(A)(3)

(D)(5)

Ohio's Standards for Teachers

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

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students' diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

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

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

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

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

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

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.

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

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

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

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

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

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

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

Ohio's Standards for Principals

1. Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

- Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- Principals lead the change process for continuous improvement.
- Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

2. Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.

- Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.

- Principals ensure instructional practices are effective and meet the needs of all students.
- Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
- Principals know, understand and share relevant research.
- Principals understand, encourage and facilitate the effective use of data by staff.
- Principals support staff in planning and implementing research-based professional development.

3. Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

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

4. Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

- Principals promote a collaborative learning culture.
- Principals share leadership with staff, students, parents, and community members.
- Principals develop and sustain leadership.

5. Principals engage parents and community members in the educational process and create a environment where community resources support student learning, achievement and well being.

- Principals use community resources to improve student learning.
- Principals involve parents and community members in improving student learning.
- Principals connect the school with the community.
- Principals establish expectations for the use of culturally-responsive practices, which acknowledge and value diversity

Ohio's Standards for Superintendents

1. Superintendents establish a vision, expect continuous improvement, and develop a focused plan for achieving district goals.

- Develop a shared vision for the district.
- Expect, model and support the effective use of data.
- Create a coherent plan with a limited number of goals.
- Implement the district plan and monitor the strategies for achieving the goals.
- Review progress and revise the strategies for achieving district goals.
- Communicate the district's vision, goals and focused plan.

2. Superintendents establish processes to communicate and collaborate effectively.

- Demonstrate communication competence with all stakeholders.
- Develop, implement and maintain effective communication systems.
- Communicate effectively and openly and demonstrate a willingness to collaborate with the board of education, the district treasurer and the district staff.
- Communicate effectively and openly and demonstrate a willingness to collaborate with external stakeholders.

3. Superintendents work with the board of education to identify, prioritize and set policies and governance procedures that maximize the success of all students.

- Review, develop and recommend policies for the district.
- Implement and continuously assess policies and practices.
- Identify and respond to societal and educational trends that affect the district and community.
- Advocate for children and families.
- Model and expect professional conduct.

4. Superintendents lead the creation of instructional systems designed for high student achievement.

- Require district-wide use of an established curriculum.
- Ensure the development and implementation of high-quality, standards-based instruction.
- Set expectations for and guide the creation of a comprehensive assessment system for the district.
- Ensure that the district curriculum, instruction, and assessment program are designed to provide full access and opportunity to all students.
- Implement processes to monitor and assess the district-wide implementation of curriculum, instruction and assessment.
- Provide for high-quality, professional development for all staff aligned with district goals.

5. Superintendents manage and organize the district's resources (human, fiscal, operational and material) to accomplish district goals.

- Recruit, develop, evaluate and retain quality staff and oversee human resource management.
- Organize time and schedules focused on district goals.
- Manage and prioritize fiscal resources to align expenditures with district goals.
- Identify and equitably allocate materials and technology to support district goals.
- Oversee the district's facilities and operations.

APPENDIX A.3.2

NAEP RESULTS, OHIO ACHIEVEMENT TEST DATA, OHIO GRADUATION TEST DATA, GRADUATION RATE DATA, NAEP EXCLUSION AND ACCOMMODATION TABLES, NAEP ACCOMMODATION POLICY, NAEP EXCLUSION STATEMENT

RATIONALE: REQUIRED
EVIDENCE FOR (A)(3)(ii).

**REFERENCED IN:
(A)(3)**

EVIDENCE FOR (A)(3)(II): NAEP AND ESEA RESULTS SINCE AT LEAST 2003

4TH GRADE NAEP READING

Percent of Students by Subgroup At Least Proficient on the 4th Grade NAEP Reading Assessment, 2002-2007*				
Student Subgroup	2002	2003	2005	2007
All Students	33.61%	34.18%	34.37%	36.28%
White	39.77%	38.53%	41.08%	41.98%
Black	13.18%	15.64%	9.91%	13.71%
Hispanic	‡	22.86%	23.63%	21.05%
Asian/Pacific Islander	‡	‡	‡	‡
American Indian	‡	‡	‡	‡
Unclassified	‡	26.62%	32.84%	31.48%
Eligible for School Lunch	17.55%	18.57%	16.68%	19.19%
Students With Disabilities	9.02%	4.51%	16.03%	11.85%
English Language Learner	‡	13.74%	‡	17.88%
Male	30.25%	31.02%	31.49%	33.30%
Female	37.01%	37.36%	37.30%	39.38%

Average Scaled Scores by Subgroup on the 4th Grade NAEP Reading Assessments, 2002-2007*				
Student Subgroups	2002	2003	2005	2007
All Students	222.4	221.9	222.5	225.7
White	228.6	226.5	229.5	231.1
Black	202.0	201.7	196.6	203.6
Hispanic	‡	207.1	210.6	214.0
Asian/Pacific Islander	‡	‡	‡	‡
American Indian	‡	‡	‡	‡
Unclassified	‡	219.3	226.1	223.3
Eligible for School Lunch	206.9	206.5	205.8	211.3
Students with Disabilities	198.1	174.0	200.8	197.2
English Language Learner	‡	173.7	‡	210.8
Male	219.5	218.0	219.5	223.0
Female	225.4	225.7	225.7	228.5

*All data was generated using NAEP's Data Explorer:

<http://nces.ed.gov/nationsreportcard/naepdata/>

‡NAEP reporting standards not met.

EVIDENCE FOR (A)(3)(II)

8TH GRADE NAEP READING

Percent of Students by Subgroup At Least Proficient on the 8th Grade NAEP Reading Assessment, 2002-2007*				
Student Subgroup	2002	2003	2005	2007
All Students	35.24%	33.95%	35.51%	35.92%
White	39.83%	39.07%	41.15%	41.85%
Black	12.79%	12.73%	9.97%	11.80%
Hispanic	‡	37.32%	13.86%	30.82%
Asian/Pacific Islander	‡	‡	‡	‡
American Indian	‡	‡	‡	‡
Unclassified	‡	‡	‡	30.42%
Eligible for School Lunch	23.83%	17.71%	18.25%	16.15%
Students With Disabilities	5.76%	4.28%	6.53%	8.57%
English Language Learner	‡	‡	‡	‡
Male	31.39%	29.63%	29.75%	31.33%
Female	39.30%	37.99%	41.02%	40.44%

Average Scaled Scores by Subgroup on the 8th Grade NAEP Reading Assessments, 2002-2007*				
Student Subgroups	2002	2003	2005	2007
All Students	268.3	266.6	266.8	268.0
White	272.8	270.8	272.0	273.6
Black	246.1	248.9	242.7	246.4
Hispanic	‡	268.0	245.2	259.7
Asian/Pacific Islander	‡	‡	‡	‡
American Indian	‡	‡	‡	‡
Unclassified	‡	‡	‡	260.3
Eligible for School Lunch	256.6	250.5	250.8	251.3
Students with Disabilities	225.2	225.5	231.1	234.9
English Language Learner	‡	‡	‡	‡
Male	264.19	263.09	261.35	263.8
Female	271.6	269.81	271.94	272.1

*All data was generated using NAEP's Data Explorer:

<http://nces.ed.gov/nationsreportcard/naepdata/>

‡NAEP reporting standards not met.

EVIDENCE FOR (A)(3)(II)

4TH GRADE NAEP MATHEMATICS

Percent of Students by Subgroup At Least Proficient on the 4th Grade NAEP Mathematics Assessment, 2000-2009*					
Student Subgroup	2000	2003	2005	2007	2009
All Students	24.58%	35.75%	42.51%	45.87%	45.28%
White	29.47%	42.21%	50.88%	53.03%	53.98%
Black	2.45%	9.53%	15.80%	17.94%	13.52%
Hispanic	‡	15.54%	20.81%	25.07%	24.51%
Asian/Pacific Islander	‡	‡	‡	‡	‡
American Indian	‡	‡	‡	‡	‡
Unclassified	‡	34.32%	34.78%	40.72%	38.06%
Eligible for School Lunch	10.49%	17.17%	21.18%	23.27%	23.89%
English Language Learners	‡	18.38%	NC	26.67%	36.19%
Students With Disabilities	‡	9.02%	20.40%	22.25%	17.85%
Male	28.41%	37.33%	45.19%	48.99%	47.73%
Female	20.72%	34.09%	39.72%	42.61%	42.82%

Average Scaled Scores by Subgroup on the 4th Grade NAEP Mathematics Assessments, 2000-2009					
Student Subgroups	2000	2003	2005	2007	2009
All Students	230.0	237.8	242.1	244.5	243.7
White	235.0	243.0	248.5	249.5	249.3
Black	206.2	216.5	220.8	224.7	222.1
Hispanic	‡	224.6	230.8	231.2	233.0
Asian/Pacific Islander	‡	‡	‡	‡	‡
American Indian	‡	‡	‡	‡	‡
Unclassified	‡	239.1	238.6	242.0	239.8
Eligible for School Lunch	216.3	223.6	226.8	230.3	229.8
English Language Learner	‡	212.9	‡	230.8	239.3
Students With Disabilities	‡	214.0	222.5	227.1	220.1
Male	233.3	238.6	243.2	246.4	245.5
Female	227.9	236.9	241.0	242.6	241.9

*All data was generated using NAEP's Data Explorer:

<http://nces.ed.gov/nationsreportcard/naepdata/>

‡NAEP reporting standards not met.

EVIDENCE FOR (A)(3)(II)

8TH GRADE NAEP MATHEMATICS

Percent of Students by Subgroup At Least Proficient on the 8th Grade NAEP Mathematics Assessment, 2000-2009*

Student Subgroup	2000	2003	2005	2007	2009
All Students	30.25%	30.43%	33.12%	35.38%	35.68%
White	33.62%	35.40%	38.24%	41.56%	41.10%
Black	7.05%	8.08%	7.14%	8.86%	10.87%
Hispanic	‡	18.17%	10.97%	25.25%	16.36%
Asian/Pacific Islander	‡	‡	‡	‡	‡
American Indian	‡	‡	‡	‡	‡
Unclassified	‡	‡	‡	31.39%	22.44%
Eligible for School Lunch	9.1%	11.48%	15.51%	15.96%	18.36%
Students with Disabilities	‡	5.04%	8.59%	7.31%	11.34%
English Language Learners	‡	2.76%	‡	17.04%	10.80%
Male	31.73%	32.22%	34.44%	37.82%	37.61%
Female	28.69%	28.64%	31.82%	32.86%	33.73%

Average Scaled Scores by Subgroup on the 8th Grade NAEP Mathematics Assessments, 2000-2009*

Student Subgroups	2000	2003	2005	2007	2009
All Students	280.6	281.6	283.3	284.9	285.6
White	285.0	287.1	288.9	290.9	291.1
Black	251.2	257.1	255.2	257.8	259.6
Hispanic	‡	270.0	259.4	275.8	267.3
Asian/Pacific Islander	‡	‡	‡	‡	‡
American Indian	‡	‡	‡	‡	‡
Unclassified	‡	‡	‡	286.7	275.6
Eligible for School Lunch	256.7	263.5	265.2	267.8	268.7
Students With Disabilities	‡	244.6	251.3	250.2	254.9
English Language Learner	‡	234.1	NC	261.5	260.7
Male	281.03	282.7	284.18	286.3	287.0
Female	280.11	280.6	282.33	283.4	284.2

*All data was generated using NAEP's Data Explorer:

<http://nces.ed.gov/nationsreportcard/naepdata/>

‡NAEP reporting standards not met.

EVIDENCE FOR (A)(3)(II)

3RD GRADE READING OAT

Percent Proficient by Subgroup on the 3rd Grade Reading Ohio Achievement Test (OAT), 2004-2009						
Student Subgroups	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	78.2%	77.3%	75.1%	78.3%	77.4%	77.4%
Asian or Pacific Islander	85.3%	87.6%	84.3%	87.8%	85.8%	87.7%
Black, Non-Hispanic	57.4%	58.6%	52.3%	57.4%	56.4%	55.9%
Hispanic	62.5%	62.6%	59.1%	62.5%	62.0%	62.4%
American Indian or Alaskan Native	73.6%	75.1%	67.0%	76.4%	72.6%	68.9%
Multiracial	77.5%	74.0%	71.1%	74.2%	74.2%	74.5%
White, Non-Hispanic	83.3%	81.8%	80.6%	83.6%	82.7%	82.6%
Students with Disabilities	50.2%	54.0%	52.6%	55.6%	55.7%	52.8%
Economically Disadvantaged	63.8%	64.4%	61.1%	65.5%	65.3%	65.0%
Limited English Proficiency	53.9%	59.7%	55.3%	60.6%	59.0%	62.5%

Average Scaled Scores by Subgroup on the 3rd Grade Reading Ohio Achievement Test (OAT), 2004-2009						
Student Subgroups	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	418.2	417.1	418.4	417.2	418.0	419.0
Asian or Pacific Islander	427.1	428.1	426.3	430.6	427.3	431.7
Black, Non-Hispanic	402.5	402.5	400.2	401.9	402.3	402.4
Hispanic	405.7	405.4	404.9	405.2	405.6	407.2
American Indian or Alaskan Native	414.1	414.7	410.5	414.7	415.1	413.1
Multiracial	416.5	414.0	413.9	414.9	414.4	416.1
White, Non-Hispanic	422.0	420.6	421.2	422.5	421.9	423.0
Students with Disabilities	398.5	399.1	399.9	400.1	400.5	400.5
Economically Disadvantaged	406.7	406.7	407.7	406.2	408.2	408.5
Limited English Proficiency	400.9	403.2	404.4	402.3	404.2	407.6

*The first 3rd Grade OAT in Reading was administered in 2003-2004. Prior to the OATs, Ohio administered Proficiency Tests in the 4th, 6th, and 9th grades. Given the significant differences between the OATs and Proficiency Tests, comparisons between test results before and after the implementation of the OATs is not advisable.

EVIDENCE FOR (A)(3)(II)

4TH GRADE READING OAT

Percent Proficient by Subgroup on the 4th Grade Reading Ohio Achievement Test (OAT), 2005-2009*

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	76.6%	76.8%	80.0%	81.1%	82.0%
Asian or Pacific Islander	86.2%	87.4%	88.9%	90.0%	88.9%
Black, Non-Hispanic	54.7%	53.9%	57.2%	59.0%	61.1%
Hispanic	62.6%	62.1%	67.9%	68.7%	69.4%
American Indian or Alaskan Native	71.8%	77.8%	78.7%	77.3%	77.3%
Multiracial	74.5%	73.3%	77.8%	78.7%	79.9%
White, Non-Hispanic	81.7%	82.2%	85.2%	86.3%	86.9%
Students with Disabilities	49.7%	50.7%	57.0%	58.5%	55.9%
Economically Disadvantaged	62.4%	62.6%	67.2%	69.4%	70.8%
Limited English Proficiency	55.9%	56.4%	63.6%	65.7%	67.6%

Average Scaled Scores by Subgroup on the 4th Grade Reading Ohio Achievement Test (OAT), 2005-2009*

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	420.1	424.6	419.6	421.6	427.8
Asian or Pacific Islander	432.7	434.1	439.5	435.7	441.7
Black, Non-Hispanic	400.9	400.7	403.9	403.7	408.5
Hispanic	407.9	407.4	411.8	410.4	415.0
American Indian or Alaskan Native	415.2	417.1	420.2	417.5	422.5
Multiracial	417.2	416.6	420.9	418.5	423.9
White, Non-Hispanic	424.4	423.9	429.2	425.7	432.3
Students with Disabilities	397.2	397.0	401.7	401.2	404.6
Economically Disadvantaged	407.5	411.6	407.1	410.7	415.4
Limited English Proficiency	403.2	409.4	403.3	409.5	414.4

*The first 4th Grade OAT in Reading was administered in 2004-2005. Prior to the OATs, Ohio administered Proficiency Tests in the 4th, 6th, and 9th grades. Given the significant differences between the OATs and Proficiency Tests, comparisons between test results before and after the implementation of the OATs is not advisable.

EVIDENCE FOR (A)(3)(II)

5TH GRADE READING OAT

Percent Proficient by Subgroup on the 5th Grade Reading Ohio Achievement Test (OAT), 2005-2009*

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	76.9%	75.3%	80.0%	72.7%	72.0%
Asian or Pacific Islander	87.5%	87.5%	89.6%	86.4%	83.8%
Black, Non-Hispanic	53.5%	50.4%	57.6%	44.9%	45.2%
Hispanic	65.7%	59.9%	67.5%	58.8%	57.0%
American Indian or Alaskan Native	70.6%	70.7%	76.5%	72.8%	68.8%
Multiracial	76.2%	73.5%	76.9%	68.4%	67.8%
White, Non-Hispanic	82.4%	81.0%	85.2%	78.9%	78.2%
Students with Disabilities	43.7%	46.4%	51.9%	43.6%	39.8%
Economically Disadvantaged	61.9%	60.0%	66.6%	57.7%	56.7%
Limited English Proficiency	57.3%	52.9%	62.0%	53.0%	55.7%

Average Scaled Scores by Subgroup on the 5th Grade Reading Ohio Achievement Test (OAT), 2005-2009*

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	417.4	421.5	421.9	413.8	415.7
Asian or Pacific Islander	431.2	438.4	435.0	429.7	431.0
Black, Non-Hispanic	398.5	398.8	401.9	391.2	394.5
Hispanic	406.4	406.3	409.2	401.0	403.3
American Indian or Alaskan Native	414.3	418.6	416.1	410.8	413.9
Multiracial	415.4	418.5	418.3	409.9	411.8
White, Non-Hispanic	421.9	427.2	425.9	418.8	420.5
Students with Disabilities	421.9	393.4	395.7	386.4	388.8
Economically Disadvantaged	404.2	408.5	406.3	400.7	402.7
Limited English Proficiency	401.0	405.9	400.3	397.1	402.2

*The first 5th Grade OAT in Reading was administered in 2004-2005. Prior to the OATs, Ohio administered Proficiency Tests in the 4th, 6th, and 9th grades. Given the significant differences between the OATs and Proficiency Tests, comparisons between test results before and after the implementation of the OATs is not advisable.

EVIDENCE FOR (A)(3)(II)

6TH GRADE READING OAT

Percent Proficient by Subgroup on the 6th Grade Reading Ohio Achievement Test (OAT), 2006-2009*				
Student Subgroups	2005-2006	2006-2007	2007-2008	2008-2009
All Students	83.6%	77.7%	79.7%	81.3%
Asian or Pacific Islander	92.2%	87.9%	90.2%	90.5%
Black, Non-Hispanic	64.8%	53.2%	58.2%	59.7%
Hispanic	71.2%	62.5%	68.1%	70.7%
American Indian or Alaskan Native	77.8%	75.3%	77.4%	76.3%
Multiracial	82.8%	75.1%	77.0%	79.1%
White, Non-Hispanic	88.2%	83.4%	84.5%	86.1%
Students with Disabilities	55.8%	49.4%	49.6%	50.5%
Economically Disadvantaged	71.3%	62.7%	66.6%	69.0%
Limited English Proficiency	62.0%	55.0%	61.4%	69.0%

Average Scaled Scores by Subgroup on the 6th Grade Reading Ohio Achievement Test (OAT), 2006-2009*				
Student Subgroups	2005-2006	2006-2007	2007-2008	2008-2009
All Students	419.0	426.5	422.9	424.0
Asian or Pacific Islander	440.5	432.1	437.1	439.7
Black, Non-Hispanic	408.6	400.5	405.3	405.2
Hispanic	414.3	407.0	412.8	413.4
American Indian or Alaskan Native	419.7	415.3	419.4	416.6
Multiracial	424.0	415.6	420.1	419.9
White, Non-Hispanic	430.8	423.2	426.8	428.2
Students with Disabilities	401.0	395.7	397.2	399.1
Economically Disadvantaged	406.4	413.4	411.0	411.6
Limited English Proficiency	402.9	407.5	408.8	412.2

*The first 6th Grade OAT in Reading was administered in 2005-2006. Prior to the OATs, Ohio administered Proficiency Tests in the 4th, 6th, and 9th grades. Given the significant differences between the OATs and Proficiency Tests, comparisons between test results before and after the implementation of the OATs is not advisable.

EVIDENCE FOR (A)(3)(II)

7TH GRADE READING OAT

Percent Proficient by Subgroup on the 7th Grade Reading Ohio Achievement Test (OAT), 2006-2009*				
Student Subgroups	2005-2006	2006-2007	2007-2008	2008-2009
All Students	78.9%	77.5%	77.3%	76.6%
Asian or Pacific Islander	88.8%	88.5%	87.7%	88.8%
Black, Non-Hispanic	56.2%	52.5%	53.7%	51.3%
Hispanic	65.5%	63.0%	61.3%	63.1%
American Indian or Alaskan Native	70.6%	71.6%	72.2%	73.6%
Multiracial	78.2%	76.0%	75.0%	74.0%
White, Non-Hispanic	84.4%	83.5%	82.7%	82.1%
Students with Disabilities	43.5%	44.8%	43.7%	40.2%
Economically Disadvantaged	63.6%	61.9%	63.1%	61.3%
Limited English Proficiency	53.6%	55.3%	52.7%	56.2%

Average Scaled Scores by Subgroup on the 7th Grade Reading Ohio Achievement Test (OAT), 2006-2009*				
Student Subgroups	2005-2006	2006-2007	2007-2008	2008-2009
All Students	418.9	421.3	418.5	418.8
Asian or Pacific Islander	434.1	432.8	434.0	434.1
Black, Non-Hispanic	400.8	399.6	399.5	398.7
Hispanic	408.1	407.0	405.5	406.9
American Indian or Alaskan Native	414.7	414.1	414.3	414.2
Multiracial	418.4	415.6	415.5	415.6
White, Non-Hispanic	426.2	423.4	422.7	423.2
Students with Disabilities	390.9	392.1	389.5	389.6
Economically Disadvantaged	405.6	406.5	405.9	405.5
Limited English Proficiency	401.0	400.6	400.0	402.9

*The first 7th Grade OAT in Reading was administered in 2005-2006. Prior to the OATs, Ohio administered Proficiency Tests in the 4th, 6th, and 9th grades. Given the significant differences between the OATs and Proficiency Tests, comparisons between test results before and after the implementation of the OATs is not advisable.

EVIDENCE FOR (A)(3)(II)

8TH GRADE READING OAT

Percent Proficient by Subgroup on the 8th Grade Reading Ohio Achievement Test (OAT), 2005-2009*

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	78.9%	77.1%	80.2%	79.4%	72.4%
Asian or Pacific Islander	86.5%	86.7%	88.3%	89.9%	83.5%
Black, Non-Hispanic	56.5%	52.4%	59.9%	58.1%	48.6%
Hispanic	62.8%	62.7%	65.3%	66.2%	59.1%
American Indian or Alaskan Native	76.5%	71.7%	76.2%	71.0%	70.9%
Multiracial	77.0%	74.1%	77.4%	77.5%	68.7%
White, Non-Hispanic	83.9%	82.8%	85.1%	84.4%	77.7%
Students with Disabilities	39.8%	40.0%	45.6%	45.4%	34.1%
Economically Disadvantaged	62.6%	60.8%	66.0%	65.9%	56.2%
Limited English Proficiency	50.9%	52.5%	52.3%	56.3%	50.0%

Average Scaled Scores by Subgroup on the 8th Grade Reading Ohio Achievement Test (OAT), 2005-2009*

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	420.4	420.7	421.0	422.2	415.6
Asian or Pacific Islander	432.3	434.6	431.8	437.7	428.3
Black, Non-Hispanic	400.7	399.4	402.7	403.4	398.8
Hispanic	405.2	406.5	407.6	409.5	405.3
American Indian or Alaskan Native	416.2	415.9	415.3	415.2	414.8
Multiracial	417.9	416.7	417.1	418.8	411.9
White, Non-Hispanic	424.7	425.9	425.0	426.6	419.3
Students with Disabilities	388.7	388.9	391.7	392.0	388.0
Economically Disadvantaged	405.2	407.4	405.6	409.3	403.4
Limited English Proficiency	397.4	399.1	399.3	403.0	400.0

*The first 8th Grade OAT in Reading was administered in 2004-2005. Prior to the OATs, Ohio administered Proficiency Tests in the 4th, 6th, and 9th grades. Given the significant differences between the OATs and Proficiency Tests, comparisons between test results before and after the implementation of the OATs is not advisable.

EVIDENCE FOR (A)(3)(II)

10TH GRADE READING OGT

Percent Proficient by Subgroup on the 10th Grade Reading Ohio Graduation Test (OGT), 2005-2009*

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	92.0%	89.4%	86.9%	85.2%	84.5%
Asian or Pacific Islander	94.2%	93.0%	91.4%	91.0%	89.5%
Black, Non-Hispanic	81.2%	75.5%	73.0%	68.9%	68.7%
Hispanic	83.0%	79.6%	74.8%	75.4%	73.4%
American Indian or Alaskan Native	92.6%	87.2%	78.7%	83.1%	83.8%
Multiracial	89.5%	88.1%	84.9%	82.8%	83.3%
White, Non-Hispanic	93.9%	92.2%	90.0%	88.8%	88.2%
Students with Disabilities	59.7%	56.9%	52.2%	49.9%	46.1%
Economically Disadvantaged	81.7%	78.4%	75.6%	74.3%	72.7%
Limited English Proficiency	72.6%	63.5%	60.8%	55.9%	59.7%

Average Scaled Scores by Subgroup on the 10th Grade Reading Ohio Graduation Test (OGT), 2005-2009*

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	433.4	423.1	429.3	424.5	425.5
Asian or Pacific Islander	440.1	438.7	431.3	433.8	435.1
Black, Non-Hispanic	416.2	412.8	410.7	409.2	410.5
Hispanic	422.0	418.4	413.4	414.7	415.0
American Indian or Alaskan Native	431.0	422.9	418.8	421.4	423.2
Multiracial	430.6	427.3	420.8	421.7	422.9
White, Non-Hispanic	436.3	432.5	425.7	427.9	428.9
Students with Disabilities	403.6	400.3	398.0	396.1	396.5
Economically Disadvantaged	418.5	412.9	416.4	413.8	413.8
Limited English Proficiency	412.9	404.3	408.1	402.7	405.8

*The first 10th Grade OGT in Reading was administered in 2004-2005. Prior to the OGTs, Ohio administered Proficiency Tests in the 4th, 6th, and 9th grades. Given the significant differences between the OATs and Proficiency Tests, comparisons between test results before and after the implementation of the OATs is not advisable.

EVIDENCE FOR (A)(3)(II)

3RD GRADE MATHEMATICS OAT

Percent Proficient by Subgroup on the 3rd Grade Mathematics Ohio Achievement Test (OAT), 2005-2009*

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	70.4%	74.9%	84.5%	79.3%	81.3%
Asian or Pacific Islander	87.1%	86.1%	93.0%	89.1%	90.5%
Black, Non-Hispanic	42.6%	49.3%	63.6%	53.8%	59.4%
Hispanic	54.3%	60.9%	71.8%	63.3%	70.0%
American Indian or Alaskan Native	68.9%	73.2%	81.3%	75.5%	74.2%
Multiracial	65.8%	70.3%	81.6%	75.6%	77.6%
White, Non-Hispanic	76.8%	80.8%	89.5%	85.4%	86.5%
Students with Disabilities	47.4%	54.4%	64.5%	57.6%	56.5%
Economically Disadvantaged	54.4%	61.1%	73.8%	67.0%	70.2%
Limited English Proficiency	54.1%	59.6%	71.7%	62.7%	70.1%

Average Scaled Scores by Subgroup on the 3rd Grade Mathematics Ohio Achievement Test (OAT), 2005-2009

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	414.7	424.3	418.4	420.9	422.4
Asian or Pacific Islander	432.8	433.0	437.8	435.7	436.4
Black, Non-Hispanic	394.4	399.2	406.0	399.7	404.3
Hispanic	402.0	406.8	412.4	407.2	411.4
American Indian or Alaskan Native	413.4	414.3	419.8	417.7	416.9
Multiracial	409.8	413.7	420.3	416.1	418.3
White, Non-Hispanic	419.3	422.7	428.5	425.8	426.6
Students with Disabilities	395.4	401.1	405.5	400.5	402.3
Economically Disadvantaged	402.2	413.4	406.9	409.1	411.8
Limited English Proficiency	402.8	413.5	407.1	408.3	413.4

*The first 3rd Grade OAT in Reading was administered in 2003-2004. Prior to the OATs, Ohio administered Proficiency Tests in the 4th, 6th, and 9th grades. Given the significant differences between the OATs and Proficiency Tests, comparisons between test results before and after the implementation of the OATs is not advisable.

EVIDENCE FOR (A)(3)(II)

4RD GRADE MATHEMATICS OAT

Percent Proficient by Subgroup on the 4th Grade Mathematics Ohio Achievement Test (OAT), 2006-2009*				
Student Subgroups	2005-2006	2006-2007	2007-2008	2008-2009
All Students	76.9%	75.9%	74.6%	78.4%
Asian or Pacific Islander	91.1%	88.4%	88.4%	88.6%
Black, Non-Hispanic	50.7%	50.3%	49.1%	52.8%
Hispanic	61.8%	61.4%	59.4%	64.6%
American Indian or Alaskan Native	76.7%	73.8%	73.4%	75.4%
Multiracial	72.8%	71.5%	68.5%	75.2%
White, Non-Hispanic	82.9%	81.8%	80.7%	84.4%
Students with Disabilities	51.9%	52.7%	48.5%	49.7%
Economically Disadvantaged	62.3%	62.0%	60.8%	65.6%
Limited English Proficiency	59.9%	61.0%	60.9%	65.8%

Average Scaled Scores by Subgroup on the 4th Grade Mathematics Ohio Achievement Test (OAT), 2006-2009*				
Student Subgroups	2005-2006	2006-2007	2007-2008	2008-2009
All Students	420.1	421.6	419.7	425.1
Asian or Pacific Islander	443.1	440.6	441.2	443.7
Black, Non-Hispanic	399.0	397.5	395.7	401.4
Hispanic	408.0	406.8	404.5	410.3
American Indian or Alaskan Native	419.3	415.6	414.5	420.4
Multiracial	416.7	414.9	413.2	419.3
White, Non-Hispanic	426.6	425.1	425.2	430.5
Students with Disabilities	398.2	396.8	392.2	398.3
Economically Disadvantaged	406.5	407.5	405.3	411.2
Limited English Proficiency	407.5	406.7	407.0	412.9

*The first 4th Grade OAT in Mathematics was administered in 2005-2006. Prior to the OATs, Ohio administered Proficiency Tests in the 4th, 6th, and 9th grades. Given the significant differences between the OATs and Proficiency Tests, comparisons between test results before and after the implementation of the OATs is not advisable.

EVIDENCE FOR (A)(3)(II)

5TH GRADE MATHEMATICS OAT

Percent Proficient by Subgroup on the 5th Grade Mathematics Ohio Achievement Test (OAT), 2006-2009*				
Student Subgroups	2005-2006	2006-2007	2007-2008	2008-2009
All Students	62.7%	61.2%	61.8%	62.3%
Asian or Pacific Islander	82.6%	83.3%	83.0%	82.6%
Black, Non-Hispanic	32.6%	31.9%	32.3%	32.5%
Hispanic	46.7%	45.2%	44.3%	45.1%
American Indian or Alaskan Native	54.2%	52.3%	61.5%	56.1%
Multiracial	56.5%	54.1%	53.8%	54.7%
White, Non-Hispanic	69.6%	67.9%	68.6%	69.3%
Students with Disabilities	36.1%	35.1%	35.4%	31.2%
Economically Disadvantaged	43.9%	42.9%	44.6%	45.0%
Limited English Proficiency	45.4%	46.2%	47.2%	49.2%

Average Scaled Scores by Subgroup on the 5th Grade Mathematics Ohio Achievement Test (OAT), 2006-2009*				
Student Subgroups	2005-2006	2006-2007	2007-2008	2008-2009
All Students	409.2	407.3	408.8	410.8
Asian or Pacific Islander	427.0	434.8	435.5	436.1
Black, Non-Hispanic	384.5	385.0	382.7	385.8
Hispanic	394.8	395.9	393.6	396.6
American Indian or Alaskan Native	403.0	401.2	405.9	403.5
Multiracial	402.5	403.3	402.0	404.1
White, Non-Hispanic	412.4	414.5	414.4	416.4
Students with Disabilities	383.7	382.8	380.5	382.1
Economically Disadvantaged	393.7	393.0	393.1	395.6
Limited English Proficiency	396.8	394.0	396.0	400.3

*The first 5th Grade OAT in Mathematics was administered in 2005-2006. Prior to the OATs, Ohio administered Proficiency Tests in the 4th, 6th, and 9th grades. Given the significant differences between the OATs and Proficiency Tests, comparisons between test results before and after the implementation of the OATs is not advisable.

EVIDENCE FOR (A)(3)(II)

6TH GRADE MATHEMATICS OAT

Percent Proficient by Subgroup on the 6th Grade Mathematics Ohio Achievement Test (OAT), 2006-2009*				
Student Subgroups	2005-2006	2006-2007	2007-2008	2008-2009
All Students	68.4%	74.0%	76.6%	75.2%
Asian or Pacific Islander	87.5%	89.7%	91.5%	89.1%
Black, Non-Hispanic	40.4%	45.2%	48.9%	47.4%
Hispanic	52.7%	61.5%	61.6%	61.5%
American Indian or Alaskan Native	64.1%	64.0%	76.8%	78.0%
Multiracial	62.9%	69.1%	71.4%	71.2%
White, Non-Hispanic	75.1%	80.5%	83.0%	81.4%
Students with Disabilities	36.4%	42.4%	45.8%	40.4%
Economically Disadvantaged	50.2%	57.5%	61.7%	59.9%
Limited English Proficiency	49.8%	56.8%	60.6%	62.7%

Average Scaled Scores by Subgroup on the 6th Grade Mathematics Ohio Achievement Test (OAT), 2006-2009*				
Student Subgroups	2005-2006	2006-2007	2007-2008	2008-2009
All Students	423.2	416.0	424.7	425.2
Asian or Pacific Islander	443.7	448.5	453.0	452.0
Black, Non-Hispanic	392.7	395.2	396.7	396.5
Hispanic	402.4	408.2	408.6	409.6
American Indian or Alaskan Native	410.5	417.4	420.3	420.8
Multiracial	410.3	417.0	418.3	418.4
White, Non-Hispanic	421.5	429.3	430.8	431.4
Students with Disabilities	386.4	389.0	390.8	388.6
Economically Disadvantaged	405.4	399.8	407.7	407.5
Limited English Proficiency	406.0	401.3	409.1	412.5

*The first 6th Grade OAT in Mathematics was administered in 2005-2006. Prior to the OATs, Ohio administered Proficiency Tests in the 4th, 6th, and 9th grades. Given the significant differences between the OATs and Proficiency Tests, comparisons between test results before and after the implementation of the OATs is not advisable.

EVIDENCE FOR (A)(3)(II)

7TH GRADE MATHEMATICS OAT

Percent Proficient by Subgroup on the 7th Grade Mathematics Ohio Achievement Test (OAT), 2005-2009*

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	58.5%	63.2%	71.2%	68.8%	74.3%
Asian or Pacific Islander	82.5%	83.6%	89.2%	87.8%	89.3%
Black, Non-Hispanic	27.0%	34.6%	45.0%	38.3%	47.5%
Hispanic	39.7%	47.0%	56.4%	51.9%	60.5%
American Indian or Alaskan Native	51.1%	54.5%	67.6%	64.2%	72.5%
Multiracial	51.0%	56.6%	66.4%	62.8%	68.6%
White, Non-Hispanic	65.7%	70.2%	77.5%	75.7%	80.4%
Students with Disabilities	23.3%	30.8%	38.1%	36.0%	39.4%
Economically Disadvantaged	37.3%	44.4%	54.0%	51.6%	58.6%
Limited English Proficiency	43.3%	45.2%	53.2%	50.4%	60.3%

Average Scaled Scores by Subgroup on the 7th Grade Mathematics Ohio Achievement Test (OAT), 2005-2009*

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	408.8	414.0	410.1	417.1	418.4
Asian or Pacific Islander	435.1	433.6	437.6	443.1	443.8
Black, Non-Hispanic	388.0	390.1	396.1	394.1	396.5
Hispanic	395.9	398.7	402.8	403.7	405.1
American Indian or Alaskan Native	403.2	401.6	410.7	414.0	411.2
Multiracial	403.3	404.8	409.0	411.1	412.9
White, Non-Hispanic	413.3	414.8	418.1	422.1	423.0
Students with Disabilities	383.4	385.8	389.9	389.6	390.2
Economically Disadvantaged	394.0	401.3	396.3	402.7	403.9
Limited English Proficiency	398.9	403.0	399.0	404.3	407.5

*The first 7th Grade OAT in Mathematics was administered in 2004-2005. Prior to the OATs, Ohio administered Proficiency Tests in the 4th, 6th, and 9th grades. Given the significant differences between the OATs and Proficiency Tests, comparisons between test results before and after the implementation of the OATs is not advisable.

EVIDENCE FOR (A)(3)(II)

8TH GRADE MATHEMATICS OAT

Percent Proficient by Subgroup on the 8th Grade Mathematics Ohio Achievement Test (OAT), 2005-2009*

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	60.1%	68.6%	71.5%	72.8%	70.6%
Asian or Pacific Islander	82.4%	87.1%	88.1%	90.4%	85.3%
Black, Non-Hispanic	27.9%	39.3%	45.4%	45.6%	41.1%
Hispanic	39.6%	49.0%	56.4%	57.8%	54.6%
American Indian or Alaskan Native	50.7%	61.6%	59.6%	67.9%	68.7%
Multiracial	54.2%	62.7%	65.8%	67.1%	64.1%
White, Non-Hispanic	67.2%	75.3%	77.8%	79.2%	77.3%
Students with Disabilities	22.7%	31.4%	35.8%	37.8%	32.1%
Economically Disadvantaged	37.4%	49.1%	54.1%	56.8%	52.6%
Limited English Proficiency	41.6%	49.0%	53.0%	55.2%	52.3%

Average Scaled Scores by Subgroup on the 8th Grade Mathematics Ohio Achievement Test (OAT), 2005-2009*

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	408.7	412.8	412.4	418.4	415.9
Asian or Pacific Islander	432.9	434.1	432.4	442.9	437.3
Black, Non-Hispanic	387.1	393.7	396.0	398.3	394.7
Hispanic	395.2	399.6	402.8	406.6	403.5
American Indian or Alaskan Native	402.6	405.6	405.9	412.7	414.4
Multiracial	403.6	407.5	408.0	412.6	409.6
White, Non-Hispanic	413.3	416.6	416.6	423.0	420.5
Students with Disabilities	381.5	387.9	388.9	391.5	387.5
Economically Disadvantaged	392.9	400.8	399.1	405.4	401.5
Limited English Proficiency	397.7	402.8	401.7	407.0	403.7

*The first 8th Grade OAT in Mathematics was administered in 2004-2005. Prior to the OATs, Ohio administered Proficiency Tests in the 4th, 6th, and 9th grades. Given the significant differences between the OATs and Proficiency Tests, comparisons between test results before and after the implementation of the OATs is not advisable.

EVIDENCE FOR (A)(3)(II)

10TH GRADE MATHEMATICS OGT

Percent Proficient by Subgroup on the 10th Grade Mathematics Ohio Graduation Test (OGT), 2005-2009*

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	81.6%	82.7%	81.2%	79.0%	81.4%
Asian or Pacific Islander	90.8%	92.6%	91.6%	91.7%	92.6%
Black, Non-Hispanic	57.1%	59.7%	56.4%	53.7%	59.2%
Hispanic	66.3%	71.2%	68.0%	66.8%	69.5%
American Indian or Alaskan Native	73.8%	76.3%	72.8%	76.6%	75.9%
Multiracial	76.7%	81.0%	76.4%	73.8%	77.9%
White, Non-Hispanic	85.9%	87.2%	86.4%	84.6%	86.5%
Students with Disabilities	39.6%	45.0%	44.7%	41.5%	40.9%
Economically Disadvantaged	63.7%	67.4%	65.5%	64.7%	67.4%
Limited English Proficiency	57.2%	61.2%	58.7%	54.5%	61.1%

Average Scaled Scores by Subgroup on the 10th Grade Mathematics Ohio Graduation Test (OGT), 2005-2009*

Student Subgroups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	425.8	426.9	429.1	428.1	430.8
Asian or Pacific Islander	443.6	453.3	446.2	452.3	451.9
Black, Non-Hispanic	401.7	404.3	404.4	403.5	407.6
Hispanic	410.7	415.3	413.7	414.1	417.2
American Indian or Alaskan Native	417.9	421.4	420.7	420.7	425.0
Multiracial	420.3	424.5	420.4	420.8	424.5
White, Non-Hispanic	429.8	433.8	431.5	433.5	436.0
Students with Disabilities	393.4	394.8	396.4	392.8	395.3
Economically Disadvantaged	407.3	411.3	411.6	412.4	414.6
Limited English Proficiency	408.4	408.7	411.9	407.5	412.1

*The first 10th Grade OGT in Mathematics was administered in 2004-2005. Prior to the OGTs, Ohio administered Proficiency Tests in the 4th, 6th, and 9th grades. Given the significant differences between the OATs and Proficiency Tests, comparisons between test results before and after the implementation of the OATs is not advisable.

NAEP		What Is It?	How NAEP Administers It	State Accommodations
	Directions read aloud in native language	Subjects: Math & Science	<p>This accommodation requires that the session script instructions be read aloud in Spanish.</p>	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The person administering the session will use the grade-appropriate bilingual session script to conduct the session. <p>Translated recordings that are available for several of the largest second language groups in Ohio for the OAT include the translation of the directions into the student's native language.</p>
	Test items read aloud in native language	Subjects: Math & Science	<p>For this accommodation, students may request to have words, phrases, or sentences read aloud to them in Spanish.</p> <p>This requires the student to use the bilingual Spanish/English mathematics or science booklet. Therefore, this accommodation is only allowed with the mathematics or science booklet in Spanish.</p>	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The person administering the session will use the grade-appropriate bilingual session script to conduct the session. Students will complete the assessment using the bilingual Spanish/English mathematics or science assessment booklets. <p>Translated recordings are available for several of the largest second language groups in Ohio for the OAT. On reading tests, only directions, questions and answer choices are allowed to be translated. Reading passages must be read in English by students on reading tests. In general, the entire test for other test subjects may be translated. Eligible Limited English Proficient (LEP) students whose native language is not available via an audio test format may have an oral translator provide this accommodation.</p>
Direct Linguistic Support	Bilingual booklet	Subjects: Math	<p>NAEP has bilingual Spanish/English mathematics or science assessment booklets available for students who require them. When a bilingual booklet is open, one page has the directions and questions in Spanish, and the facing page will have the same directions and questions in English. Because of the size, the booklets are printed in a set of two. Students may mark their answers on either page and in either language.</p>	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The person administering the session will use the grade-appropriate, bilingual session script to conduct the session. <p>For the Ohio Achievement Tests (OAT) in grades 3-8, bilingual forms of the test books are available in printed Spanish for March administration for eligible LEP students. These tests present allowable parts of the test in written Spanish, alongside the corresponding test questions and instructions in English. Reading passages are presented only in English. LEP students using this test format must provide their answers in written English in a regular answer format. Bilingual booklets are not provided for the Ohio Graduation Test (OGT).</p>

NAEP		What Is It?	How NAEP Administers It	State Accommodations
Presentation Format	Bilingual dictionary without definitions	<p>Subjects: Math & Science</p> <p>This is a non-electronic bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a "word-for-word" dictionary, "word-to-word translation dictionary," or a "bilingual word list."</p>	<ul style="list-style-type: none"> This accommodation is usually provided in the regular session, although students who need this accommodation will need to have extended time to look up words in the dictionary. Prior to the start of the session, the NAEP Assessment Administrator (AA) should quietly instruct the student to follow along with the regular timing of the assessment, but explain that, at the end, he/she will have extra time to go back and finish working. The AA is responsible for checking the dictionary prior to the start of the assessment to be sure it does not contain definitions. 	For students classified as limited English proficient, the dictionary should be the same as the dictionary used in classroom instruction.
	Directions only signed	<p>Subjects: Reading, Math & Science</p> <p>This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script. The interpreter may not sign any additional directions in the assessment booklet.</p>	<ul style="list-style-type: none"> This accommodation can be provided in the regular session in the back of the room (or wherever it is typically administered). The interpreter will sit near the students so they are able to see the directions being signed. 	A script is provided to indicate words that must be finger-spelled. Signing may not be used to define or clarify words or phrases on the test.
	Teachers signed	<p>Subjects: Math & Science</p> <p>This accommodation requires that a qualified sign language interpreter at the school sign some or all of the test questions and answer choices for the student.</p>	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The interpreter will sign the instructions from the grade appropriate accommodation session script to the student along with the question and answer choices, then wait for the student to mark the answer before moving on to the next question. For mathematics booklets, the interpreter will refer to the <i>Mathematics Read Aloud Guidelines</i> that are with the accommodation session scripts for details on how to sign certain mathematical symbols and equations. 	Allowable on Ohio assessments.

NAEP		What Is It?	How NAEP Administers It	State Accommodations
	Read aloud—occasional	<p>For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English.</p> <p><i>Note: Reading the script, instructions or directions aloud, when requested, so students understand where and how to record their answers is NOT considered an accommodation and should not be recorded as one. These instructions can be repeated or reworded in any way, in English, so students understand what to do.</i></p>	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session. • The AA should quietly instruct the student before the start of the session to raise his/her hand if he/she needs to have a word, phrase, or sentence read aloud. • If more than one student in a session requires this accommodation, they should be seated together in a way that minimizes distractions for other students. 	Allowable on Ohio assessments.
	Read aloud—frequent or all	<p>For this accommodation, students may request to have most or all of the assessment booklet read aloud to them in English.</p>	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session using the grade-appropriate accommodation session script. • The AA will read aloud all the questions and answer choices and then wait for all of the students to mark their answers before moving on to the next question. • For mathematics booklets, the AA will refer to the <i>Mathematics Read Aloud Guidelines</i> in the accommodation session script for details on how to read certain mathematical symbols and equations. 	Certain students are allowed to receive an accommodation which allows parts of a test to be read aloud to them. These students must either have an IEP or 504 Plan which authorizes the use of such a testing accommodation. Eligible LEP students also may receive this test accommodation. An English Audio CD-ROM provides a word by word reading of allowable parts of tests for students. The purpose of this format is to provide a standardized reading of allowable parts of the test to assist districts in providing this accommodation.

NAEP		What Is It?	How NAEP Administers It	State Accommodations
Response Format	Braille version of test Subjects: Reading, Math & Science	This is a Braille version of the booklet.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session by reading the grade-appropriate accommodation session script. • Students may require a Braille typewriter or a scribe to respond to the questions. • If a Braille typewriter is used, the AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's regular booklet. • If a scribe is used, when a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two). • The scribe should read the written response to the student. The student will get one chance to make revisions, and then will need to move on to the next question. 	Ohio provides both the OGT and the OAT in Braille for students with visual impairments.
	Large print version of test Subjects: Reading, Math & Science	NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged to 129 percent.	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session. 	Ohio provides both the OGT and the OAT in large print for students with visual impairments. Type sizes are increased significantly in large print format tests.
	Magnification equipment Subjects: Reading, Math & Science	This is a lens or system provided by the school that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, free-standing or hand-held magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session. 	Allowable on Ohio assessments.

NAEP		What Is It?	How NAEP Administers It	State Accommodations
	<p style="text-align: center;">Responding in Sign Language</p> <p>Subjects: Reading, Math & Science</p>	<p>This accommodation requires that students sign their responses to a qualified sign language interpreter provided by the school. The interpreter records the student's answers in the assessment booklet.</p>	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session by reading the grade-appropriate accommodation session script. • When a constructed response is required, the interpreter/scribe should write exactly what the student signs. A student should indicate when one sentence ends and another begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. • The interpreter/scribe should show the student the written response after the student completes it, but NOT sign the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question. 	<p>Allowable on Ohio assessments; however responses would need to be recorded in the student's answer booklet.</p>
	<p style="text-align: center;">Responding in Braille</p> <p>Subjects: Reading, Math, Science</p>	<p>This accommodation requires that a visually impaired student record his/her answers using a Braille typewriter, a slate and stylus, or an electronic Braille note taker provided by the school.</p>	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session if the Braille typewriter they use is quiet enough. Some older Braille typewriters are very loud and may require a separate session. • The AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's booklet. 	<p>Allowable on Ohio assessments; however responses would need to be recorded in the student's answer booklet.</p>

NAEP		What Is It?	How NAEP Administers It	State Accommodations
Response Format	Responds orally to scribe	<p>This accommodation requires that the student respond orally to a scribe provided by the school or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet.</p> <p>Subjects: Reading, Math & Science</p>	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The AA will administer the session by reading the grade-appropriate accommodation session script. When a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two). The scribe should show the student the written response after the student completes it, but NOT read the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question. 	<p>The scribe writes exactly what student dictates. Student is not required to spell words. On the writing test, students are required to indicate beginning of sentences (use of capitals) and end of sentences (punctuation). Student can indicate where sentences begin and end while dictating or edit what the scribe has written.</p>
	Responds using computer or typewriter	<p>This accommodation requires that the student record his/her answers using a computer or typewriter provided by the school.</p> <p><i>Note: Use of the spelling/grammar check function on a computer is NOT allowed.</i></p> <p>Subjects: Reading, Math & Science</p>	<ul style="list-style-type: none"> This accommodation can be provided in the regular session if the computer or typewriter is quiet enough. The student will use the computer or typewriter to record his/her answers. The AA will write the booklet ID number on all pages created by the computer and insert these pages into the student's booklet. The AA is responsible for checking the computer prior to the start of the assessment and for monitoring the student during the assessment to be sure the spelling/grammar check function is disabled. 	<p>Responses must be transcribed verbatim into test or answer document.</p>
	Uses template to respond	<p>This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a page by obscuring other parts of the page.</p> <p>Subjects: Reading, Math & Science</p>	<ul style="list-style-type: none"> This accommodation can be provided in the regular session. 	<p>Allowable on Ohio assessments.</p>

NAEP		What Is It?	How NAEP Administers It	State Accommodations
Setting Format	Uses special writing tool	<p>This is a large-diameter pencil, pencil grip, or other special writing tool provided by the school that a student uses to record his/her answers in the assessment booklet.</p> <p><i>NOTE: Some students' IEPs/504 Plan stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation or 504. Students who do not have this as an IEP requirement, but who typically use large-diameter pencils, pencil grips, or other special writing tools during assessments may use these for NAEP, and it will not be recorded as an accommodation.</i></p>	<ul style="list-style-type: none"> This accommodation can be provided in the regular session. The AA will verify that the student has the special writing tool before the session begins. 	Allowable on Ohio assessments.
	Small group	<p>Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.</p>	<ul style="list-style-type: none"> This is by definition a separate session. The person administering the session will use the grade-appropriate accommodation session script. 	Allowable on Ohio assessments; however there should be no student interaction or oral responses during a small group setting.
	One-on-one	<p>This accommodation requires that a student is assessed individually in an area free of distractions.</p>	<ul style="list-style-type: none"> This is a session with one student and one AA or school staff member administering the session. The person administering the session will use the grade-appropriate accommodation session script to conduct the session. If the student regularly works with a facilitator provided by the school, that person should be available for the assessment. 	Allowable on Ohio assessments.
	Study card	<p>This is a study carrel or portable screen provided by the school used to limit distractions for a student.</p>	<ul style="list-style-type: none"> This accommodation can be provided in the regular session, although occasionally the location of the study carrel is in a separate location. If a portable screen is to be used, the screen is placed on the student's desk to limit distractions for the student. 	Allowable on Ohio assessments.

NAEP		What Is It?	How NAEP Administers It	State Accommodations
Setting Format	Preferred Seating for Students	This accommodation requires that a student sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so that a student can see or hear more easily. It may also include special light and furniture used by the student.	<ul style="list-style-type: none"> This accommodation can be provided in the regular session. 	Allowable on Ohio assessments.
	School Staff Administers	This accommodation requires that a school staff member familiar to the student administer the session.	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The school staff member will administer the session by reading the grade-appropriate accommodation session script. 	Allowable on Ohio assessments.
Timing Accommodations	Extended Time	This accommodation requires that students be given extra time to complete the assessment.	<ul style="list-style-type: none"> In a regular session, this accommodation requires that students be given extra time after the timed session has been completed to continue to work on the cognitive sections of the assessment. Prior to the start of the session, the AA should quietly instruct students with this accommodation to follow along with the regular timing of the assessment, but explain that, at the end, they will have extra time to go back and finish working. In a separate session, if most or all of the students are still working on a section at the end of the regular time limit, the AA should allow them to continue to work for about 10 more minutes per section. If most are finished, he/she should move on to the next section. In either case, students who need extra time may go back to work on unfinished sections of the assessment up to the maximum time allowed, which is three times the normal time. The only limit for extended time is that students may not take more than three times the regular time allocated for a particular section of the booklet. During the extended time, the AA must remain in the testing location until students have finished the assessment. 	Allowable on Ohio assessments up to one school day as defined by the school district.

NAEP		What Is It?	How NAEP Administers It	State Accommodations
	Breaks during test	<p>Subjects: Reading, Math & Science</p> <p>This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.</p>	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • There are no specific NAEP requirements regarding the length of time for a break, how often the breaks are taken, or whether the student has contact with other students during the breaks. The test must, however, be administered during a single day. 	Allowable on Ohio assessments as long as there is no potential for discussion of the test with other students.
Other Accommodations	Other	<p>Subjects: Reading, Math & Science</p> <p>This category includes accommodations provided by the school that are not listed above and are regularly used by one or more students sampled for the assessment. Examples are that some hearing-impaired students require the administrator to wear a small microphone. Other students require the "read aloud to self" accommodation.</p> <p><i>NOTE. Some schools provide special equipment such as colored highlighters for all students to use as a testing "strategy." If these are typically used on the state assessment by these students, they are allowed for use on NAEP and are not considered an accommodation. However NAEP does not allow the use of scrap paper or graph paper. Students are instructed to show all of their work in the assessment booklet.</i></p>	<ul style="list-style-type: none"> • Many of the accommodations that fall into this category can be administered during the regular session provided they do not distract the other students in the session. 	Allowable on a case-by-case basis.

Statement Regarding Ohio's Exclusion Policy on NAEP

Ohio does not have a statewide exclusion policy for NAEP. The decision to exclude a child from participation in NAEP ultimately rests with the local district. For students with disabilities, exclusion is based upon a student's IEP. For students with limited English proficiency, those who have been enrolled in U.S. schools for fewer than 180 days are not required to participate in statewide testing.

**NAEP Exclusion and Accommodation Rates for
Students with Disabilities and English Language Learners**
Identified students (ID), Excluded (Excl) and Accommodated (Accm)

2009 Grade 4 Mathematics										
Jurisdiction	Students with Disabilities					English Language Learners				
	% of total			% of SD		% of total			% of ELL	
	ID	Excl	Accm	Excl	Accm	ID	Excl	Accm	Excl	Accm
National Public	13	2	8	16	62	10	1	4	6	35
Ohio	14	3	9	20	69	2	0	2	14	62

2007 Grade 4 Mathematics										
Jurisdiction	Students with Disabilities					English Language Learners				
	% of total			% of SD		% of total			% of ELL	
	ID	Excl	Accm	Excl	Accm	ID	Excl	Accm	Excl	Accm
National Public	14	3	8	20	56	11	1	3	8	31
Ohio	15	4	8	30	54	3	1	1	27	47

2005 Grade 4 Mathematics										
Jurisdiction	Students with Disabilities					English Language Learners				
	% of total			% of SD		% of total			% of ELL	
	ID	Excl	Accm	Excl	Accm	ID	Excl	Accm	Excl	Accm
National Public	14	3	8	19	55	10	1	3	12	26
Ohio	12	3	7	27	59	1	0	0	26	49

2003 Grade 4 Mathematics										
Jurisdiction	Students with Disabilities					English Language Learners				
	% of total			% of SD		% of total			% of ELL	
	ID	Excl	Accm	Excl	Accm	ID	Excl	Accm	Excl	Accm
National Public	14	3	7	22	49	11	1	2	14	21
Ohio	12	4	7	34	53	2	1	1	35	35

2009 Grade 8 Mathematics										
Jurisdiction	Students with Disabilities					English Language Learners				
	% of total			% of SD		% of total			% of ELL	
	ID	Excl	Accm	Excl	Accm	ID	Excl	Accm	Excl	Accm
National Public	13	3	8	22	63	6	0	2	8	34
Ohio	15	5	9	33	58	1	1	0	43	34

2007 Grade 8 Mathematics										
Jurisdiction	Students with Disabilities					English Language Learners				
	% of total			% of SD		% of total			% of ELL	
	ID	Excl	Accm	Excl	Accm	ID	Excl	Accm	Excl	Accm
National Public	13	4	6	30	51	7	1	2	11	27
Ohio	15	7	7	48	43	1	0	0	33	36

2005 Grade 8 Mathematics										
Jurisdiction	Students with Disabilities					English Language Learners				
	% of total			% of SD		% of total			% of ELL	
	ID	Excl	Accm	Excl	Accm	ID	Excl	Accm	Excl	Accm
National Public	13	3	7	24	52	6	1	1	13	23
Ohio	14	5	7	40	49	1	0	0	--	--

2003 Grade 8 Mathematics										
Jurisdiction	Students with Disabilities					English Language Learners				
	% of total			% of SD		% of total			% of ELL	
	ID	Excl	Accm	Excl	Accm	ID	Excl	Accm	Excl	Accm
National Public	14	3	6	22	44	6	1	1	18	19
Ohio	13	5	5	38	40	1	0	0	29	26

2007 Grade 4 Reading										
Jurisdiction	Students with Disabilities					English Language Learners				
	% of total			% of SD		% of total			% of ELL	
	ID	Excl	Accm	Excl	Accm	ID	Excl	Accm	Excl	Accm
National Public	14	5	6	34	41	11	2	2	20	19
Ohio	15	7	6	50	38	2	1	1	32	34

2005 Grade 4 Reading										
Jurisdiction	Students with Disabilities					English Language Learners				
	% of total			% of SD		% of total			% of ELL	
	ID	Excl	Accm	Excl	Accm	ID	Excl	Accm	Excl	Accm
National Public	14	5	5	36	38	11	2	2	22	16
Ohio	13	8	4	60	29	1	1	0	56	16

2003 Grade 4 Reading										
Jurisdiction	Students with Disabilities					English Language Learners				
	% of total			% of SD		% of total			% of ELL	
	ID	Excl	Accm	Excl	Accm	ID	Excl	Accm	Excl	Accm
National Public	14	5	5	34	35	10	2	1	24	11
Ohio	12	6	5	46	37	2	1	0	50	16

2007 Grade 8 Reading										
Jurisdiction	Students with Disabilities					English Language Learners				
	% of total			% of SD		% of total			% of ELL	
	ID	Excl	Accm	Excl	Accm	ID	Excl	Accm	Excl	Accm
National Public	13	5	6	34	46	7	2	1	23	15
Ohio	17	9	7	50	41	2	1	0	54	22

2005 Grade 8 Reading										
Jurisdiction	Students with Disabilities					English Language Learners				
	% of total			% of SD		% of total			% of ELL	
	ID	Excl	Accm	Excl	Accm	ID	Excl	Accm	Excl	Accm
National Public	13	4	6	32	42	6	1	1	21	17
Ohio	13	7	5	50	36	1	0	0	--	--

2003 Grade 8 Reading										
Jurisdiction	Students with Disabilities					English Language Learners				
	% of total			% of SD		% of total			% of ELL	
	ID	Excl	Accm	Excl	Accm	ID	Excl	Accm	Excl	Accm
National Public	14	4	5	31	36	6	2	1	24	12
Ohio	12	5	4	44	35	1	0	0	41	17

APPENDIX A.3.3

SAMPLE COMMUNITY COMMITMENTS TO CLOSING THE ACHIEVEMENT GAP

RATIONALE: EXAMPLES OF
LOCAL PLANS TO CLOSE THE
ACHIEVEMENT GAP FROM THREE OF
OHIO'S URBAN 8 SCHOOL DISTRICTS:
AKRON, COLUMBUS AND DAYTON.

**REFERENCED IN:
(A)(3)**

CLOSING THE ACHIEVEMENT GAP STRATEGIES IN THE AKRON PUBLIC SCHOOLS

Submitted by Ellen McWilliams, Assistant Superintendent

5/10/10

District-wide focus on “Creating a Culture of Examining our Professional Practice”. Our theory of action is gaps across student achievement will be closed if professionals are given the time and the processes to examine student data, reflect on their practices in a collegial manner, revise/enhance their practices, and evaluate their effectiveness. Strategies include:

- Use of an Instructional Framework (APS designed framework pulled from various resources, such as, Charlotte Danielson’s instructional framework) to enhance high quality teaching and learning. This overarching plan for the district was developed through our Harvard Executive Leadership program. The Framework defines high quality teaching and learning in Akron. All staff will be trained in components and supported through instructional coaching in implementation. In coordination with the University of Akron, we are currently using the eReads modules for literacy instruction and Marzano’s module. Two teams of teachers are developing Lesson Design and Unit Design modules for roll-out in July. Further modules will be developed over the next 2 years also in coordination with the University of Akron.
- District-wide use of Response to Intervention in math, reading, graduation supports, and behavior. Pyramids of Learning are established in every building with explicit criteria to identify students in universal, targeted, and intensive tiers. Mandated interventions are provided district-wide for each tier. The RTI process is lead by Intervention Assistance Teams (IATs) in every building. The IAT teams progress monitor groups of students in the targeted and intensive tiers. IATs and instructional staff use our quarterly assessments (e.g., Dibels, and other CBM measures) and shorter interval progress monitoring measures (e.g., Aimsweb) to determine effectiveness of the interventions and whether adjustments need to be made.
 - Examples of Literacy Strategies in our Pyramids of Learning designed to Close Achievement Gaps:
 - Content Literacy Continuum initiative in our high schools. Akron is completing the third year of a federal research study on CLC with the University of Kansas and McREL. Includes content enhancement strategies embedded across all content areas + targeted reading intervention (i.e., Fusion).
 - Intensive literacy intervention is a 90 minute block of LANGUAGE! (Sopris West)

- ARRA funds were used to provide targeted literacy intervention teachers at the K-2 level using Leveled Literacy Instruction (LLI – Ohio State University)
 - Students with disabilities included in CORE instruction and the two intervention tiers based on their benchmarking and progress monitoring data, not based on their disability label.
 - District-wide implementation of software for differentiation at all levels (e.g., Earobics, SuccessMaker)

- Examples of Math Strategies in our Pyramids of Learning designed to Close Achievement Gaps
 - High School Power Algebra and Power Geometry designed to give more time with teaching more visual/conceptual math for targeted students.
 - Double blocking/double dosing math for targeted middle school students
 - High school students with disabilities with intensive math needs are co-taught in a self-contained math class by a general education math teacher and an intervention specialist.
 - District-wide implementation of software for differentiation at all levels (e.g., PLATO, SuccessMaker)

- Examples of School Climate/Social Emotional Strategies in our Pyramids of Learning designed to Close Achievement Gaps
 - Positive Behavior Supports (PBS) is used in the universal tier across all middle schools and 6 elementary schools with PBS coaches providing implementation support.
 - School Climate Pyramids include targeted interventions such as freshmen mentoring programs and anger management groups.
 - Intensive interventions include individual behavior plans and, if needed, specialized classes or programs to provide social/emotional supports.
 - Professional Development targeted on cultural competence, understanding students in poverty, and knowing who you teach. In addition, professional development is provided for classroom management (CHAMPS) and crisis prevention (Crisis Prevention Institute and Conflict Resolution).
 - Therapists and Case Managers are fully embedded within all of our schools. This is a partnership with Pastoral Counseling Inc., a local mental health agency.
 - STRIVE Program: Elementary alternative to suspension programs. Instead of students remaining at home during an out-of-school suspension, students attend the STRIVE program. The program is a collaborative with Pastoral Counseling, a local mental health agency, and Akron Public. Educational

services are provided and behavioral supports. Behavior goals and strategies follow the student back to their home school after their suspension is served and the school-based Pastoral Counselor continues to work with the student on achieving his/her behavioral goals.

- Examples of Strategies in our Graduation Supports Pyramids:
 - Mentoring programs for students at-risk for not graduating.
 - OGT prep courses in the content areas needed to pass.
 - Credit recovery courses in every high school.
 - Intervention courses or after school tutoring supports
 - One on one counseling for social/emotional supports and eliminating any external barriers.
 - Evening high school for credit recovery

- Additional services to close the achievement gap between students with disabilities and their non-disabled peers:
 - Three year partnership with Boystown National Research Center to close the achievement gap between students with hearing impairments and non-disabled students. National consultants have worked with a complete re-design of our deaf education services.
 - University of Akron Grad Assistants provide support for assistive technology
 - Developed a rubric for examining the quality of IEPs – peer monitoring process

- Additional services to close the achievement gap for ESL students:
 - Tiered services for ESL students based on need (e.g., targeted students may receive tutoring, students needing intensive services may have separate ESL classes for part of the day)
 - Community partnerships with local international agencies to aide in the transition of students into the district.
 - Adaptations of Pyramids of Learning in literacy and math to meet the unique needs of ESL students (e.g., Fusion literacy class adapted).

- Career Education Programs: Our Akron Public School Career Education programs are exemplars for project-based learning which gives opportunities for students to excel who may have been underperforming with traditional approaches. Examples include:
 - Project Lead the Way: Engineering and bio-medical services
 - STEM Internships with Summa Hospital

- Healthcare In Progress: Healthcare in Progress (HIP) is a collaborative effort of Akron Public Schools and business partners to expose and prepare Akron area students to careers in healthcare.
 - Transition to Work and Community Based Internships with extensive partnerships in the public and private sectors of our community.
- Embedded Professional Development:
 - All staff engaged in Professional Learning Communities (we are 1/3 of the way through this district-wide roll-out of training and implementation). Training and coaching supports provided in partnership with Solution Tree (DuFour's group).
 - District-wide implementation of Instructional Rounds to gain consensus around high quality teaching and learning. Two cohorts of 5 schools each are currently visiting each other's schools and observing in classrooms to provide feedback on a staff's problem of practice. In addition, an external district team is completing their third year of instructional rounds with 3 other districts: Canton, Columbus and Cleveland Hts/University Hts.
 - Instructional Coaches (lead teachers) are used extensively to support our strategies across the Pyramids of Learning and to provide job-embedded professional development. Over 50 lead teachers support our literacy, math and climate pyramids. Our instructional coaches have been trained through ODE Literacy grant programs, Mathematics coaching programs, and through the University of Kansas coaching institutes.
- Extended Learning Opportunities:
 - Akron After School elementary extended day program in 27 schools targeting reading and math (21st Century Grant – partnership with Akron Schools and City of Akron). Program includes 45 minutes of targeted reading & math intervention, then concludes with 45 minutes of enrichment activities (e.g., drama, dance, chess, camp invention, robotics, etc..)
 - Pre-fall programs
 - Extended School Year for students with disabilities.
- Specialty Schools or Programs Designed to Close the Achievement Gap:
 - National Inventors Hall of Fame School . . . Center for Science, Technology, Engineering and Mathematics Learning is an OSLN hub school. Serves students in grades 5 – 8.
 - Akron Early College High School is embedded on the University of Akron campus. First priority is given to students who are first generation attendees of college.

- PASS: intensive day-treatment oriented program. Collaborative between Pastoral Counseling and Akron Public.
 - OLYMPUS: Middle School and High School program for students needing short-term behavioral assessment and intervention with appropriate transition support as students return to their home schools.
 - Akron Opportunity Center (middle school): Provides smaller class sizes and social/emotional supports.
 - Akron Alternative Academy (high school): Provides drop-out prevention services and credit recovery programs for at-risk students.
-
- Extensive School Improvement Process analyzing subgroup data to identify root causes and design interventions at the building-level. Process includes quarterly reviews of progress monitoring data. Teams use the Ohio Improvement Process as a planning tool. School Improvement Teams attend facilitated meetings three times through the year to monitor their improvement plans.



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Mission: Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

May 14, 2010

Ms. Deborah S. Delisle
Superintendent of Public Instruction
Ohio Department of Education
25 South Front Street
Columbus, OH 43215

Dear Superintendent Delisle:

Re: Closing the Achievement Gap – Columbus City Schools

Columbus City Schools has embarked upon a journey that is designed to produce cutting edge urban school reform. We are realigning schools into geographic feeder patterns, re-configuring student assignments and redefining roles and responsibilities of teachers and administrators in order to build leadership capacity for our district to support very high-level performance for all of our students. The mission of the Columbus Board of Education: “Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community” guides our work.

Working with teachers, administrators, community partners and other stakeholders, we have focused our efforts on a system-wide approach to improve teaching and learning for all students. In fact, the Columbus Education Association in partnership with Columbus City Schools was awarded a National Education Association (NEA) Foundation “Close the Achievement Gap” grant as a result of the collaborative nature of our partnership, leadership, and the evidence of our commitment to 21st Century learning for our students. More specifically, strategies designed to close the achievement gap which are currently being implemented and/or will be implemented in the near future are as follows:

- Relentless use of disaggregated data for instructional decisions at every level
- Graduation Coaches for struggling students and repeat ninth graders to ensure on-time graduation
- Value-Added data mined to identify best practices and performances
- Middle School Redesign of the academic program to include RICA Reading in the content areas for students in grades 6, 7 and 8
- Implementation of school level change initiatives: TAP, International Baccalaureate Programs and Theme Based schools (STEM, Gender-Based, International)
- Parent Consultants work in schools to engage parents in academic activities
- Job-embedded, intensive, sustained and aligned professional development for teachers
- Ready, Set, Learn kindergarten readiness program for three and four year olds
- Early literacy tutors for supplemental reading support for students in grades K-3

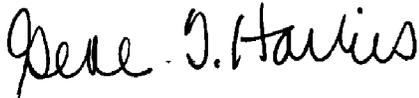
The Columbus City School District does not discriminate because of race, color, national origin, religion, sex or handicap with regard to admission, access, treatment or employment. This policy is applicable in all district programs and activities.

Ms. Deborah S. Delisle
Closing the Achievement Gap – Columbus City Schools
May 14, 2010
Page 2

- Class-size reductions to provide instructional support for students needing assistance in math and/or science
- Intervention specialists to support students with disabilities at middle and high
- Common planning time for middle school teachers
- Partnership with college-access program, I Know I Can, to assist high poverty elementary and middle school parents in preparing their children for college

The listing of strategies identified for closing the achievement gaps is not exhaustive in nature, but it represents the high leverage strategies that will enable our district, in collaboration with our partners, to break the links between race, poverty and achievement, and to achieve our vision of 100 percent student success.

Sincerely,

A handwritten signature in black ink that reads "Gene T. Harris". The signature is written in a cursive style with a large initial "G".

Gene T. Harris, Ph.D.
Superintendent/CEO
Columbus City Schools



PUBLIC SCHOOLS

115 S. Ludlow Street · Dayton OH 45402-1812
Tel. (937) 542-3164 · Fax (937) 542-3188
E-Mail: kstanic@dps.k12.oh.us

Kurt T. Stanic, Ed.D.
Superintendent

Dayton Public Schools' & Community's Commitment to Closing the Achievement Gap

Dayton Public Schools begin the process of closing the achievement gap in August, 2008, with the Council of Great City Schools audit of the District. Using that data, the following initiatives describe the range of our commitment:

- Review and redesign of written PreK-12 core curricula
 - Including realignment of pacing guides
- Redesign of the academic division to increase intra-district communication – especially between central office and buildings
- Established a District Design Team to guide the school improvement process in the areas of increased achievement in humanities, STEM, assessment, teacher performance, attendance and graduation rate
 - Every building established a building design team/ or leadership team to align their vision and practices to that of the district
 - 20 buildings participated in the ODE School Improvement Diagnostic Review
 - Twenty-five PreK – 8 buildings through school improvement funds are working with the Schlechty Center's model of Working on the Work
- Continued district funding with ARRA funds to expand an established mentoring model bridging a gap between two PreK -8 buildings and a high school
- Used district professional development moneys and ODE approved waiver days to engage every secondary teacher and principal with consultant, Rita Pierson, to assist in building essential skills to improve research-based practices in instructional delivery and to increase building effective relationships with students
- Continued partnerships with the University of Dayton Fitz Center and five community agencies to create neighborhood school centers in five elementary building
- Continued the partnership with Wright State University and the National Network of Educational Renewal (NNER) in 17 buildings in the areas of leadership and pedagogy
- Designed credit flexibility to allow students to reclaim lost credits or to receive advanced course credits toward graduation and college (dual credits)
- Professional development of all 7th & 8th grade math teachers through Rita Pierson's process for effectively delivering instruction, building relationships and increasing content knowledge to support entry into the high school setting
- Increased community support for high school mentorship through job shadowing & internships
- Initiated smaller learning community structure in one high school
- Implemented Positive School Climate programs and RTI in twelve elementary buildings
- Created 9th grade Freshman Academy as a transition program based on analysis of student early warning data to reduce number of students being retained

Vision

An innovative district of champions where students are academically and culturally prepared by a team committed to developing critical thinkers and productive citizens ready to serve the world community.

- Redesigned Plato Credit Recovery program for accommodating high school student needs in alignment to Ohio academic standards and to increase rigor
- Hired a (linkage) coordinator to support student emotional, social & academic transition to high school in partnership with local community groups (Junior Achievement, YMCA)
- Initiated concentrated effort to document and verify where students leaving district high schools are enrolled
- Required schools to design & implement a parent engagement plan based on data

Vision

An innovative district of champions where students are academically and culturally prepared by a team committed to developing critical thinkers and productive citizens ready to serve the world community.

APPENDIX B.1.1

COMMON CORE STATE STANDARDS INITIATIVE MEMORANDUM OF AGREEMENT (MOU)

RATIONALE: REQUIRED
EVIDENCE FOR (B)(1)(i).

REFERENCED IN:

(B)(1)

(B)(3)

**The Council of Chief State School Officers and
The National Governors Association Center for Best Practices**

**Common Core Standards
Memorandum of Agreement**

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and “end-of-high-school” expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core of standards (see attached timeline). These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level.

As such, these organizations will facilitate a state-led process to develop common core standards in English language arts and mathematics that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
 - Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
 - Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
 - Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
 - Research and evidence-based.
- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core standards. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core standards. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core standards.
- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.
- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.
- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core standards either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core standards may choose to include additional state standards beyond the common core standards. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core standards based on research and evidence-based learning and can support the development of assessments that are aligned to the common core standards across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core standards initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core standards over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	<i>Fed Strickland</i>
Chief State School Officer:	<i>John L. Leibel</i>

APPENDIX B.1.2

LIST OF STATES PARTICIPATING IN THE COMMON CORE STATE STANDARDS INITIATIVE

RATIONALE: REQUIRED
EVIDENCE FOR (B)(1)(i).

**REFERENCED IN:
(B)(1)**



News Release

09/01/2009

Fifty-One States And Territories Join Common Core State Standards Initiative

NGA Center, CCSSO Convene State-led Process to Develop Common English-language arts and Mathematics Standards

Contact: Jodi Omear, 202-624-5346
Office of Communications

WASHINGTON—The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) today released the names of the states and territories that have joined the Common Core State Standards Initiative: **Alabama; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; District of Columbia; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Missouri; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Puerto Rico; Rhode Island; South Carolina; South Dakota; Tennessee; Utah; Vermont; Virgin Islands; Virginia; Washington; West Virginia; Wisconsin; Wyoming.**

In the twenty-six years since the release of *A Nation at Risk*, states have made great strides in increasing the academic rigor of education standards. Yet, America's children still remain behind other nations in terms of academic achievement and preparedness to succeed.

By signing on to the common core state standards initiative, governors and state commissioners of education across the country are committing to joining a state-led process to develop a common core of state standards in English language arts and mathematics for grades K-12. These standards will be research and evidence-based, internationally benchmarked, aligned with college and work expectations and include rigorous content and skills.

"To maintain America's competitive edge, we need all of our students to be prepared and ready to compete with students from around the world," said **NGA Vice Chair Vermont Gov. Jim Douglas**. "Common standards that allow us to internationally benchmark our students' performance with other top countries have the potential to bring about a real and meaningful transformation of our education system to the benefit of all Americans."

"As state school chiefs, we have been discussing and building momentum for state-led, voluntary common standards that are both rigorous and internationally benchmarked for the past two years," stated **CCSSO President and Arkansas Commissioner of Education Ken James**. "The broad level of commitment we have received from states across the nation for this unprecedented effort is both gratifying and exciting. It also clearly illustrates that this is an idea whose time has arrived."

The Common Core State Standards Initiative is being jointly led by the NGA Center and CCSSO in partnership with Achieve, Inc; ACT and the College Board. It builds directly on recent efforts of leading

organizations and states that have focused on developing college- and career-ready standards and ensures that these standards can be internationally benchmarked to top-performing countries around the world. The goal is to have a common core of state standards that states can voluntarily adopt. States may choose to include additional standards beyond the common core as long as the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

"Measuring our students against international benchmarks is an important step," said **Virginia Gov. Timothy Kaine**. "Today, we live in a world without borders. It not only matters how Virginia students compare to those in surrounding states – it matters how we compete with countries across the world."

"Only when we agree about what all high school graduates need to be successful will we be able to tackle the most significant challenge ahead of us: transforming instruction for every child," said **CCSSO President-Elect and Maine Education Commissioner Sue Gendron**. "Common standards will provide educators clarity and direction about what all children need to succeed in college and the workplace and allow states to more readily share best practices that dramatically improve teaching and learning. Our graduates and frankly, the future of our economy, cannot wait any longer for our educational practices to give equal opportunity for success to every student."

The NGA Center and CCSSO are coordinating the process to develop these standards and have created an expert validation committee to provide an independent review of the common core state standards, as well as the grade-by-grade standards. This committee will be composed of nationally and internationally recognized and trusted education experts who are neutral to – and independent of – the process. The college- and career-ready standards are expected to be completed in September 2009. The grade-by-grade standards work is expected to be completed in January 2010.

###

Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 50 states, three territories and two commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. For more information, visit www.nga.org.

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. www.ccsso.org.

Please note that this printable version may not contain the full text of any PDF files or other attachments.

Printed from the NGA web site.

APPENDIX B.1.3

DRAFT COMMON CORE STANDARDS INCLUDING INTERNATIONAL BENCHMARKING DOCUMENTATION

RATIONALE: REQUIRED
EVIDENCE FOR (B)(1)(I). INCLUDES
DRAFT STANDARDS AND
DOCUMENTATION OF
INTERNATIONAL BENCHMARKING.

**REFERENCED IN:
(B)(1)**

Dear State Partners:

Thank you so much for taking a look at this *unproofed, unformatted* final version of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

This final version is built on your excellent and thorough feedback. We want to begin by thanking you again for your work and that of your teams and the educators in your state. As you may know, we were also in receipt of ten thousand comments from the public Web site, so this draft reflects those comments as well. Finally, of course, several teacher organizations and other leading educational organizations and experts have continued to give us detailed feedback, so our work reflects this as well.

So thank you, thank you, thank you for your constructive feedback, conversation, and joint problem solving throughout the process. We never would have gotten to this final version without so much help and input from you. We hope you can now consider it your own work as well as ours.

In this note, we wanted to outline briefly themes from the feedback, how we incorporated the feedback, and what will be in the appendices and glossary that are not being sent now but will be in the published version.

Themes from the feedback and how we revised the Standards:

1. *Attending more fully to technical reading and writing:* Several states felt we had not adequately addressed technical reading and writing, and the Standards are substantially enhanced in this regard. You will notice the change in the title to make technical texts explicit. Also, we have threaded the demands of technical reading and writing throughout the grade-specific standards. Additional samples of technical reading will be added to Appendix B, and samples of student technical writing will be included in Appendix C.
2. *Ensuring text complexity is treated as a goal that does not overly constrain student reading throughout the year:* States were concerned that the way we had framed the text complexity requirements of the Standards seemed to limit attention to individual student needs during the year. We have substantially revised standard 10 on reading complex texts to ensure it is clear that it is an end-of-year expectation.
3. *Clarifying the grade-by-grade progressions, rendering them smoother and clearer to support high-quality instruction and assessment.* All of the progressions have been reviewed repeatedly and with care; we think you will find them far clearer as grade-specific standards year to year.
4. *Making sure the K–2 material is developmentally appropriate:* We have revised the K–2 standards to ensure that they are developmentally appropriate and that key skills such as fluency are extended to grade 5. In a similar vein, we have made standards pertaining to such areas as media and research applicable at the earliest grades in response to overwhelming feedback to do so.

5. *Expanding the richness of multimedia literacy and global diversity:* We have enhanced the Standards to address a fuller range of media and electronic text. We have also added clearer language on the need to study world literature and works from diverse cultures.

There are many other changes, based, as always, on our understanding of the feedback as well as the evidence for college and career readiness. We have made several clarifications that have been requested. We consider all of the changes we have made refinements, not radical revisions.

The appendices and glossary that will be published with the final Standards:

As requested, we will be adding a glossary of key terms. We are also refining Appendices A, B, and C in accord with your feedback.

Now that this is the final version, we are asking whether there are inadvertent errors that remain. Please let us know of any such errors by May 18th. We will not have the capacity to add significant new material or to make significant changes. However, we ask that states keep in mind their flexibility to add 15 percent to the Standards if they believe there is essential material that needs greater attention.

We have made every effort to listen closely and act with care and judgment. Thanks again for all your help and collaboration.

Best regards,

The ELA/Literacy Writing Team (Sue, David, and Jim)

**COMMON CORE
STATE STANDARDS FOR**
English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects

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Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate the standards into their standards for these subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

May 2010

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college- and career-readiness expectations no later than the end of high school. The CCR and high school grade-specific standards work in tandem to define the college- and career-readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college- and career-readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to

write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college- and career-ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP’s lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP’s growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside of the ELA classroom. Fulfilling the standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.¹ To measure students’ growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. Similar to the Standards, the 2011 NAEP framework cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP’s shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing

¹ The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

throughout high school should be on writing to argue and to inform or explain.²

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

What is not covered by the Standards

The Standards should be recognized for what they are *not* as well as what they are. The most important intentional design limitations are as follows:

- 1) The Standards define what all students are expected to know and be able to do, not how teachers should teach. The Standards must be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.
- 2) While the Standards do attempt to focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list nor a set of restrictions that limits what can be taught beyond what is specified herein.
- 3) The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This

² As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

- work should provide the next logical step up from the college and career readiness baseline established here.
- 4) The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities *reading* should allow for use of Braille, screen reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and *listening* should be interpreted broadly to include sign language. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.
- 5) While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those herein are strongly encouraged to allow for a comprehensive, schoolwide literacy program.

The Student Who is College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

- **They demonstrate independence.** Students can, without significant scaffolding or support, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points and request clarification if something is not understood. They ask relevant questions, build on others' ideas, articulate their own ideas, and ask for confirmation that they have been understood. Without prompting, they observe language conventions, determine word meanings, attend to the connotations of words, and acquire new vocabulary.
- **They build strong content knowledge.** Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.
- **They respond to the varying demands of audience, task, purpose, and discipline.** Students consider their communication in relation to audience, task, purpose, and discipline. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the sciences).

- **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.

- **They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

- **They use technology and digital media strategically and capably.**

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

- **They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

How to Read This Document

Overall Document Organization and Main Features

The Standards comprise three main sections: a comprehensive K–5 section and two content area-specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices (lettered A, B, and C) accompany the main document.

Each section is divided into *strands*. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of *College and Career Readiness Anchor Standards* that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR standards in each strand. Each *grade-specific standard* (as these standards are collectively referred to) corresponds to the same-numbered CCR standard. Put another way, each CCR standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number or number and letter so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3. Likewise, W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards

A single K–5 section lists CCR and grade-specific standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area-specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college- and career-readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening:

Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen to ideas, integrate information from oral, visual, and multimodal sources, evaluate what they hear, use digital media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions and vocabulary

The standards on conventions and effective language use include the essential “rules” of formal written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words, their relationships, and

their nuances and on acquiring new words and phrases, particularly general academic and domain-specific vocabulary.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

**Standards for English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects**

K-5

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Grade 1 students:

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.
7. Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.
8. (Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories.
10. With prompting and support, read appropriately complex prose and poetry for grade 1.

Grade 2 students:

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
7. Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.
8. (Not applicable to literature)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
10. By the end of the year, read literature, including stories, poetry, and drama, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 3 students:

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.
6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

7. Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).
8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Grade 4 students:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*), drawing on a wide reading of classic myths from a variety of cultures and periods.

5. Explain major differences between poems, drama, and prose and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text.

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

7. Integrate information gained from illustrations and other visual elements in a text with the words to demonstrate understanding of how the characters, setting, and plot interact and develop.

8. (Not applicable to literature)

9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Grade 5 students:

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

6. Describe how a narrator's or speaker's point of view influences how events are described.

7. Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction).

8. (Not applicable to literature)

9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Grade 3 students:**Range of Reading and Level of Text Complexity**

- 10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2–3 text complexity band independently and proficiently.

Grade 4 students:

- 10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 5 students:

- 10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently.

Reading Standards for Informational Text K-5

[RI]

Kindergartners:

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear.
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Grade 1 students:

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

7. Use pictures, illustrations, and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. With prompting and support, read appropriately complex informational texts for grade 1.

Grade 2 students:

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

7. Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range

Grade 3 students:

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.
6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Grade 4 students:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

5. Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.

6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

7. Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.

8. Explain how an author uses reasons and evidence to support particular points in a text.

9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 5 students:

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

6. Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.

7. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 3 students:

Grade 4 students:

Grade 5 students:

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.

10. By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.

10. By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.

Reading Standards: Foundational Skills (K–5)

[RF]

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These Foundational Skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: Good readers will need much less practice with these concepts than struggling readers. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

** In Kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page-by-page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.¹ (This does not include CVCs ending with /h/, /r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Grade 1 students:

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

¹Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills (K–5)

[RF]

* In Kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:*

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
 - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - Read common high-frequency words by sight. (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Grade 1 students:

3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs. (two letters that represent one sound).
 - Decode regularly spelled one-syllable words.
 - Know final *-e* and common vowel team conventions for representing long vowel sounds.
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - Decode two-syllable words following basic patterns by breaking the words into syllables.
 - Read words with inflectional endings.
 - Recognize and read grade-appropriate irregularly spelled words.

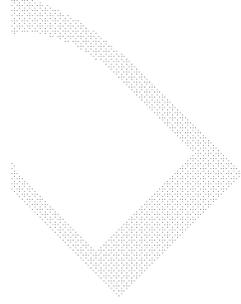
Grade 2 students:

3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.
4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

4. Read emergent-reader texts with purpose and understanding.

4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



Grade 3 students:

Grade 4 students:

Grade 5 students:

Phonics and Word Recognition

- 3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes.
 - c. Decode multisyllable words.
 - d. Read grade-appropriate irregularly spelled words.

- 3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

- 3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

Fluency

- 4.** Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- 4.** Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- 4.** Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes¹

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.²
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

¹These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

²See standards 1–3 in Language, pages 26–31, for specific editing expectations.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

Grade 1 students:

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

4. (Begins in grade 3)
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

9. (Begins in grade 4)

10. (Begins in grade 3)

Grade 2 students:

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

4. (Begins in grade 3)
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. Recall information from experiences or gather information from provided sources to answer a question.

9. (Begins in grade 4)

10. (Begins in grade 3)

Grade 3 students:

Text Types and Purposes

1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
 - a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b. Provide reasons that support the opinion.
 - c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
 - d. Provide a concluding statement or section.

Grade 4 students:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
 - d. Provide a concluding statement or section related to the opinion presented.

Grade 5 students:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
 - d. Provide a concluding statement or section related to the opinion presented.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, and details.
 - c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
 - d. Provide a concluding statement or section.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - c. Use temporal words and phrases to signal event order.
 - d. Provide a sense of closure.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words and phrases to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Grade 3 students:

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
9. (Begins in grade 4)

Grade 4 students:

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text”).
 - b. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Grade 5 students:

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others.

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text”).
 - b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate content from multiple graphical, visual, oral, or multimodal sources.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:

Comprehension and Collaboration

1. Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.

Grade 1 students:

1. Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.

Grade 2 students:

1. Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others’ talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2. Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.

2. Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.

2. Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

6. Speak audibly and express thoughts, feelings, and ideas clearly.

6. Produce complete sentences when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

Grade 3 students:**Comprehension and Collaboration**

- Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.

Grade 4 students:

- Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.
- Identify the reasons and evidence a speaker provides to support particular points.
- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

Grade 5 students:

- Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

Presentation of Knowledge and Ideas

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

Effective Language Use

3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of grammar, usage, and mechanics as well as learn ways to use language to enhance meaning. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use, come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words, and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 31 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners:

Grade 1 students:

Grade 2 students:

Conventions

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Observe conventions of grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. | <p>1. Observe conventions of grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>). Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts. | <p>1. Observe conventions of grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use collective nouns (e.g., <i>group</i>). Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). Use reflexive pronouns (e.g., <i>myself, ourselves</i>). Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The action movie was watched by the little boy</i>). |
| <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun <i>I</i>. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., <i>cage → badge; boy → boil</i>). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |

Effective Language Use

- 3.** (Begins in grade 3)
- 3.** (Begins in grade 3)
- 3.** (Begins in grade 3)

Kindergartners:**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*).
 - Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

Grade 1 students:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

Grade 2 students:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
 - Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *stowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibbles because she nibbles too much because she likes that*).

5. Demonstrate understanding of word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurt*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Grade 3 students:

Conventions

1. Observe conventions of grammar and usage when writing or speaking.
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., *childhood*).
 - d. Form and use regular and irregular verbs.
 - e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.*
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.

Grade 4 students:

1. Observe conventions of grammar and usage when writing or speaking.
 - a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb aspects.
 - c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - e. Form and use prepositional phrases.
 - f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*
 - g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

Grade 5 students:

1. Observe conventions of grammar and usage when writing or speaking.
 - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb aspects.
 - c. Use verb tense and aspect to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense and aspect.*
 - e. Use correlative conjunctions.
2. Observe conventions of capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to separate items in a series.*
 - b. Use a comma to separate an introductory element from the rest of the sentence.
 - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
 - d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Effective Language Use

3. Use language to achieve particular effects when writing or speaking.
 - a. Choose words and phrases for effect.*

3. Use language to enhance meaning and achieve particular effects when writing or speaking.
 - a. Choose words and phrases to convey ideas precisely.*
 - b. Use punctuation for effect.*

3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Grade 3 students:

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *careless/heat/preheat*).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Grade 4 students:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Grade 5 students:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Skill	3	4	5	6	7	8	9–10	11–12
Ensure subject-verb and pronoun-antecedent agreement.								
Choose words and phrases for effect.								
Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.								
Correctly use frequently confused words (e.g., <i>to/ too/ two; there/ their</i>).								
Choose words and phrases to convey ideas precisely.								
Use punctuation for effect.								
Recognize and correct inappropriate shifts in verb tense and aspect.								
Use punctuation to separate items in a series.								
Recognize and correct inappropriate shifts in pronoun number and person.								
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
Vary sentence patterns for meaning, reader/listener interest, and style.								
Maintain consistency in style and tone.								
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
Choose language that expresses ideas precisely and concisely, eliminating wordiness and redundancy.								
Recognize and correct inappropriate shifts in verb voice and mood.								
Use parallel structure.								

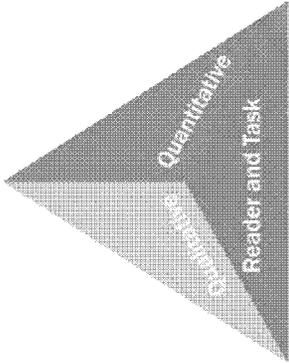
Standard 10: Range, Quality, and Complexity of Student Reading K–5

Measuring Text Complexity: Three Factors

Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader knowledge, motivation, and interests as well as the complexity generated by the tasks assigned and the questions posed



Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Dramas	Literary Nonfiction and Historical, Scientific, and Technical Texts
	Includes staged dialogue and brief familiar scenes	Poetry	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Texts Illustrating the Complexity, Quality, and Range of Student Reading K-5

* Read-aloud
** Read-along

Literature: Stories, Drama, Poetry

- *Over in the Meadow* by John Langstaff (traditional) (c1800)*
- *A Boy, a Dog, and a Frog* by Mercer Mayer (1967)
- *Pancakes for Breakfast* by Tomie DePaola (1978)
- *A Story A Story* by Gail E. Haley (1970)*
- *Kitten's First Full Moon* by Kevin Henkes (2004)*

- "Mix a Pancake" by Christina G. Rossetti (1893)**
- *Mr. Popper's Penguins* by Richard Atwater (1938)*
- *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)**
- *Frog and Toad Together* by Arnold Lobel (1971)**
- *Hi! Fly Guy* by Tedd Arnold (2006)

- "Who Has Seen the Wind?" by Christina G. Rossetti (1893)
- *Charlotte's Web* by E. B. White (1952)*
- *Sarah, Plain and Tall* by Patricia MacLachlan (1985)
- *Tops and Bottoms* by Janet Stevens (1995)
- *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001)

- *Alice's Adventures in Wonderland* by Lewis Carroll (1865)
- "Casey at the Bat" by Ernest Lawrence Thayer (1888)
- *The Black Stallion* by Walter Farley (1941)
- "Zlatch the Goat" by Isaac Bashevis Singer (1984)
- *Bud, Not Buddy* by Christopher Paul Curtis (1999)
- *The Birchbark House* by Louise Erdrich (1999)
- *Where the Mountain Meets the Moon* by Grace Lin (2009)

Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts

- *My Five Senses* by Aliki (1962)*
- *Truck* by Donald Crews (1980)
- *I Read Signs* by Tana Hoban (1987)
- *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (2003)*
- *Amazing Whales!* by Sarah L. Thomson (2005)*

- *A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)**
- *My Five Senses* by Aliki (1962)**
- *Follow the Water from Brook to Ocean* by Arthur Dorros (1991)**
- *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)*
- *How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)*

- *A Medieval Feast* by Aliki (1983)
- *From Seed to Plant* by Gail Gibbons (1991)
- *The Story of Ruby Bridges* by Robert Coles (1995)*
- *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997)
- *Moonshot: The Flight of Apollo 11* by Brian Floca (2009)

- *Discovering Mars* by Melvin Berger (1992)
- *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996)
- *A History of US* by Joy Hakim (2005)
- *Horses* by Seymour Simon (2006)
- *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sydney Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K-5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

¹Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, *orally* comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades

K

2–3

4–5

The Human Body

Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.

The five senses and associated body parts	Introduction to the systems of the human body and associated body parts	Digestive and excretory systems	Circulatory system
<ul style="list-style-type: none"> ▪ <i>My Five Senses</i> by Aliko (1989) ▪ <i>Hearing</i> by Maria Rius (1985) ▪ <i>Sight</i> by Maria Rius (1985) ▪ <i>Smell</i> by Maria Rius (1985) ▪ <i>Taste</i> by Maria Rius (1985) ▪ <i>Touch</i> by Maria Rius (1985) 	<ul style="list-style-type: none"> ▪ <i>Under Your Skin: Your Amazing Body</i> by Mick Manning (2007) ▪ <i>Me and My Amazing Body</i> by Joan Sweeney (1999) ▪ <i>The Human Body</i> by Gallimard Jeunesse (2007) ▪ <i>The Busy Body Book</i> by Lizzy Rockwell (2008) ▪ <i>First Encyclopedia of the Human Body</i> by Fiona Chandler (2004) 	<ul style="list-style-type: none"> ▪ <i>What Happens to a Hamburger</i> by Paul Showers (1985) ▪ <i>The Digestive System</i> by Christine Taylor-Butler (2008) ▪ <i>The Digestive System</i> by Rebecca L. Johnson (2006) ▪ <i>The Digestive System</i> by Kristin Petrie (2007) ▪ <i>The Amazing Circulatory System</i> by John Burstein (2009) 	<ul style="list-style-type: none"> ▪ <i>The Heart by Seymour Simon</i> (2006) ▪ <i>The Heart and Circulation</i> by Carol Ballard (2005) ▪ <i>The Circulatory System</i> by Kristin Petrie (2007) ▪ <i>The Amazing Circulatory System</i> by John Burstein (2009)
Taking care of your body: Overview (hygiene, diet, exercise, rest)	Taking care of your body: healthy eating and nutrition	Taking care of your body: healthy eating and nutrition	Respiratory system
<ul style="list-style-type: none"> ▪ <i>My Amazing Body: A First Look at Health & Fitness</i> by Pat Thomas (2001) ▪ <i>Get Up and Go!</i> by Nancy Carlson (2008) ▪ <i>Go Wash Up</i> by Doering Tourville (2008) ▪ <i>Sleep</i> by Paul Showers (1997) ▪ <i>Fuel the Body</i> by Doering Tourville (2008) 	<ul style="list-style-type: none"> ▪ <i>Good Enough to Eat</i> by Lizzy Rockwell (1999) ▪ <i>Showdown at the Food Pyramid</i> by Rex Barron (2004) 	<ul style="list-style-type: none"> ▪ <i>Good Enough to Eat</i> by Lizzy Rockwell (1999) ▪ <i>Showdown at the Food Pyramid</i> by Rex Barron (2004) 	<ul style="list-style-type: none"> ▪ <i>The Lungs</i> by Seymour Simon (2007) ▪ <i>The Respiratory System</i> by Susan Glass (2004) ▪ <i>The Respiratory System</i> by Kristin Petrie (2007) ▪ <i>The Remarkable Respiratory System</i> by John Burstein (2009)
Taking care of your body: Germs, diseases, and preventing illness	Taking care of your body: Germs, diseases, and preventing illness	Muscular, skeletal, and nervous systems	Endocrine system
<ul style="list-style-type: none"> ▪ <i>Germs Make Me Sick</i> by Marilyn Berger (1995) ▪ <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005) ▪ <i>Germ Stories</i> by Arthur Kornberg (2007) ▪ <i>All About Scabs</i> by Genichiro Yagu (1998) 	<ul style="list-style-type: none"> ▪ <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009) ▪ <i>Muscles</i> by Seymour Simon (1998) ▪ <i>Bones</i> by Seymour Simon (1998) ▪ <i>The Astounding Nervous System</i> Crabtree Publishing (2009) ▪ <i>The Nervous System</i> by Joelle Riley (2004) 	<ul style="list-style-type: none"> ▪ <i>The Endocrine System</i> by Rebecca Olien (2006) ▪ <i>The Exciting Endocrine System</i> by John Burstein (2009) 	<ul style="list-style-type: none"> ▪ <i>The Endocrine System</i> by Rebecca Olien (2006) ▪ <i>The Exciting Endocrine System</i> by John Burstein (2009)

Standards for English Language Arts

6-12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Reading Standards for Literature 6–12

[RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 6 students:

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author establishes and develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

8. (Not applicable to literature)

Grade 7 students:

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze how a drama's or poem's form or structure (e.g., sonnet, soliloquy) contributes to its meaning.
6. Analyze how an author establishes and contrasts the points of view of different characters or narrators in a text.

Grade 8 students:

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.

6. Analyze how an author establishes and contrasts the points of view of different characters or narrators in a text.

7. Compare and contrast a story, poem, or drama to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).

8. (Not applicable to literature)

8. (Not applicable to literature)

Grade 6 students:**Grade 7 students:****Grade 8 students:*****Integration of Knowledge and Ideas***

9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range.

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently.

Grades 9–10 students:

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text and analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated from what is implied (e.g., through the use of satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
8. (Not applicable to literature)

9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, drawing on how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band independently and proficiently.

Grades 11–12 students:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Evaluate various explanations for characters' actions or for events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

4. Determine the meaning of words and phrases as they are used in the text and analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice at what point to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze differences and similarities in points of view or cultural experience as reflected in various works from different countries, drawing on a wide reading of world literature.

7. Analyze multiple interpretations of a story or drama (e.g., recorded or live production of a play or novel), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)

8. (Not applicable to literature)

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare draws on Ovid or the Bible or how a later author draws on a play by Shakespeare) in order to evaluate how the texts treat similar themes or topics.

10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text 6–12

[RI]

Grade 6 students:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text; summarize the text.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

7. Integrate information presented in different formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue.
8. Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Grade 7 students:

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text and their relationship to one another; summarize the text.
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.

7. Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Grade 8 students:

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.
3. Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

4. Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Grade 6 students:**Grade 7 students:****Grade 8 students:*****Range of Reading and Level of Text Complexity***

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently.

Grades 9–10 students:

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text and analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Analyze documents of historical and literary significance, including seminal U.S. documents (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights), for their premises and purposes.

Integration of Knowledge and Ideas

7. Evaluate the accounts of a subject in different mediums (e.g., a person's life story told in print or digital text, film, or multimedia), analyzing each version for which details are emphasized and how the account unfolds.
8. Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning and identifying false statements and fallacious reasoning.
9. Analyze a case in which authors disagree with or otherwise respond to one another's ideas or accounts of events, evaluating the strength of each author's evidence, reasoning, and interpretation.

Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literary nonfiction in the grades 9–10 text complexity band independently and proficiently.

Grades 11–12 students:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
4. Determine the meaning of words and phrases as they are used in a text and analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Analyze how various authors express different points of view on similar events or issues, assessing the authors' assumptions, use of evidence, and reasoning, including analyzing seminal U.S. documents (e.g., *The Federalist*, landmark U.S. Supreme Court majority opinions and dissents).

7. Integrate and evaluate multiple sources of information presented in different formats (e.g., print or digital text, video, multimedia) in order to address a question or solve a problem, resolving conflicting information when possible.
8. Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning, identifying and evaluating stated and unstated premises and assumptions.
9. Synthesize information, explanations, and arguments from a range of sources to provide a coherent account of events or ideas, resolving conflicting information when possible.
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literary nonfiction in the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*Text Types and Purposes*¹

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.²
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

¹These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

²See standards 1–3 in Language, pages 53–57, for specific editing expectations.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards of annotated student writing samples in Appendix C.

Grade 6 students:

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.

Grade 7 students:

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

Grade 8 students:

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 6 students:

Text Types and Purposes (continued)

- 3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - Provide a conclusion that follows from the narrated experiences or events.

Grade 7 students:

- 3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.

Grade 8 students:

- 3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish a minimum of three pages of writing as well as to interact and collaborate with others.

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish a minimum of four pages of writing as well as to interact and collaborate with others.

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others.

Grade 6 students:

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.”).
 - b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Grade 7 students:

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
 - b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims”).

Grade 8 students:

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
 - b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grades 9–10 students:

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

Grades 11–12 students:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grades 9–10 students:***Text Types and Purposes (continued)***

- 3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Grades 11–12 students:

- 3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

- 4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

- 7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- 4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- 6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- 7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- 8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Grades 9–10 students:**Research to Build and Present Knowledge (continued)**

- 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 9–10 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, drawing on how two or more texts from the same period treat similar themes or topics”).
 - Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning and identifying false statements and fallacious reasoning”).

Range of Writing

- 10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grades 11–12 students:

- 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 11–12 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare draws on Ovid or the Bible or how a later author draws on a play by Shakespeare) in order to evaluate how the texts treat similar themes or topics”).
 - Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning, identifying and evaluating stated and unstated premises and assumptions”).

- 10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate content from multiple graphical, visual, oral, or multimodal sources.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 6 students:

Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - With guidance and support from adults, work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Grade 7 students:

- Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.
 - Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

Grade 8 students:

- Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.
 - Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others’ questions and comments with relevant evidence, observations, and ideas.
 - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

- Interpret information presented in graphical, oral, visual or multimodal formats and explain how it contributes to a topic, text, or issue under study.
- Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)

- Determine the purpose of information in graphical, oral, visual, or multimodal formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Delineate a speaker’s argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)

Grades 9–10 students:**Comprehension and Collaboration**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one and in groups) on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
2. Synthesize information from multiple graphical, visual, or multimodal sources with other information presented orally, noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)

Grades 11–12 students:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one and in groups) on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate information from multiple graphical, oral, visual, or multimodal sources in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and resolving conflicting information when possible.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions

1. Demonstrate command of the conventions of standard English grammar and usage.
2. Demonstrate command of the conventions of capitalization, punctuation, and spelling.

Effective Language Use

3. Use language to enhance meaning, convey style, and achieve particular effects when writing and speaking.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of grammar, usage, and mechanics. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to use words, syntax, and punctuation to achieve particular rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening: indeed, they are inseparable from such contexts.

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 57 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Grade 6 students:

Grade 7 students:

Grade 8 students:

Conventions

- | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Observe conventions of grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* | <p>1. Observe conventions of grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* | <p>1. Observe conventions of grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.* |
| <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* Spell correctly. | <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., <i>It was a <u>fascinating</u>, <u>enjoyable</u> movie but not <i>He wore an <u>old</u>, <u>green</u> shirt</i>).</i> Spell correctly. | <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly. |

Effective Language Use

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.</p> <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.* | <p>3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.</p> <ol style="list-style-type: none"> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* | <p>3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.</p> <ol style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Grade 6 students:

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade 7 students:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade 8 students:

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., personification) in context.
 - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrupling*, *economical*, *unwasteful*, *thrifty*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., verbal irony, puns) in context.
 - Use the relationship between particular words to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.

Grades 9–10 students:

Conventions

1. Observe conventions of grammar and usage when writing or speaking.
 - a. Use parallel structure.*
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to add variety and interest to writing or presentations.
2. Observe conventions of capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.

Effective Language Use

3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.
 - a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Grades 11–12 students:

1. Observe conventions of grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garnet's Modern American English*) as needed.
2. Observe conventions of capitalization, punctuation, and spelling when writing.
 - a. Observe hyphenation conventions.
 - b. Spell correctly.

3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.
 - a. Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.

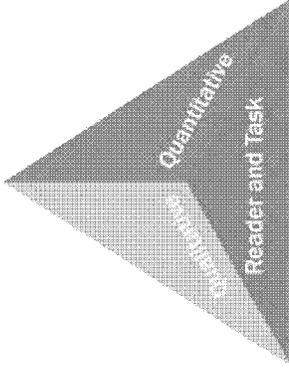
Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Skill	3	4	5	6	7	8	9–10	11–12
Ensure subject-verb and pronoun-antecedent agreement.								
Choose words and phrases for effect.								
Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.								
Correctly use frequently confused words (e.g., <i>to/ too/ two; there/ their</i>).								
Choose words and phrases to convey ideas precisely.								
Use punctuation for effect.								
Recognize and correct inappropriate shifts in verb tense and aspect.								
Use punctuation to separate items in a series.								
Recognize and correct inappropriate shifts in pronoun number and person.								
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
Vary sentence patterns for meaning, reader/listener interest, and style.								
Maintain consistency in style and tone.								
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
Choose language that expresses ideas precisely and concisely, eliminating wordiness and redundancy.								
Recognize and correct inappropriate shifts in verb voice and mood.								
Use parallel structure.								

Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors



Quantitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Qualitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader knowledge, motivation, and interests as well as the complexity generated by the tasks assigned and the questions posed

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Poetry	Literary Nonfiction
Drama	Includes one-act and multiact plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, or economic accounts (including digital sources) written for a broad audience

Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

Literature: Stories, Dramas, Poetry

Informational Texts: Literary Nonfiction

- | | | |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6–8 | <ul style="list-style-type: none"> ▪ <i>Little Women</i> by Louisa May Alcott (1869) ▪ <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876) ▪ “The Road Not Taken” by Robert Frost (1915) ▪ <i>The Dark Is Rising</i> by Susan Cooper (1973) ▪ <i>Dragonwings</i> by Laurence Yep (1975) ▪ <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976) | <ul style="list-style-type: none"> ▪ “Letter on Thomas Jefferson” by John Adams (1776) ▪ <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845) ▪ <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955) ▪ <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962) ▪ <i>The Great Fire</i> by Jim Murphy (1995) ▪ <i>This Land Was Made for You and Me: The Life and Songs of Woody Guthrie</i> by Elizabeth Partridge (2002) |
| 9–10 | <ul style="list-style-type: none"> ▪ <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare (1592) ▪ “Ozymandias” by Percy Bysshe Shelley (1817) ▪ “The Raven” by Edgar Allan Poe (1845) ▪ “The Gift of the Magi” by O. Henry (1906) ▪ <i>The Grapes of Wrath</i> by John Steinbeck (1939) ▪ <i>Fahrenheit 451</i> by Ray Bradbury (1953) ▪ <i>The Killer Angels</i> by Michael Shaara (1975) | <ul style="list-style-type: none"> ▪ “Speech to the Second Virginia Convention” by Patrick Henry (1775) ▪ The Declaration of Independence by Thomas Jefferson (1776) ▪ “Second Inaugural Address” by Abraham Lincoln (1865) ▪ “State of the Union Address” by Franklin Delano Roosevelt (1941) ▪ <i>God: A Biography of the Fish That Changed the World</i> by Mark Kurlansky (1997) ▪ <i>The Race to Save Lord God Bird</i> by Phillip Hoose (2004) |
| 11–CCR | <ul style="list-style-type: none"> ▪ “Ode on a Grecian Urn” by John Keats (1820) ▪ <i>Jane Eyre</i> by Charlotte Brontë (1848) ▪ “Because I Could Not Stop for Death” by Emily Dickinson (1890) ▪ <i>The Great Gatsby</i> by F. Scott Fitzgerald (1925) ▪ <i>Their Eyes Were Watching God</i> by Zora Neale Hurston (1937) ▪ <i>A Raisin in the Sun</i> by Lorraine Hansberry (1959) ▪ <i>The Namesake</i> by Jhumpa Lahiri (2003) | <ul style="list-style-type: none"> ▪ <i>The Crisis</i> by Thomas Paine (1776) ▪ <i>Walden</i> by Henry David Thoreau (1854) ▪ “Society and Solitude” by Ralph Waldo Emerson (1857) ▪ “Gettysburg Address” by Abraham Lincoln (1863) ▪ “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964) ▪ <i>Google Hacks: Tips & Tools for Smarter Searching</i> by Tara Calishain and Rael Dornfest (2004) ▪ <i>America’s Constitution: A Biography</i> by Akhil Reed Amar (2005) |

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

**Standards for Literacy
in History/Social Studies,
Science, and Technical Subjects**

6-12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College- and career-ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in History/Social Studies 6–12

[RH]

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards.

Grades 6–8 students:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Grades 9–10 students:

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Grades 11–12 students:

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., pictures, videos, maps) with other information within or across print or digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

7. Integrate quantitative or technical information (e.g., charts, research data) with other information within or across print or digital texts.
8. Assess the extent to which the evidence in a text supports the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

7. Integrate and evaluate multiple sources of information presented in different formats (e.g., print or digital text, video, multimedia) in order to address a question, resolving conflicting information when possible.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other sources of information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6–12

[RST]

Grades 6–8 students:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical information provided by the words in a text with a version of that information expressed graphically (e.g., in a flowchart, diagram, model, graph, or table).
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range and Level of Text Complexity

10. By the end of grade 8, read and comprehend

Grades 9–10 students:

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms *pertaining to important ideas and processes* (e.g., *force, friction, reaction force, energy*).
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

7. Demonstrate understanding of quantitative or technical information by translating information provided by the words in a text into graphical form (e.g., a table or chart) or translating information expressed graphically or mathematically (e.g., in an equation) into words.
8. Assess the extent to which the evidence in a text supports a claim or a recommendation for solving a scientific or technical problem.
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

10. By the end of grade 10, read and comprehend

Grades 11–12 students:

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved or uncertain.

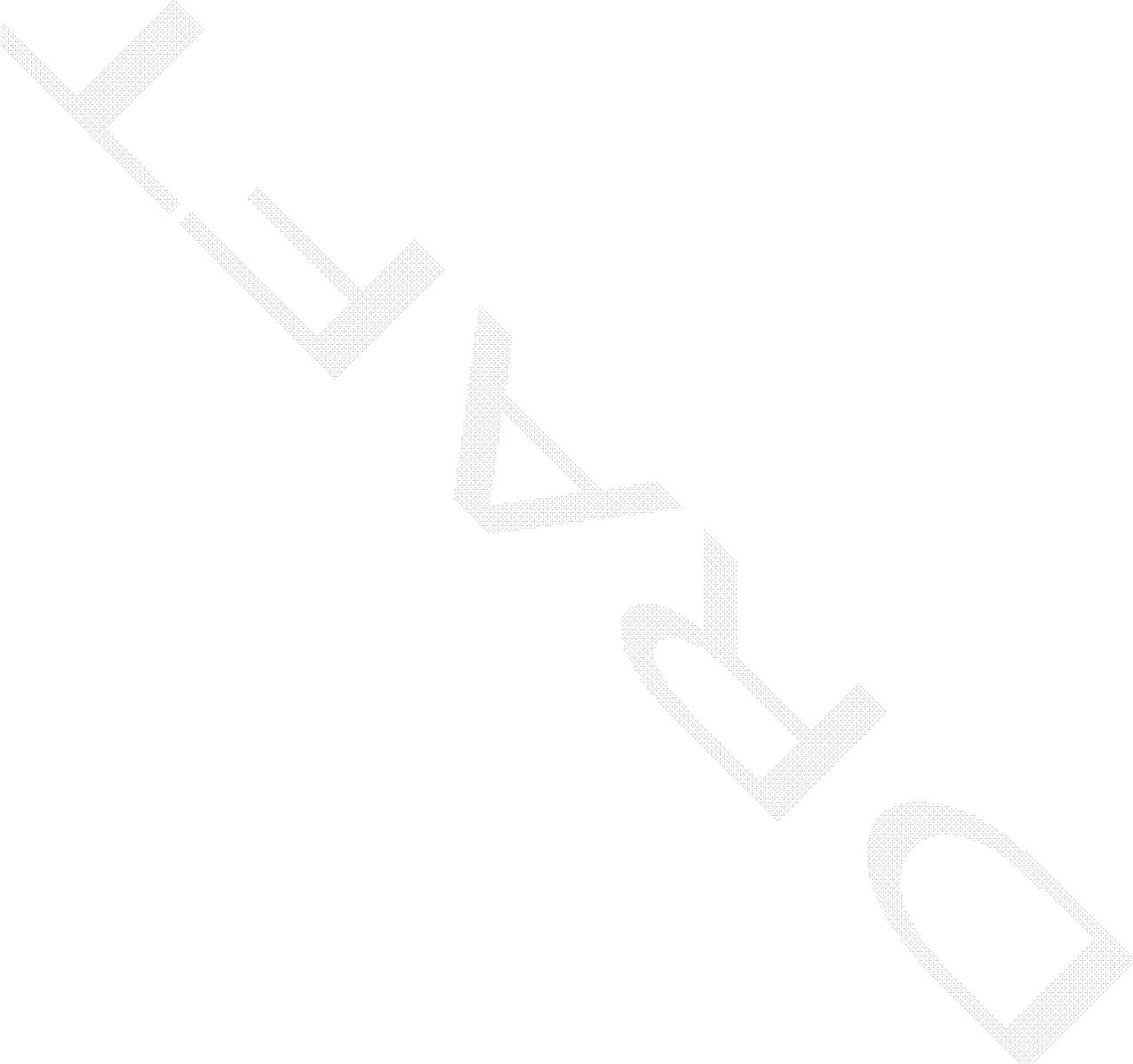
7. Integrate and evaluate multiple sources of information presented in different formats (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem, resolving conflicting information when possible.
8. Evaluate the hypotheses, data, and conclusions in a science or technical text, verifying data and corroborating or challenging conclusions when possible by using other sources of information.
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

10. By the end of grade 12, read and comprehend

science/technical texts in the grades 6–8 text complexity band independently and proficiently.

science/technical texts in the grades 9–10 text complexity band independently and proficiently.

science/technical texts in the grades 11–12 text complexity band independently and proficiently.



College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*Text Types and Purposes*¹

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.²
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

¹These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

[WHST]

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards.

Grades 6–8 students:

Text Types and Purposes

2. Write arguments focused on *discipline-specific content*.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - f. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - g. Establish and maintain a formal style.
 - c. Provide a concluding statement or section that follows from and supports the argument presented.

Grades 9–10 students:

1. Write arguments focused on *discipline-specific content*.
 - f. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - g. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - h. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - j. Provide a concluding statement or section that follows from or supports the argument presented.

Grades 11–12 students:

1. Write arguments focused on *discipline-specific content*.
 - f. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - g. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - h. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - j. Provide a concluding statement or section that follows from or supports the argument presented.

Grades 6–8 students:

Grades 9–10 students:

Grades 11–12 students:

Text Types and Purposes (continued)

- 4.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- g. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - h. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - i. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - j. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - k. Establish and maintain a formal style and objective tone.
 - l. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 3.** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.
- 4.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- g. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - h. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - i. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - j. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
 - k. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - l. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- 3.** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.
- 3.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- 3.** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.

Grades 6–8 students:

Grades 9–10 students:

Grades 11–12 students:

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
10. Draw evidence from informational texts to support analysis, reflection, and research.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Introduction

Toward greater focus and coherence

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. [M]athematical process goals should be integrated in these content areas.

National Research Council, 2009

The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.

Ginsburg, Leinwand and Decker, 2009

Because the mathematics concepts in [U.S.] textbooks are often weak, the presentation becomes more mechanical than is ideal. We looked at both traditional and non-traditional textbooks used in the US and found this conceptual weakness in both.

Ginsburg et al., 2005

There are many ways to organize curricula. The challenge, now rarely met, is to avoid those that distort mathematics and turn off students.

Steen, 2007

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is ‘a mile wide and an inch deep.’ These Standards are a substantial answer to that challenge.

It is important to recognize that “fewer standards” are no substitute for *focused* standards. Achieving “fewer standards” would be easy to do by resorting to broad, general statements. Instead, these Standards aim for clarity and specificity.

Assessing the coherence of a set of standards is more difficult than assessing their focus. William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

*articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline, **but also the key ideas** that determine how knowledge is organized and generated within that discipline. This implies that “to be coherent,” a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. This deeper structure then serves as a means for connecting the particulars (such as an understanding of the rational number system and its properties). (emphasis added)*

These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.

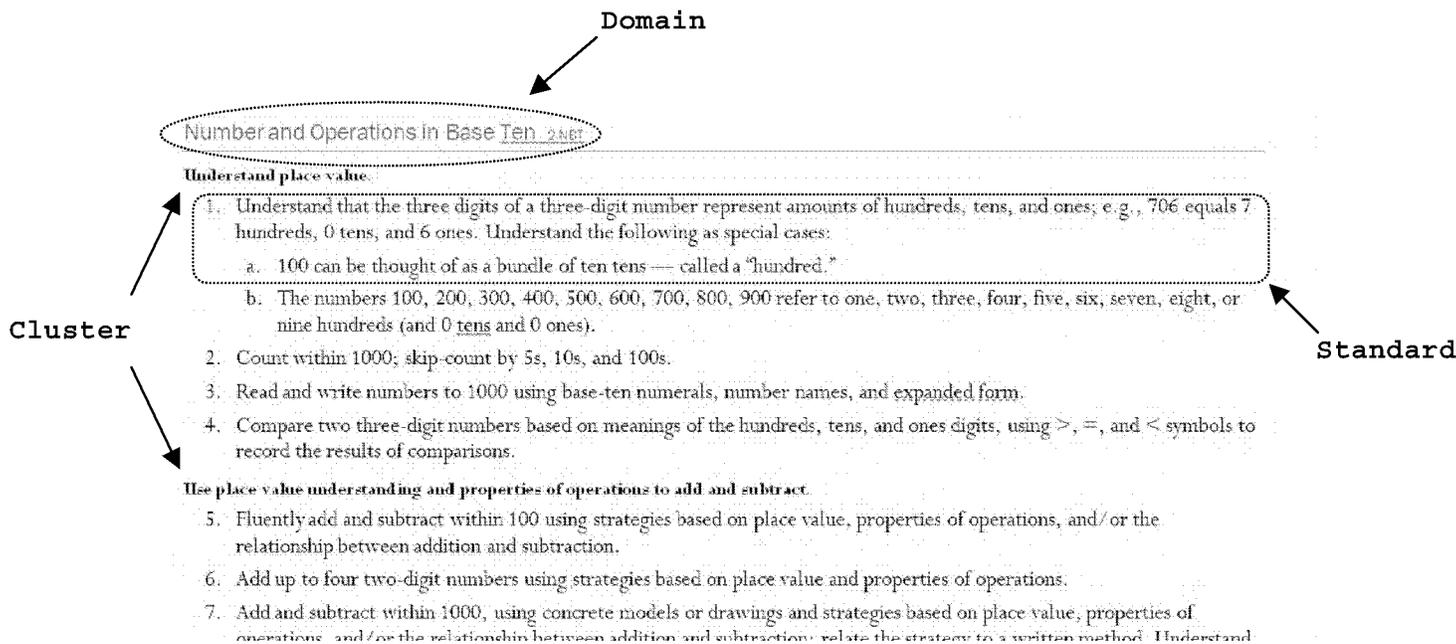
In addition, the ‘sequence of topics and performances’ that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students... absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time.

Understanding mathematics

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student’s mathematical maturity, *why* a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as $(a + b)(x + y)$ and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The Standards begin on the next page with eight Standards for Mathematical Practice.

How to read the grade level standards



Standards define what students should understand and be able to do. **Clusters** summarize groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject. **Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.

Dotted Underlines: Dotted underlines, for example, associative property, indicate terms that are defined in the Glossary. In each grade, underlining is used for the first occurrence of a defined term, but not in subsequent occurrences.

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education: the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections; and the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. Key related processes: Problem solving. Key related proficiencies: Conceptual understanding, strategic competence, productive disposition.

2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. Key related processes: Problem solving, Representation. Key related proficiencies: Strategic competence, productive disposition.

3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. Key related processes: Problem solving, Representation. Key related proficiencies: Strategic competence, productive disposition.

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. Key related processes: Representation. Key related proficiencies: Adaptive reasoning.

5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Key related processes: Problem solving. Key related proficiencies: Strategic competence.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Key related processes: Problem solving, Representation. Key related proficiencies: Procedural fluency.

7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . Key related processes: Reasoning and proof. Key related proficiencies: Adaptive reasoning.

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x -$

$1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results. Key related processes: Problem solving, Reasoning and proof. Key related proficiencies: Adaptive reasoning.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student-practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curriculum, assessment, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Mathematics | Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (c.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (c.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Grade Level Overview

Counting and Cardinality	<ul style="list-style-type: none"> • Know number names and the count sequence. • Count to tell the number of objects. • Compare numbers. 	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 	Mathematical Practices
Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 	<ol style="list-style-type: none"> 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 	
Number and Operations in Base Ten	<ul style="list-style-type: none"> • Work with numbers 11-19 to gain foundations for place value. 	<ol style="list-style-type: none"> 8. Look for and express regularity in repeated reasoning. 	
Measurement and Data	<ul style="list-style-type: none"> • Describe and compare measurable attributes. • Classify objects and count the number of objects in each category 		
Geometry	<ol style="list-style-type: none"> 1. Identify and describe shapes. 2. Analyze, compare, create, and compose shapes. 		

Counting and Cardinality K.CC

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings,² sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

Number and Operations in Base Ten K.NBT

Work with numbers 11-19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data K.MD

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller / shorter.*

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.³

¹ Include groups with up to ten objects.

² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes.

4. Analyze and compare a variety of two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes.

² Limit category counts to be less than or equal to 10.

Mathematics | Grade 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.⁴

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Grade Level Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Mathematical Practices

⁴ Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.⁵
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract.⁶ Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (*Commutative property of addition.*) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (*Associative property of addition.*)
4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
8. Determine the unknown number in a whole-number addition or subtraction equation. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \quad - 3$, $6 + 6 = \quad$.

Number and Operations in Base Ten 1.NBT

Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - a. 10 can be thought of as a bundle of ten ones — called a “ten.”
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Use place value understanding and properties of operations to add and subtract.

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

⁵ See Glossary, Table 1.⁶ Students need not use formal terms for these properties.

Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry 1.G

Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (such as rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (such as cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.⁷
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

⁷ Students do not need to learn formal names such as “right rectangular prism.”

Mathematics | Grade 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Grade Level Overview

Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction. • Add and subtract within 20. • Work with equal groups of objects to gain foundations for multiplication. 	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	Mathematical Practices
Number and Operations in Base Ten	<ul style="list-style-type: none"> • Understand place value. • Use place value understanding and properties of operations to add and subtract. 		
Measurement and Data	<ul style="list-style-type: none"> • Measure and estimate lengths in standard units. • Relate addition and subtraction to length. • Work with time and money. • Represent and interpret data. 		
Geometry	<ul style="list-style-type: none"> • Reason with shapes and their attributes. 		

Operations and Algebraic Thinking 2.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.⁸

Add and subtract within 20.

2. Fluently add and subtract within 20. By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten 2.NBT

Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.⁹

Measurement and Data 2.MD

Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

⁸ See Glossary, Table 1.

⁹ Explanations may be supported by drawings or objects.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a **number line diagram** with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences on a number line diagram.

Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Represent and interpret data.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a **line plot**, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems¹⁰ using information presented in a bar graph.

Geometry 2.6

Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.¹¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

¹⁰ See Glossary, Table 1.

¹¹ Sizes are compared directly or visually, not compared by measuring.

Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole; for example, $\frac{1}{2}$ of the paint in a large bucket could be less paint than $\frac{1}{3}$ of the paint in a smaller bucket; but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Grade Level Overview

Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Represent and solve problems involving multiplication and division. • Understand properties of multiplication and the relationship between multiplication and division. • Multiply and divide within 100. • Solve problems involving the four operations, and identify and explain patterns in arithmetic. 	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	Mathematical Practices
Number and Operations in Base Ten	<ul style="list-style-type: none"> • Use place value understanding and properties of operations to perform multi-digit arithmetic. 		
Number and Operations—Fractions	<ul style="list-style-type: none"> • Develop understanding of fractions as numbers. 		
Measurement and Data	<ul style="list-style-type: none"> • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. • Represent and interpret data. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 		
Geometry	<ul style="list-style-type: none"> • Reason with shapes and their attributes. 		

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹²
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \div 3$, $6 \times 6 = ?$.*

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.¹³ *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by multiplying $3 \times 5 = 15$ then multiplying $15 \times 2 = 30$, or by multiplying $5 \times 2 = 10$ then multiplying $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, divide $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By end of Grade 3, know from memory all products of one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding.¹⁴
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Number and Operations in Base Ten 3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.¹⁵

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Number and Operations—Fractions¹⁶ 3.NF**Develop understanding of fractions as numbers.**

1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.

¹² See Glossary, Table 2.¹³ Students need not use formal terms for these properties.¹⁴ This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order.¹⁵ A range of algorithms may be used.¹⁶ Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.

- a. Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.
 - b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- a. Recognize and generate simple equivalent fractions (e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$); explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - b. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.*
 - c. Compare two fractions with the same numerator or the same denominator, by reasoning about their size; recognize that valid comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data 3.MD

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes; solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (L).¹⁷ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.¹⁸

Represent and interpret data.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 1 pet, 5 pets, or 10 pets.*
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
 - b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
6. Measure areas by counting unit squares, using square cm, square m, square in, square ft, and improvised units.
7. Relate area to the operations of multiplication and addition.
 - a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems; represent whole-number products as rectangular areas in mathematical reasoning.
 - c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$; use area models to represent the distributive property in mathematical reasoning.
 - d. Recognize area as additive; find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. Solve real-world and mathematical problems involving perimeters of polygons, such as finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different area or with the same area and different perimeter.

Geometry 3.G

¹⁷ Excludes compound units such as cm^3 and finding the geometric volume of a container.

¹⁸ Excludes multiplicative comparison problems (problems involving notions of “times as much”; see Glossary, Table 2).

Reason with shapes and their attributes.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals); recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part is $\frac{1}{4}$ of the area of the shape.*

Mathematics | Grade 4

In Grade 4, instructional time should focus on four critical areas: (1) developing understanding and fluency with whole number multiplication, and developing understanding of whole number division; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) continuing to develop understanding of area; and (4) understanding that geometric figures can be analyzed and classified based on their properties such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They use understandings of multiplication and division to develop fluency with multiplication and division of whole numbers. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students develop their understanding of area. They understand and apply the area formula for rectangles and also find areas of shapes that can be decomposed into rectangles. They select appropriate units, strategies (e.g., decomposing shapes), and tools for solving problems that involve estimating and measuring area.

(4) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

Grade Level Overview

Operations and Algebraic Thinking	<ul style="list-style-type: none"> Use the four operations with whole numbers to solve problems. Gain familiarity with factors and multiples. Generate and analyze patterns. 	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	Mathematical Practices
Number and Operations in Base Ten	<ul style="list-style-type: none"> Generalize place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic. 		
Number and Operations—Fractions	<ul style="list-style-type: none"> Extend understanding of fraction equivalence and ordering. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand decimal notation for fractions, and compare decimal fractions. 		
Measurement and Data	<ul style="list-style-type: none"> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Represent and interpret data. Geometric measurement: understand concepts of angle and measure angles. 		
Geometry	<ul style="list-style-type: none"> Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 		

Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g., interpret $5 \times 7 = 35$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.¹⁹
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain familiarity with factors and multiples.

4. Find the factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example: Given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Number and Operations in Base Ten²⁰ 4.NBT

Generalize place value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and **expanded form**. Compare two multi-digit numbers based on meanings of the digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.²¹

4. Add and subtract multi-digit whole numbers accurately and efficiently using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6. Find **whole-number quotients** and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations—Fractions²² 4.NF

Extend understanding of fraction equivalence and ordering.

1. Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{(n \times a)}{(n \times b)}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size; use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$; recognize that valid comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

¹⁹ See Glossary, Table 2.

²⁰ Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

²¹ A range of algorithms may be used.

²² Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
 - a. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation (e.g., $3/8 = 1/8 + 1/8 + 1/8$ and $3/8 = 1/8 + 2/8$). Justify decompositions, e.g., by using a visual fraction model.
 - b. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - c. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
 - a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
 - b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)
 - c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example: *If each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

Understand decimal notation for fractions, and compare decimal fractions.

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.²³ For example, express $3/10$ as $30/100$ and add $3/10 + 4/100 = 34/100$.
6. Interpret a two-digit decimal as a fraction and use decimal notation for parts of wholes; round decimals to the nearest whole number by reasoning about their size. For example, rewrite 1.62 as $162/100$; describe a length as 1.62 meters; locate 1.62 on a number line diagram and round 1.62 to 2.
7. Compare two decimals to hundredths by reasoning about their size; recognize that valid comparisons rely on the two decimals referring to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Measurement and Data 4.MD

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; ℓ , ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of smaller unit. Record measurement equivalents in a two-column table. For example: *Know that 1 ft is 12 times as long as 1 in; express the length of a 4 ft snake as 48 in; generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, *find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Represent and interpret data.

4. Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, *from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Geometric measurement: understand concepts of angle and measure angles.

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

²³ Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

- a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.
 - b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
6. Measure angles in whole-number degrees using a protractor; sketch angles of specified measure.
 7. Recognize angle measure as additive; when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry 4.G

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines; identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size. Recognize right triangles as a category, and identify right triangles.
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts; identify line-symmetric figures and draw lines of symmetry.

Mathematics | Grade 5

In Grade 5, instructional time should focus on four critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) developing fluency with whole number operations; (3) integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths; and (4) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop fluency with multi-digit addition, subtraction, and multiplication, and develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations.

(3) Students apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(4) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real-world and mathematical problems.

Grade Level Overview

Operations and Algebraic Thinking	<ul style="list-style-type: none"> Write and interpret numerical expressions. Analyze patterns and relationships. 	1. Make sense of problems and persevere in solving them.	Mathematical Practices
Number and Operations in Base Ten	<ul style="list-style-type: none"> Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths. 	2. Reason abstractly and quantitatively.	
Number and Operations—Fractions	<ul style="list-style-type: none"> Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 	3. Construct viable arguments and critique the reasoning of others.	
Measurement and Data	<ul style="list-style-type: none"> Convert like measurement units within a given measurement system. Represent and interpret data. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 	4. Model with mathematics.	
Geometry	<ul style="list-style-type: none"> Graph points on the coordinate plane to solve real-world and mathematical problems. Classify two-dimensional figures into categories based on their properties. 	5. Use appropriate tools strategically.	
		6. Attend to precision.	
		7. Look for and make use of structure.	
		8. Look for and express regularity in repeated reasoning.	

Write and interpret numerical expressions.

1. Interpret grouping symbols in numerical expressions and evaluate expressions with grouping symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$; recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Graph pairs of corresponding terms on a coordinate plane, and identify apparent relationships between corresponding terms. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operations in Base Ten 5.NBT

Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use positive integer exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
 - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - b. Compare two decimals to thousandths based on meanings of the digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently add, subtract, and multiply multi-digit whole numbers using the standard algorithm for each operation.
6. Find quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division; express the quotient as a fraction or mixed number. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals of one or two digits, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations—Fractions 5-NF

Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$ by observing that $3/7 < 1/2$.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as the result of dividing the numerator by the denominator ($a/b = a \div b$); solve word problems involving division of whole numbers leading to fractional answers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - a. Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation; do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$.)
 - b. Find the area of a rectangle with fractional side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths; multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), including by:
 - a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{(n \times a)}{(n \times b)}$ to the effect of multiplying $\frac{a}{b}$ by 1.
6. Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.²⁴
 - a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(\frac{1}{3}) \div 4$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(\frac{1}{3}) \div 4 = \frac{1}{12}$ because $(\frac{1}{12}) \times 4 = \frac{1}{3}$.
 - b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (\frac{1}{5})$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $4 \div (\frac{1}{5}) = 20$ because $20 \times (\frac{1}{5}) = 4$.
 - c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?

Measurement and Data 5.MD

Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step real-world problems.

Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
 - b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.
 - a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent three-fold whole-number products as volumes, e.g., to represent the associative property of multiplication.

²⁴ Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

- b. Apply the formulas $V = \ell w h$ and $V = b h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems;
- c. Recognize volume as additive; find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.

Geometry 5.6

Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate).
2. Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify two-dimensional figures in a hierarchy based on properties.

Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions; (3) developing understanding of and using formulas to determine areas of two-dimensional shapes and distinguishing between volume and surface area of three-dimensional shapes; and (4) writing, interpreting, and using expressions and equations.

(1) Students use reasoning about multiplication and division of quantities to solve ratio and rate problems. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students extend multiplication and division to ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they build on their understanding of fractions to understand ratios. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students are able to use these operations to solve problems.

(3) Students reason about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposition into pieces whose area they can determine. They reason about right rectangular prisms with rational sides to extend the formula for its volume to rational side lengths. They prepare for work on scale drawings and constructions in Grade 8 by drawing polygons in the coordinate plane.

(4) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

Students in Grade 6 develop their ability to think statistically. Students recognize that a typical data distribution does not have a definite center, and so different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed fairly, and also in the sense that it is a balance point. Students learn to describe and summarize distributions of data, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data was collected.

Grade Level Overview

Ratios and Proportional Relationships	<ul style="list-style-type: none">• Understand ratio concepts and use ratio reasoning to solve problems.	1. Make sense of problems and persevere in solving them.	Mathematical Practices
The Number System	<ul style="list-style-type: none">• Apply and extend previous understandings of multiplication and division to divide fractions by fractions.• Apply and extend previous understandings of numbers to the system of rational numbers.	2. Reason abstractly and quantitatively.	
Expressions and Equations	<ul style="list-style-type: none">• Apply and extend previous understandings of arithmetic to algebraic expressions.• Reason about and solve one-variable equations and inequalities.• Represent and analyze quantitative relationships between dependent and independent variables.	3. Construct viable arguments and critique the reasoning of others.	
Geometry	<ul style="list-style-type: none">• Solve real-world and mathematical problems involving area, surface area, and volume.	4. Model with mathematics.	
Statistics and Probability	<ul style="list-style-type: none">• Develop understanding of statistical variability.• Summarize and describe distributions.	5. Use appropriate tools strategically.	
		6. Attend to precision.	
		7. Look for and make use of structure.	
		8. Look for and express regularity in repeated reasoning.	

Understand ratio concepts and use ratio reasoning to solve problems.

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
- Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 paperbacks, which is a rate of \$5 per paperback."¹*
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
 - Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
 - Solve unit rate problems including unit pricing and constant speed. *For example, "If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?"*
 - Find a percentage of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole given a part and the percentage.
 - Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

The Number System 6.NS**Apply and extend previous understandings of multiplication and division to divide fractions by fractions.**

- Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?*
- Fluently divide multi-digit numbers using the standard algorithm for each operation.

Apply and extend previous understandings of numbers to the system of rational numbers.

- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- Understand a rational number as a point on the number line. Extend number line diagrams and coordinate planes familiar from previous grades to represent negative numbers and their distance from 0.
 - Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
 - Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
 - Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
- Understand the ordering of rational numbers.
 - Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*
 - Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .*
- Understand absolute value and its relationship to the order of rational numbers.

¹ Expectations for unit rates in this grade are limited to non-complex fractions.

- a. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.*
 - b. Distinguish comparisons of absolute value from statements of order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.*
7. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane, including using coordinates and absolute value reasoning to find distances between points with the same first coordinate or the same second coordinate.

Expressions and Equations 6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.

1. Evaluate numerical expressions involving whole-number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
 - a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as $5 - y$.*
 - b. Identify parts of an expression using mathematical language (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.*
 - c. Evaluate expressions by substituting values for their variables, including when using formulas in real-world problems. Perform arithmetic operations (including those involving whole-number exponents) in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.*
3. Apply the properties of operations as strategies to generate equivalent expressions. *For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.*
4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.*

Reason about and solve one-variable equations and inequalities.

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6. Use variables to stand for numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can be used in cases where a number is unknown, or where, for the purpose at hand, it can be any number in a specified set.
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
8. Write a statement of inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities graphically on a number line diagram.

Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.*

Geometry 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.

1. Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the

- prism. Apply the formulas $V = \ell w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
 4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability 6.SP

Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.*
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its overall shape, center and spread.
3. Recognize that a measure of center for a numerical data set summarizes all of its values using a single number, while a measure of variation describes how its values vary using a single number.

Summarize and describe distributions.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
 - a. Reporting the number of observations.
 - b. Describing the nature of the attribute of investigation, including how it was measured and its units of measurement.
 - c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.
 - d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.

Mathematics | Grade 7

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and solving linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals, and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division and their properties to all rational numbers, including integers and numbers represented by complex fractions and negative fractions. By applying the properties of operations, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain why the rules for adding, subtracting, multiplying, and dividing with negative numbers make sense. They use the arithmetic of rational numbers as they formulate and solve linear equations in one variable and use these equations to solve problems.

(3) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by taking slices. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects made up from triangles, quadrilaterals, polygons, cubes and right prisms.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

Grade Level Overview

Ratios and Proportional Relationships	<ul style="list-style-type: none"> Analyze proportional relationships and use them to solve real-world and mathematical problems. 	1. Make sense of problems and persevere in solving them.	Mathematical Practices
The Number System	<ul style="list-style-type: none"> Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. 	2. Reason abstractly and quantitatively.	
Expressions and Equations	<ul style="list-style-type: none"> Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 	3. Construct viable arguments and critique the reasoning of others.	
Geometry	<ul style="list-style-type: none"> Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. 	4. Model with mathematics.	
Statistics and Probability	<ul style="list-style-type: none"> Use random sampling to draw inferences about a population Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models. 	5. Use appropriate tools strategically.	
		6. Attend to precision.	
		7. Look for and make use of structure.	
		8. Look for and express regularity in repeated reasoning.	

Ratios and Proportional Relationships 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of nonnegative rational numbers, including ratios of lengths, areas and other quantities measured in like or different units. *For example, If a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1}{2} \div \frac{1}{4}$ miles per hour, equivalently 2 miles per hour.*
2. Recognize and represent proportional relationships between covarying quantities.
 - a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
 - b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
 - c. Represent proportional relationships by equations. *For example, total cost, t , is proportional to the number, n , purchased at a constant price, p ; this relationship can be expressed as $t = pn$.*
 - d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
3. Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

The Number System 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
 - a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*
 - b. Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
 - c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
 - d. Apply properties of operations as strategies to add and subtract rational numbers.
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
 - a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
 - b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p/q is a rational number, then $-(p/q) = (-p)/q = p/(-q)$. Interpret products of rational numbers by describing real-world contexts.
 - c. Apply properties of operations as strategies to multiply and divide rational numbers.
 - d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
3. Solve real-world and mathematical problems involving the four operations with rational numbers.²

Expressions and Equations 7.EE

Use properties of operations to generate equivalent expressions.

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.*

² Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

- Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”*

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

- Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.*
- Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies for calculating with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*
- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
 - Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare the algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*
 - Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example, As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.*

Geometry 7.G

Draw, construct, and describe geometrical figures and describe the relationships between them.

- Solve problems involving scale drawings of geometric figures in the coordinate plane, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
- Draw (freehand, with ruler and protractor, and with technology) geometric shapes from given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the triangle is uniquely defined, ambiguously defined or nonexistent.
- Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

- Know the formulas for the area and circumference of a circle and solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
- Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
- Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Statistics and Probability 7.SP

Use random sampling to draw inferences about a population.

- Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
- Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

Draw informal comparative inferences about two populations

3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean average deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

Investigate chance processes and develop, use, and evaluate probability models.

5. Understand that the probability of a chance event is a number between 0 and 1 expressing the likelihood of that event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*
7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
 - a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*
 - b. Develop a possibly non-uniform probability model by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
 - a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
 - b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes for which the event occurs.
 - c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: if 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

Mathematics | Grade 8

In Grade 8, instructional time should focus on three critical areas: (1) solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize proportions ($y/x = m$ or $y = mx$) as a special case of linear equations, $y = mx + b$, understanding that the constant of proportionality (m) is the slope and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x -coordinate changes by an amount A , the output or y -coordinate changes by the amount $m \cdot A$. Students also formulate and solve linear equations in one variable and use these equations to solve problems. Students also use a linear equation to describe the association between two quantities in a data set (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each element of its domain exactly one element of its range. They use function notation and understand that functions describe situations where one quantity determines another. They can translate among verbal, tabular, graphical, and algebraic representations of functions (noting that tabular and graphical representations are usually only partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students prove that the angles in a triangle add up to a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem is valid, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

Grade Level Overview

The Number System	<ul style="list-style-type: none">Know that there are numbers that are not rational, and approximate them by rational numbers.	1. Make sense of problems and persevere in solving them.	Mathematical Practices
Expressions and Equations	<ul style="list-style-type: none">Work with radicals and integer exponents.Understand the connections between proportional relationships, lines, and linear equations.Analyze and solve linear equations and pairs of simultaneous linear equations.	2. Reason abstractly and quantitatively.	
Functions	<ul style="list-style-type: none">Define, evaluate, and compare functions.Use functions to model relationships between quantities.	3. Construct viable arguments and critique the reasoning of others.	
Geometry	<ul style="list-style-type: none">Understand congruence and similarity using physical models, transparencies, or geometry software.Understand and apply the Pythagorean Theorem.Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.	4. Model with mathematics.	
Statistics and Probability	<ul style="list-style-type: none">Investigate patterns of association in bivariate data.	5. Use appropriate tools strategically.	
		6. Attend to precision.	
		7. Look for and make use of structure.	
		8. Look for and express regularity in repeated reasoning.	

The Number System 8.NS

Know that there are numbers that are not rational, and approximate them by rational numbers.

1. Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.
2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

Expressions and Equations 8.EE

Work with radicals and integer exponents.

1. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
2. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Understand the connections between proportional relationships, lines, and linear equations.

3. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
4. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .

Analyze and solve linear equations and pairs of simultaneous linear equations.

5. Solve linear equations in one variable.
 - a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
 - b. Solve linear equations with rational number coefficients, including equations that require expanding expressions using the distributive property and collecting like terms.
6. Analyze and solve pairs of simultaneous linear equations.
 - a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
 - b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.*
 - c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Functions 8.F

Define, evaluate, and compare functions.

1. Understand that a function from one set (called the domain) to another set (called the range) is a rule that assigns to each element of the domain (an input) exactly one element of the range (the corresponding output). The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.³
2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

³ Function notation is not required in Grade 8.

3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1,1)$, $(2,4)$ and $(3,9)$, which are not on a straight line.*

Use functions to model relationships between quantities.

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship; from two (x, y) values, including reading these from a table; or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
5. Describe qualitatively the functional relationship between two quantities by reading a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Geometry 8.G

Understand congruence and similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rotations, reflections, and translations:
 - a. Lines are taken to lines, and line segments to line segments of the same length.
 - b. Angles are taken to angles of the same measure.
 - c. Parallel lines are taken to parallel lines.
2. Understand that a plane figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
3. Describe the effect of dilations, translations, rotations and reflections on figures using coordinates.
4. Understand that a plane figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar figures, describe a sequence that exhibits the similarity between them.
5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, and about the angles created when parallel lines are cut by a transversal. *For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.*

Understand and apply the Pythagorean Theorem.

6. Explain a proof of the Pythagorean Theorem and its converse.
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

9. Know the formulas for the volume of cones, cylinders and spheres and solve real-world and mathematical problems.

Statistics and Probability 8.SP

Investigate patterns of association in bivariate data.

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

Mathematics Standards for High School

Where is the College and Career Readiness line drawn?

The high school standards specify the mathematics that all students should study in order to be college and career ready. Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by (+), as in this example:

(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers).

Standards with a (+) symbol are beyond the college and career readiness threshold, but may appear in courses intended for all students. Any standard without a (+) symbol is intended to be in the common mathematics curriculum for all college and career ready students.

How are the high school standards organized?

The high school standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability.

Conceptual categories portray a coherent view of core high school mathematics; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus.

Modeling standards

Modeling is best interpreted not as a collection of isolated topics but in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (*).

Mathematics | High School—Number and Quantity

Numbers and Number Systems. During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, “number” means “counting number”: 1, 2, 3. . . . Soon after that, 0 is used to represent “none” and the whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are barely numbers and tied strongly to pictorial representations. Yet by the time students understand division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-ten system used to represent the whole numbers. During middle school, fractions are augmented by negative fractions to form the rational numbers. In Grade 8, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

This ascent through number systems makes it fair to ask: what does the word *number* mean that it can mean all of these things? One possible answer is that a number is something that can be used to do mathematics: calculate, solve equations, or represent measurements.

With each extension of number, the meanings of addition, subtraction, multiplication, and division are extended. In each new number system—integers, rational numbers, real numbers, and complex numbers—the four operations stay the same in two important ways: They have the commutative, associative, and distributive properties and their new meanings are consistent with their previous meanings. For example, multiplication by a whole number can be interpreted as repeated addition of the multiplicand in extensions of the whole numbers.

Extending the properties of whole-number exponents leads to new and productive notation. For example, properties of whole-number exponents suggest that $(5^{1/3})^3$ should be $5^{(1/3) \cdot 3} = 5^1 = 5$ and that $5^{1/3}$ should be the cube root of 5.

Calculators can provide ways for students to become better acquainted with these new number systems and their notation. They can be used to generate data for numerical experiments, to help understand the workings of matrix, vector, and complex number algebra, and to experiment with non-integer exponents.

Quantities. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process might be called quantification. Quantification is important for science, as when surface area suddenly “stands out” as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.

Content Overview

<p>The Real Number System</p> <p>Quantities</p> <p>The Complex Number System</p> <p>Vector and Matrix Quantities</p>	<ul style="list-style-type: none"> • Extend the properties of exponents to rational exponents • Classify numbers as rational or irrational • Reason quantitatively and use units to solve problems • Perform arithmetic operations with complex numbers • Represent complex numbers and their operations on the complex plane • Use complex numbers in polynomial identities and equations • Represent and model with vector quantities • Perform operations on vectors • Perform operations on matrices and use matrices in applications 	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	<p>Mathematical Practices</p>
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The Real Number System N-RN

Extend the properties of exponents to rational exponents

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.*
2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Use properties of rational and irrational numbers

3. Explain why sums and products of rational numbers are rational, that the sum of a rational number and an irrational number is irrational, and that the product of a nonzero rational number and an irrational number is irrational.

Quantities* N-Q

Reason quantitatively and use units to solve problems

1. Compare measurements of two quantities of the same type (e.g., two lengths or two weights) expressed in different units to decide which quantity is larger.
2. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
3. Define appropriate quantities for the purpose of descriptive modeling.
4. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Complex Number System N-CN

Perform arithmetic operations with complex numbers

1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

Represent complex numbers and their operations on the complex plane

4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.
5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example, $(1 - \sqrt{3}i)^3 = 8$ because $(1 - \sqrt{3}i)$ has modulus 2 and argument 120° .*
6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Use complex numbers in polynomial identities and equations

7. Solve quadratic equations with real coefficients that have complex solutions.
8. (+) Extend polynomial identities to the complex numbers. *For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.*
9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

(+) Vector and Matrix Quantities N-VM

Represent and model with vector quantities.

1. Understand that vector quantities have both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v} , $|\mathbf{v}|$, $\|\mathbf{v}\|$, v).
2. Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
3. Solve problems involving velocity and other quantities that can be represented by vectors.*

Perform operations on vectors.

4. Add and subtract vectors.
 - a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
 - b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
 - c. Understand that vector subtraction $\mathbf{v} - \mathbf{w}$ is defined as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the additive inverse of \mathbf{w} , with the same magnitude as \mathbf{w} and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.
5. Multiply a vector \mathbf{v} by a scalar.
 - a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.
 - b. Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $\|c\mathbf{v}\| = |c|v$.
 - c. Understand that when $|c|v \neq 0$, the direction of $c\mathbf{v}$ is either along \mathbf{v} (for $c > 0$) or against \mathbf{v} (for $c < 0$).

Perform operations on matrices and use matrices in applications.*

6. Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
7. Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
8. Add, subtract, and multiply matrices of appropriate dimensions.
9. Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
10. Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
11. Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Understand a matrix as a transformation of vectors.
12. Understand a 2×2 matrix as a transformation of the plane, and interpret the absolute value of the determinant in terms of area.

Mathematics | High School—Algebra

Expressions. An expression is a record of a computation with numbers and symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p . Rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example, $p + 0.05p$ is the sum of the simpler expressions p and $0.05p$. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a computer algebra system can be used to experiment with algebraic expressions, perform complicated algebraic manipulations, and understand how algebraic manipulations behave.

Equations and inequalities. An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the expressions on either side are in fact equal. These values are the solutions to the equation. An identity is true for all numbers; identities are often developed by rewriting an expression in an equivalent form.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be plotted in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively deducing from it one or more simpler equations. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, but have a solution in a larger system. For example, the solution of $x + 1 = 0$ is an integer, not a whole number; the solution of $2x + 1 = 0$ is a rational number, not an integer; the solutions of $x^2 - 2 = 0$ are real numbers, not rational numbers; and the solutions of $x^2 + 2 = 0$ are complex numbers, not real numbers.

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = ((b_1 + b_2)/2)h$, can be solved for h using the same deductive process.

Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

Connections to Functions and Modeling. Expressions can define functions, and equivalent expressions define the same function. Asking when two functions have the same value for the same input leads to an equation; graphing the two functions allows for finding approximate solutions of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

Content Overview

<p>Seeing Structure in Expressions</p> <p>Arithmetic with Polynomials and Rational Functions</p> <p>Creating Equations</p> <p>Reasoning with Equations and Inequalities</p>	<ul style="list-style-type: none"> • Interpret the structure of expressions • Write expressions in equivalent forms to solve problems • Perform arithmetic operations on polynomials • Understand the relationship between zeros and factors of polynomials • Use polynomial identities to solve problems • Rewrite and graph rational functions • Create equations that describe numbers or relationships • Understand solving equations as a process of reasoning and explain the reasoning • Solve equations and inequalities in one variable • Solve systems of equations • Represent and solve equations and inequalities graphically 	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	<p>Mathematical Practices</p>
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Seeing Structure in Expressions A-SSE

Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context.*
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .*
2. Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*

Write expressions in equivalent forms to solve problems

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
 - a. Factor a quadratic expression to reveal the zeros of the function it defines.
 - b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
 - c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*
4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.**

Arithmetic with Polynomials and Rational Expressions A-APR

Perform arithmetic operations on polynomials

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Understand the relationship between zeros and factors of polynomials

- Understand the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
- Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems

- Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.*
- (+) Understand that the Binomial Theorem gives the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

Rewrite rational expressions

- Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
- (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Creating Equations* A-CED

Create equations that describe numbers or relationships

- Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*
- Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
- Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

Reasoning with Equations and Inequalities A-REI

Understand solving equations as a process of reasoning and explain the reasoning

- Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Solve equations and inequalities in one variable

- Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. Graph the solution set of an inequality on a number line.
- Solve quadratic equations in one variable.
 - Understand that the method of completing the square transforms any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. This leads to the quadratic formula.
 - Solve by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

Solve systems of equations

- Understand that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
- Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
- Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.*
- (+) Represent a system of linear equations as a single matrix equation in a vector variable.

9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).

Represent and solve equations and inequalities graphically

10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a straight line).
11. Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*
12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Mathematics | High School—Functions

Functions describe situations where one quantity determines another. For example, the return on \$10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, v ; the rule $T(v) = 100/v$ expresses this relationship algebraically and defines a function whose name is T .

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, "I'll give you a state, you give me the capital city;" by an algebraic expression like $f(x) = a + bx$; or by a recursive rule. The graph of a function is often a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a computer algebra system can be used to experiment with properties of these functions and their graphs and to build computational models of functions, including recursively defined functions.

Connections to Expressions, Equations, Modeling, and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value for the same input lead to equations, whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

Content Overview

Interpreting Functions	<ul style="list-style-type: none"> • Understand the concept of a function and use function notation • Interpret functions that arise in applications in terms of the context • Analyze functions using different representations 		<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	Mathematical Practices
Building Functions	<ul style="list-style-type: none"> • Build a function that models a relationship between two quantities • Build new functions from existing functions 			
Linear, Quadratic, and Exponential Models	<ul style="list-style-type: none"> • Construct and compare linear and exponential models and solve problems • Interpret expressions for functions in terms of the situation they model 			
Trigonometric Functions	<ul style="list-style-type: none"> • Extend the domain of trigonometric functions using the unit circle • Model periodic phenomena with trigonometric functions • Prove and apply trigonometric identities 			

Interpreting Functions F-IF

Understand the concept of a function and use function notation

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Understand that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.*

Interpret functions that arise in applications in terms of the context

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*
 - a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
 - b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
 - c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
 - d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
 - e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
 - a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
 - b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.*
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

Building Functions F-BF

Build a function that models a relationship between two quantities

1. Write a function that describes a relationship between two quantities.*
 - a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
 - b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*
 - c. (+) Compose functions. *For example, if $f(t)$ is the height of a falling body after t seconds, $f(t - 12)$ is the height of the same body dropped 12 seconds later.*
2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

Build new functions from existing functions

3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
4. Find inverse functions.
 - a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.*
 - b. (+) Verify by composition that one function is the inverse of another.
 - c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
 - d. (+) Produce an invertible function from a non-invertible function by restricting the domain.

Linear, Quadratic, and Exponential Models* F-LQE

Construct and compare linear, quadratic, and exponential models and solve problems

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
 - a. Understand that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals.
 - b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
 - c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
4. For exponential models, express as a logarithm the solution to $a b^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.

Interpret expressions for functions in terms of the situation they model

5. Interpret the parameters in a linear, quadratic, or exponential function in terms of a context.

Trigonometric Functions F-TF

Extend the domain of trigonometric functions using the unit circle

1. Understand that the radian measure of an angle is the length of the arc on the unit circle subtended by the angle.
2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number.
4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

Model periodic phenomena with trigonometric functions

5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*
6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.*

Prove and apply trigonometric identities

8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios.
9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Mathematics | High School—Modeling

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

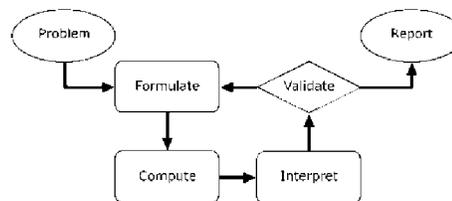
Some examples of such situations might include:

- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Risk situations, such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can sometimes model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example, as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.

The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.



In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model—for example, graphs of global temperature and atmospheric CO₂ over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems.

Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

Modeling Standards

Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol ().*

Mathematics | High School—Geometry

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate, that through a point not on a given line there is exactly one parallel line. (Spherical geometry, in contrast, has no parallel lines.)

During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Later in college some students develop Euclidean and other geometries carefully from a small set of axioms.

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent.

In the approach taken here, two geometric figures are defined to be congruent if there is a sequence of rigid motions that carries one onto the other. This is the principle of superposition. For triangles, congruence means the equality of all corresponding pairs of sides and all corresponding pairs of angles. During Grade 8, through experiences with geometric constructions and drawing triangles from given conditions, some students notice ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent. Once these triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures.

Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, and lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.

The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many real-world and theoretical situations. The Pythagorean Theorem is generalized to non-right triangles by the Law of Cosines. Together, the Laws of Sines and Cosines embody the triangle congruence criteria for the cases where three pieces of information suffice to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that Side-Side-Angle is not a congruence criterion.

Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of the graphs of equations correspond to algebraic changes in their equations.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer algebra systems allow them to experiment with algebraic phenomena.

Connections to Equations. The correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.

Content Overview

<p>Congruence</p> <p>Similarity, Right Triangles, and Trigonometry</p> <p>Circles</p> <p>Expressing Geometric Properties with Equations</p> <p>Geometric Measurement and Dimension</p> <p>Modeling with Geometry</p>	<ul style="list-style-type: none"> • Experiment with transformations in the plane • Understand congruence in terms of rigid motions • Prove geometric theorems • Make geometric constructions • Understand similarity in terms of similarity transformations • Prove theorems involving similarity • Define trigonometric ratios and solve problems involving right triangles • Apply trigonometry to general triangles • Understand and apply theorems about circles • Find arc lengths and areas of sectors of circles • Translate between the geometric description and the equation for a conic section • Use coordinates to prove simple geometric theorems algebraically • Explain volume formulas and use them to solve problems • Visualize relationships between two-dimensional and three-dimensional objects • Apply geometric concepts in modeling situations 	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	<p>Mathematical Practices</p>
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Congruence G-CO

Experiment with transformations in the plane

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

9. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
10. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*
11. Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*

Make geometric constructions

12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry G-SRT

Understand similarity in terms of similarity transformations

1. Verify experimentally the properties of dilations:
 - a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
 - b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems involving similarity

4. Prove theorems about triangles using similarity transformations. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles

6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
7. Explain and use the relationship between the sine and cosine of complementary angles.
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*

(+) **Apply trigonometry to general triangles**

9. Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
10. Prove the Laws of Sines and Cosines and use them to solve problems.
11. Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Circles G-C

Understand and apply theorems about circles

1. Prove that all circles are similar.

- Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
- Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
- (+) Construct a tangent line from a point outside a given circle to the circle.

Find arc lengths and areas of sectors of circles

- Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations G-GPE

Translate between the geometric description and the equation for a conic section

- Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
- Derive the equation of a parabola given a focus and directrix.
- (+) Derive the equations of ellipses and hyperbolas given two foci for the ellipse, and two directrices of a hyperbola.

Use coordinates to prove simple geometric theorems algebraically

- Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.*
- Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
- Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
- Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*

Geometric Measurement and Dimension G-GMD

Explain volume formulas and use them to solve problems

- Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*
- (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
- Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*

Visualize relationships between two-dimensional and three-dimensional objects

- Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry G-MG

Apply geometric concepts in modeling situations

- Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
- Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*
- Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

Mathematics | High School—Statistics and Probability*

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model: a list or description of the possible outcomes (the sample space), each of which is assigned a probability. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.

Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

Connections to Functions and Modeling. Functions may be used to describe data; if the data suggest a linear relationship, the relationship can be modeled with a regression line, and its strength and direction can be expressed through a correlation coefficient.

Content Overview

<p>Interpreting Categorical and Quantitative Data</p> <p>Making Inferences and Justifying Conclusions</p> <p>Conditional Probability and the Rules of Probability</p> <p>Using Probability to Make Decisions</p>	<ul style="list-style-type: none"> • Summarize, represent, and interpret data on a single count or measurement variable • Summarize, represent, and interpret data on two categorical and quantitative variables • Interpret linear models • Understand and evaluate random processes underlying statistical experiments • Make inferences and justify conclusions from sample surveys, experiments and observational studies • Use the concepts of independence and conditional probability to interpret data • Use the rules of probability to compute probabilities of compound events in a uniform probability model • Calculate expected values and use them to solve problems • Use probability to evaluate outcomes of decisions 	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	<p>Mathematical Practices</p>
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Interpreting Categorical and Quantitative Data S-ID

Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables

5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
 - a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.*
 - b. Informally assess the fit of a function by plotting and analyzing residuals.
 - c. Fit a linear function for scatter plots that suggest a linear association.

Interpret linear models

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

8. Compute (using technology) and interpret the correlation coefficient of a linear fit.
9. Distinguish between correlation and causation.

Making Inferences and Justifying Conclusions s-ic

Understand and evaluate random processes underlying statistical experiments

1. Understand that statistics allows inferences to be made about population parameters based on a random sample from that population.
2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
6. Evaluate reports based on data.

Conditional Probability and the Rules of Probability s-cp

Understand independence and conditional probability and use them to interpret data

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).
2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
3. Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.
4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

Use the rules of probability to compute probabilities of compound events in a uniform probability model

6. Find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A, and interpret the answer in terms of the model.
7. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.
8. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$, and interpret the answer in terms of the model.
9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

(+) Using Probability to Make Decisions

S-MD

Calculate expected values and use them to solve problems

1. Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
2. Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
3. Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. *For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*
4. Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the*

United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?

Use probability to evaluate outcomes of decisions

5. Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
 - a. Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.*
 - b. Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*
6. Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
7. Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Postscript: A Note on High School Courses

The high school standards in this document do not specify how content should be organized into a sequence of high school courses.

However, it is expected that model course sequences based on these standards will become available in both a traditional sequence (Algebra 1, Geometry, and Algebra 2) as well as an integrated sequence (Integrated 1, Integrated 2, Integrated 3).

Glossary

Addition and subtraction within 5, 10, 20, 100, or 1000. Addition or subtraction of two whole numbers with whole number answers, and with sum or minuend in the range 0-5, 0-10, 0-20, or 0-100, respectively. Example: $8 + 2 = 10$ is an addition within 10, $14 - 5 = 9$ is a subtraction within 20, and $55 - 18 = 37$ is a subtraction within 100.

Additive inverses. Two numbers whose sum is 0 are additive inverses of one another. Example: $\frac{3}{4}$ and $-\frac{3}{4}$ are additive inverses of one another because $\frac{3}{4} + (-\frac{3}{4}) = (-\frac{3}{4}) + \frac{3}{4} = 0$.

Associative property of addition. See Table 3 in this Glossary.

Associative property of multiplication. See Table 3 in this Glossary.

Bivariate data. Pairs of linked numerical observations. Example: a list of heights and weights for each player on a football team.

Box plot. A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.¹

Commutative property. See Table 3 in this Glossary.

Complex fraction. A fraction $\frac{A}{B}$ where A and/or B are fractions (B nonzero).

Computation algorithm. A set of predefined steps applicable to a class of problems that gives the correct result in every case when the steps are carried out correctly. See also: *computation strategy*.

Computation strategy. Purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. See also: *computation algorithm*.

Congruent. Two plane or solid figures are congruent if one can be obtained from the other by rigid motion (a sequence of rotations, reflections, and translations).

Counting on. A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again; one can find the total by *counting on*—pointing to the top book and saying “eight,” following this with “nine, ten, eleven. There are eleven books now.”

Dot plot. See *line plot*.

Dilation. A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

Expanded form. A multidigit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example, $643 = 600 + 40 + 3$.

Expected value. For a random variable, the weighted average of its possible values, with weights given by their respective probabilities.

First quartile. For a data set with median M , the first quartile is the median of the data values less than M . Example: For the data set $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the first quartile is 6.² See also *median*, *third quartile*, *interquartile range*.

Fraction. A number expressible in the form $\frac{a}{b}$ where a is a whole number and b is a positive whole number. (The word *fraction* in these standards always refers to a nonnegative number.) See also *rational number*.

Identity property of 0. See Table 3 in this Glossary.

Independently combined probability models. Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

Integer. A number expressible in the form a or $-a$ for some whole number a .

Interquartile Range. A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the interquartile range is $15 - 6 = 9$. See also *first quartile*, *third quartile*.

Line plot. A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a dot plot.³

Mean. A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list.⁴ Example: For the data set $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the mean is 21.

Mean absolute deviation. A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the mean absolute deviation is 20.

¹ Adapted from Wisconsin Department of Public Instruction, <http://dpi.wi.gov/standards/mathglos.html>, accessed March 2, 2010.

² Many different methods for computing quartiles are in use. The method defined here is sometimes called the Moore and McCabe method. See Langford, E., “Quartiles in Elementary Statistics,” *Journal of Statistics Education* Volume 14, Number 3 (2006).

³ Adapted from Wisconsin Department of Public Instruction, *op. cit.*

⁴ To be more precise, this defines the *arithmetic mean*.

Median. A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 90\}$, the median is 11.

Midline. In the graph of a trigonometric function, the horizontal line half-way between its maximum and minimum values.

Multiplication and division within 100. Multiplication or division of two whole numbers with whole number answers, and with product or dividend in the range 0-100. Example: $72 \div 8 = 9$.

Multiplicative inverses. Two numbers whose product is 1 are multiplicative inverses of one another. Example: $\frac{3}{4}$ and $\frac{4}{3}$ are multiplicative inverses of one another because $\frac{3}{4} \times \frac{4}{3} = \frac{4}{3} \times \frac{3}{4} = 1$.

Number line diagram. A diagram of the number line used to represent numbers and support reasoning about them. In a number line diagram for measurement quantities, the interval from 0 to 1 on the diagram represents the unit of measure for the quantity.

Percent rate of change. A rate of change expressed as a percent. Example: if a population grows from 50 to 55 in a year, it grows by $\frac{5}{50} = 10\%$ per year.

Probability distribution. The set of possible values of a random variable with a probability assigned to each.

Properties of operations. See Table 3 in this Glossary.

Properties of equality. See Table 4 in this Glossary.

Properties of inequality. See Table 5 in this Glossary.

Properties of operations. See Table 3 in this Glossary.

Probability. A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, testing for a medical condition).

Probability model. A probability model is used to assign probabilities to outcomes of a chance process by examining the nature of the process. The set of all outcomes is called the sample space, and their probabilities sum to 1. See also *uniform probability model*.

Random variable. An assignment of a numerical value to each outcome in a sample space.

Rational expression. A quotient of two polynomials with non-zero denominator.

Rational number. A number expressible in the form $\frac{a}{b}$ or $-\frac{a}{b}$ for some fraction $\frac{a}{b}$. The rational numbers include the integers.

Rectilinear figure. A polygon all angles of which are right angles.

Rigid motion. A transformation of points in space consisting of a sequence of one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

Repeating decimal. The decimal form of a rational number. See *terminating decimal*.

Sample space. In a probability model for a random process, a list of the individual outcomes that are to be considered.

Scatter plot. A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.⁵

Similarity transformation. A rigid motion followed by a dilation.

Tape diagram. A drawing that looks like a segment of tape, used to illustrate number relationships. Also known as a strip diagram, bar model, fraction strip, or length model.

Terminating decimal. A decimal is called terminating if its repeating digit is 0.

Third quartile. For a data set with median M , the third quartile is the median of the data values greater than M . Example: For the data set $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the third quartile is 15. See also *median*, *first quartile*, *interquartile range*.

Transitivity principle for indirect measurement. If the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C. This principle applies to measurement of other quantities as well.

Uniform probability model. A probability model which assigns equal probability to all outcomes. See also *probability model*.

Vector. A quantity with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers.

Visual fraction model. A tape diagram, number line diagram, or area model.

Whole numbers. The numbers 0, 1, 2, 3, ...

⁵ Adapted from Wisconsin Department of Public Instruction, *op. cit.*

TABLE 1. Common addition and subtraction situations.⁶

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$

	Total Unknown	Addend Unknown	Both Addends Unknown ⁷
Put Together/ Take Apart⁸	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5, 5 - 3 = ?$	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5, 5 = 5 + 0$ $5 = 1 + 4, 5 = 4 + 1$ $5 = 2 + 3, 5 = 3 + 2$

	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare⁹	(“How many more?” version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? (“How many fewer?” version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5, 5 - 2 = ?$	(Version with “more”): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with “fewer”): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$	(Version with “more”): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with “fewer”): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?, ? + 3 = 5$

⁶ Adapted from Box 2-4 of National Research Council (2009, op. cit., pp. 32, 33).

⁷ These *take apart* situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean *makes or results in* but always does mean *is the same number as*.

⁸ Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation especially for small numbers less than or equal to 10.

⁹ For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using *more* for the bigger unknown and using *less* for the smaller unknown). The other versions are more difficult.

TABLE 2. Common multiplication and division situations.¹⁰

	Unknown Product	Group Size Unknown (“How many in each group?” Division)	Number of Groups Unknown (“How many groups?” Division)
	$3 \times 6 = ?$	$3 \times ? = 18$ and $18 \div 3 = ?$	$? \times 6 = 18$ and $18 \div 6 = ?$
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? <i>Measurement example.</i> You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? <i>Measurement example.</i> You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? <i>Measurement example.</i> You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays,¹¹ Area¹²	There are 3 rows of apples with 6 apples in each row. How many apples are there? <i>Area example.</i> What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? <i>Area example.</i> A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? <i>Area example.</i> A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs \$6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? <i>Measurement example.</i> A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs \$18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? <i>Measurement example.</i> A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs \$18 and a blue hat costs \$6. How many times as much does the red hat cost as the blue hat? <i>Measurement example.</i> A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	$a \times b = ?$	$a \times ? = p$ and $p \div a = ?$	$? \times b = p$ and $p \div b = ?$

¹⁰ The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.

¹¹ The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.

¹² Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

TABLE 3. The properties of operations. Here a , b and c stand for arbitrary numbers in a given number system. The properties of operations apply to the rational number system, the real number system, and the complex number system.

<i>Associative property of addition</i>	$(a + b) + c = a + (b + c)$
<i>Commutative property of addition</i>	$a + b = b + a$
<i>Additive identity property of 0</i>	$a + 0 = 0 + a = a$
<i>Existence of additive inverses</i>	For every a there exists $-a$ so that $a + (-a) = (-a) + a = 0$.
<i>Associative property of multiplication</i>	$(a \times b) \times c = a \times (b \times c)$
<i>Commutative property of multiplication</i>	$a \times b = b \times a$
<i>Multiplicative identity property of 1</i>	$a \times 1 = 1 \times a = a$
<i>Existence of multiplicative inverses</i>	For every $a \neq 0$ there exists $1/a$ so that $a \times 1/a = 1/a \times a = 1$.
<i>Distributive property of multiplication over addition</i>	$a \times (b + c) = a \times b + a \times c$

TABLE 4. The properties of equality. Here a , b and c stand for arbitrary numbers in the rational, real, or complex number systems.

<i>Reflexive property of equality</i>	$a = a$
<i>Symmetric property of equality</i>	If $a = b$, then $b = a$.
<i>Transitive property of equality</i>	If $a = b$ and $b = c$, then $a = c$.
<i>Addition property of equality</i>	If $a = b$, then $a + c = b + c$.
<i>Subtraction property of equality</i>	If $a = b$, then $a - c = b - c$.
<i>Multiplication property of equality</i>	If $a = b$, then $a \times c = b \times c$.
<i>Division property of equality</i>	If $a = b$ and $c \neq 0$, then $a \div c = b \div c$.
<i>Substitution property of equality</i>	If $a = b$, then b may be substituted for a in any expression containing a .

TABLE 5. The properties of inequality. Here a , b and c stand for arbitrary numbers in the rational or real number systems.

Exactly one of the following is true: $a < b$, $a = b$, $a > b$.
If $a > b$ and $b > c$ then $a > c$.
If $a > b$, then $b < a$.
If $a > b$, then $-a < -b$.
If $a > b$, then $a \pm c > b \pm c$.
If $a > b$ and $c > 0$, then $a \times c > b \times c$.
If $a > b$ and $c < 0$, then $a \times c < b \times c$.
If $a > b$ and $c > 0$, then $a \div c > b \div c$.
If $a > b$ and $c < 0$, then $a \div c < b \div c$.

Sample of Works Consulted

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APPENDIX B.1.4

ORC 3301.079 ACADEMIC STANDARDS ADOPTION

RATIONALE: COPY OF STATUTE
REQUIRING OHIO'S STATE BOARD OF
EDUCATION TO ADOPT THE COMMON
CORE STANDARDS IN ENGLISH
LANGUAGE ARTS AND MATHEMATICS
AND OHIO-DEVELOPED STANDARDS
IN SCIENCE AND SOCIAL STUDIES BY
JUNE 2010 MEETING.

**REFERENCED IN:
(B)(1)**

3301.079 Ohio Revised Code: Academic standards - model curriculum

- (A) (1) Not later than June 30, 2010, and at least once every five years thereafter, the [Ohio] state board of education shall adopt statewide academic standards with emphasis on coherence, focus, and rigor for each of grades kindergarten through twelve in English language arts, mathematics, science, and social studies.

The standards shall specify the following:

- (a) The core academic content and skills that students are expected to know and be able to do at each grade level that will allow each student to be prepared for postsecondary instruction and the workplace for success in the twenty-first century;
 - (b) The development of skill sets as they relate to creativity and innovation, critical thinking and problem solving, and communication and collaboration;
 - (c) The development of skill sets that promote information, media, and technological literacy;
 - (d) The development of skill sets that promote personal management, productivity and accountability, and leadership and responsibility;
 - (e) Interdisciplinary, project-based, real-world learning opportunities.
- (2) After completing the standards required by division (A)(1) of this section, the state board shall adopt standards and model curricula for instruction in computer literacy, financial literacy and entrepreneurship, fine arts, and foreign language for grades kindergarten through twelve. The standards shall meet the same requirements prescribed in divisions (A)(1)(a) to (e) of this section.
- (3) The state board shall adopt the most recent standards developed by the national association for sport and physical education for physical education in grades kindergarten through twelve or shall adopt its own standards for physical education in those grades and revise and update them periodically.

The department shall employ a full-time physical education coordinator to provide guidance and technical assistance to districts, community schools, and STEM schools in implementing the physical education standards adopted under this division. The superintendent of public instruction shall determine that the person employed as coordinator is qualified for the position, as demonstrated by possessing an adequate combination of education, license, and experience.

- (4) When academic standards have been completed for any subject area required by this section, the state board shall inform all school districts, all community schools established under Chapter 3314. of the Revised Code, all STEM schools established under Chapter 3326. of the Revised Code, and all nonpublic schools required to administer the assessments prescribed by sections 3301.0710 and 3301.0712 of the Revised Code of the content of those standards.
- (B) Not later than March 31, 2011, the state board shall adopt a model curriculum for instruction in each subject area for which updated academic standards are required by division (A)(1) of this section and for each of grades kindergarten through twelve that is sufficient to meet the needs of students in every community. The model curriculum shall be aligned with the standards, to ensure that the academic content and skills specified for each grade level are taught to students, and shall demonstrate vertical articulation and emphasize coherence, focus, and rigor. When any model curriculum has been completed, the state board shall inform all school districts, community schools, and STEM schools of the content of that model curriculum.

All school districts, community schools, and STEM schools may utilize the state standards and the model curriculum established by the state board, together with other relevant resources, examples, or models to ensure that students have the opportunity to attain the academic standards. Upon request, the department of education shall provide technical assistance to any district, community school, or STEM school in implementing the model curriculum.

Nothing in this section requires any school district to utilize all or any part of a model curriculum developed under this division.

- (C) The state board shall develop achievement assessments aligned with the academic standards and model curriculum for each of the subject areas and grade levels required by divisions (A)(1) and (B)(1) of section 3301.0710 of the Revised Code.

When any achievement assessment has been completed, the state board shall inform all school districts, community schools, STEM schools, and nonpublic schools required to administer the assessment of its

completion, and the department of education shall make the achievement assessment available to the districts and schools.

- (D) (1) The state board shall adopt a diagnostic assessment aligned with the academic standards and model curriculum for each of grades kindergarten through two in English language arts and mathematics and for grade three in English language arts. The diagnostic assessment shall be designed to measure student comprehension of academic content and mastery of related skills for the relevant subject area and grade level. Any diagnostic assessment shall not include components to identify gifted students. Blank copies of diagnostic assessments shall be public records.
- (2) When each diagnostic assessment has been completed, the state board shall inform all school districts of its completion and the department of education shall make the diagnostic assessment available to the districts at no cost to the district. School districts shall administer the diagnostic assessment pursuant to section 3301.0715 of the Revised Code beginning the first school year following the development of the assessment.
- (E) The state board shall not adopt a diagnostic or achievement assessment for any grade level or subject area other than those specified in this section.
- (F) Whenever the state board or the department of education consults with persons for the purpose of drafting or reviewing any standards, diagnostic assessments, achievement assessments, or model curriculum required under this section, the state board or the department shall first consult with parents of students in kindergarten through twelfth grade and with active Ohio classroom teachers, other school personnel, and administrators with expertise in the appropriate subject area. Whenever practicable, the state board and department shall consult with teachers recognized as outstanding in their fields.

If the department contracts with more than one outside entity for the development of the achievement assessments required by this section, the department shall ensure the interchangeability of those assessments.

- (G) The fairness sensitivity review committee, established by rule of the state board of education, shall not allow any question on any achievement or diagnostic assessment developed under this section or any proficiency test prescribed by former section 3301.0710 of the Revised Code, as it existed prior to September 11, 2001, to include, be written to promote, or inquire as to individual moral or social values or beliefs. The decision of the committee shall be final. This section does not create a private cause of action.
- (H) Not later than forty-five days prior to the initial deadline established under division (A)(1) of this section and the deadline established under division (B) of this section, the superintendent of public instruction shall present the academic standards or model curricula, as applicable, to the respective committees of the house of representatives and senate that consider education legislation. (I) As used in this section:
 - (1) "Coherence" means a reflection of the structure of the discipline being taught.
 - (2) "Focus" means limiting the number of items included in a curriculum to allow for deeper exploration of the subject matter.
 - (3) "Rigor" means more challenging and demanding when compared to international standards.
 - (4) "Vertical articulation" means key academic concepts and skills associated with mastery in particular content areas should be articulated and reinforced in a developmentally appropriate manner at each grade level so that over time students acquire a depth of knowledge and understanding in the core academic disciplines.

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

APPENDIX B.2.1

ASSESSMENT CONSORTIA MOUS

RATIONALE: REQUIRED EVIDENCE FOR (B)(2). CONTAINS DOCUMENTATION OF OHIO'S PARTICIPATION IN TWO ASSESSMENT CONSORTIA: PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS; AND THE SMARTER CONSORTIUM

**REFERENCED IN:
(B)(2)**

Smarter Balance Assessment Consortium Document of Commitment

Please sign and return by April 15, 2010 to
Tony Alpert, Director of Assessment, Oregon Department of Education

Email as PDF attachment to: Tony.Alpert@ode.state.or.us , or
Fax: 503-378-5156

The Document of Commitment may be returned after April 15, allowing a state to begin to participate as a voting Member State from the date of commitment. Signature on this document indicates support of decisions made prior to Consortia receipt of this document.

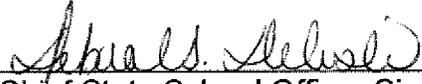
Complete descriptions of the responsibilities and time commitments of various levels of consortium governance are provided in the Governance Structure document. This initial governance structure refers to the *proposal process only*. Governance structure will be revised after proposal acceptance to reflect long-term needs during the grant implementation period.

State Name: Ohio

Please indicate which governance levels are of interest to your state at this time.

- Member State** – May also sign as member state for other consortia, may participate in setting general direction, may vote on selected issues.
- Governing State** – May only sign with one consortia per competition category; has an active role in policy decisions, is committed to using the assessment system or program developed.

- Please consider my state for representation on the **steering committee**. (10 hr/wk)
- Please consider my state for representation on the **proposal design team** (20 hr/wk)
- We are interested in participating in the following **work groups** (variable hr/wk)
 - Item Specs/Quality Control, Writing/Constructed Response Scoring/Validity
 - Psychometrics, Reliability, Standard Setting, Reporting
 - Universal Design, Test Administration, Accommodations, Special Populations
 - Technical Specifications/Requirements
 - Communications and Documentation
 - External Validation, Research and Innovations
 - Professional Development and Capacity Building (IT and Human)
 - Formative and Benchmark Assessment
 - Performance-Based, Curriculum-Embedded Assessments
 - High School and Higher Education



Chief State School Officer Signature

April 20, 2010
Date

Purpose. This document commits states to participate in the Partnership for Assessment of Readiness for College and Career, a state-led consortium that will collaborate on the development of common, high-quality assessments aligned to the Common Core State Standards (CCSS) in English language arts and mathematics for grades 3-8 and high school. The primary goal of the Partnership's work is to measure and document students' college and career readiness against common academic standards and to measure students' progress toward this target throughout the rest of the system.

While participating in the Partnership demonstrates the state's commitment to pursue a common assessment system that enables comparisons against the CCSS across all Partnership states, it does not commit the state to a specific assessment design at this point. Partnership states are still considering several options for the design of a common assessment system in pursuit of the Race to the Top (RTTT) Comprehensive Assessments Grant and will not be asked to commit to the Partnership's application until a later date. Until that time, all participating states will have the opportunity to contribute to and shape the Partnership's proposal.

Preliminary Design Principles. Partnership states have identified the following major purposes and uses for the assessment system. As the Partnership collaborates to develop its application for the RTTT assessment competition, these purposes will guide its work.

- The primary purpose is to measure and document students' **college and career readiness** and to measure students' progress toward this target throughout the rest of the system. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in participating states.
- Additionally, the partnership is committed to ensuring that the assessment results:
 - Are **comparable across states** at the student level;
 - Meet **internationally rigorous benchmarks**;
 - Support valid assessment of **student longitudinal growth**; and
 - Serve as a **signal for good instructional practices**.
- The results must be able to support multiple levels and forms of accountability including:
 - Decisions about **promotion and graduation for individual students**,
 - **Teacher and leader evaluations**, and
 - **School accountability** determinations.

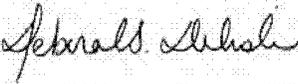
Roles and Responsibilities of Partnership States. The Partnership will employ a multi-level governance and management structure designed to guide the partnership through the submission of the proposal.

- The **Governing States** are comprised of a representative group of leaders from Partnership states that are committed to implementing the assessment system developed by the partnership, should it win a grant from the Race to the Top Comprehensive Assessment System competition, and are responsible for guiding the proposal development process. Each Governing State will commit a team comprised of the chief, assessment director, and other key officials from the SEA, Governor's office, and higher education as appropriate.
- The **Proposal Design Team** will include officials from partnership states who will work with an advisory group of national and international experts to create an assessment system design for the Partnership's proposal. The design team will include as many states as are interested in and capable of contributing to and shaping the design of the proposed next generation assessment system.

- **Participating States** will include other partnership states that are unable to provide staff time to the design team but will provide rapid feedback on drafts of the proposal through the development phase.

State Commitment. This memorandum of understanding is voluntary and non-binding for states. States signing this MOU should do so with the intent of continuing in the Partnership through the proposal development, assessment development, and implementation phases. However, there will be an opportunity for states re-assess their participation in the Partnership before it submits its application for a Race to the Top Comprehensive Assessment Systems Grant by June 23, 2010.

Agreement. The undersigned state leader agrees to the process and structure as described above and attests accordingly by his/her signature below.

Signature(s) for the State of: OHIO	
Authorized State Signature:	
	
Name: Deborah S. Delisle	Date: May 10, 2010
Title: Superintendent, Ohio Department of Education	

APPENDIX B.2.2

LISTS OF STATES PARTICIPATING IN ASSESSMENT CONSORTIA

RATIONALE: REQUIRED
EVIDENCE FOR (B)(2).

**REFERENCED IN:
(B)(2)**

**States Participating in the SMARTER Balanced Consortium
(as of 5/12/10)**

State	Date	Member/Governing State
Colorado	May 12	Member
Connecticut	April 13	Member
Delaware	April 14	Member
Georgia	April 28	Member
Hawaii	April 15	Member
Idaho	April 15	Governing
Illinois	April 15	Member
Iowa	April 14	Member
Kansas	April 15	Governing
Kentucky	April 15	Member
Maine	April 14	Governing
Michigan	April 16	Governing
Minnesota	April 27	Governing
Missouri	April 14	Governing
Montana	April 14	Member
Nebraska	April 13	Member
Nevada	April 19	Member
New Hampshire	April 19	Member
New Jersey	April 15	Member
New Mexico	April 13	Member
North Carolina	April 15	Governing
North Dakota	April 15	Member
Ohio	April 20	Member
Oregon	April 15	Governing
Pennsylvania	April 27	Member
South Carolina	April 20	Member
South Dakota	April 15	Member
Utah	April 14	Governing
Vermont	April 15	Governing
Washington	April 14	Governing
West Virginia	April 13	Governing
Wisconsin	April 14	Governing
Wyoming	April 14	Member
Total		Member 33 Governing 13

1. Alabama
2. Arizona
3. Arkansas
4. Colorado
5. Delaware
6. District of Columbia
7. Florida
8. Georgia
9. Hawaii
10. Illinois
11. Indiana
12. Kentucky
13. Louisiana
14. Maryland
15. Massachusetts
16. Mississippi
17. New Hampshire
18. New Jersey
19. New York
20. North Dakota
21. Ohio
22. Oklahoma
23. Pennsylvania
24. Rhode Island
25. South Carolina
26. Tennessee

APPENDIX B.3.1

OHIO'S COMMON CORE STANDARDS ROLLOUT PLAN

**RATIONALE: STATE-LEVEL PLAN
FOR IMPLEMENTATION OF THE
COMMON CORE STANDARDS.**

**REFERENCED IN:
(B)(3)**

Development and Implementation of New Standards and Assessments

1. Adopt and Roll Out Standards			
2010-2011	2011-2012	2012-2013	2013-2014
<ul style="list-style-type: none"> • Regional meetings to introduce draft standards – Spring 2010 • Adopt Common Core Standards in Mathematics and ELA – June 2010 • Adopt Ohio revised science and social studies standards – June 2010 • Post standards online in form of interactive database • Conduct regional meetings/Webcast to present new standards to field for awareness and buy-in 	<ul style="list-style-type: none"> • Work with IIS contractor to load standards database onto platform • Develop tools for LEAs to compare old standards to new and load on IIS • Provide guidance to LEAs for transition to new standards through tools on IIS and regional meetings/Webcasts 	<ul style="list-style-type: none"> • Provide ongoing support to LEAs during transition years 	<ul style="list-style-type: none"> • Provide ongoing support to LEAs during transition years (New standards effective in year new assessments are rolled out: 2014-2015)
2. Develop High-Quality Assessments			
2010-2011	2011-2012	2012-2013	2013-2014
<ul style="list-style-type: none"> • Work with consortium of states to refine the plan to develop assessments aligned to Common Core standards in mathematics and ELA • Begin development of items for new summative assessments in science and social studies • Pilot performance tasks in 23 districts • Develop electronic platform for performance 	<ul style="list-style-type: none"> • Through the consortium, begin the development of items for new summative assessments in mathematics and ELA • Expand the performance assessment pilot to additional districts, subjects and grade levels • Establish a statewide moderation panel for performance assessments 	<ul style="list-style-type: none"> • Through the consortium, field test items for new summative assessments in mathematics and ELA • Field test items for new summative assessments in science and social studies • Standard set new summative assessments in science and social studies • Continue performance 	<ul style="list-style-type: none"> • Standard set for new summative assessments in mathematics, ELA, science and social studies • Establish 16 regional moderation panels for performance assessments • Continue performance assessment pilot and PD • Continue formative assessment project and adding to portfolio of

<p>assessment</p> <ul style="list-style-type: none"> • Begin 2-yr project in first cohort of middle schools to develop and evaluate formative assessments 	<ul style="list-style-type: none"> • Initiate a PD network for performance assessment • Continue formative assessment project and load newly developed strategies onto IIS • Evaluate formative assessment project for effectiveness of process used for developing formative assessments 	<p>assessment pilot and PD</p> <ul style="list-style-type: none"> • Continue formative assessment project and adding to portfolio of formative assessment practices on IIS 	<p>formative assessment practices on IIS</p>
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3. Develop and Identify High-Quality Instructional and Curricular Resources

2010-2011	2011-2012	2012-2013	2013-2014
<ul style="list-style-type: none"> • Develop model curriculum framework • Develop elaboration of content in standards • Develop student learning expectations at multiple cognitive levels for content in standards • Develop guidelines for evaluating resources • Select regional peer review teams • Provide training to peer review teams • Collect and review teacher submissions • Contract with external organizations to provide assistance in incorporating 21st 	<ul style="list-style-type: none"> • Peer review teams evaluate current resources and review new submissions • Incorporate 21st century skills resource into curricula • Develop database highlighting Innovative Learning Environments • Work with IIS contractor to load resources onto platform 	<ul style="list-style-type: none"> • Peer review teams evaluate current resources and review new submissions • Develop sample integrated units using the Eye of Integration template using teacher teams 	<ul style="list-style-type: none"> • Peer review teams evaluate current resources and review new submissions

<p>century skills</p> <ul style="list-style-type: none"> • Conduct 4-day meeting to share findings on innovative learning environments 			
4. Develop and Deploy Professional Development			
2010-2011	2011-2012	2012-2013	2013-2014
<ul style="list-style-type: none"> • Develop content for 19 Web-based modules on new standards and formative assessment • Develop the online platform for the PD modules • Develop training materials for PD modules • Recruit and train PD coaches • Begin PD with teams of teachers in selected schools • Contract with external evaluator to provide formative and summative feedback on effectiveness of PD 	<ul style="list-style-type: none"> • Review and update PD modules • Provide support and retraining of PD coaches • Continue roll out of first 19 PD modules • Develop additional 19 modules of PD • Develop training materials for new PD modules • Recruit and train new PD coaches • Begin new PD with teams of teachers in selected schools 	<ul style="list-style-type: none"> • Review and update PD modules • Provide support and retraining of PD coaches • Continue roll out of first 38 PD modules • Develop additional 18 modules of PD • Develop training materials for new PD modules • Recruit and train new PD coaches • Begin new PD with teams of teachers in selected schools 	<ul style="list-style-type: none"> • Review and update PD modules • Provide support and retraining of PD coaches • Continue roll out of 56 PD modules
5. Develop and Implement Statewide Instructional Improvement System (IIS)			
2010-2011	2011-2012	2012-2013	2013-2014
<ul style="list-style-type: none"> • Define best practices in IISs • Identify needs and preferences of participating LEAs for IIS • Define specifications for the IIS • Contract with vendor to develop the platform for IIS 	<ul style="list-style-type: none"> • Work with vendor to develop and implement the IIS 	<ul style="list-style-type: none"> • Provide access to the IIS for all LEAs 	<ul style="list-style-type: none"> • Evaluate the IIS for usage and results

6. Align High School Exit and Higher Education Entry Requirements

2010-2011	2011-2012	2012-2013	2013-2014
<ul style="list-style-type: none"> • Create five regional task forces to align new standards to college-entrance requirements • Task forces meet three times 	<ul style="list-style-type: none"> • Five task forces meet two times to continue work 	<ul style="list-style-type: none"> • Five task forces meet two times to continue work • Blueprints created for adjusting course content and sequences and teacher preparation programs 	<ul style="list-style-type: none"> • Changes outlined in blueprint are implemented in high schools and colleges

APPENDIX B.3.2

EXAMPLE OF LOCAL COMMON CORE STANDARDS ROLLOUT PLAN

RATIONALE: EXAMPLE OF A PLAN
DEVELOPED BY ONE OF OHIO'S
EDUCATIONAL SERVICE CENTERS,
IDENTIFYING STRATEGIES FOR
IMPLEMENTING THE COMMON CORE
STANDARDS AT THE LOCAL LEVEL.

**REFERENCED IN:
(B)(3)**

Standards Roll-Out Plan - Common Core Standards in ELA and Mathematics and Ohio Standards in Science and Social Studies

Purpose: Examine in depth with district and building leaders and classroom teachers the structure, content, and curriculum alignment of the standards to ensure acquisition of foundational knowledge and systemic implementation.

Phase I: Development of Standards Resources

2010 - 2011

Teams of curriculum & instruction, teaching & learning specialists from ODE, ESC, SST, school districts work collaboratively to develop training tools, resources, and communication materials related to each of the following standards transition components:

A. Standards Structure

Aug - Sept 2010

Build on existing work of ODE to review new standards language, establish clear connections to research, college and career readiness, etc.

B. Standards Content:

Oct - Nov 2010

Complete a subject by subject, analysis of standards content in ELA, Math, Science and Social Studies

C. Curriculum Alignment:

Apr – May 2011

Conduct subject by subject analysis of state model curricula in ELA, Math, Science and Social Studies

D. Train the Trainer Resource Development:

Oct 2010 - June 2011

Design and develop curricula, PPT slides, handouts and credentialing assessment for Structural Crosswalk, Content Gap Analysis, and Curriculum Alignment training

E. Online Module Development:

Oct 2010- June 2011

Produce digital media tools (i.e. online modules, DVD, CD) for wide-area introduction of standards to district personnel, building principals, and classroom teachers

F. Communication Plan Development:

Oct 2010 – June 2011

Articulate a communication plan for the roll-out including marketing materials, email distribution, and public relations.

Phase II: CCS Train the Trainer Preparation and Validation

2010 - 2011

Three-day Train the Trainer training of 600-700 ESC, SST, and District Common Core Specialists in six "areas" of the state:

Northwest - Regions 1, 2 **Northeast** - Regions 3, 4, 5 **West** - Regions 6, 10
Central - Region 7, 11 **East** - Regions 8, 9, 12, 15, 16 **Southwest** - Regions 13, 14

A. Standards Train-the-Trainer Validation: Oct 2010 - Sept 2011

Train and credential ESC, SST, and school district leads in Common Core Standards structural crosswalk, content gap analysis, and curriculum alignment

Phase III: Statewide Standards Introduction/Tech Assistance

Fall 2010 - Fall 2011

Area teams and credentialed standards trainers deploy a continuum of training options to teachers, principals and district personnel, including face-to-face sessions, webinars, and asynchronous online modules

Training Module 1: Standards Structure Length: 2-3 Hrs

Examine the structure of the Common Core Standards

Target Audience: Approximately 90,000 teachers of ELA, Math, SCI, SS including intervention specialists (i.e. teachers of students with disabilities, English language learners, career technical core academics, gifted and talented), building principals, and district level instructional leaders

Training Module 2: Subject Area Content Length: 2-3 Hrs

Examine the content of the Standards in ELA, Math, Science, and Social Studies

Target Audience: 63,000 ELA, 58,000 Math, 53,000 Science, and 50,000 Social Studies teachers, intervention specialists, building principals, and district level instructional leaders

Training Module 3: Curriculum Alignment: Length: 2-3 Hrs

Review how the structure and content of the standards align to the existing local curricula.

Target Audience: Approximately 90,000 teachers of ELA, Math, SCI, SS including intervention specialists (i.e. teachers of students with disabilities, English language learners, career technical core academics, gifted and talented), building principals, and district level instructional leaders

Phase IV: Classroom Implementation of Model Curricula

Fall 2011

Ongoing training for classroom teachers and instructional leaders for the implementation and application of the standards in classroom instruction including special training modules for specialized populations (i.e. SWD, ELL, G-T, Career Tech).

APPENDIX B.3.3

LIST OF NETWORKS AND ORGANIZATIONS SUPPORTING STANDARDS IMPLEMENTATION

RATIONALE: DOCUMENT LISTING
PUBLIC AND PRIVATE
ORGANIZATIONS THAT WILL PROVIDE
SUPPORT AT THE STATE, REGIONAL
AND LOCAL LEVELS THROUGH THE
PROCESS OF IMPLEMENTING THE
COMMON CORE STANDARDS.

**REFERENCED IN:
(B)(3)**

List of Networks and Organizations Supporting Standards Implementation

Ohio has a rich tradition of collaborative work around the implementation of standards and assessments. The work has been lead and supported by a variety of organizations and entities in a variety of ways. It is expected that this will continue with the transition to enhanced standards and high quality assessments. In addition to the two organizations mentioned in the body of the proposal, ORC and OSLN, the following provide examples of the groups that will support the transition:

- Battelle for Kids
- Buckeye Association for School Administrators
- Curriculum-based Professional Associations (Ohio Council for the Social Studies, Ohio Council of Teachers of English Language Arts, Ohio Council of Teachers of Mathematics, Ohio Council of the International Reading Association, Science Education Council of Ohio)
- Early Childhood Quality Network
- Educational Service Centers (Regional entities which serve as an official conduit and delivery system for Ohio's statewide school improvement and education reform efforts)
- eTECH Ohio
- High Aims and SMART Consortia
- Higher Education (The higher education system in Ohio supports PK-12 education in a variety of important ways. There are centers and outreach programs at nearly every institution that work directly with schools and LEAs in their region or statewide. Just a few of the representative examples are: The Ohio State University Mathematics Coaches Program; Akron University-Center of Literacy; Southeast Ohio Center for Excellence in Science and Mathematics at Ohio University; Center for Mathematics & Science Education, Teaching & Technology at John Carroll University)
- InfOhio
- KnowledgeWorks
- Ohio Academy of Science
- Ohio Association of Career and Technical Education
- Ohio Association of Supervision and Curriculum Development
- Ohio Board of Regents
- Ohio Coalition for the Education of Children with Disabilities
- Ohio Education Association
- Ohio Education Technology Agencies (CET, Educational Technology for Southeast Ohio, Instructional Technology Services of Central Ohio, Northwest Ohio Educational Technology, Southwestern Ohio Instructional Technology Association, Western Reserve Public Media, Public Broadcasting Foundation of Northwest Ohio, WVIZ/PBS Ideastream)
- Ohio Federation of Teachers
- Ohio Mathematics and Science Coalition
- State Support Teams
- Teaching and Learning Collaborative

APPENDIX B.3.4

CREDIT FLEXIBILITY PLAN DOCUMENT

RATIONALE: DOCUMENT
SUMMARIZING OHIO'S CREDIT
FLEXIBILITY PLAN WHICH PROVIDES
GUIDANCE TO LEAS AS THEY MEET
OHIO'S MANDATE TO CREATE LOCAL
POLICIES GOVERNING ALTERNATIVES
TO GRANTING CREDIT BASED UPON
"SEAT TIME."

REFERENCED IN:

(B)(3)

(P)(6)

New Emphasis on Learning

Ohio's credit flexibility plan shifts the focus from "seat time" to performance

In 2006, the Ohio General Assembly established the Ohio Core Curriculum (Senate Bill 311), which raised expectations for what all Ohio students must know and be able to do to earn a high school diploma. At the same time, SB 311 directed the State Board of Education to develop a statewide plan for implementing methods for students to earn units of high school credit based on the demonstration of subject area competency. In addition to raising the expectations for graduation, lawmakers provided *flexibility* to students and educators to successfully meet these higher expectations.

Developed by the Ohio Credit Flexibility Design Team, Ohio's "Credit Flex" plan shifts focus from evaluating student learning based on "seat time" to assessing students' demonstrated academic and skill level or performance. The plan does not eliminate Carnegie units or "seat time" requirements altogether. Rather, it retains seat time as one option and expands the number of options for earning credit by adding demonstration of subject area competency and structures that support it irrespective of any time requirements.

Credit Flex ...

- Offers learning opportunities not found in the one-size-fits-all factory process model.
- Focuses on performance, not counting seats and hours.
- Acknowledges and addresses students' differing learning styles, paces and interests.
- Offers students opportunities to demonstrate creativity, explore academic and career interests, and practice critical thinking.

(b)(6)

"Under ORC §3313.603, 120 contact hours equals one high school credit. While useful for management purposes such as scheduling students and staff, the value of seat time as an accurate measure of student learning is limited. It's a proxy at best. Students can earn an A or a D and still get credit. Have we really prepared a student who gets a D? There's no question that students master content standards at different rates. To learn Algebra, I've seen them need as little as six weeks and as much as 20 weeks. The time doesn't matter to me, but the mastery does."

Design Team Member

- Recognizes that measures of engagement and ownership are as important for achievement as measures of attendance and access.

The State Board of Education adopted Ohio's Credit Flex plan in March 2009, allowing for phase in during the 2009-10 school year. Local school boards, community schools, chartered non-public schools and providers of career-technical education are required to comply with provisions of the plan by the beginning of the 2010-11 school year.

Accelerating and Empowering Student Learning

With “Credit Flex,” students will be able to show what they know and move on to higher-order content they are ready to learn and have not yet mastered. They will be able to learn subject matter and earn course credit in ways not limited solely to “seat time” or the walls of a school building. They will be able to customize aspects of their learning around their interests and needs, which might include flexible schedules and a choice of modalities (e.g., online learning and community-based projects), as well as options to pursue niche interest areas, combine subjects and graduate early.

Why credit flex? Research and experience tell us that it encourages student self-direction and motivates learners to develop new skills and fulfill their potential. It lets students ask questions, solve problems and manage the continuous change that underscores life. And it recognizes that while learning experiences must be high quality, not all learning happens inside the classroom or in formal education settings.

(b)(6)

Key Facts about Ohio’s Credit Flex Plan

The plan adopted by the State Board of Education includes the following provisions:

- The Carnegie Unit will be retained, while students will have options for demonstrating subject area competency and earning credit.
- All students will have opportunities to earn credits through flexible methods, although credit flexibility will pertain only to high school credit.

The Case for Credit Flexibility

In the course of their work, members of the Ohio Credit Flexibility Design Team examined the flexible time and credit earning practices of schools and districts both in Ohio and across the nation. They looked at a variety of Ohio policies and practices, including those in the areas of educational options, dual enrollment and accelerated learning. Team members concluded the following:

- 1. Carnegie structures as currently designed do not guarantee learning for each and every student.** Ohio’s statewide aggregate graduation rate is 87 percent. Among our graduates who become first-year college students, remediation rates in mathematics and/or English run about 45 percent. Other students never make it to graduation day—about 20,000 students drop out of Ohio schools every year.
- 2. At least five provisions in the Ohio Revised Code already allow some flexibility, but they operate as exemptions to standard procedures and practices.** Not accounting for dual credit, less than five percent of all high school credit is earned through these provisions.
- 3. Most states have provisions permitting flexibility, but they are not widely used.** System structures such as testing, scheduling, funding and accountability act as barriers to flexibility.
- 4. Although there is evidence that schools, certain models and some states use flexibility to meet the needs of individual students and groups of students, on the whole, Ohio does not record, measure or disseminate these efforts.** Alternative education, credit recovery, dropout prevention/intervention, enrichment/acceleration, independent study, early college and dual credit have all produced positive results in Ohio, yet they are largely seen as outside the *regular* system.

- There is no limit to the kinds of course work, nor to the number of credits that can be earned.
- Credit will be reported on student transcripts in the same way that seat time credit is recorded.
- Teachers will determine when credit should be awarded, but other mechanisms (e.g., the use of a multi-disciplinary teaching team, a professional panel from the community or a state performance-based assessment) may be used to “inform” a credit determination.
- Local boards of education will establish implementation policies, and boards will be prohibited from setting policies that negate or otherwise prohibit access to the plan.

(b)(6)

How Will School Boards Be Affected?

Before the start of the 2010-11 school year, local boards of education must adopt a Credit Flex plan that includes the following provisions:

- Any student is eligible to be considered for alternative ways for earning credit, but students must be capable of meeting the conditions necessary to earn the credits.
- Local board must review policy (with a suggested two-year time frame) and collect performance data including the number of participating students, total credits earned and extent to which student participation reflects diversity of the student body.
- An appeals process must be available should a student’s proposed alternative learning credit be denied by the school or district.
- Local boards of education must communicate this provision annually to parents and students.

and must submit data to the state about the methods and frequency of communication.

(b)(6)

What Role Will the State Play?

The Ohio Department of Education, State Board of Education or a representative authority will build the capacity of the state’s Credit Flex system.

- Identify assessments for immediate use, and for test out or demonstration purposes.
- Identify and implement a strategy (e.g., rubrics, models, standardized review process, and/or an open source platform) for developing capacity around high quality, locally developed assessments in a variety of content areas.
- Establish an appeals process, which may be conducted by a third party, for individuals who have local level complaints about having access to or implementation of the policy.
- Amend the Ohio Revised Code (ORC) for Operating Standards pertaining to Educational Options.
- Use a web-based mechanism to communicate and share research, and to serve as a clearing-house for models and promising practices.
- Offer districts an early adopter strategy to pioneer these alternative options so that the findings can be applied to the state’s plan.
- Work with professional associations to build capacity and accelerate access to policy and provisions with consistency and quality.
- Communicate and encourage other entities (e.g., P-16 councils, business advisory councils, Educational Service Centers, eTech and charitable foundations) to identify regional learning opportunities, and assist with multi-district efforts.

(b)(6)

Ohio's plan for credit flexibility is designed to **broaden the scope** of curricular options available to students, **increase the depth** of study available for a particular subject and **tailor the learning time or conditions needed** (to shorten or lengthen the time necessary to complete a high school diploma and/or postsecondary degree). In these ways, students can customize aspects of their learning around more of their interests and needs.

With Credit Flex, high school students can earn credit in three ways, or in a combination of these ways:

1. By completing traditional coursework
2. By testing out or otherwise demonstrating mastery of the course content; or
3. By pursuing one or more "educational options" (e.g., distance learning, educational travel, independent study, an internship, music, arts, afterschool program, community service or engagement project and sports).

Credit Flex has numerous benefits for students and families, teachers and counselors, school administrators, employers, community leaders and Ohio taxpayers.

For students and families . . . Credit Flex means more choice and autonomy in deciding how, when and where students learn; more options for individually suited pathways to postsecondary and career goals; and acceleration and convenience

including more options for courses in school schedule (especially for fitting in electives).

For teachers and counselors . . . Credit Flex offers increased flexibility and autonomy to choose the best paths to support individual learning; increased opportunity for collaboration and interdisciplinary work; and shared accountability for student learning and performance.

For schools and districts . . . Credit Flex broadens and deepens access to electives that engage students; and it allows administrators to make maximum use of community resources to meet student needs.

For business and the community . . . Credit Flex creates options for educating and building relationships with students and educators about industry opportunities, competencies and trends; generates opportunities to attract and retain Ohio students as future employees and community partners; and directly adds value to the education system by engaging them in meaningful partnership in support of education, workforce development and community outcomes.

For the State of Ohio . . . Credit Flex produces a strong return on taxpayers' investment in education (e.g., accelerated learning and fewer dropouts) and helps students prepare themselves for postsecondary education and the workplace.

Credit Flex awards credit based on competence. Research confirms that varying time and instructional methodology, while maintaining quality, can cultivate the kind of self-directed learning that is essential for success in postsecondary education and careers — and throughout life.

To read ***New Emphasis on Learning: Ohio's Credit Flexibility Plan Shifts the Focus from "Seat Time" to Performance***, and other materials generated by the Ohio Credit Flexibility Design Team, visit [www.education.ohio.gov/Credit Flexibility](http://www.education.ohio.gov/Credit_Flexibility), or contact the Ohio Department of Education at 614.466.3904.

APPENDIX B.3.5

THE OHIO BOARD OF REGENTS' EXPECTATIONS FOR COLLEGE READINESS IN ENGLISH AND MATHEMATICS

RATIONALE: OHIO'S COLLEGE
READINESS EXPECTATIONS IN
ENGLISH AND MATHEMATICS, WHICH
WILL BE ALIGNED WITH THE COMMON
CORE STANDARDS ONCE THEY ARE
ADOPTED.

**REFERENCED IN:
(B)(3)**

**Ohio Board of Regents
ENGLISH EXPECTATIONS FOR COLLEGE READINESS
2007**

Employers and college professors cite the ability to reason – to think critically, logically, and dispassionately – as an absolutely necessary skill for success. Students and workers today are increasingly expected to judge the credibility of sources, evaluate arguments, and understand and convey complex information in the college classroom, in the workplace, and as they exercise their rights as citizens. The ability to reason allows for the systematic development of ideas, the ability to make sound choices, and the ability to make and understand persuasive arguments (ADP).

To be well prepared for post-secondary education and the world of work, students must be given opportunities to become competent communicators and critical thinkers. Students need to read, write, speak, view, and listen in a variety of contexts on a regular basis. Learning in the English language arts is an active and on-going process and should occur throughout the curriculum—at all levels and in all subject areas—and beyond the classroom setting. In short, *success* in post-secondary education and in the workplace entails both preparation in and ability in all of the areas noted in the recommendations.

READING

The student who is prepared to enter post-secondary education or the world of work understands that reading is a strategic process of constructing meaning from texts. Effective readers actively engage texts, autonomously applying skills and strategies that are appropriate for the demands of the texts and their purposes for reading. Successful readers are skillful in reading a wide range of texts, print and non-print. They think critically and creatively about the texts they read, often drawing upon their personal experiences and knowledge to enhance comprehension.

Specific skills and tasks of the well-prepared reader include the ability to:

- Apply a wide range of strategies to select, comprehend, interpret, and evaluate print and non-print texts.
- Employ pre-reading strategies to identify features of an informational text that aid comprehension.
- Understand and use text formatting features (table of contents, glossaries, navigation bars) to effectively locate and acquire information in a variety of texts.
- Employ vocabulary-building strategies while reading various texts.
- Read and respond orally and in writing to texts representing a variety of genres, authors, cultures, and historical periods.
- Evaluate an author's purpose by analyzing the use of language, style, and point of view found in the text.
- Differentiate between fact and opinion.

- Analyze and interpret fiction and non-fiction texts (including expository and persuasive essays) and work-related documents such as manuals, memos, letters, and business plans.
- Formulate and clearly express complex ideas related to texts, citing evidence to support interpretations.
- Establish and apply criteria for selecting and judging the credibility of texts.
- Select from a variety of media those resources that are most relevant for the intended purpose and audience.

WRITING

The student who is prepared to enter post-secondary education or the world of work produces writing that meets the needs of a particular task and audience. The writer selects from a repertoire of processes to develop writing for such purposes as persuasion, explanation, or personal expression. The writer's style and organizational structures are apparent and appropriate for the rhetorical task. The writer is also adept at responding in writing to other texts, critiquing and analyzing those texts. Writing fulfills its intended purpose, is well organized, clear, well-developed, and logical, while exhibiting use of the conventions of the English language appropriate to the writing situation. The writing also exhibits word choices that convey intended meaning.

Specific skills and tasks of the well-prepared writer include the ability to:

- Draft, revise, and edit writing autonomously.
- Adapt writing strategies for audience, purpose, and type of task.
- Use appropriate conventions of the English language, including grammar and usage, punctuation, capitalization, and spelling.
- Use reflective strategies for critiquing and evaluating their own and others' writing.
- Demonstrate an understanding that the writer's choice of language shapes meaning.
- Employ sentences of varying lengths and structures which are appropriate to audience, purpose, and context.
- Produce texts that convey a message that is organized, coherent, sufficiently developed, and rhetorically appropriate in support of a thesis.
- Employ the research writing skills of evaluating sources and integrating them in support of a thesis.
- Accurately and correctly quote, paraphrase, and summarize material from another text to avoid unintentional plagiarism.
- Properly cite sources, using a generally accepted citation system such as MLA or APA.
- Compose effective resumes, business letters, and reports.
- Employ electronic means to create, manipulate, clarify, and enhance texts.

ORAL COMMUNICATION

The student who is prepared to enter post-secondary education or the world of work should be able to discern, evaluate, and adapt to the communicative requirements within both settings. For example, the student should be able to present ideas that exhibit a logical structure appropriate to the audience context and purpose. When engaged in group or committee work, this student not only listens actively but also participates productively. The student acknowledges the ideas and contributions of others, poses relevant questions, and strives to enrich group goals and objectives. The student knows how to identify and accommodate cultural differences in communication styles and strategies.

Specific skills and tasks of the student who is a capable speaker and listener include the ability to:

- Speak effectively and listen actively in diverse communicative contexts.
- Interpret and evaluate a speaker's rhetorical strategies and evidence.
- Employ appropriate non-verbal strategies such as head-nodding to show agreement and gestures and eye contact to enhance communication.
- Recognize and respect cultural and language differences in both formal and informal speaking situations.
- Express ideas, thoughts, and concerns effectively in both formal and informal speaking situations, e.g., conversations, discussion, presentations, collaborative groups, one-on-one interactions, debates, negotiations, and interviews.
- Speak fluently, enunciating clearly with appropriate rate and volume.
- Analyze and synthesize information gathered from a variety of sources.
- Note important information while listening.
- Summarize information heard into another form of communication, e.g., rephrase statements, summarize a speech, paraphrase an oral reading.
- Evaluate and respond to a speaker's message.

VIEWING AND USING VISUAL MEDIA

The student who is well prepared to enter post-secondary education or the world of work uses viewing skills and strategies to understand and interpret visual media. Understanding the impact that visual media has on society, students set criteria and evaluate the techniques used to influence economic, political, cultural, social, and aesthetic decision-making. Students use images to convey meaning, often in conjunction with written or oral presentations.

Specific skills and tasks of the student who is an effective user and consumer of visual media include the ability to:

- Use visual media or computer technology to communicate effectively with a variety of audiences for a variety of purposes.

- Support and clarify written and oral presentations with visual media resources, including electronic technologies.
- Use nonprint, e.g., pie charts, bar graphs, pictures, posters, and spreadsheets, texts to enhance, emphasize, and clarify written or oral presentations.
- Recognize and evaluate techniques used in visual media to influence opinions, decision-making, and cultural perceptions.

Mathematical Expectations for College Readiness

Many college freshman in Ohio have not take high school courses that prepare them for college. Thirty-two percent of Ohio's recent high school graduates enrolling at Ohio public colleges or universities in fall 2003 took remedial mathematics during their first year of college.

The task of reducing the number and percent of students who take remedial mathematics is complex. There is no single solution, but an important first step is a set of clearly delineated mathematical expectations for students who enter 2- or 4- year colleges. These expectations will help college mathematics faculty, they will help high school mathematics faculty—and perhaps most importantly they will help students know whether they are prepared.

Defining what mathematics students need to know as they enter college may sound simple. In fact, it is a challenging endeavor, requiring those who undertake it to examine the nature of mathematics and pedagogy and think seriously about what mathematics will be needed in the future by “all.”

Certainly, students who will take calculus as entering freshmen will require a different level of preparation and competence than students who take college algebra or pre-calculus. The first part of this document describes expectations for the latter group. Also included are the additional expectations for students who want to enter directly into a college calculus curriculum. These expectations are consistent with the learning outcomes for calculus in the Mathematics Transfer Assurance Guide.

The panel creating this document has made a conscious effort to limit it to essential expectations that all students need upon leaving high school in order to be prepared for subsequent learning and the use of mathematics in either college or the work place. There are traditional or appealing concepts that would provide an enriched mathematics background, which have been omitted. Students intending to pursue mathematically intensive programs after high school would certainly benefit from an even more comprehensive and rigorous study of mathematics than this document outlines. It was the overwhelming sentiment of the panel that, students need a depth of understanding and facility with these core expectations which will allow them to use their mathematical knowledge. This knowledge base and competencies must be sufficiently robust that a student retains them well beyond the confines of any one course and can apply them to not only skill level exercises, but also to substantial applications in a variety of contexts.

It is important to note that these expectations are consistent with Ohio's Academic Content Standards and in no way should be viewed as replacing those Standards.

In one way, the following expectations represent minimums and it is understood that many secondary students will learn more mathematics than is reflected here. Conversely, the expectations listed are considered to be central to success and it is essential that students have more than a passing acquaintance with these ideas. These are the things that students need to understand, know and be able to use.

Position Statement on Technology in Mathematics

Technology (especially calculators and computers) is everywhere in today's world. It is most certainly in mathematics classrooms. Effective use of technology is not the same as proficiency in mathematics—and yet technology appropriately used can help more students learn more mathematics.

Technology can help students collect, organize and analyze data. Technology can help students visualize and understand concepts. Technology can help students develop number sense that will enable them to judge reasonableness of results. Technology is an important pedagogical tool for teaching mathematics and an important tool for learning mathematics.

However, technology is not a replacement for foundational mathematical skills or for competency with fundamental mathematical procedures.

An effective mathematics curriculum at the secondary and post secondary levels will use technology to facilitate problem solving and to explore mathematical concepts. An effective mathematics curriculum at the secondary and post secondary levels will assure that students have proficiency with basic numeric, algebraic, and geometric manipulations without use of technology. An effective mathematics curriculum will assure that students know when and how to use technology effectively to solve mathematical problems, and when it is not an appropriate or efficient tool to use.

Expectation 1: Mathematical Processes

Mathematical processes are intertwined with content. In the best of all worlds they would be intertwined to the point that it is unnecessary to mention them. However, it is important to make explicit that in addition to essential numeric, algebraic, geometric and data skills, students need to possess mathematical process skills in order to be successful in post secondary education. These skills include communication and reasoning and using technology—but perhaps most important are problem solving skills. Students should have had plentiful and frequent experience with rich mathematical problems that engage them in problem solving, a process deeper than that of practicing a new technique on a classified category of worded problems. Problem solving should contribute to the development of mathematical habits of mind (e.g., tenacity, questioning, independence, reflection, connecting) and develop an appreciation for and a disposition toward problem solving as the paramount aim of learning mathematics.

Students are expected to:

Solve Problems	Communicate Mathematical Ideas	Reason Mathematically	Connect Mathematical Concepts
Use a variety of problem solving strategies (e.g. Polya— <ol style="list-style-type: none"> 1. Understand the problem 2. Devise a plan 3. Carry out the plan 4. Look back) 	Use correct mathematical terminology and notation	Understand the need for proof in mathematics; recognize when a proof is required	Connect mathematical ideas to a variety of disciplines (apply mathematics in a variety of workplace and everyday settings)
Reflect on and analyze their own problem solutions and the solutions of others	Show a logical progression of thought, clearly and coherently, orally and in writing	Understand the difference between a statement verified by proof and one illustrated by using examples or data	Know about the connections among different branches of mathematics (e.g., algebraic properties of a function and geometric properties of its graph)
Connect ideas in a variety of contexts	Read mathematical material with understanding and independence	Understand the meaning of logical terms (e.g., and, or, but, not, if...then)	
Solve difficult and lengthy problems that may require sustained thought or effort		Know about the structure of mathematical theories, especially the significance and roles played by definitions, axioms, theorem/propositions, examples, and counter examples	

Expectation 2: Numbers and operations with numbers. Students' understanding of number and operations forms the basis for their understanding of algebra and work with symbols. Students should be proficient with arithmetic operations on integers, rational numbers and real numbers. They should demonstrate number sense and compute fluently and make reasonable estimates. Students should possess a basic understanding of the real number system and the way the subsystems relate to one another.

Elements		
Structure of the Number System	Operations	Estimation
<p>A. Understand and convert between different representations of numbers (decimal, percent, fraction, scientific notation, radicals...)</p> <p>B. Explain the effects of operations on the magnitudes of quantities and signs of numbers</p> <p>C. Use complex numbers in the context of the quadratic formula</p>	<p style="text-align: center;">Indicators</p> <p>A. Perform arithmetic operations on various forms of real numbers</p> <p>B. Estimate and compute the solutions to problems involving ratio, proportion, percent, scientific notation, square roots and numbers with integer exponents.</p> <p>C. Apply properties of operations (including order of operations).</p>	<p>A. Estimate and compute the solutions to problems involving ratio, proportion, percent, scientific notation, square roots and numbers with integer exponents.</p>

Expectation 3: Algebra

Algebra continues to be the most fundamental prerequisite for success in college mathematics. Algebra provides a language and structure that allows students to create representations, model and generalize mathematical ideas. It is concerned with change and patterns and dealing with concepts at a more abstract level than in arithmetic. In addition to competence with manipulation of algebraic objects students should be able to model and solve problems using a variety of algebraic methods.

Elements

Equations and inequalities	Operations with algebraic objects	Graphing	Functions & Applications
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Indicators

<p>A. Solve linear equations</p> <p>B. Solve systems of linear equations with two unknowns by:</p> <ol style="list-style-type: none"> 1. Graphs 2. Substitution 3. Addition/elimination <p>C. Solve quadratic equations by:</p> <ol style="list-style-type: none"> 1. Graphs 2. Factoring 3. Completing the square 4. Quadratic Formula <p>D. Solve linear inequalities</p> <p>E. Solve absolute value equations and inequalities</p> <p>F. Solve equations that include rational expressions</p> <p>G. Solve for specified variables in literal equations.</p>	<p>A. Perform operations with exponents and radicals, including laws of exponents and logarithms</p> <p>B. Perform operations with rational expressions and identify values where they are undefined</p> <p>C. Evaluate and simplify algebraic expressions</p>	<p>A. Graph linear and quadratic equations</p> <p>B. Graph common functions (e.g., absolute value, square root, linear, quadratic, rational, exponential, logarithmic)</p>	<p>A. Define functions, including domain and range, and use function notation.</p> <p>B. Describe how a change in one variable affects the value of a related variable, for example, problems involving direct and inverse variation, or understand the connections between function parameters and behaviors</p> <p>C. Formulate equations or functions that model problems in a variety of contexts.</p>
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Expectation 4: Geometry

Geometry is the place where students learn about shapes and space. It is also a natural place for students to study an axiom system and use deductive reasoning in a very specific way. Student analyzes mathematical situations and solves problems using geometric objects and ideas.

Element

Structure	Geometric Representations	Measurement
<p>A. Describe and explain the different roles of axioms, definitions, theorems and proofs in the logical structure of geometry</p> <p>B. Identify and apply basic theorems about parallel and perpendicular lines, angles, congruent figures, similar figures, right triangles (e.g., Pythagorean Theorem), polygons, circles, polyhedrons, spheres, cylinders, and cones</p>	<p style="text-align: center;">Indicators</p> <p>A. Represent geometric objects algebraically using coordinates (analytic geometry) use algebra to solve geometric problems</p> <p>B. Draw and define reflections, rotations, and translations of geometric objects and understand compositions of these transformations</p> <p>C. Define and describe reflectional and rotational symmetry</p> <p>D. Express transformations using coordinates</p> <p>E. Use right triangle trigonometry to solve problems</p>	<p>A. Explain that the geometric measures (length, perimeter, area, volume) depend on the choice of unit, and that measurements are approximations</p> <p>B. Explain the effect of a scale factor on length, perimeter, area, and volume</p> <p>C. Calculate the measurements of common plane and solid figures</p> <p>D. Distinguish between exact and approximate values. Explain differences among accuracy, precision, and error, and describe how errors affect later calculations</p> <p>E. Apply various measurement scales and units to describe phenomena and solve problems</p> <p>F. Convert fluently from one measurement unit to another, within and across systems</p>

Expectation 5: Probability and Statistics

In a world increasingly inundated with data it is essential that all students become familiar with ways data is used and misused. The ability to apply basic concepts of statistics and of probability is central to 21st century citizenship.

Elements		
Data Displays and Interpretation	Representations and Use of Data	Probability Concepts
<p>A. Create and/or interpret graphical displays to describe sets of data (e.g., box-and-whisker, scatterplot, frequency distribution, normal distribution)</p> <p>B. Find measures of central tendency and variability for sets of data</p>	<p>Indicators</p> <p>A. Determine the most appropriate way to represent data</p> <p>B. Identify misuses of data</p> <p>C. Distinguish between correlation and causation</p> <p>D. Determine characteristics of well-designed studies (e.g., lack of bias, sampling methods, randomness)</p>	<p>A. Use the fundamental counting principle to determine the number of possible outcomes</p> <p>B. Compute probability of compound events, independent events, and simple dependent events</p> <p>C. Compare experimental and theoretical results for simple experiments</p>

Additional Expectations Needed for Calculus

Preparation for a college level course in calculus would require that a student should be able to:

1. Represent functions* verbally, numerically, graphically, and algebraically.
2. Find the domain and range of functions*.
3. Determine for which values of a variable a formula makes sense.
4. Perform translations and dilations of functions*.
5. Perform operations (addition, subtraction, multiplication, division) with expressions and composition with functions*.
6. Use functions* to model a variety of situations. (Know about linear and exponential models and fit them to data.)
7. Solve linear and quadratic equations and be able to find approximate solutions graphically and numerically.
8. Solve systems of linear equations, including 3 X 3 systems and application problems.
9. Solve linear inequalities.
10. Apply the factor theorem, the remainder theorem, and the rational roots theorem, including application problems.
11. Find inverses of invertible functions* and relate the graph of a function to the graph of its inverse.
12. Analyze the graph of a function* to answer questions about the function (such as intercepts, domain, range, intervals where the function is increasing or decreasing, possible algebraic definitions, etc)
13. Express angles in both degrees and radians.
14. Define the six trigonometric functions in terms of right triangles and the unit circle.
15. Use exponential and logarithmic functions to solve exponential growth and decay problems
16. Use trigonometry to find the unknown length of a side of a right triangle, including in applied settings
17. Algebraically manipulate trigonometric expressions using fundamental trigonometric identities.
18. Determine the amplitude, period and displacement of trigonometric functions.
19. Solve trigonometric equations and solve problems by applying trigonometry.
20. Define inverse trigonometric functions and identify their domains, ranges, and graphs.
21. Represent vectors graphically and in both polar coordinates and rectangular coordinates.
22. Perform basic operations with vectors.
23. Solve vector equations and solve problems by applying vector equations.
24. Define and graph conic sections

*This course should consider the following types of functions:

- polynomial
- rational
- root/radical/power
- exponential and logarithmic
- trigonometric and inverse trigonometric

APPENDIX B.3.6

PROFILE OF RECENT HIGH SCHOOL GRADUATES ENROLLED AS FIRST-YEAR COLLEGE STUDENTS

RATIONALE: SAMPLE REPORT
FROM THE OHIO BOARD OF
REGENTS, INCLUDING STATEWIDE
AND DISTRICT-LEVEL MEASURES OF
ENROLLMENT, PREPARATION, AND
REMEDICATION.

**REFERENCED IN:
(B)(3)**

Profile of Recent High School Graduates Enrolled as First-Year College Students

Fall 2003 to Fall 2007 by High School

Prepared by

Ohio | Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

July 2009

Profile of Recent High School Graduates Enrolled as First-Year College Students - Fall 2003 to Fall 2007 by High School of Graduation

Note: For confidentiality purposes, results are omitted in cases where the value of the denominator is less than 6.

High School	Year	Number of High School Graduates	Participation (All first-year students)		Preparation (ACT or SAT exam takers)		Remedial Course Enrollment (Students enrolled in public colleges)		Remedial Math or English Enrollment by Level of High School Preparation (Took ACT/SAT, enrolled in public colleges)					
			Number of First-Year Ohio College Students	Percent of HS Graduates Entering College in Ohio	Percent of HS Graduates entering a Public or Private 4-Year College	Percent of HS Graduates entering a Public 2-Year College	Average Entrance Exam (ACT scale) Score	Percent taking at least a Minimum College Preparatory Curriculum	Percent taking an 'Ohio Core' Curriculum	Percent taking Remedial Math	Percent taking Remedial English	Less than a Minimum College Preparatory Curriculum	Minimum College Preparatory Curriculum	'Ohio Core' Curriculum
STATEWIDE FIGURES														
Public High School Graduates	2007	114,552	45%	29%	17%	22	66%	37%	32%	20%	40%	36%	20%	
Private High School Graduates		7,071				23	71%	46%	21%	11%	26%	27%	14%	
Other Graduates *		2,263				20	62%	31%	54%	34%	62%	48%	38%	
2007 Total		61,093				22	67%	38%	31%	20%	39%	35%	19%	
Public High School Graduates	2006	114,559	45%	30%	15%	22	64%	37%	32%	21%	40%	49%	18%	
Private High School Graduates		7,519				23	73%	47%	19%	11%	24%	25%	13%	
Other Graduates *		2,095				21	65%	29%	50%	34%	59%	50%	31%	
2006 Total		61,605				22	66%	38%	31%	20%	39%	48%	18%	
Public High School Graduates	2005	114,342	44%	29%	15%	21	65%	38%	32%	21%	40%	50%	19%	
Private High School Graduates		7,373				23	75%	48%	22%	12%	27%	34%	14%	
Other Graduates *		1,978				21	62%	29%	52%	37%	61%	56%	29%	
2005 Total		60,163				22	66%	39%	31%	21%	39%	48%	18%	
Public High School Graduates	2004	116,711	44%	29%	15%	21	66%	39%	31%	22%	40%	49%	18%	
Private High School Graduates		7,526				23	75%	47%	22%	13%	28%	38%	14%	
Other Graduates *		1,962				21	64%	35%	47%	34%	56%	48%	28%	
2004 Total		60,819				22	67%	40%	30%	22%	39%	48%	18%	
Public High School Graduates	2003	117,380	45%	29%	15%	21	69%	40%	33%	23%	42%	54%	20%	
Private High School Graduates		8,151				23	79%	49%	25%	15%	31%	45%	18%	
Other Graduates *		2,124				21	63%	28%	56%	37%	64%	51%	35%	
2003 Total		62,518				22	70%	41%	33%	23%	41%	53%	20%	
* GED, Home School, or high school unknown														
ADAMS, ADAMS COUNTY, OHIO VALLEY LOCAL														
NORTH ADAMS HIGH	2003	66	42%	12%	30%	20	70%	35%	14%	32%	32%	43%	0%	
	2004	92	38%	14%	24%	18	80%	28%	10%	43%	47%	20%		
	2005	71	32%	8%	24%	18	30%	0%	52%	52%	62%	69%		
	2006	92	33%	12%	21%	21	78%	21%	17%	17%	27%	27%		
	2007	90	29%	7%	22%	19	53%	11%	28%	48%	56%	67%		
All-yr		411	35%	11%	24%	19	64%	25%	22%	37%	43%	54%	0%	
PEEBLES HS HIGH	2003	78	31	40%	17%	19	76%	34%	16%	29%	35%	43%	20%	
	2004	86	31	36%	16%	19	65%	46%	20%	37%	40%	89%	18%	
	2005	84	25	30%	18%	19	81%	57%	18%	55%	55%	20%	27%	
	2006	84	30	36%	23%	21	82%	45%	18%	29%	36%	29%	9%	
	2007	103	47	46%	22%	20	70%	39%	17%	20%	26%	67%	14%	
All-yr		435	38%	20%	17%	20	74%	43%	18%	31%	36%	73%	18%	

APPENDIX C.1.1

AM. SUB. HB 290 -SELECTED CODE

RATIONALE: SECTION OF OHIO
REVISED CODE AUTHORIZING THE
SUPERINTENDENT OF PUBLIC
INSTRUCTION AND THE
CHANCELLOR OF THE BOARD OF
REGENTS TO AUTHORIZE
RESEARCH USING DATA
CONTAINED IN THE STATE'S
LONGITUDINAL DATA SYSTEM.

REFERENCED IN:
(C)(1)

Amended Substitute House Bill 290

128th Ohio General Assembly
2009-2010

- (C) That the superintendent and the chancellor jointly shall develop procedures for the maintenance of the data in the repository and shall designate the types of research that may be conducted using that data. Permitted uses of the data shall include, but are not limited to, the following:
- (1) Assisting the department, superintendent, or state board in performing audit and evaluation functions concerning preschool, elementary, and secondary education as required or authorized by any provision of law, including division (C) of section 3301.07 and sections 3301.12, 3301.16, 3301.53, 3301.57, 3301.58, and 3302.03 of the Revised Code;
 - (2) Assisting the chancellor in performing audit and evaluation functions concerning higher education as required or authorized by any provision of law, including sections 3333.04, 3333.041, 3333.047, 3333.122, 3333.123, 3333.16, 3333.161, 3333.374, 3333.72, and 3333.82 of the Revised Code.
- (D) That the superintendent and the chancellor, from time to time, jointly may enter into written agreements with entities for the use of data in the repository to conduct research and analysis designed to evaluate the effectiveness of programs or services, to measure progress against specific strategic planning goals, or for any other purpose permitted by law that the superintendent and chancellor consider necessary for the performance of their duties under the Revised Code. The agreements may permit the disclosure of personally identifiable student information to the entity named in the agreement, provided that disclosure complies with the "Family Educational Rights and Privacy Act of 1974," 88 Stat. 571, 20 U.S.C. 1232g, as amended, and regulations promulgated under that act prescribing requirements for such agreements. The superintendent shall notify the state board of each agreement entered into under this division.

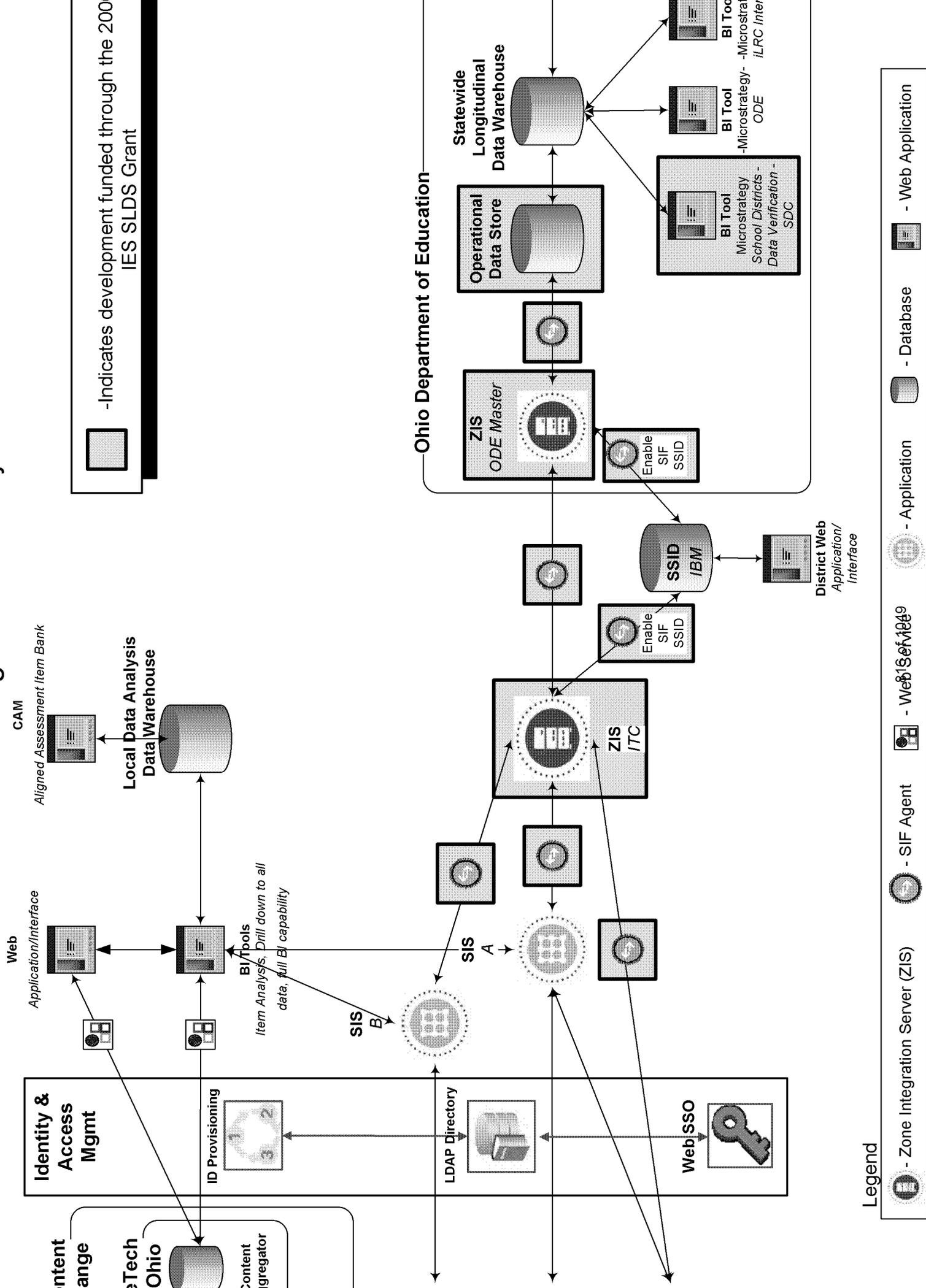
APPENDIX C.1.2

OHIO'S STATE LONGITUDINAL DATA SYSTEM ARCHITECTURE DIAGRAMS

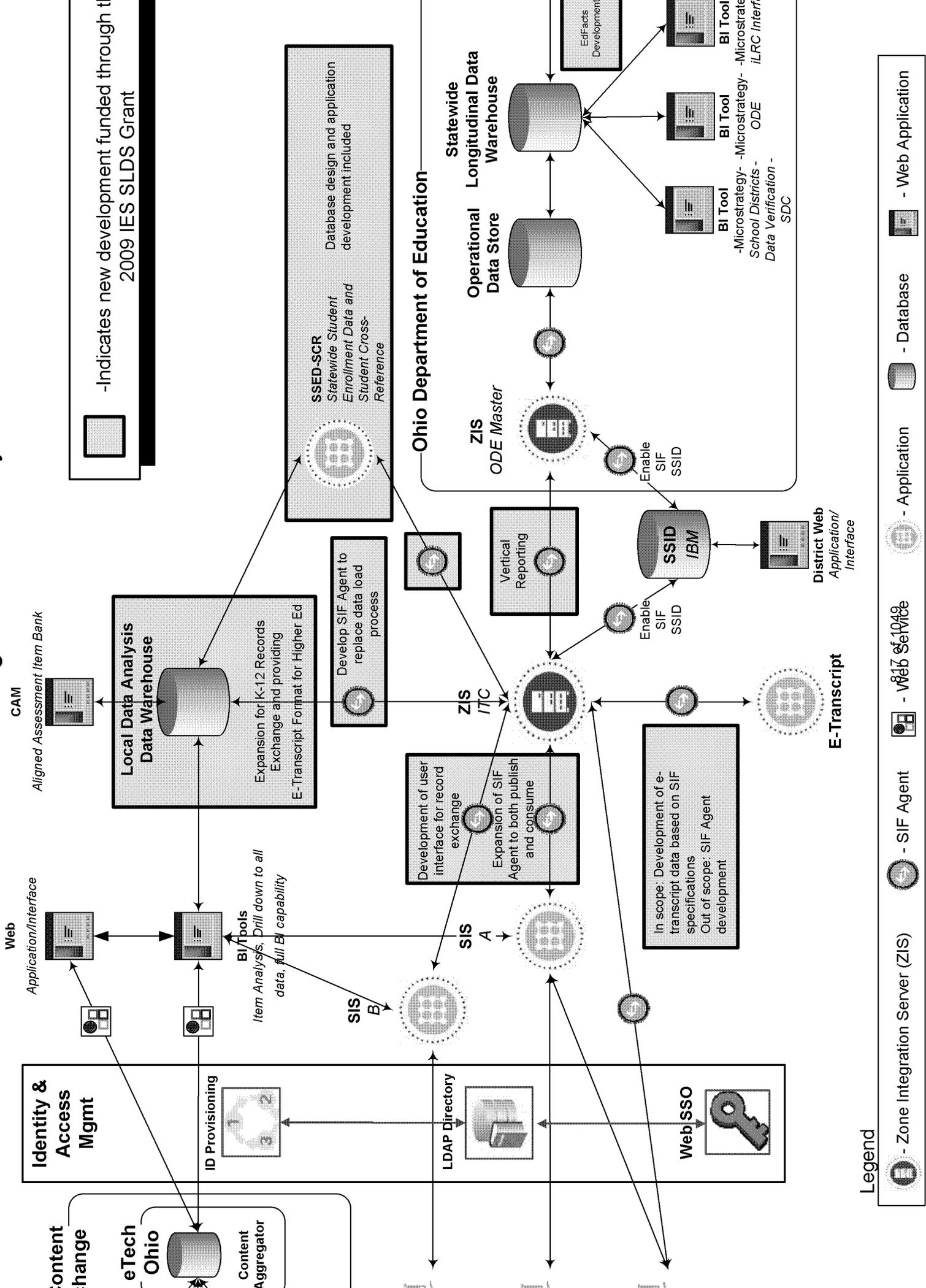
RATIONALE: DIAGRAMS OF OHIO'S STATE LONGITUDINAL DATA SYSTEM ILLUSTRATING IMPROVEMENTS AND INVESTMENTS MADE THROUGH OHIO'S TWO FEDERAL SLDS GRANTS AS WELL AS THOSE PROPOSED IN OHIO'S RTT PLAN.

**REFERENCED IN:
(C)(1)**

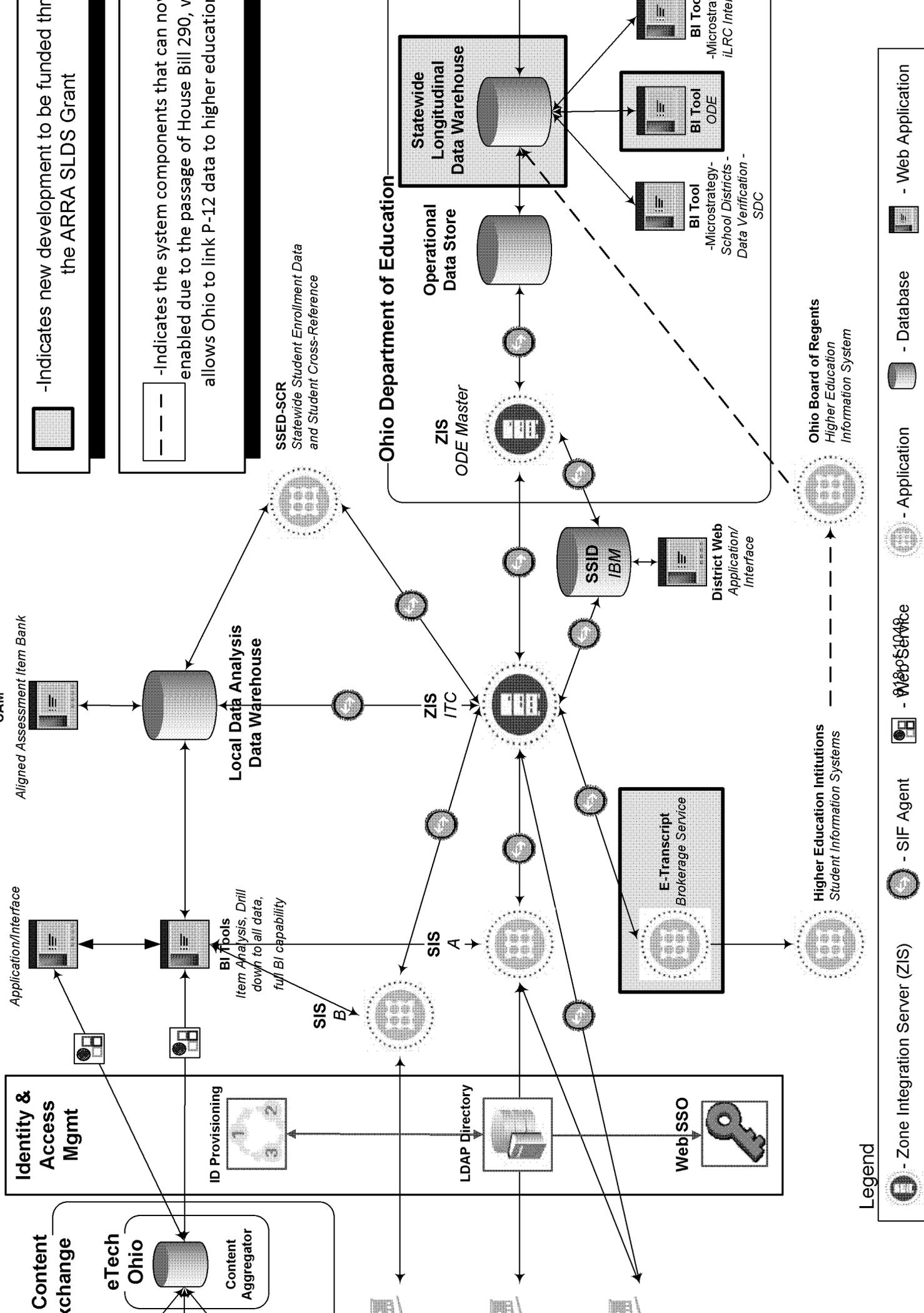
Ohio's P-12 Longitudinal Data System



Ohio's P-12 Longitudinal Data System



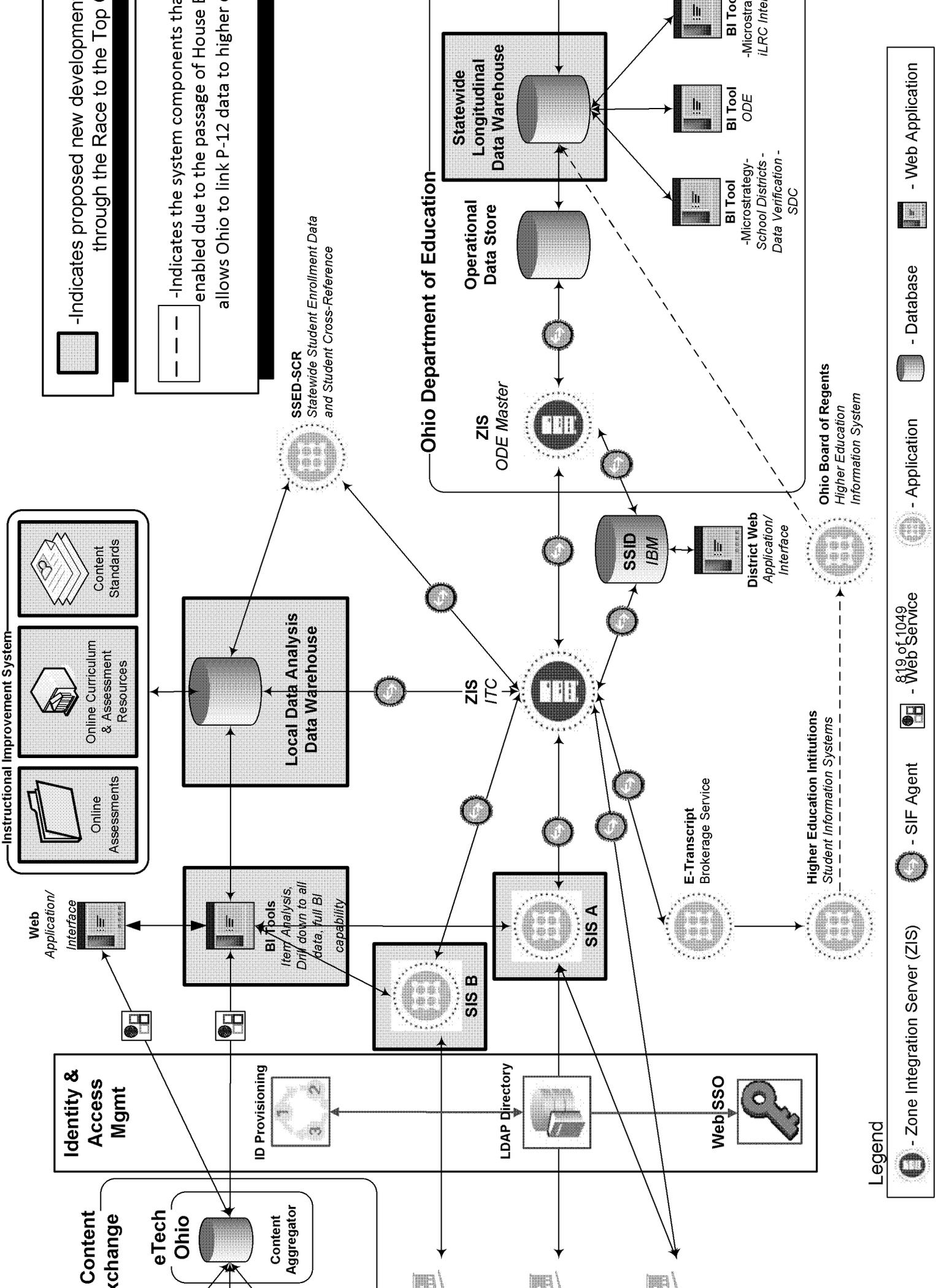
Ohio's P-20 Longitudinal Data System



- Indicates new development to be funded through the ARRA SLDS Grant

- Indicates the system components that can now be enabled due to the passage of House Bill 290, which allows Ohio to link P-12 data to higher education

Ohio's P-20 Longitudinal Data System



-Indicates proposed new developments through the Race to the Top

-Indicates the system components that are enabled due to the passage of House Bill 1501. This allows Ohio to link P-12 data to higher education data.

SSED-SCR
Statewide Student Enrollment Data and Student Cross-Reference

APPENDIX C.1.3

OHIO'S STATE LONGITUDINAL DATA SYSTEM INVESTMENT DIAGRAM

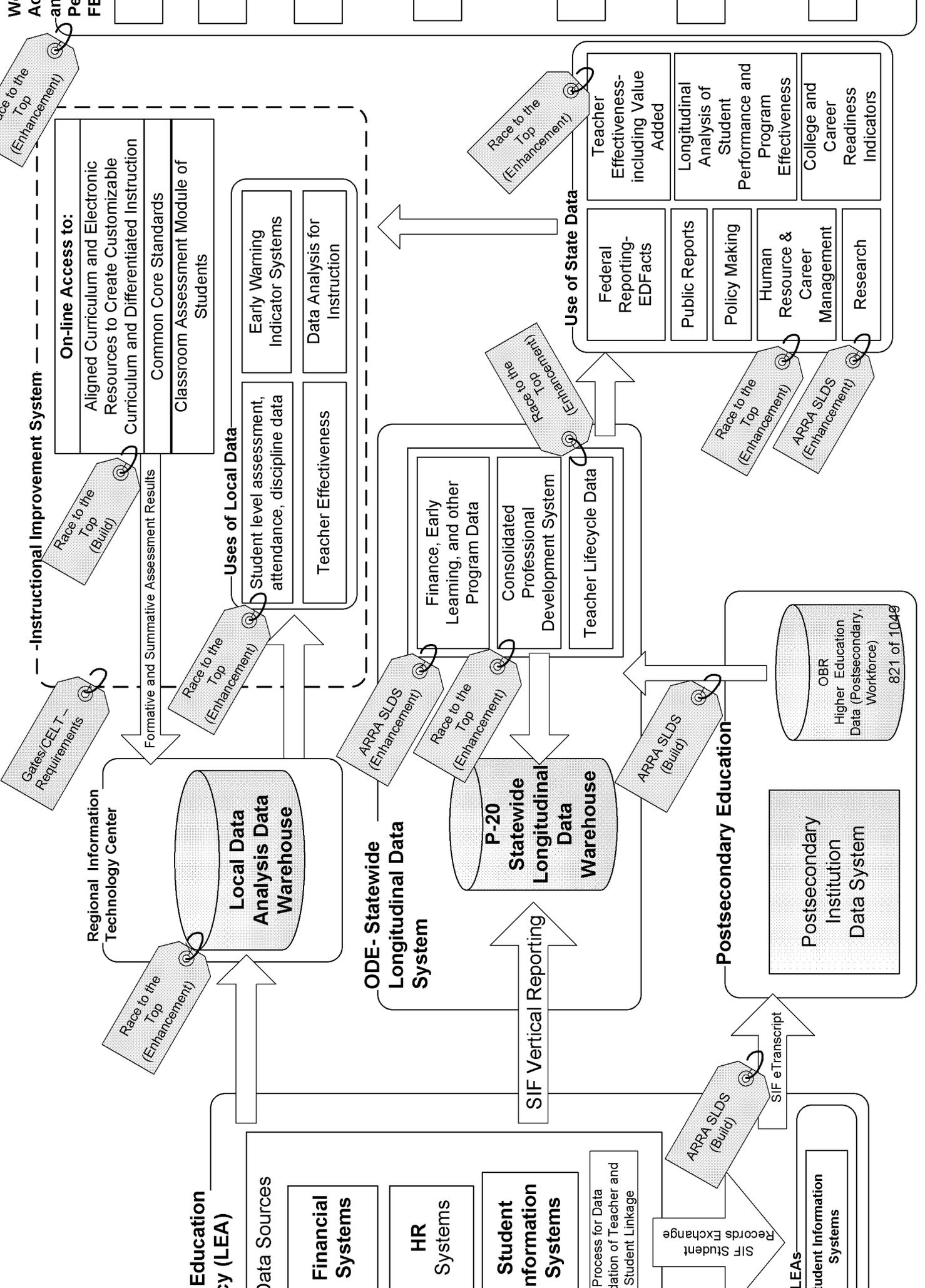
RATIONALE: DIAGRAM
ILLUSTRATING WORK FUNDED BY
THE ARRA SLDS GRANT, THE
GATES MOMENTUM GRANT, THE
GATES TEACHER STUDENT DATA
LINK GRANT, AND WORK
PROPOSED IN OHIO'S RACE TO
THE TOP GRANT APPLICATION.

REFERENCED IN:

(C)(1)

(C)(2)

Investments for Ohio's SLDS – Includes work funded by ARRA SLDS Grant, Gates Momentum Grant, Gates Teacher Student Data Link Grant and work proposed in Ohio's Race to the Top Grant application



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APPENDIX C.1.4

OHIO'S ALIGNMENT WITH THE DATA QUALITY CAMPAIGN'S 10 ESSENTIAL ELEMENTS OF A HIGH QUALITY LONGITUDINAL DATA SYSTEM AND THE STATE HIGHER EDUCATION EXECUTIVE OFFICER'S CHARACTERISTICS OF AN IDEAL POSTSECONDARY DATA SYSTEM

RATIONALE: DOCUMENT OHIO'S
ALIGNMENT WITH K-12 AND HIGHER
EDUCATION QUALITY DATA SYSTEMS.

**REFERENCED IN:
(C)(1)**

DQC 2009 Annual Survey Update and State Progress Report

The Data Quality Campaign (DQC) was launched in 2005 to help states develop robust longitudinal data systems that can provide policymakers and educators with information to help adjust policies and practices to improve student achievement. The DQC has identified 10 Essential Elements of a robust data system (see below) and 10 Actions all states must take to ensure effective use of data (see reverse side).

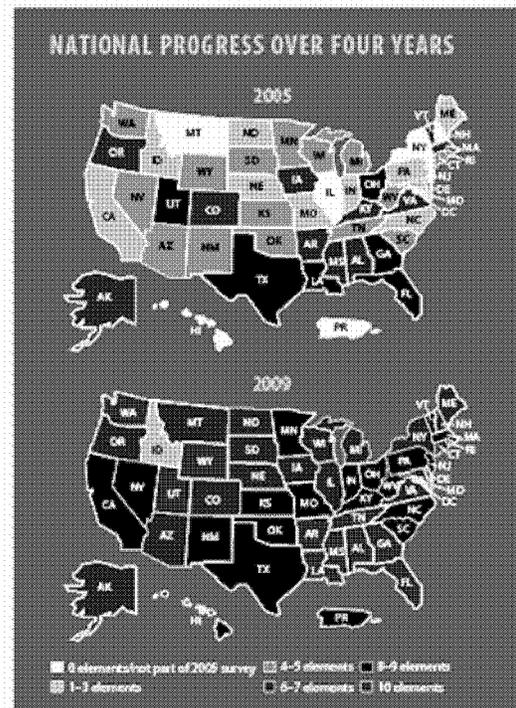
State Status on the 10 Essential Elements

Element	State Status
1. A unique student identifier	✓
2. Student-level enrollment, demographic and program participation information	✓
3. The ability to match individual students' test records from year to year to measure academic growth	✓
4. Information on untested students	✓
5. A teacher identifier system with the ability to match teachers to students	✓
6. Student-level transcript information, including information on courses completed and grades earned	✓
7. Student-level college readiness test scores	✓
8. Student-level graduation and dropout data	✓
9. The ability to match student records between the P-12 and postsecondary systems	✗
10. A state data audit system assessing data quality, validity and reliability	✓

Key Policy Questions

States that have all 10 Essential Elements have the capacity to answer key policy questions. Based on survey responses, Ohio has the ability to answer the following key policy questions:

- ▷ Which schools produce the strongest academic growth for their students? (Elements 1, 2, 3, 4) **YES**
- ▷ Which middle school achievement levels indicate that a student is on track to succeed in rigorous courses in high school? (Elements 1, 3, 6, 7) **YES**
- ▷ Does the state have the necessary elements to calculate a longitudinal graduation rate, according to the calculation agreed to in the 2005 National Governors Association compact? (Elements 1, 2, 8, 10) **YES**
- ▷ What high school performance indicators (e.g., enrollment in rigorous courses or performance on state tests) are the best predictors of students' success in college or the workplace? (Elements 1, 3, 6, 7, 8, 9) **NO**
- ▷ What percentage of high school graduates require remedial education in college? (Elements 1, 8, 9) **NO**
- ▷ Which teacher preparation programs produce graduates whose students have the strongest academic growth? (Elements 1, 3, 4, 5) **YES**



State Contact

Beth Juillerat, Chief Information Officer ■ Ohio Department of Education ■ beth.juillerat@doe.state.oh.us

For additional information on your state's results, go to www.DataQualityCampaign.org.

OHIO

**State Higher Education Executive Officers (SHEEO)
15 Characteristics of an Ideal Postsecondary Data System**

Characteristics	State Status
1. A Unique Statewide Student Identifier.	<input checked="" type="checkbox"/>
2. Student-Level Enrollment, Degree Completion, and Demographic Data for All Public Colleges and Universities.	<input checked="" type="checkbox"/>
3. Student-Level Financial Aid Data.	<input checked="" type="checkbox"/>
4. Student-Level Transfer Data.	<input checked="" type="checkbox"/>
5. Student-Level Persistence and Graduation Data.	<input checked="" type="checkbox"/>
6. Student-Level (1) Remediation Data and (2) Developmental Education Participation and Success Data.	<input checked="" type="checkbox"/>
7. Student-Level Course/Transcript-Level Data.	<input checked="" type="checkbox"/>
8. Student-Level Data on Assessed Academic Achievement.	x
9. Privacy Protection for All Individually-Identifiable Student Records.	<input checked="" type="checkbox"/>
10. The Ability to Match Student Records with Data on K-12 Educational Activities.	x
11. The Ability to Match Student Records with Data on Employment.	<input checked="" type="checkbox"/>
12. Inclusion of Independent and For-Profit Institutions of Higher Education.	x
13. A Single State-Level Student Unit Record (SUR) System for All Public Institutions.	<input checked="" type="checkbox"/>
14. Data Audit System Assessing Data Quality, Validity, and Reliability.	<input checked="" type="checkbox"/>
15. Alignment with Broader State Goals, Demonstrated Usability, and Sustainability.	<input checked="" type="checkbox"/>

APPENDIX C.1.5

ABSTRACT OF OHIO'S FEDERAL STATE LONGITUDINAL DATA SYSTEMS GRANT 2005

RATIONALE: ABSTRACT OF
OHIO'S 2005 FEDERAL STATE
LONGITUDINAL DATA SYSTEMS
GRANT WHICH PROVIDES THE
FOUNDATION FOR OHIO'S PLANNED
LONGITUDINAL DATA WORK
THROUGH RTT.

**REFERENCED IN:
(C)(1)**

2005 State Longitudinal Data Systems Grant Abstract

Project Title: Longitudinal Data System

Funding Amount Requested: \$5.6 million in total funding for 3 years

The major focus of the proposed work: The Longitudinal Data System (LDS) is a key element in the Ohio Department of Education's (ODE) commitment to create and sustain a unified State-wide data exchange system to address Federal and state directives for timely and accurate data and to serve the agency's customers—students, teachers, school districts, researchers, and regional information centers. Using School Interoperability Framework (SIF), Ohio will have a common language for representing data and a reliable, secure, and consistent protocol for sharing data vertically from the local to the state to the Federal level. The expansion of value-added information will serve as a self-inquiry system for teachers and principals to determine the effects of schooling. Aligned to the No Child Left Behind Act of 2001, LDS is based on the four basic principles of stronger accountability, increased flexibility and local control, expanded options for parents, and an emphasis on proven teaching and learning strategies.

This focus is a lever of change for the Ohio data system: Ohio is in the midst of a data system transition that began in 1998 when a change in state legislation authorized the reporting of personally unidentifiable student level data via the use of a unique data verification code. In 2002, through the use of a third-party administrator (IBM), Ohio implemented the State-wide Student Identification System (SSID) to assign unique permanent identification numbers to students. ODE began collecting unidentifiable individual student data in school year 2002-2003.

While changes were made to the Education Management Information System (EMIS) to support the collection of student level data, much of the system functionality remains unchanged from the 1990's system design. EMIS was designed to process and manage aggregated student data not to manage individual student level records over time. As a result, even though ODE now has student level data, ODE's ability to efficiently and effectively manage the data and its ability to perform or facilitate State-wide longitudinal data analysis to improve student achievement is limited. While ODE has made significant investments in various technologies and development efforts, it has not been afforded the resources necessary to design and develop the necessary system components to fully realize the benefits of the data and ensure appropriate use of data.

Key strategies to align Federal, state, regional, district, school, and classroom levels: LDS will build upon a State-wide data system by creating the following products:

- Data definition and data format standards for shared data
- Standard transfer mechanism for sharing data
- Relational database for efficiently managing longitudinal data on student records that are assigned permanent, unique identification numbers
- Comprehensive data dictionary for reporting of quality data and appropriate, consistent use and representation of data
- Enterprise data warehouse—across all program areas—for facilitating longitudinal data analysis on student achievement and links students to teachers via courses
- Appropriate and secure access to data for districts, legislators, general public, and researchers
- Decision support tools/applications for analyzing the data
- Automated vertical reporting for connecting the US Department of Education
- Professional development for educators on using data
- Effectiveness evaluation of the LDS for quality assurance.

APPENDIX C.1.6

ABSTRACT OF OHIO'S FEDERAL STATE LONGITUDINAL DATA SYSTEMS GRANT 2009

RATIONALE: ABSTRACT OF
OHIO'S 2009 FEDERAL STATE
LONGITUDINAL DATA SYSTEMS
GRANT WHICH IS CURRENTLY
UNDERWAY COMPLEMENTING OHIO'S
PLANNED LONGITUDINAL DATA
WORK THROUGH RTTT.

**REFERENCED IN:
(C)(1)**

Ohio's Statewide Longitudinal Data System
Increasing Efficiencies through Data Standards and System Interoperability
Funding Amount Requested: \$2,945,000

Building On the Success of Previous Efforts

The Ohio Department of Education (ODE) recognizes that a high quality, efficient State-wide Longitudinal Data System (SLDS) is critical for providing the timely, accurate data needed to drive higher achievement, to reduce achievement gaps among students, and to answer key education policy questions. *Ohio has successfully met 8 of the 10 essential elements, as defined in the 2007 Data Quality Campaign survey, for a P-12 SLDS and is committed to building upon its prior efforts to continuously improve the quality and timeliness of data provided to all stakeholders for evidence based decision-making.*

Ohio is currently engaged in a School Interoperability Framework (SIF) implementation for its State-wide data collection system. This standardization of data definitions and the creation of a consistent protocol for sharing data between local education agencies and the State will improve the timeliness and accuracy of the data collected. Further this data will be made available for decision-making to improve student achievement. The proposed project will be an expansion of this effort and will take Ohio's SLDS to the next level by expanding the use of SIF, thus allowing the electronic exchange of student records among local education agencies (LEAs) and developing a standard high school transcript format for electronic data transfer to higher education. The availability of student records electronically and in a standardized format is critical for educators who then may instantly share and transfer information, enabling a timely assessment of a student's prior educational history. This will enable student placement in the most appropriate curriculum and programs to meet the student's individualized needs. Also, this project will allow Ohio's student information systems to become interoperable and minimize the administrative burden of manual data entry that is frequently time-consuming and prone to error.

A Lever of Change for the Ohio Data System

Ohio's data system has progressed steadily over the past 10 years, evolving into a robust SLDS system that links data across time—to facilitate longitudinal analysis of student performance data and provide decision support capabilities at both the local and State level. Beginning with the 2009-2010 school year, the system will be based upon internationally recognized data standards for data reporting to the State. While restrictions related to the sharing of K-12 data still exist in the state legislation, recent legislative changes have begun to open the gates for data sharing. Two examples include: (1) allowing the Ohio Department of Health to utilize the K-12 unique student identification system for infants and toddlers who receive special education services; and (2) developing a standard format for sharing high school transcripts with institutions of higher education.

Opening the Gates for Seamless Data Sharing

This project will build upon existing technological and data standards architecture to:

- Support the timely sharing of reliable data among local education agencies
- Enable the creation of a standard high school transcript format for sharing with institutions of higher education.

APPENDIX C.1.7

ARRA STATE LONGITUDINAL DATA SYSTEM ABSTRACT

RATIONALE: ABSTRACT OF OHIO'S RECENTLY-AWARDED ARRA STATE LONGITUDINAL DATA SYSTEMS GRANT PROPOSAL WHICH WILL COMPLEMENT OHIO'S PLANNED LONGITUDINAL DATA WORK THROUGH RTTT.

**REFERENCED IN:
(C)(1)**

Ohio: Taking the Necessary Actions to Ensure the Effective Use of Data

Funding amount awarded: \$5,135,883

Ohio's P-12 and higher education data systems are highly regarded at the state and national levels and both contain a wealth of longitudinal information and decision support capabilities for their stakeholders. Additionally, two previously awarded Statewide Longitudinal Data System (SLDS) grants are enabling Ohio to improve system interoperability through the implementation of data standards based upon the Schools Interoperability Framework (SIF) for both data reporting to the state and student records exchange between local education agencies.

However, gaps in the system still exist. The current P-12 student data system within ODE cannot be linked to data on students served by early childhood programs or services funded within other state agencies, nor can it be linked to postsecondary education student data. Longitudinal student data exists in the P-12 data warehouse but the focus of analysis has been on building and district performance for accountability purposes rather than for longitudinal analysis of student achievement, teacher effectiveness or program effectiveness.

The Ohio Department of Education (ODE) and the Ohio Board of Regents (OBR) are committed to building a high quality P-20 SLDS that supports continuous improvement at all levels of the education system. ODE and OBR are dedicated to taking the actions necessary to ensure that Ohio's SLDS will be used to identify early childhood programs that are associated with strong school readiness outcomes, identify programs that encourage students to stay in school, identify students who are falling behind and implement remediation strategies, provide information on teacher and principal effectiveness and determine students' preparation to meet the demands of postsecondary education and the 21st century workforce.

State Legislative Changes & Interagency Collaboration Support a P-20 SLDS

Recent state legislative changes require that all early childhood programs, services and funding currently administered by multiple state agencies be administered by ODE. Legislation also requires the development of a standard high school transcript format for sharing data with postsecondary institutions. Proposed legislation would enable the use of the P-12 student identifier by higher education and allow the creation of a single P-20 data repository. Collaborative discussions between the various state agencies and the governor's office occur on a regular basis including two formal groups -the Early Childhood Cabinet and College and Career Readiness Policy Institute.

Proposed Actions for Building a P-20 SLDS and Ensuring Effective Use of Data

Ohio is requesting funds to expand the ability of its SLDS to link and share student data, to ensure data can be accessed by stakeholders, to build the capacity for effective use of data and to provide professional development and training to stakeholders to ensure effective use of data. The outcomes will include:

- Development of an early childhood data system integration plan
- Implementation of an electronic transcript brokerage service for sharing transcript data between P-12 and Higher Education
- Expansion of Ohio's Statewide Longitudinal Data Warehouse to facilitate analysis of program effectiveness and to address other key policy questions
- Development of reporting and analysis user tools to address key policy questions and ensure transparency of data reporting

APPENDIX C.1.8

OVERVIEW OF OHIO'S PARTICIPATION IN THE CENTER FOR EDUCATIONAL LEADERSHIP AND TECHNOLOGY'S TEACHER-STUDENT DATA LINK PROJECT

RATIONALE: ABSTRACT OF THE TEACHER-STUDENT DATA LINK (TSDL) PROJECT, FUNDED BY THE BILL & MELINDA GATES FOUNDATION AND CONDUCTED BY THE CENTER FOR EDUCATIONAL LEADERSHIP AND TECHNOLOGY (CELT) WITH GUIDANCE AND DISSEMINATION SUPPORT FROM THE DATA QUALITY CAMPAIGN (DQC).

REFERENCED IN:

(C)(1)

(C)(2)

Abstract

The Teacher-Student Data Link (TSDL) Project is funded by the Bill & Melinda Gates Foundation and conducted by the Center for Educational Leadership and Technology (CELТ) with guidance and dissemination support from the Data Quality Campaign (DQC). This project is a cross-state, collaborative effort focused on developing a common, best practice definition of “Teacher of Record” and business processes for collecting and validating linked teacher and student data. This important initiative brings five states together to leverage their collective experiences, knowledge, and resources to determine a common definition and approach to one of the most critical components of their data systems and a key step in using accountability data to increase student learning.

In support of the TSDL project, CELТ will be assisting the Arkansas, Florida, Georgia, Louisiana, and Ohio Departments of Education – and three of their local education agencies (LEAs) in conducting a comprehensive needs assessment of the data collection, verification, storage, and reporting processes and systems related to linked teacher-student and assessment data. This analysis will include the types of collaboration and communication between the SEAs and the LEAs, and the appropriate program areas within the SEA. CELТ’s field work and analysis extends to the school district and the school in order to assess how they collect data and verify its quality.

Following the assessment phase, each SEA will partner with its three LEAs to pilot TSDL recommendations with technical assistance from CELТ. These pilot initiatives will focus on improving the policies, processes, and data systems from the classroom to the state level as a way of improving/expanding the alignment of teacher and student data.

Throughout the project, CELТ will work closely with the Data Quality Campaign (DQC) and incorporate its Ten Essential Actions in the TSDL project. CELТ staff will assist DQC with policy reviews and dissemination of project activities, learnings, and results to other SEAs and national education associations.

The TSDL work is structured to provide the participating SEAs and LEAs with support, guidance, and technical assistance throughout the two-year project. The major deliverables include:

- Contemporary research and emerging best practices.
- SEA / LEA specific assessment and needs analysis reports.
- Cross-state report with short- and long-term recommendations.
- Common definition of “Teacher of Record” with associated policies, processes, and technology architecture that will guide and inform implementation.
- Processes to support valid and reliable use of unique student and teacher identifiers.
- Strategies for validating teacher and student profiles and classroom rosters.
- Case studies that can be used for replication at the SEA / LEA level.
- Database of research, best practices, and action plans.
- Data models for collecting, reporting, and updating the Teacher-Student Data Link.

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Project Manager: Dr. Nancy Wilson, Center for Educational Leadership and Technology (CELT),
Tel. (774) 249-9368, nwilson@celtcorp.com

Project Timeline: October 2009 – October 2011

Participants:

- State Education Agencies – Arkansas, Florida Georgia, Ohio, and Louisiana
- Three Local Education Agencies (LEAs)

Project Methodology:

- Comprehensive Research Review
- Assessment and Needs Analysis
 - Key Stakeholder Interviews
 - Document Reviews
 - Focus Groups
 - Web Sessions
- Roster Validation
- Web Survey
- Pilot Implementation and Review

Project Milestones:

- Organize Project, Plan Site Visits, Review Research and Best Practices October – December 2009
- Conduct SEA and LEA Site Visits January – February 2010
- Connect cross-state SEA teams February – October 2011
- SEA / LEA Assessment Reports with Short / Long Term Recommendations March 2010
- Develop Case Studies and Cross-state Analysis Report April 2010
- Sub-Grant Awards to Pilot SEA / LEA Teams for Pilot Implementation of Model Definition, Business Processes, and Short Term Recommendations May 2010 – October 2011
- Lessons Learned, Critical Success Factors, and Next Steps September - October 2011

APPENDIX C.1.9

GATES MOMENTUM GRANT

RATIONALE: ABSTRACT OF A PROJECT FUNDED BY THE GATES FOUNDATION TO GATHER AND DEVELOP REQUIREMENTS FOR AN INSTRUCTIONAL IMPROVEMENT SYSTEM.

REFERENCED IN:

(C)(1)

(C)(2)

Momentum Grant

Scope: Ohio is planning to develop an instructional improvement system that will be made available to districts statewide; Florida is planning to develop a list of recommended minimum features and functionality for LEA-selected instructional improvement systems. As a first step, both states will need to gather user requirements from the field to define functionality and establish system specifications. These requirements will be a critical lever in assuring that districts obtain systems that facilitate local data use and have the technology infrastructure to integrate well with existing LEA systems as well as the state's systems.

We could support these efforts in a cross-state collaboration by 1) bringing in outside assistance with expertise in these systems and 2) supporting field engagement in the process for defining recommended minimum features and functionality. These investments could yield a list of functional requirements for instructional improvement systems and perhaps additionally a protocol/case study for how SEAs can effectively engage practitioners in identifying user needs and consequent system requirements.

Amount: TBD

Grantee: CELT with pass through dollars to Ohio and Florida Departments of Education

Duration: 9 months- 1 year

Outcomes: A list of recommended minimum features and functionality for instructional improvement systems. A protocol/case study for how SEAs can effectively engage practitioners in identifying user needs and consequent system requirements.

Relevant Partners: Teachers, principals, and district administrators from 5-10 key districts; other state agencies that will participate in the data-sharing structure.

Why a momentum grant: Both states will need to go through this front end requirement-setting process as a first step in selecting/developing the instructional improvement systems. So even if neither are awarded funds in the next round of RTTT, and thus will have to move forward more incrementally, this phase of work will still be necessary. A partnership between the two states (with a shared TA provider) could be an efficient way to keep both states moving forward in this work.

APPENDIX C.2.1

DATA TOOLS CATALOG SUMMARY TABLE

RATIONALE: DESCRIPTION OF OHIO'S EDUCATION DATA TOOLS, THEIR INTENDED USE AND INTENDED AUDIENCES.

**REFERENCED IN:
(C)(2)**

Data Tools Catalog		
Data Tool	Description	Intended Audience
Battelle for Kids-Focus	A Web-enabled, data-based, goal-setting process for educators that articulates a vision for improvement from a bottom-up perspective. This process focuses on principals as instructional leaders and relies on teachers to use and understand data. This process has three levels of analysis: (1) What results are we producing? (2) Why are we getting these results? (3) How do we improve? Using numerous data sources, coherent, focused strategies may be developed. Numerous tools in this catalog can help populate the analysis.	Districts
D3A2	The Data Driven Decisions for Academic Achievement (D3A2) initiative provides a systematic approach for educators to access data and aligned resources. D3A2 users can identify and access resources to meet the specific needs of their students. The tool is an easy-to-use resource that has the potential to save time, improve instruction and raise student achievement.	Teachers and administrators
Data Primer	The Ohio Data Primer is an online training tool that provides an introduction to the general concept of using data. It provides an instructional resource designed to help educators become more comfortable with thinking about and using data for the purposes of instructional decision making.	Principals and teachers
Decision Framework	The Decision Framework (DF) is a process designed to assist District Leadership Teams (DLTs) and Building Leadership Teams (BLTs) in making informed decisions – based on what their data tell them – about where to spend their time, energy and resources to make significant and substantial improvements in student performance. To that end, the DF will help DLTs and BLTs: <ul style="list-style-type: none"> • Sort through and categorize data in meaningful ways; • Prioritize areas of need and make decisions based on an analysis of data; • Identify root causes of prioritized needs; and • Develop a more focused plan leading to improved student achievement. 	District and Building Leadership Teams
Exceptional Children District Performance	The Individuals with Disabilities Education Improvement Act of 2004 requires states to annually report to the public the performance of each district on the targets in the State Performance Plan. These required reports must include the state targets for specified indicators, provide the district performance compared to those targets and indicate whether or not the district met the targets.	Administrators
iLRC	The iLRC is an interactive tool developed for parents, educators, lawmakers, community members and researchers that provides current and historical Local Report Card data. Users are able to locate information about a school or district, including proficiency test results, graduation rates, financial data and demographics.	Administrators and the public
Measure Up	This tool is designed to help school leaders understand, explain and analyze their Local Report Card data. It provides visual displays and explanations of all data pertinent to determining the report card rating for each district and building in Ohio, including the state indicators, Adequate Yearly Progress, Performance Index scores, “Safe Harbor” and performance of subgroups.	Administrators

Move Ahead	Developed in conjunction with the Center for Special Needs Populations at The Ohio State University, Move Ahead is a diagnostic tool designed to help districts determine where they are in terms of working with data, and to help implement a formal data team process and/or strengthening of a data culture where all are involved in using data to improve student performance.	Districts
School Climate Survey	This student survey provides data on the quality and character of school life. Data is classified into four areas: Safety (rules and norms, sense of physical security, sense of social-emotional security); Teaching and Learning (support for learning, social and civic learning); Interpersonal Relationships (respect for diversity, social support - adults, social support - students); and Institutional Environment (school connectedness/engagement, physical surroundings).	Administrators, teachers, students and parents
Success	This online tool serves as a starting point for tools that can help in understanding Ohio's statewide assessments for the Ohio Achievement Tests and for the Ohio Graduation Tests (OGT). This includes data to help understand what students should know and be able to do by the end of each grade and to help students in high school get ready for the OGT.	Parents, students, teachers and administrators
Surveys of Enacted Curriculum	The Surveys of Enacted Curriculum, a research-based data tool that allows teachers, administrators and policy-makers to examine the extent of alignment between the enacted curriculum (what is taught), the intended curriculum (what is required) and the assessed curriculum (what is tested).	Teachers and administrators
Value-Added	Value-added represents the fourth component of Ohio's accountability system that measures growth or improvement over a period of time to determine the "value" gained by a student during that time period. This statistical method is used to measure schools' and districts' impact on the rate of student progress from year to year. It is a growth measurement that will enable schools and districts to better determine the impact of their curriculum and instructional practices on student achievement.	Administrators and teachers

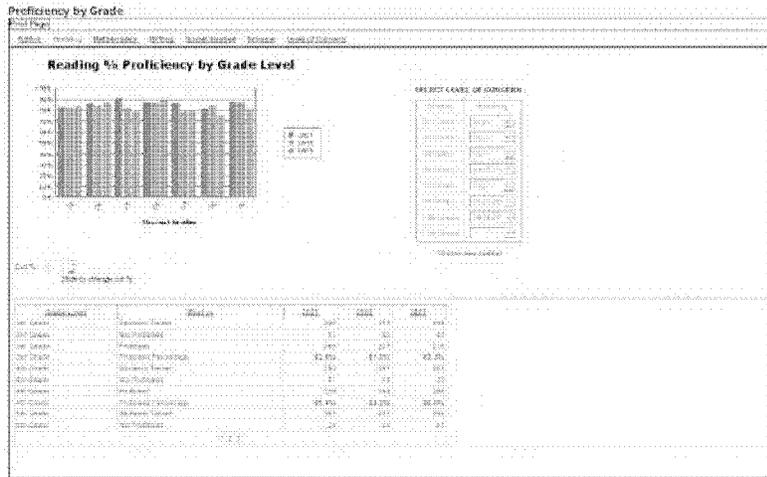
APPENDIX C.2.2

DATA TOOLS SCREEN SHOTS

RATIONALE: SCREEN SHOTS
ILLUSTRATING THE DATA TOOLS
DESCRIBED IN ATTACHMENT C.2.1.

REFERENCED IN:
(C)(2)

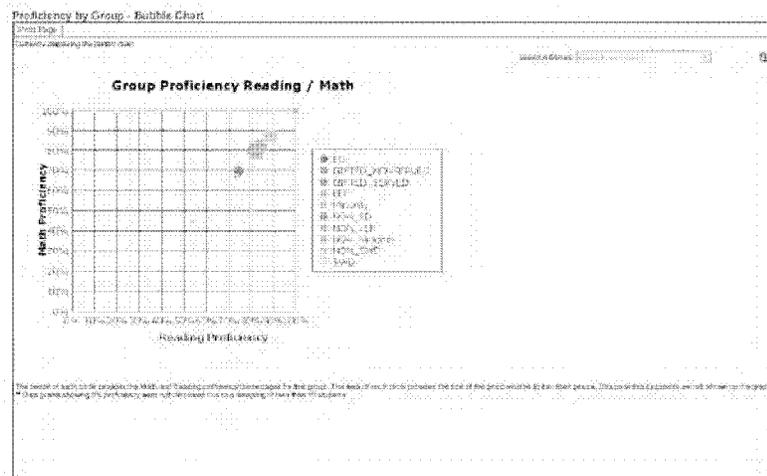
Decision Framework Screenshots



Proficiency by Building

Table with columns: Building Name, Grade Level, Subject, 2011, 2015, 2016.

Building Name	Grade Level	Subject	2011	2015	2016
Example Elementary School	1st Grade	Reading	81.0%	81.0%	81.0%
Example Elementary School	2nd Grade	Reading	81.0%	81.0%	81.0%
Example Elementary School	3rd Grade	Reading	81.0%	81.0%	81.0%
Example Elementary School	4th Grade	Reading	81.0%	81.0%	81.0%
Example Elementary School	5th Grade	Reading	81.0%	81.0%	81.0%
Example Elementary School	6th Grade	Reading	81.0%	81.0%	81.0%
Example Elementary School	7th Grade	Reading	81.0%	81.0%	81.0%



D3A2

DATA-DRIVEN DECISIONS D3A2 Version: 9182

ACADEMIC ACHIEVEMENT

6392

Navigation: [Home](#) [Training](#) [Feedback](#) [Help](#) [Logout](#)

Test Performance

School Year: 2009-2010 | School District: Denver District 001 | School Name: 00100000000000000000 | Teacher Name: JANE DOE | Role Assignment: L10

Grade Level: 4th Grade | Class/Room Label: 00100000000000000000 | Test Name: 00100000000000000000

Test Performance Table:

Test Name	Score	Scale	Percentage	Standard Deviation	Grade Equivalent
00100000000000000000	100	100	100%	0	4.00

DATA-DRIVEN DECISIONS D3A2 Version: 9182

ACADEMIC ACHIEVEMENT

6392

Navigation: [Home](#) [Training](#) [Feedback](#) [Help](#) [Logout](#)

Standardized Progress Report

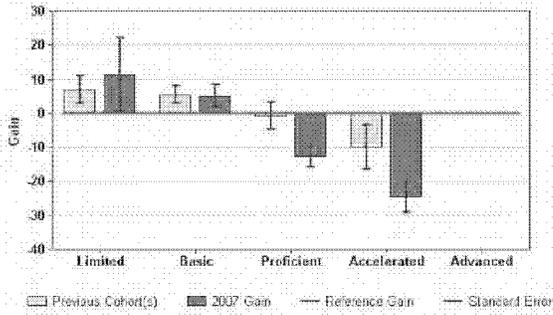
School Year: 2009-2010 | School District: Denver District 001 | School Name: 00100000000000000000 | Teacher Name: JANE DOE | Role Assignment: L10

Grade Level: 4th Grade | Class/Room Label: 00100000000000000000 | Test Name: 00100000000000000000

Standardized Progress Report Table:

Standardized Progress Report	Score	Scale	Percentage	Standard Deviation	Grade Equivalent
00100000000000000000	100	100	100%	0	4.00

Value-Added



		Predicted Proficiency Group					
		Limited	Basic	Proficient	Accelerated	Advanced	
Mathematics	Reference Line	0.0	0.0	0.0	0.0	0.0	
	2007	Gain	11.4	6.0	-12.5	-24.6	
		Std Err	10.9	3.3	3.3	4.6	
		No. of Students	6	14	35	9	2
		% of Students	7.7	21.5	53.8	13.8	3.1
	Previous Cohort(s)	Gain	7.0	5.5	-0.8	-10.0	
		Std Err	4.1	2.3	3.3	6.5	
		No. of Students	7	17	16	10	1
		% of Students	0.0	0.0	0.0	0.0	0.0

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APPENDIX C.2.3

EXCERPT FROM THE UNIVERSITY SYSTEM OF OHIO'S STRATEGIC PLAN

RATIONALE: SELECTION FROM
THE UNIVERSITY SYSTEM OF OHIO'S
STRATEGIC PLAN THAT OUTLINES
ACCOUNTABILITY MEASURES AND
METRICS.

**REFERENCED IN:
(C)(2)**

Strategic Plan for Higher Education 2008-2017

Submitted by Eric D. Fingerhut,
Chancellor, Ohio Board of Regents



Ohio

Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

Measuring Our Success

University System of Ohio Accountability Measures and Metrics
Voluntary System of Accountability

This plan sets a clear goal - raising educational attainment - and describes a number of strategies that are designed to move us toward that goal. It is, of course, possible that we have not selected the correct strategies. That is why this plan establishes 20 accountability measures by which progress can be monitored. If the strategies described in this plan are working, then the accountability measures will reflect that fact. If, however, these accountability measures are not being achieved, then the strategies must be re-examined.

Accountability is the path to change. These measures are calculated so that meeting the ten-year goals should translate into meeting the overall educational attainment goals of this plan. The accountability measures are the "report card" of the University System of Ohio. They will be posted on the website and updated as frequently as data is available.

KEY STRATEGY:

The University System of Ohio **Accountability Measures** will track progress toward meeting our goals as a system. By December 31, 2008, the presidents of each institution, with the approval of their Board of Trustees, will submit to the Chancellor a document indicating how the institution will contribute to meeting the system-wide accountability measures.

Alignment between the goals of the University System of Ohio and individual institutions will form the basis for a constructive working relationship between institutions and the state. It will be on this basis that funds will be allocated, and that the success of the system as a whole can be demonstrated to the Governor, the General Assembly and the public.

The accountability metrics measure the performance of the system as a whole. Each institution contributes differently to these measurements - some will grow in enrollment, others will attract more research dollars, and so on. To make certain that the collective actions of the institutions are helping the state meet its overall goals, each institution, through its president and with the approval of the Board of Trustees, will submit to the Chancellor, by December 31, 2008, a document setting out the contribution that the institution will make to the achievement of the state's overall accountability measures. In consultation with the institutions, the Chancellor will develop and distribute a template for this submission. The initial report should cover a six-year period.

The Chancellor will review all the submissions together, and in consultation with the institutions, seek any changes necessary to ensure that all the goals of the University System of Ohio are met. The Chancellor will then use the individual submissions to measure the contributions of each institution to the fulfillment of the University System of Ohio goals.

The University System of Ohio Accountability Measures



University
System of Ohio

Goals	Measurements of Success	Current Level	2017 Target
<p>Access</p> <p>The University System of Ohio will be a flexible, integrated higher education provider, making the widest range of educational opportunities available to, and raising the educational aspirations of, all Ohioans.</p>	○ Total post-secondary enrollment	472,694	702,694
	○ Total STEM degrees awarded	12,312	24,624
	○ Total enrollees age 25 and older	171,294	351,347
	○ Total degrees awarded to first generation college students	19,418	33,333
	○ Percent of total degrees awarded to Black and Hispanic students	8.63%	13.98%
<p>Quality</p> <p>The University System of Ohio will be known for the excellence of the teaching and learning of its faculty and students and the reputation of its institutions.</p>	○ Improvement in actual graduation rate over expected graduation rate (2007 as baseline)	Same	+10%
	○ Measuring the system's reputation: Number of first time enrollees in the top 20% SAT/ACT (at University Main Campuses)	13,866	20,799
	○ Percent of facilities in satisfactory condition or needing only minor rehabilitation	64.07%	70%
	○ Total size of endowments and foundations per FTE	\$10,573	\$21,146
	○ Federally financed research spending per capita – <i>national rank</i>	30	Top 10
<p>Affordability and Efficiency</p> <p>The University System of Ohio will enable all Ohioans to afford the education and training they need to succeed, and will compete for those students who are choosing between Ohio and other states or nations for their post-secondary education.</p>	○ Average out of pocket cost	TBD	TBD
	○ Tuition and fees a combined associate and bachelor's degree offered on a community college or university regional campus – <i>national rank</i>	TBD	Top 10
	○ State funding per FTE – <i>relationship to the national average</i>	-\$420 Million	+\$1
	○ Percentage of first time enrollees below age 21 with equivalent of one semester or more of college credit earned during high school	5.5%	20%
	○ Percentage of bachelor's degree recipients with at least one year of credit from a community college	8.8%	25%
<p>Economic Leadership</p> <p>The University System of Ohio will provide the intellectual and organizational infrastructure to measurably improve the economic outlook for all Ohioans.</p>	○ Industrially financed research spending per capita – <i>national rank</i>	5	1
	○ Globalization measure: Total international students/Ohio students studying abroad annually	13,538 / 6,328	35,134 / 16,413
	○ Invention disclosures filed + university start ups attracting more than \$1,000,000	397+TBD	TBD
	○ Business satisfaction - measured through survey	TBD	TBD
	○ Number of students engaged in internships and co-ops	46,443	100,000

Access: The University System of Ohio will be a flexible, integrated higher education provider, making the widest range of educational opportunities available to, and raising the educational aspirations of, all Ohioans.

- 1. Total post-secondary enrollment:** The total number of students attending the University System of Ohio is a measure of the aspiration of Ohioans to obtain a post-secondary education, the accessibility and affordability of the system, and serves as the basis for building a strong and educated workforce. Total post-secondary enrollment includes all students enrolled in associate, bachelor's, graduate, and professional degree programs.

2017 TARGET: Increase enrollment by 230,000 students, consistent with the goal established by Governor Strickland.

Source: Higher Education Information System (HEI). Current level is based on Fall 2006 data.

- 2. Total STEM degrees awarded:** STEM- Science, Technology, Engineering, and Mathematics- represent critical areas of need for the state's ever-changing economy. Increasing the production of these high demand degrees is a top priority of the state's business community.

2017 TARGET: In 2005, the Ohio Business Alliance for Higher Education and the Economy set a goal to double the number of STEM bachelor's degrees granted by Ohio colleges and universities by 2015. It is the goal of this plan to double the total amount of STEM degrees (associates, bachelor's, graduate and professional) conferred by University System of Ohio institutions by 2017, including a 110% increase in bachelor's degrees in STEM disciplines.

Source: HEI. Current level is based on July 06 - June 07 data.

- 3. Total enrollees age 25 and older:** "Non-traditional students" are a significant untapped pool of learners in the state. These students are more likely to be deeply rooted in the state and thus represent an important target in meeting the goal of raising educational attainment.

2017 TARGET: Adult learners will represent the biggest portion of enrollment growth. In 2017, they will make up one half of the total enrollment of the University System of Ohio.

Source: HEI. Current level is based on Fall 2006 data.

- 4. Total degrees awarded to first generation college students:** An increase in the success of this population would not only have an impact on the state's educational attainment, but would also represent a significant long-term return on the state's investment because college graduates are likely to make sure their children also go to college. This indicator includes associate, bachelor's, graduate, and professional degrees.

2017 TARGET: One third of all degrees will be awarded to first generation students.

Source: HEI cross tied with the Free Application for Federal Student Aid (FAFSA) data. Current level is based on July 06 - June 07 data. (The data source only includes students who filled out a FAFSA and completed the section regarding parents' education. About 76% of all students who earned an undergraduate degree in July 06 - June 07 filled out this portion of the FAFSA.)

- 5. Percent of degrees awarded to Black and Hispanic students:** While the ethnic background of the University System of Ohio's enrollment currently reflects the make-up of the state's population, there remains a gap between the number of minority and non-minority students receiving degrees. The University System of Ohio must not only enroll minority students but ensure that they graduate, thereby increasing educational attainment overall and ensuring the development of a diverse workforce. This indicator includes associate, bachelor's, graduate, and professional degrees.

2017 TARGET: The percent of degrees awarded to these minorities should equal the percentage of the minorities in Ohio's population. Currently that percentage is 13.98%, representing a gap of over 5%.

Source: HEI (current level is from July 06 - June 07 data) and US Census, American Community Survey (current level is from 2006 data).²³

Quality: The University System of Ohio will be known for the excellence of the teaching and learning of its faculty and students and the reputation of its institutions.

6. **Improvement in actual graduation rate over expected graduation rate 2007-2017:** An expected graduation rate is a prediction based on characteristics of the student body population. The difference between the actual graduation rate and the expected graduation rate is an indicator of the value the system adds to its students' education. This metric uses the 2007 graduation rate as a baseline and will show the improvement over the next 10 years. More detail on this metric can be found in Appendix C.

2017 TARGET: Actual graduation rate exceeds expected rate by 10%.

Source: HEI.

7. **Number of first time enrollees in the top 20% SAT/ACT (at university main campuses):** This indicator measures the extent to which the University System of Ohio is a system of choice for top students both from within Ohio and outside the state. Data is limited to students at university main campuses.

2017 TARGET: Increase top students by 50%.

Source: Survey of public universities, fall 2007 freshman.

8. **Percent of facilities in satisfactory condition or needing only minor rehabilitation:** This measure of facility quality takes into account the condition of the building and whether it meets the technological and equipment needs of the classes it houses.

2017 TARGET: 70%

Source: HEI (current level based on Fall 2006 data).

9. **Total size of endowments and foundations per FTE:** Private giving represents an important resource that could play an integral role in lowering tuition and increasing financial aid. State rank data is not available.

2017 TARGET: Double current level

Source: Survey of all public universities and colleges. Current level is based on FY2006 data.

10. **Federally financed research spending per capita - national rank:** The most widely accepted measure of a research university's competitiveness is through grants awarded from the federal government. Research attracts top students, faculty, and jobs to Ohio. This indicator only takes into account public universities and therefore does not compare Ohio with other state's independent institutions or higher education research as a whole.

2017 TARGET: To be in the top 10 of all states in terms of federal dollars attracted to public universities.

Source: National Science Foundation. Current level based on 2006 data. National ranking based on states' public university research spending per capita.

Affordability and Efficiency:

The University System of Ohio will enable all Ohioans to afford the education and training they need to succeed.

- 11. Average out of pocket cost:** An institution's true affordability is not its sticker price, but how much the student actually pays. In order to compete for both students and residents nationally, it is essential to make sure the student can afford a college education based on his family's income status. Unit record financial data is being collected for the first time this year. Data will be available in spring 2009.

2017 TARGET: TBD

Source: HEI.

- 12. Tuition and fees of a combined associate and bachelor's degree offered on a community college or university regional campus-national rank:** Using the existing infrastructure of community colleges and university regional campuses, in 10 years the University System of Ohio will offer a low-cost, open access, combined associate and bachelor's degree within 30 miles of every Ohioan.

2017 TARGET: To be one of the lowest 10 states in price for a combined associate and bachelor's degree.

Source: This data is not currently collected in this form, but will be reported in the future.

- 13. State Funding per FTE- relationship to the national average:** The state of Ohio represents the largest non-revenue source for the University System of Ohio, and is an important economic driver and industry for the state. This indicator measures the extent to which the state is supporting higher education compared to the national average of state spending on public higher education.

2017 TARGET: Above the national average.

Source: State Higher Education Executive Officers: State Higher Education Finance (SHEF), FY 2006 (http://www.sheeo.org/finance/shef/shef_data.htm). This metric compares only state, not local, support.

- 14. Percentage of first time enrollees below age 21 with equivalent of one semester or more of college credit earned during high school:** Currently Ohio is below average in both early college and AP offerings. Through programs like PSEO and Seniors to Sophomores, students can earn college credit for free and be able to graduate from college in a more timely manner.

2017 TARGET: 20%

Source: HEI. Current level is based on Fall 2006 data.

- 15. Percentage of bachelor's degree recipients with at least one year of credit from a community college:** Seamless transfer will allow more students to start their post-secondary education at a community college. Utilizing this option reduces cost to the student and the state.

2017 TARGET: 25%, a quarter of all bachelor's degree graduates.

Source: HEI. Current level is based on FY 2007 data.

Economic Leadership:

The University System of Ohio will provide the intellectual and organizational infrastructure to measurably improve the economic outlook for all Ohioans.

- 16. Industrially financed research per capita - national rank:** Meeting the needs of Ohio's industries is a central goal of the University System of Ohio. Industrial research spending is a signal that businesses are choosing our universities to perform research that improves their bottom line, and signals our alignment with the needs of industry. Again, this research indicator only measures public university research dollars.

2017 TARGET: #1

Source: National Science Foundation, 2006 (National ranking based on states' public university research spending per capita)

- 17. Total international students and Ohio students studying abroad:** The University System of Ohio must be a globalized system attracting students from other countries and encouraging our students to study abroad. Our students must be prepared for the demands and challenges of today's globalized economy.

2017 TARGET: International students to be 5% of total enrollment.
Study abroad to increase 10% per year.

Source: International Students: HEI. Current level is from July 06 - June 07. Study Abroad: Open Doors FY2006

- 18. Invention Disclosures filed plus university start ups attracting more than \$1,000,000 of venture capital:** Invention disclosures lead to the establishment of new and cutting edge technologies which lead to the formation of start ups that establish successful businesses and attract talent and venture capital to the campus. This is a measure of both innovation and commercialization.

2017 TARGET: TBD

Source: Technology Transfer Offices. Due to survey timing, the number of university start ups attracting more than \$1,000,000 of venture capital will not be known until after the release of this report.

- 19. Business Satisfaction – measured through survey:** A business satisfaction survey will be developed through the Ohio Business Roundtable and the Ohio Business Alliance for Higher Education and the Economy. See this report's *Relationship with the Business Community* section and Appendix B for more details.

2017 TARGET: TBD

- 20. Number of students engaged in internships and co-ops:** Through building connections between businesses and our students, we will ensure that our institutions produce graduates with valuable work experience and give our graduates a connection to help them stay in Ohio.

2017 TARGET: 100,000: More than doubling the current amount.

Source: HEI. Current level is based on Fall 2006 students enrolled in internship or co-op programs anytime from July 06 - June 2007 (includes graduate and undergraduate students).

Note: Not all campuses currently collect this data accurately, so this may not include all co-ops and internships.

The Ohio College Portrait

Universities

In addition to the specific accountability measures that reflect Ohio's goals, there is a need for schools to provide the public with information to review the universities' performance on a wide range of measures and to compare that data to other schools across Ohio and the nation. While schools have expressed a willingness to measure and report such results, there has been little agreement over the years on the best method for doing so, and outright hostility to some of the ranking systems available from private vendors. Recognizing this problem, a consortium of public universities across the country joined together to develop the Voluntary System of Accountability (VSA). The VSA allows participating schools to report relevant information about their costs and performance in a standardized format that enables valid comparisons to be made between schools.

KEY STRATEGY:

All universities will join the **Voluntary System of Accountability**, making data available regarding price, financial aid, degree programs, retention and graduation rates, campus safety, student satisfaction, and student learning outcomes. All universities will administer and report on the National Survey of Student Engagement (NSSE).

Schools participating in the VSA agree to administer two important assessments, one that measures the quality of student engagement (or satisfaction) at the school, and one that measures learning outcomes. Schools are given a choice of assessment tools to use in each area. In the area of student satisfaction, the National Survey of Student Engagement (NSSE) has received wide acceptance, and should therefore be used by all schools in the University System of Ohio. The measurements of learning outcomes, which focus on critical thinking, communication and problem-solving skills, are still under development. Schools have requested continued flexibility in working with these tools, and, in the near

term, this is appropriate. The Chancellor will work with the institutions to review the state of knowledge of these assessments and to move towards a common assessment of learning outcomes across the system.

The results of these assessments will be incorporated with the other financial and student data called for by the VSA into an Ohio College Portrait, which will be available for every University System of Ohio school. This Portrait will include a six-page, web-based template organized into three areas:

- Student and parent information that includes data about costs of attendance, degree offerings, living arrangements, graduate placement, student characteristics, graduation rates, transfer rates, and data about student progress.
- Student experiences and attitudes that offer a portrait of student learning experiences, activities and satisfaction, and their perceptions of a university's commitment to student success, determined by the results of student surveys.
- Student learning outcomes in critical thinking and written communication across all academic disciplines.

The Ohio College Portrait will provide easily accessible and understandable information for prospective students about the qualities and outcomes of the participating campuses, allowing users to compare apples to apples. Through standardized graphs, pie charts and hyperlinks in a common format, students and parents can browse the site for information regarding price, financial aid, degree programs, success, retention, campus safety, future plans of graduates, student satisfaction, student learning outcomes and community engagement.

The Ohio College Portrait will serve not only students and parents, but also policymakers, faculty and staff. The program responds to requests often made by policymakers for accessible, transparent, and comparable data by

requiring each institution to collect and present the data in a way that will demonstrate the impact of the state's investment on student learning and higher education. In addition, the section of the Ohio College Portrait on student engagement and learning outcomes will allow faculty and staff to gain additional knowledge about how students are learning by measuring progress in the key cognitive skill areas of critical thinking, analytic reasoning, and written communication.

The Ohio College Portrait requires measurement of community engagement, an important dimension of university activity. Community engagement is the practice of collaborating with the larger community for the mutual benefit of the citizens and the university. Faculty and student engagement in community-based service or research creates educationally enriching experiences for students and helps communities address problems and improve the quality of life of their citizens by utilizing the university's intellectual and human resources.

Adopting the Ohio College Portrait will allow University System of Ohio member institutions to:

- Improve performances by carefully and rigorously measuring teaching, learning, and

student engagement in educationally purposeful activities, particularly in science, technology, engineering, mathematics, and medicine fields.

- Demonstrate aspirations to national and international recognition.
- Identify effective educational practices by measuring educational outcomes.
- Demonstrate efficient, cost-conscious stewardship of taxpayer dollars.
- Demonstrate national leadership in working to improve the quality, innovation, access and cost of undergraduate educational programs.
- Demonstrate achievement in institutional missions and preserving diversity.

The Ohio College Portrait will report information on student success and progress rates, institutional characteristics, and various costs in a way that clearly demonstrates greater institutional accountability for student learning and development. Stakeholders will be able to see the contributions made by higher education to the communities in which institutions are located and the state's economy as a whole.

Community Colleges

Ohio's network of community colleges is committed to implementing an accountability system parallel to the version being adopted by Ohio's public universities. The community colleges' accountability system will:

- 1) Measure and report student engagement by utilizing the CCSSE as its survey tool.
- 2) Assess general education outcomes through the development of a common template, which will be used to report general education outcomes, measurements used and results, and share information on how the results will be used to make improvements.
- 3) Assess learning outcomes within technical programs by developing a similar template for the reporting of technical program outcomes, measurements used and results, and how the results will be used to make improvements.

The accountability metrics will be periodically reviewed for their appropriateness to encourage a continuous improvement process.

KEY STRATEGY:

All community colleges will adopt a nationally benchmarked, **transparent system of accountability** similar to the Voluntary System of Accountability. All community colleges will administer the Community College Survey of Student Engagement (CCSSE).

APPENDIX C.2.4

EXCERPT FROM THE OHIO BOARD OF REGENTS' REPORT: IN-STATE RETENTION AND SALARY ANALYSIS OF SPRING GRADUATES 2003-2007

RATIONALE: SELECTION
DEMONSTRATING LINKAGE BETWEEN
OHIO'S HIGHER EDUCATION
INFORMATION SYSTEM AND THE
STATE'S WORKFORCE DATA
SYSTEMS.

**REFERENCED IN:
(C)(2)**

In-State Retention and Salary Analysis of Spring Graduates
University System of Ohio Institutions - Spring Term Graduates, 2003 to 2007

Prepared by



Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

March 2009

In-State Retention of Ohio Resident Students One-Half Year Following Graduation from an Ohio Public College or University

Spring Term Graduates in 2003 - 2007 by Degree Level and Discipline Area

For confidentiality purposes, data is suppressed when the number of graduates is fewer than 6.

Discipline Area	2003		2004		2005		2006		2007	
	Number of Graduates	Percent Retained								
Less than Associate										
Arts & Humanities	75	75%	71	85%	95	76%	106	82%	105	84%
Business	309	85%	259	83%	268	78%	371	80%	332	78%
Education	43	95%	34	71%	31	81%	29	86%	35	74%
Engineering	217	90%	162	94%	177	93%	277	92%	282	91%
Health	387	91%	397	91%	436	87%	482	87%	563	90%
Natural Science & Mathematics	146	92%	209	89%	182	86%	179	88%	171	88%
Social & Behavioral Sciences	50	86%	49	84%	67	87%	139	84%	168	80%
Dual Major	135	91%	127	85%	168	86%	144	85%	170	84%
Other	74	91%	78	83%	109	83%	123	83%	94	77%
Less than Associate Total	1,436	89%	1,386	87%	1,533	85%	1,850	86%	1,920	85%
Associate Degree										
Arts & Humanities	1,425	88%	1,516	88%	1,536	90%	1,595	87%	1,530	88%
Business	1,744	86%	1,545	87%	1,409	86%	1,494	88%	1,326	88%
Education	277	89%	236	89%	287	84%	324	88%	254	87%
Engineering	982	87%	1,091	88%	972	85%	988	87%	1,108	88%
Health	2,377	92%	2,829	91%	3,034	89%	3,272	89%	3,391	86%
Natural Science & Mathematics	465	84%	608	84%	579	84%	609	83%	547	80%
Social & Behavioral Sciences	309	87%	282	85%	289	85%	330	87%	293	90%
Dual Major	130	89%	153	85%	186	89%	176	85%	226	89%
Other	697	89%	691	88%	717	86%	761	89%	725	90%
Associate Degree Total	8,406	88%	8,951	88%	9,009	88%	9,549	88%	9,400	87%

In-State Retention and Employment Analysis of Spring Graduates

Discipline Area	2003		2004		2005		2006		2007	
	Number of Graduates	Percent Retained								
Bachelor's Degree										
Arts & Humanities	3,174	72%	3,361	73%	3,276	72%	3,435	69%	3,286	68%
Business	3,325	77%	3,321	76%	3,319	75%	3,204	76%	3,244	72%
Education	2,356	86%	2,565	81%	2,650	80%	2,594	78%	2,630	77%
Engineering	1,730	72%	1,821	71%	1,785	70%	1,772	70%	1,711	69%
Health	1,086	88%	1,374	86%	1,345	83%	1,544	84%	1,642	85%
Natural Science & Mathematics	1,575	76%	1,587	77%	1,512	72%	1,570	72%	1,702	72%
Social & Behavioral Sciences	3,248	75%	3,287	75%	3,474	75%	3,531	72%	3,726	73%
Dual Major	266	68%	288	64%	323	63%	444	71%	467	64%
Other	464	82%	495	81%	505	77%	535	75%	566	73%
Bachelor's Degree Total	17,224	77%	18,099	76%	18,189	75%	18,629	74%	18,974	73%
Master's Degree										
Arts & Humanities	376	72%	346	73%	353	71%	392	67%	385	67%
Business	722	76%	697	77%	656	76%	613	74%	584	79%
Education	1,042	88%	1,092	86%	1,117	84%	1,062	82%	1,003	80%
Engineering	191	65%	224	63%	222	53%	239	57%	210	55%
Health	275	77%	299	82%	346	83%	416	73%	411	82%
Natural Science & Mathematics	128	67%	155	68%	179	66%	159	65%	151	58%
Social & Behavioral Sciences	592	81%	641	80%	643	82%	641	81%	790	77%
Dual Major	8	63%	15	73%	14	71%	145	74%	129	78%
Other	85	76%	111	81%	107	76%	155	79%	133	76%
Master's Degree Total	3,419	79%	3,580	79%	3,637	78%	3,822	75%	3,796	76%
Doctoral Degree										
Arts & Humanities	32	34%	20	65%	23	43%	25	64%	23	48%
Business	7	43%	5	N/A	3	N/A	11	45%	8	38%
Education	65	71%	75	76%	74	76%	65	74%	76	75%
Engineering	11	55%	8	38%	19	32%	19	37%	18	33%

In-State Retention and Employment Analysis of Spring Graduates

Discipline Area	2003		2004		2005		2006		2007	
	Number of Graduates	Percent Retained								
Health	42	67%	57	86%	68	81%	85	81%	34	68%
Natural Science & Mathematics	38	55%	36	39%	31	55%	37	38%	37	32%
Social & Behavioral Sciences	21	48%	26	46%	32	34%	33	42%	26	42%
Dual Major					2	N/A	1	N/A	5	N/A
Other	2	N/A	2	N/A			4	N/A	2	N/A
Doctoral Degree Total	218	57%	229	66%	252	63%	280	63%	229	55%
First-Professional Degree										
Arts & Humanities									6	83%
Health	922	52%	927	57%	921	51%	979	55%	1,035	53%
Law	571	69%	599	71%	617	70%	609	66%	556	66%
Social & Behavioral Sciences	1	N/A								
Dual Major	1	N/A					2	N/A		
First-Professional Degree Total	1,495	59%	1,526	63%	1,538	59%	1,590	59%	1,597	57%

APPENDIX C.2.5

COLLEGE AND CAREER READINESS POLICY INSTITUTE RESEARCH QUESTIONS

RATIONALE: DOCUMENT
CONTAINING PROPOSED RESEARCH
QUESTIONS DEVELOPED THROUGH
OHIO'S INVOLVEMENT IN THE
COLLEGE AND CAREER READINESS
POLICY INSTITUTE.

REFERENCED IN:

(C)(2)

(C)(3)

**Supporting Ohio’s College- and Career-Readiness Goals with Data Analysis and Use
(Draft – 09/28/09)**

Ohio is participating in the *College & Career-Ready Policy Institute*, a partnership of Achieve, the Data Quality Campaign, the EducationCounsel, Jobs for the Future and the National Governors Association Center for Best Practices and a few other American Diploma Project Network states. The Institute is supported by the Bill & Melinda Gates Foundation. The Longitudinal Data Working Group was constituted to address policy issues around longitudinal data systems.

This document captures one aspect of the working group’s work – the identification of key college- and career-readiness goals, the necessary data to support the measurement of these goals, and how to improve Ohio’s performance.

1. Ohio wants students that leave middle school to be ready for high school work.

Key ideas for this goal

- Metric: Number and percent of students (disaggregated) proficient on eighth-grade state assessments.
- Question: What are the indicators that serve as good predictors for “high school ready?”

Current State

What data does Ohio have to tell if students are ready for high school when they leave middle school?

- State test results from sixth-, seventh- and eighth-grade testing – currently includes mathematics and reading.
- State Ohio Graduation Tests (OGT) results that could be mapped back to eighth-grade test results.
- Student discipline and attendance data (non-academic risk indicators).
- Student mobility data (currently district-to-district, but building-to-building available soon).
- Course-taking information – specifically high school credit-bearing courses taken in middle school.

What is this data used for currently? What analyses are performed? Is any of it longitudinal?

- Data is used to populate state, district and building report cards, rating districts and buildings as part of the state’s accountability system.
- Data is available to teachers so they can identify incoming students and their strengths and weaknesses.
- Data is used to drive Ohio’s predictive model that uses value-added computations applied to each student’s current and past test scores to predict future outcomes.

Future State

What additional analyses, including longitudinal analyses, could be performed with this data to identify policies and practices relative to this goal?

- Ohio could look to see the extent to which performance on the eighth-grade state achievement tests are good predictors of high school success.
- Ohio could attempt to identify relationships between problems with discipline, attendance or mobility in middle school and how such phenomena relates to subsequent high school performance.

What additional data could be collected to improve this goal?

- Improved data linking teachers to students.

What additional analyses, including longitudinal, could be performed with this additional data to identify policies and practices relative to this goal?

- Ohio could attempt to identify teachers that are particularly successful in helping at-risk students succeed in high school.

2. Ohio wants students that graduate from high school to be ready for college work (completion).

Key ideas for this goal

- Metric: Cohort graduation rate (four year, five year, six year).
- Metric: Percent of students that score at “college ready” levels on ACT or SAT tests.
- Metric: Students entering college with test results that indicate the need for developmental education.
- Question: What are key indicators that predict college success?

Current State

What data does Ohio have to tell if students are ready for college work when they graduate from high school?

- OGT test results.
- ACT/SAT test results (if students have taken these exams).
- Dual enrollment information, mostly Post Secondary Enrollment Options (PSEO).
- AP course taking and test results (reported individually without student identifiers).
- Developmental education course taking data.
- High school courses taken and outcomes (pass/not pass) for high school students.
- Core course-taking and course information that could drive the awarding of Honors Diplomas or Awards of Merit.
- Data on International Baccalaureate courses.

What is this data used for currently? What analyses are performed? Is any of it longitudinal?

- OGT data is reported on state, district and building report cards – and used in determining accountability designations.
- ACT/SAT data is reported on report cards – but does not count as part of the accountability system.
- PSEO data is reported on report cards – but does not count as part of the accountability system.
- College remediation reports – data produced by high schools.

Future State

What additional analyses, including longitudinal analyses, could be performed with this data to identify policies and practices relative to this goal?

- Ohio could look at college performance data and map it back to high school experience to identify indicators of college success.
- Ohio is starting to look at the developmental course-taking data to understand success rates and identify best practices.

What additional data could be collected to improve this goal?

- COMPASS[®] and other placement test scores taken before college admission (Ohio will begin collecting this data in 2010.)

What additional analyses, including longitudinal, could be performed with this additional data to identify policies and practices relative to this goal?

- Ohio could look at whether placement test scores correlate to other high school indicators.

3. Ohio does not want students dropping out of the K-12 or higher education systems. Ohio wants to be able to identify students that are falling behind and implement effective remediation strategies to get them back on track (prevention).

Key ideas for this goal

- Metric: Dropout rate.
- Metric: College persistence rate.
- Question: What are those indicators that provide an early warning that a student may be at risk for not completing high school or college?
- Question: What are the most effective practices for successful intervention/remediation?

Current State

What data does Ohio have to tell if students are dropping out?

- Graduation rate and dropout rate data.

What is this data used for currently? What analyses are performed? Is any of it longitudinal?

Future State

What additional analyses, including longitudinal analyses, could be performed with this data to identify policies and practices relative to this goal?

- Ohio could examine the academic/non-academic history of dropouts to identify indicators of students being at-risk of dropping out.

What additional data could be collected to improve this goal?

What additional analyses, including longitudinal, could be performed with this additional data to identify policies and practices relative to this goal?

4. Ohio wants students to pursue education beyond high school.

Key ideas for this goal

- Metric: Percentage/number of students that go to college (disaggregated), apprenticeships or career-technical education.
- Question: What factors contribute most to students pursuing post-secondary education?
- Question: What are the key barriers to pursuit of post-secondary education?

Current State

What data does Ohio have to tell if students are going to pursue education beyond high school?

- Data about public school students that go to college at Ohio public higher education institutions (does not paint complete picture of college-going patterns).
- Survey data from career-technical graduates indicating post-graduate endeavors, including whether they pursue military service.

What is this data used for currently? What analyses are performed? Is any of it longitudinal?

Future State

What additional analyses, including longitudinal analyses, could be performed with this data to identify policies and practices relative to this goal?

What additional data could be collected to improve this goal?

- Data related to enrollment in private colleges and out-of-state colleges (outside Ohio's control).
- Better data about enrollment in apprenticeship programs and career-technical education programs.
- Ability to link K-12 data to wage record data.

What additional analyses, including longitudinal, could be performed with this additional data to identify policies and practices relative to this goal?

- Data analysis to improve Ohio's understanding of which/how many students go on to education beyond high school.

5. For those students that return to gain knowledge and skills, Ohio wants to ensure that they are successful in their re-entry into the educational system (recovery) and achieve college readiness.

Key ideas for this goal

- Metric: Success in college course-taking of students who enroll in college one year or later after leaving the K-12 system.
- Question: What are the most effective strategies to assist students with re-entering the educational system?

Current State

What data does Ohio have to tell if students re-entering the educational system are succeeding?

- Placement exam scores (expected by 2010).
- Developmental education course-taking and success (pass/not pass) rates.

What is this data used for currently? What analyses are performed? Is any of it longitudinal?

Future State

What additional analyses, including longitudinal analyses, could be performed with this data to identify policies and practices relative to this goal?

What additional data could be collected to improve this goal?

What additional analyses, including longitudinal, could be performed with this additional data to identify policies and practices relative to this goal?

APPENDIX C.3.1

CLASSROOM ASSESSMENT MODULE (CAM) SCREENSHOTS

**RATIONALE: SCREENSHOTS
OF A COMPREHENSIVE TOOL
USED TO BUILD SUMMATIVE
ASSESSMENTS THAT ARE TIED
TO STATE ACADEMIC CONTENT
STANDARDS.**

**REFERENCED IN:
(C)(3)**

Board Goal: Increase Student Achievement

Student Progress

All students grow academically at or above expected levels each school year and are monitored throughout the school year.

2009 Value-Added Academic Progress (CGI)

Grade	Reading		Language		Math		Science		Social Studies	
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	-1.5 ↑	Q2	-0.9 ↓	Q4	1.4	Q3	-6.4	Q4	-2.3 ↓	Q3
4	6.6	Q1	9.6 ↑	Q1	5.4 ↑	Q1	3.2 ↑	Q4	6.6	Q1
5	1.7 ↓	Q2	2.7 ↓	Q2	-2.1 ↑	Q3	-5.5	Q4	-0.4 ↑	Q2
Overall	1.9	Q2	3.2	Q2	0.9	Q2	-2.8	Q4	2.1	Q3

Student Achievement

All students demonstrate success on local, state and national achievement measures.

2009 Passage Rates by Subject

Grade	Reading/ELA	Writing	Math	Science	Social Studies
K	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A
3	20% ↓	94%	87.5%	22%	83%
4	90%	82% ↓	89%	71%	55%
5	92%	82% ↓	82%	91%	67%
Special Education	82% ↓	91%	80%	71%	81%
LEP	82% ↓	91%	80%	71%	81%
Zoned Students	92%	82% ↓	82%	91%	47%
Overall	91%	90%	83%	80%	74%

2009 TEA Accountability Ratings by Subgroup

Population	Reading/ELA	Writing	Math	Science	Social Studies
African American	Acceptable ↓	Exemplary	Recognized ²	Exemplary	Recognized ²
Hispanic	Exemplary	Acceptable ↓	Recognized ²	Acceptable ¹	Unacceptable ↓
White	Recognized ²	Not rated	Exemplary	Recognized ² ↑	Acceptable ²
Econ. Disadvantaged	Exemplary	Exemplary	Recognized ²	Acceptable	Recognized ²
Overall	Exemplary	Exemplary ↑	Recognized²	Recognized²	Acceptable² ↓

Promotion

Instructional leaders ensure that all students stay on-track to graduate with their age-appropriate peers by optimizing each student's academic growth, implementing timely and appropriate interventions, providing them with consistent feedback and offering multiple academic options or alternative pathways to academic success.

2009 Grade-Level Promotion Rates	Results	Actual	Target
Grade K	●	89	75
Grade 1	●	2	10
Grade 2	● ↓	57	85
Grade 3	●	89	75
Grade 4	●	2	10
Grade 5	● ↓	57	85
Overall Promotion Rate	● ↓	69	75

Profile

Mission:

The mission of Parker Elementary School is to provide the maximum educational and personal development experience to all students.

Location:

139 E. 20th Street
Houston, TX 77008

Average Years Teaching:

15.7 years

TEA Designation:

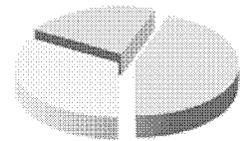
Recognized

AYP Status:

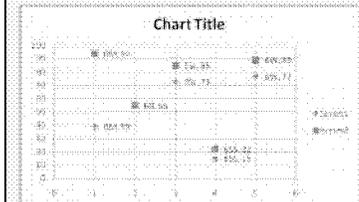
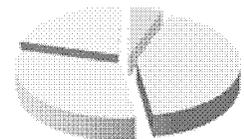
Met

Progress & Achievement

Progress



Achievement



Board Goal: Increase Student Achievement

College/Career Readiness

All students HISD students graduate college- and career-ready, having reached high levels of academic achievement and taken the appropriate steps to Transition into college or career training.

2009 % of Students Achieving TEA Commended Levels by Grade

Grade	Reading/ELA	Writing	Math	Science	Social Studies
K	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A
3	20% ↓	94%	87.5%	22%	83%
4	90%	82% ↓	89%	71%	55%
5	92%	82% ↓	82%	91%	67%
Special Education	82% ↓	91%	80%	71%	81%
LEP	82% ↓	91%	80%	71%	81%
Zoned Students	92%	82% ↓	82%	91%	47%
Overall	91%	90%	83%	80%	74%

2009 % of Students Achieving TEA Commended Levels by Subgroup

Population	Reading/ELA	Writing	Math	Science	Social Studies
African American	9%	50%	45% ↑	11% ↓	32% ↓
Hispanic	55%	20% ↓	42% ↑	21%	7%
White	50%	21%	21% ↑	46% ↑	28%
Econ. Disadvantaged	33%	29%	32%	31%	15%
Special Education	55%	20% ↓	42% ↑	21%	7%
Overall	33%	29%	32%	31%	15%

Challenging Curriculum	Results	Actual	Target
% students identified and served as gifted	↑	8%	

Board Goal: Develop Human Capital

Teacher/Staff Quality

Human talent is developed and supported on every campus, and every classroom has a highly effective teacher.

Percent of Teachers on Campus with Above (>+2), NDD (+/-2), and below (<-2) Value-Added Gain Indexes

Quartile	Reading	Language	Math	Science	Social Studies
Above	50%	50%	45% ↑	50%	50%
NDD/Expected	41%	20% ↓	42% ↑	41%	20% ↓
Below	9%	30%	13% ↑	9%	30%

Board Goal: Create a positive district culture

School Culture/Climate

Every school fosters a positive, safe climate for students and staff and is the school of choice for parents, students and community.

Culture Indicators	Results	Actual	Target
% of teachers retained on campus		98	
% of staff retained on campus	↓	71	
Teacher attendance rate (average)	●	96	95
Staff attendance rate (average)	● ↓	84	95

Board Goal: Provide a Safe Environment

School Safety and Discipline

Provide every student, employee, visitor and volunteer security and safety from unsafe or dangerous acts on campus. Effectively manage discipline on- and off-campus by addressing the social and emotional needs to students to reduce incidents and recidivism (repeat offenses).

Attendance	Results	Actual	Target
Student Attendance Rate	● ↓	94	94
Discipline			
Recidivism rate (repeat offenses)		1.1	N/A

Persistently Dangerous Schools (PDS) Indicators - Unsafe School Choice Option Indicators

Incident Type	2007	2008	2009
Unsafe Schools Incidents	3	0	2
Other On-Campus Incidents / 100 students	11	15	11
Off-campus incidents / 100 students	3	7	6

Board Goal: Improve Public Support and Confidence in Schools

Stakeholder and Advocate Engagement

Instructional leaders constantly communicate with stakeholders to build awareness and increase access to district services and support systems, and continually seek their input and involvement in providing the best education possible for HISD students.

School Website

URL: <http://www.houstonisd.org/schools/cappy>

Last updated:

Outreach	Actual	Avg.
# of registered volunteers	21	11.2
# business partners	6	9.2

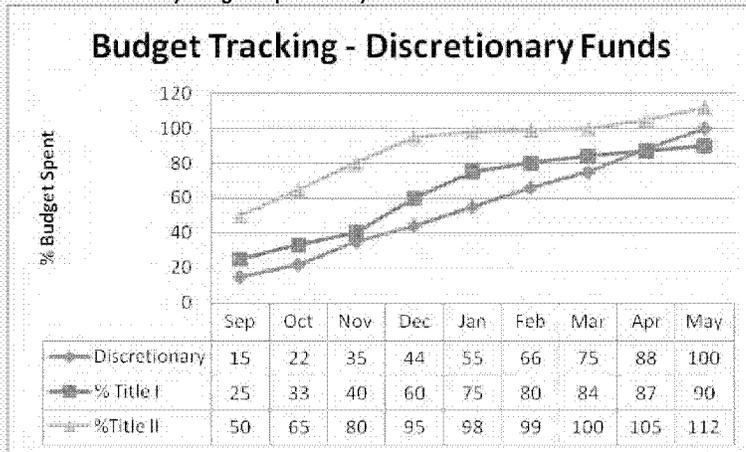
Board Goal: Increase Management Efficiency

Management Efficiency

Schools leverage and maximize school, region and district financial, human and other resources so that every school provides services and high-quality instruction to every student and operates an efficient and effective system that leads to equity and success for all students.

Managing Finances

Percent Discretionary Budget Expended by Month for This School



Budget Allocations by Function		Actual	Avg.
Instruction (11)		75	80
Library (12)		11	10
Staff Development (13)	↓	5	10
School Administration (School Office) (23)		5	10
Guidance & Counseling Services (31)		5	10
Attendance & Social Work Services (32)	↓	5	10
Health Services (33)		5	10
Pupil Transportation (34)		5	10
Food Services (35)		5	10
Curricular Activities (36)	↓	5	10
Plant Maintenance & Operations (51)		5	10
Security & Monitoring Service (52)	↓	5	10
Community Services (61)		5	10
Debt Services (71)	↓	5	10
Personnel			
Number of positions (not hourly) vacant > 30 days		2	5
Data			
Number of PEIMS fatal errors in submission		1	1.3
Number of record changes for state tests		0	0.2
Number of state testing incidents		0	0.7

Board Goal: Increase Student Achievement

Student Progress

All students grow academically at or above expected levels each school year and are monitored throughout the school year.

2009 Value-Added Academic Progress (CGI), Quartile Performance Rank, and Trend vs. 3-year average.

Grade	Reading	Language	Math	Science	Social Studies
6	-1.5 ↑ Q2	-0.9 ↓ Q4	1.4 Q3	-6.4 Q3	-2.3 ↓ Q3
7	6.6 Q1	9.6 ↑ Q1	5.4 ↑ Q1	7.2 ↑ Q2	6.6 Q1
8	1.7 ↓ Q2	2.7 ↓ Q2	-2.1 ↑ Q3	5.5 Q1	-0.4 ↑ Q2
Overall	2.3 Q2	3.7 Q2	0.4 Q3	-1.4 Q3	1.7 Q2

Student Achievement

All students demonstrate success on local, state and national achievement measures.

2009 Passage Rates by Subject

Grade	Reading/ELA	Writing	Math	Science	Social Studies
6	20% ↓	94%	87.5%	22%	83%
7	90%	82% ↓	89%	71%	55%
8	92%	82% ↓	82%	91%	67%
Special Education	82% ↓	91%	80%	71%	81%
LEP	82% ↓	91%	80%	71%	81%
Zoned Students	92%	82% ↓	82%	91%	47%
Overall	91%	90%	83%	80%	74%

2009 TEA Accountability Ratings by Subgroup

Population	Reading/ELA	Writing	Math	Science	Social Studies
African American	Acceptable ↓	Exemplary	Recognized ²	Exemplary	Recognized ²
Hispanic	Exemplary	Acceptable ↓	Recognized ²	Acceptable ¹	Unacceptable ↓
White	Recognized ²	Not rated	Exemplary	Recognized ² ↑	Acceptable ²
Econ. Disadvantaged	Exemplary	Exemplary	Recognized ²	Acceptable	Recognized ²
Overall	Exemplary	Exemplary ↑	Recognized²	Recognized²	Acceptable² ↓

Promotion/Dropout

Instructional leaders ensure that all students stay on-track to graduate with their age-appropriate peers by optimizing each student's academic growth, implementing timely and appropriate interventions, providing them with consistent feedback and offering multiple academic options or alternative pathways to academic success.

2009 Grade-Level Promotion Rates	Results	Actual	Target
Grade 6	●	89	75
Grade 7	●	2	10
Grade 8	●*	57	85
Overall Promotion Rate	●*	69	75
2007-08 Dropout Rate	Results	Actual	Target
African American	●	89	75
Hispanic	●	2	10
White	●*	57	85
Econ. Disadvantaged	●*	69	75
Overall	●*	69	85

● Met or exceeds target ● Does not meet target by 20% ● Does not meet target by more than 20%

Profile

Mission:

The mission of A. Middle School is to provide the maximum educational and personal development experience to all students.

Location:

100 W. 18th Street
Houston, TX 77008

Average Years Teaching:

15.7 years

TEA Designation:

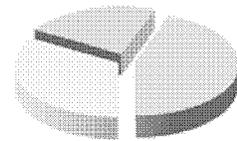
Recognized

AYP Status:

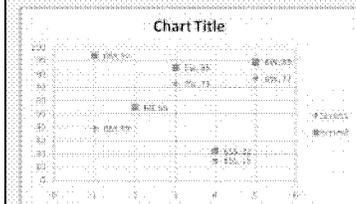
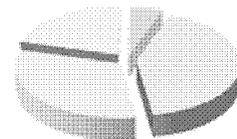
Met

Progress & Achievement

Progress



Achievement



Board Goal: Increase Student Achievement

College/Career Readiness

All students HISD students graduate college- and career-ready, having reached high levels of academic achievement and taken the appropriate steps to Transition into college or career training.

2009 % of Students Achieving TEA Commended Levels by Grade

Grade	Reading/ELA	Writing	Math	Science	Social Studies
6	9%	50%	45% ↑	11% ↓	32% ↓
7	55%	20% ↓	42% ↑	21%	7%
8	50%	21%	21% ↑	46% ↑	28%
Special Education	82% ↓	91%	80%	71%	81%
LEP	82% ↓	91%	80%	71%	81%
Zoned Students	92%	82% ↓	82%	91%	47%
Overall	33%	29%	32%	31%	15%

2009 % of Students Achieving TEA Commended Levels by Subgroup

Population	Reading/ELA	Writing	Math	Science	Social Studies
African American	9%	50%	45% ↑	11% ↓	32% ↓
Hispanic	55%	20% ↓	42% ↑	21%	7%
White	50%	21%	21% ↑	46% ↑	28%
Econ. Disadvantaged	33%	29%	32%	31%	15%
Special Education	55%	20% ↓	42% ↑	21%	7%
Overall	33%	29%	32%	31%	15%

Challenging Curriculum	Results	Actual	Target
% of 8 th graders taking Algebra	●	11	10
% of 8 th graders passing Algebra	● ↓	42	85
% students enrolled in Pre-AP courses	●	91	80
% students passing Pre-AP courses	●	75	75

Board Goal: Develop Human Capital

Teacher/Staff Quality

Human talent is developed and supported on every campus, and every classroom has a highly effective teacher.

Percent of Teachers on Campus with Above (>+2), NDD (+/-2), and below (<-2) Value-Added Gain Indexes

Quartile	Reading	Language	Math	Science	Social Studies
Above	50%	50%	45% ↑	50%	50%
NDD/Expected	41%	20% ↓	42% ↑	41%	20% ↓
Below	9%	30%	13% ↑	9%	30%

Board Goal: Create a positive district culture

School Culture/Climate

Every school fosters a positive, safe climate for students and staff and is the school of choice for parents, students and community.

Culture Indicators	Results	Actual	Target
% of teachers retained on campus		98	
% of staff retained on campus	↓	71	
Teacher attendance rate (average)	●	96	95
Staff attendance rate (average)	● ↓	84	95

Board Goal: Provide a Safe Environment

School Safety and Discipline

Provide every student, employee, visitor and volunteer security and safety from unsafe or dangerous acts on campus. Effectively manage discipline on- and off-campus by addressing the social and emotional needs to students to reduce incidents and recidivism (repeat offenses).

Attendance	Results	Actual	Target
Student Attendance Rate	● ↓	94	94
Discipline			
Recidivism rate (repeat offenses)		1.1	N/A

Persistently Dangerous Schools (PDS) Indicators - Unsafe School Choice Option Indicators

Incident Type	2007	2008	2009
Unsafe Schools Incidents	3	0	2
Other On-Campus Incidents / 100 students	11	15	11
Off-campus incidents / 100 students	3	7	6

Board Goal: Improve Public Support and Confidence in Schools

Stakeholder and Advocate Engagement

Instructional leaders constantly communicate with stakeholders to build awareness and increase access to district services and support systems, and continually seek their input and involvement in providing the best education possible for HISD students.

School Website

URL: <http://www.houstonisd.org/schools/hamilton>

Last updated:

Outreach	Actual	Avg.
# of registered volunteers	21	11.2
# business partners	6	9.2

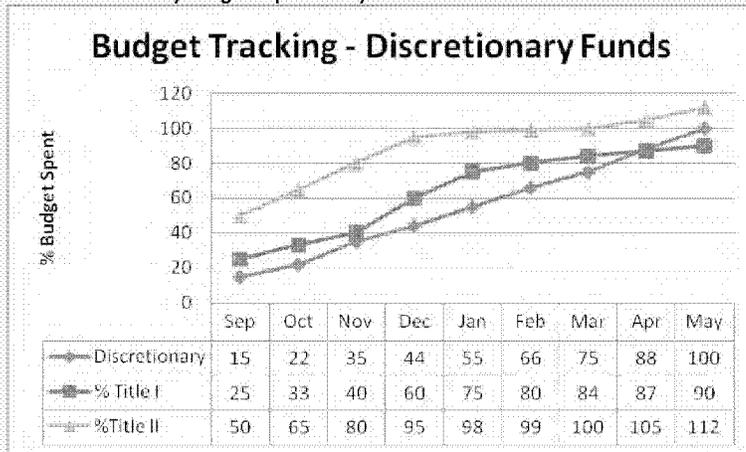
Board Goal: Increase Management Efficiency

Management Efficiency

Schools leverage and maximize school, region and district financial, human and other resources so that every school provides services and high-quality instruction to every student and operates an efficient and effective system that leads to equity and success for all students.

Managing Finances

Percent Discretionary Budget Expended by Month for This School



Budget Allocations by Function	Actual	Avg.
Instruction (11)	75	80
Library (12)	↓ 11	10
Staff Development (13)	5	10
School Administration (School Office) (23)	5	10
Guidance & Counseling Services (31)	5	10
Attendance & Social Work Services (32)	↓ 5	10
Health Services (33)	5	10
Pupil Transportation (34)	5	10
Food Services (35)	5	10
Curricular Activities (36)	↓ 5	10
Plant Maintenance & Operations (51)	5	10
Security & Monitoring Service (52)	↓ 5	10
Community Services (61)	5	10
Debt Services (71)	↓ 5	10
Personnel		
Number of positions (not hourly) vacant > 30 days	2	5
Data		
Number of PEIMS fatal errors in submission	1	1.3
Number of record changes for state tests	0	0.2
Number of state testing incidents	0	0.7

Board Goal: Increase Student Achievement

Student Progress

All students grow academically at or above expected levels each school year and are monitored throughout the school year.

2009 Value-Added Academic Progress (CGI)

Grade	Reading/ELA		Math		Science		Social Studies	
9	6.6	Q1	5.4	Q1	7.2	Q2	6.6	Q1
10	-1.5	Q2	1.4	Q3	-6.4	Q3	-2.3	Q3
11	6.6	Q1	5.4	Q1	7.2	Q2	6.6	Q1
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Overall	2.3	Q2	0.4	Q3	-1.4	Q3	1.7	Q2

Student Achievement

All students demonstrate success on local, state and national achievement measures.

2009 Passage Rates by Subject

Grade	Reading/ELA	Writing	Math	Science	Social Studies
9	20% ↓	94%	87.5%	22%	83%
10	90%	82% ↓	89%	71% ↓	65%
11	92%	82% ↓	82%	91%	67% ↓
12	N/A	N/A	N/A	N/A	N/A
Special Education	82% ↓	91%	80%	71%	81%
LEP	82% ↓	91%	80%	71%	81%
Zoned Students	92%	82% ↓	82%	91%	47%
Overall	91%	90%	83%	80%	74%

2009 TEA Accountability Ratings by Subgroup

Population	Reading/ELA	Writing	Math	Science	Social Studies
African American	Acceptable ↓	Exemplary	Recognized ²	Exemplary	Recognized ²
Hispanic	Exemplary	Acceptable ↓	Recognized ²	Acceptable ¹	Unacceptable ↓
White	Recognized ²	Not rated	Exemplary	Recognized ² ↑	Acceptable ²
Econ. Disadvantaged	Exemplary	Exemplary	Recognized ²	Acceptable	Recognized ²
Overall	Exemplary	Exemplary ↑	Recognized²	Recognized²	Acceptable² ↓

Completion

Instructional leaders ensure that all students in their cohort class stay on-track to graduate with their age-appropriate peers by optimizing each student's academic growth, implementing timely and appropriate interventions, providing them with consistent feedback and offering multiple academic options or alternative pathways to academic success.

Class of 2008 4-Year Cohort Completion Rate by Subgroup	Results	Actual	Target
African American	●	89	85
Hispanic	●	91	85
White	● ↓	57	85
Econ. Disadvantaged	●	91	85
Overall	● ↑	69	85

● Met or exceeds target ● Does not meet target by 20% ● Does not meet target by more than 20%

Profile

Mission:

The mission of Chavez High School is to provide the maximum educational and personal development experience to all students.

Location:

139 E. 20th Street
Houston, TX 77008

Average Years Teaching:

15.7 years

TEA Designation:

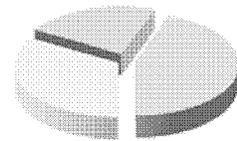
Recognized

AYP Status:

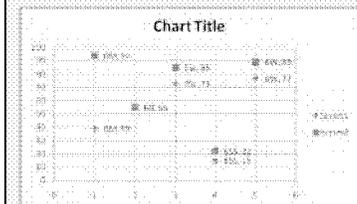
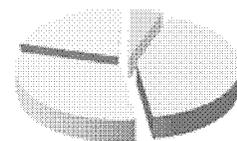
Met

Progress & Achievement

Progress



Achievement



Board Goal: Increase Student Achievement

College/Career Readiness

All students HISD students graduate college- and career-ready, having reached high levels of academic achievement and taken the appropriate steps to Transition into college or career training.

2009 % of Students Achieving TEA Commended Levels by Grade

Grade	Reading/ELA	Writing	Math	Science	Social Studies
9	9%	50%	45% ↑	11% ↓	32% ↓
10	55%	20% ↓	42% ↑	21%	7%
11	50%	21%	21% ↑	46% ↑	28%
12	N/A	N/A	N/A	N/A	N/A
Special Education	82% ↓	91%	80%	71%	81%
LEP	82% ↓	91%	80%	71%	81%
Zoned Students	92%	82% ↓	82%	91%	47%
Overall	33%	29%	32%	31%	15%

2009 % of Students Achieving TEA Commended Levels by Subgroup

Population	Reading/ELA	Writing	Math	Science	Social Studies
African American	9%	50%	45% ↑	11% ↓	32% ↓
Hispanic	55%	20% ↓	42% ↑	21%	7%
White	50%	21%	21% ↑	46% ↑	28%
Econ. Disadvantaged	33%	29%	32%	31%	15%
Special Education	55%	20% ↓	42% ↑	21%	7%
Overall	33%	29%	32%	31%	15%

Challenging Curriculum	Results	Actual	Target
% students enrolled in AP	●	11	10
% of exams scoring a 3 or higher on AP exam	● ↓	71	80
% of students enrolled in IB (if applicable)		N/A	
% of exams scoring a 4 or higher on IB exam		N/A	
# dual-credit courses taken	↑	11	
# courses completed with dual-credit	↑	9	
% seniors taking ACT		71	90
Average ACT composite		28	
% students taking SAT		55	
Average combined SAT score (Math + Verbal)		1140	
Average combined SAT score (Math + Verbal + Writing)		1290	

Board Goal: Develop Human Capital

Teacher/Staff Quality

Human talent is developed and supported on every campus, and every classroom has a highly effective teacher.

Challenging Curriculum	Results	Actual	Target
# teachers qualified to teach AP		11	
# teachers qualified to teach dual-credit		71	

Board Goal: Create a positive district culture

School Culture/Climate

Every school fosters a positive, safe climate for students and staff and is the school of choice for parents, students and community.

Culture Indicators	Results	Actual	Target
% of teachers retained on campus		98	
% of staff retained on campus	↓	71	
Teacher attendance rate (average)	●	96	95
Staff attendance rate (average)	● ↓	84	95

Board Goal: Provide a Safe Environment

School Safety and Discipline

Provide every student, employee, visitor and volunteer security and safety from unsafe or dangerous acts on campus. Effectively manage discipline on- and off-campus by addressing the social and emotional needs to students to reduce incidents and recidivism (repeat offenses).

Attendance	Results	Actual	Target
Student attendance rate	● ↓	94	94
Discipline			
Recidivism rate (repeat offenses)		1.1	N/A

Persistently Dangerous Schools (PDS) Indicators - Unsafe School Choice Option Indicators

Incident Type	2007	2008	2009
Unsafe Schools Incidents	3	0	2
Other On-Campus Incidents / 100 students	11	15	11
Off-campus incidents / 100 students	3	7	6

Board Goal: Improve Public Support and Confidence in Schools

Stakeholder and Advocate Engagement

Instructional leaders constantly communicate with stakeholders to build awareness and increase access to district services and support systems, and continually seek their input and involvement in providing the best education possible for HISD students.

School Website

URL: <http://www.houstonisd.org/schools/chavez>

Last updated:

Outreach	Actual	Avg.
# of registered volunteers	21	11.2
# business partners	6	9.2

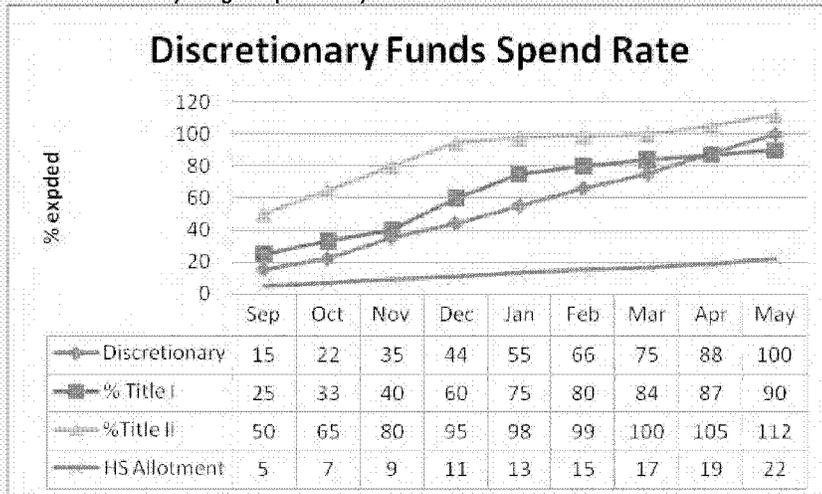
Board Goal: Increase Management Efficiency

Management Efficiency

Schools leverage and maximize school, region and district financial, human and other resources so that every school provides services and high-quality instruction to every student and operates an efficient and effective system that leads to equity and success for all students.

Managing Finances

Percent Discretionary Budget Expended by Month for This School



Budget Allocations by Function		Actual	Avg.
Instruction (11)		75	80
Library (12)	↓	11	10
Staff Development (13)		5	10
School Administration (School Office) (23)		5	10
Guidance & Counseling Services (31)		5	10
Attendance & Social Work Services (32)	↓	5	10
Health Services (33)		5	10
Pupil Transportation (34)		5	10
Food Services (35)		5	10
Curricular Activities (36)	↓	5	10
Plant Maintenance & Operations (51)		5	10
Security & Monitoring Service (52)	↓	5	10
Community Services (61)		5	10
Debt Services (71)	↓	5	10
Personnel			
Number of positions (not hourly) vacant > 30 days		2	5
Data			
Number of PEIMS fatal errors in submission		1	1.3
Number of record changes for state tests		0	0.2
Number of state testing incidents		0	0.7

APPENDIX C.3.2

STATEMENT OF OHIO'S COMPLIANCE WITH THE FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

**RATIONALE: DOCUMENT
PROVIDING EVIDENCE THAT
OHIO'S DATA COLLECTION AND
REPORTING ACTIVITIES ARE
COMPLIANT WITH THE
FEDERAL FAMILY
EDUCATIONAL RIGHTS &
PRIVACY ACT.**

**REFERENCED IN:
(C)(3)**

Statement of Ohio's Compliance with the Family Educational Rights and Privacy Act (FERPA)

- Ohio law prevents the Department from having personally identifiable student information. To keep students from being personally identified, Ohio uses a statewide student identifier (SSID) for all students enrolled in public education. The SSID is used as a data verification code instead of using the Social Security Number as a data verification code. Ohio does NOT share the unique data verification code, except in situations that are in compliance with the Family Educational Rights and Privacy Act (FERPA) and state legislation. State legislation specifies that if the State Superintendent contracts for analysis or research that requires the unique data verification code, the study or project must maintain the confidentiality of student data at all times.
- All student-level data reported by the Department are reported only at an aggregate level. When releasing aggregated information, Ohio protects the confidentiality of student data by releasing data only in cases where the subgroup size is greater than 10. Data that are reported to the public are reported at a district/building level.
- In 2007, a formal Information Security program was established at ODE and includes the development of a structured data classification process within the agency to ensure that the confidentiality, integrity and availability of the data are protected.

APPENDIX D.1.1

ALTERNATIVE ROUTES TO CERTIFICATION PROVISIONS

RATIONALE: SECTIONS OF OHIO
REVISED CODE THAT AUTHORIZE
OHIO'S ALTERNATIVE PATHWAYS TO
CERTIFICATION.

**REFERENCED IN:
(D)(1)**

ORC 3319.26 Alternative educator licenses

(A) The state board of education shall adopt rules establishing the standards and requirements for obtaining an alternative resident educator license for teaching in grades four to twelve, or the equivalent, in a designated subject area. However, an alternative resident educator license in the area of intervention specialist, as defined by rule of the state board, shall be valid for teaching in grades kindergarten to twelve.

(B) The superintendent of public instruction and the chancellor of the Ohio board of regents jointly shall develop an intensive pedagogical training institute to provide instruction in the principles and practices of teaching for individuals seeking an alternative resident educator license. The instruction shall cover such topics as student development and learning, pupil assessment procedures, curriculum development, classroom management, and teaching methodology.

(C) The rules adopted under this section shall require applicants for the alternative resident educator license to satisfy the following conditions prior to issuance of the license:

- (1) Hold a minimum of a baccalaureate degree;
- (2) Successfully complete the pedagogical training institute described in division (B) of this section;
- (3) Pass an examination in the subject area for which application is being made.

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

(E) The rules shall require the holder of an alternative resident educator license, as a condition of continuing to hold the license, to do all of the following:

- (1) Participate in the Ohio teacher residency program;
- (2) Show satisfactory progress in taking and successfully completing at least twelve additional semester hours, or the equivalent, of college coursework in the principles and practices of teaching in such topics as student development and learning, pupil assessment procedures, curriculum development, classroom management, and teaching methodology;
- (3) Take an assessment of professional knowledge in the second year of teaching under the license.

(F) The rules shall provide for the granting of a professional educator license to a holder of an alternative resident educator license upon successfully completing all of the following:

- (1) Four years of teaching under the alternative license;
- (2) The twelve semester hours, or the equivalent, of the additional college coursework described in division (E)(2) of this section;
- (3) The assessment of professional knowledge described in division (E)(3) of this section. The standards for successfully completing this assessment and the manner of conducting the assessment shall be the same as for any other individual who is required to take the assessment pursuant to rules adopted by the state board under section 3319.22 of the Revised Code.
- (4) The Ohio teacher residency program;
- (5) All other requirements for a professional educator license adopted by the state board under section 3319.22 of the Revised Code.

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

Effective Date: 06-09-2004

OAC 3301-24-10 Alternative educator license

(A) Alternative educator license. The nonrenewable two year alternative educator license, valid for teaching the subject area named in such license in grades seven to twelve, shall be issued to an individual who is deemed to be of good moral character and who evidences the following:

- (1) A baccalaureate degree;
- (2) A major with a GPA of at least 2.5 in the subject area to be taught, or extensive work experience directly related to the area to be taught or a masters degree with a GPA of at least 2.5 in the subject area to be taught.
- (3) Completion of six semester hours of professional education coursework within the past five years, with a GPA of 2.5, and from a college or university approved to prepare teachers, including:
 - (a) Three semester hours in the developmental characteristics of the adolescent through young adult student; and
 - (b) Three semester hours in teaching methods, including a supervised field experience and
- (4) Successful completion of the state board of education required examination for teacher licensure that measures content knowledge of the subject area for which the alternative educator license is sought.

(B) The employing school district shall plan for a mentoring program for alternatively-licensed educators, including the following, and shall submit such plan to the department of education:

- (1) Assistance in acquiring knowledge of the school curriculum, responsibilities for implementing the curriculum, and the instructional resources available for such implementation;
- (2) Assistance with management tasks; and
- (3) Assistance in the improvement of instructional skills and classroom management.

(C) Eligibility for a provisional teacher license. A provisional license will be issued to the holder of an alternative educator license upon successful completion of the following:

- (1) Two years of successful teaching experience under the alternative educator license as verified by the employing district superintendent;
- (2) Completion of twelve additional semester hours of professional education coursework, with a GPA of 2.5 or above, prior to expiration of the alternative educator license, from a college or university approved to prepare teachers, in the principles and practices of teaching, student development and learning; pupil assessment procedures; curriculum development; classroom management; and teaching methodology; and
- (3) Successful completion of the state board of education examination required for teacher licensure that measures professional knowledge.

(D) After receiving the two-year provisional license, the educator must then meet the teacher licensure standards to transfer from a provisional to a professional license, and to renew that license.

R.C. 119.032 review dates: 04/06/2009 and 04/06/2014

Promulgated Under: 119.03

Statutory Authority: 3301.07, 3319.26

Rule Amplifies: 3319.26

ORC 3319.27 Alternative principal license

(A) The state board of education shall adopt rules that establish an alternative principal license. The rules establishing an alternative principal license shall include a requirement that an applicant have obtained classroom teaching experience. Beginning on the effective date of the rules, the state board shall cease to issue temporary educator licenses pursuant to section 3319.225 of the Revised Code for employment as a principal. Any person who on the effective date of the rules holds a valid temporary educator license issued under that section and is employed as a principal shall be allowed to continue employment as a principal until the expiration of the license. Employment of any such person as a principal by a school district after the expiration of the temporary educator license shall be contingent upon the state board issuing the person an alternative principal license in accordance with the rules adopted under this division.

(B) The state board shall adopt rules that establish an alternative administrator license, which shall be valid for employment as a superintendent or in any other administrative position except principal. Beginning on the effective date of the rules, the state board shall cease to issue temporary educator licenses pursuant to section 3319.225 of the Revised Code for employment as a superintendent or in any other administrative position except principal. Any person who on the effective date of the rules holds a valid temporary educator license issued under that section and is employed as a superintendent or in any other administrative position except principal shall be allowed to continue employment in that position until the expiration of the license. Employment of any such person as a superintendent or in any other administrative position except principal by a school district after the expiration of the temporary educator license shall be contingent upon the state board issuing the person an alternative administrator license in accordance with the rules adopted under this division.

Effective Date: 06-09-2004

OAC 3301-24-11 Alternative principal license

(A) A one-year alternative principal license (renewable two times), valid for serving as principal or assistant principal, shall be issued at the request of the superintendent of a city, educational service center, local, exempted village, or joint vocational school district to an individual who is deemed to be of good moral character and who evidences the following:

- (1) Bachelor of arts/bachelor of science or masters degree from an accredited institution;
- (2) Grade point average of at least 3.0;
- (3) Two or more years of teaching experience or five years of documented successful work experience in education, management or administration.

(B) The employing school district shall provide a mentoring program for alternatively-licensed principals or assistant principals that includes the following:

- (1) Assignment of a mentor;
- (2) Completion of interstate school leaders licensure consortium (ISLLC) self-assessment (available online through ODE's website at www.ode.state.oh.us/teaching-profession/teacher/recruitment_retention_alt_cond/);
- (3) Development of a personal learning plan approved by the mentor and superintendent; and
- (4) Assistance in acquiring critical knowledge in the following areas: facilitating a vision, school culture and instructional program, managing the school organization, collaboration and community engagement, ethics and integrity, and understanding publics.

(C) For non-educators issued an alternative principal license, the employing school district shall develop and implement a planned program for obtaining classroom teaching experience (one hundred eighty clock hours with a

minimum of ninety hours in both year one and year two). Such a program must require the alternatively-licensed principal or assistant principal to work with a master teacher(s) to obtain teaching experience based on guidelines developed by the Ohio department of education.

(D) Eligibility for a provisional license for principals. A provisional license will be issued to the holder of an alternative principal license upon successful completion of the following:

(1) Three years of successful experience under the alternative principal license;

(2) For individuals not holding a master's degree, completion of a master's degree in education administration from an accredited institution;

(3) For individuals with a master's degree, completion of six semester hours in school law, school supervision, and teacher evaluation, plus an additional six semester hours from an accredited university or ninety clock hours of professional development based on pre-assessment data and personal learning goals;

(4) Participating in a structured mentoring program provided by the school district as outlined in paragraph (B) of this rule;

(5) For non-educators, verification by the superintendent of successful completion of classroom teaching experience requirement based upon input from a master teacher(s); and

(6) Successful completion of the state board of education examination required for administrators.

(E) After receiving the two-year provisional license, the educator must then complete the entry year program for principals and meet the requirements for a professional license.

(F) Eligibility for a professional license for principals. A professional license for principals will be issued upon successful completion of all requirements in paragraphs (A) through (E) of this rule.

Effective: 09/23/2005

R.C. 119.032 review dates: 09/23/2010

Promulgated Under: 119.03

Statutory Authority: 3301.07, 3319.27

Rule Amplifies: 3319.27

3319.28 Provisional educator license for STEM school teacher

(A) As used in this section, "STEM school" means a science, technology, engineering, and mathematics school established under Chapter 3326. of the Revised Code.

(B) Notwithstanding any other provision of the Revised Code or any rule adopted by the state board of education to the contrary, the state board shall issue a two-year provisional educator license for teaching science, technology, engineering, or mathematics in grades six through twelve in a STEM school to any applicant who meets the following conditions:

(1) Holds a bachelor's degree from an accredited institution of higher education in a field related to the subject area to be taught;

(2) Has passed an examination prescribed by the state board in the subject area to be taught.

(C) The holder of a provisional educator license issued under this section shall complete a structured apprenticeship program provided by an educational service center or a teacher preparation program approved under section 3333.048 of the Revised Code, in partnership with the

STEM school that employs the license holder. The apprenticeship program shall include the following:

(1) Mentoring by a teacher or administrator who regularly observes the license holder's classroom instruction, provides feedback on the license holder's teaching strategies and classroom management, and engages the license holder in discussions about methods for fostering and measuring student learning;

(2) Regularly scheduled seminars or meetings that address the following topics:

(a) The statewide academic standards adopted by the state board under section 3301.079 of the Revised Code and the importance of aligning curriculum with those standards;

(b) The achievement assessments prescribed by section 3301.0710 of the Revised Code;

(c) The school district and building accountability system established under Chapter 3302 of the Revised Code;

(d) Instructional methods and strategies;

(e) Student development;

(f) Assessing student progress and providing remediation and intervention, as necessary, to meet students' special needs;

(g) Classroom management and record keeping.

(D) After two years of teaching under a provisional educator license issued under this section, a person may apply for a five-year professional educator license in the same subject area named in the provisional license. The state board shall issue the applicant a professional educator license if the applicant meets the following conditions:

(1) The applicant completed the apprenticeship program described in division (C) of this section.

(2) The applicant receives a positive recommendation indicating that the applicant is an effective teacher from both of the following:

(a) The chief administrative officer of the STEM school that most recently employed the applicant as a classroom teacher;

(b) The educational service center or teacher preparation program administrator in charge of the apprenticeship program completed by the applicant.

(3) The applicant meets all other requirements for a professional educator license adopted by the state board under section 3319.22 of the Revised Code.

(E) The department of education shall evaluate the experiences of STEM schools with classroom teachers holding provisional educator licenses issued under this section. The evaluation shall cover the first two school years for which licenses are issued and shall consider at least the schools' satisfaction with the teachers and the operation of the apprenticeship programs.

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

Effective Date: 2007 HB119 09-29-2007

3301-24-15 Provisional educator license for STEM schools

(A) Provisional license for STEM school teacher: A two-year provisional educator license for teaching science, technology, engineering or mathematics in grades six through twelve, which shall be valid only for teaching in a STEM school, defined as a science, technology, engineering, and mathematics school established pursuant to Chapter 3326. of the Revised Code, shall be issued to an individual who is deemed to be of good moral character,

who has been engaged as a teacher by a STEM school, and who evidences the qualifications specified in paragraphs (A)(1) and (A)(2) of this rule.

(1) The individual holds a bachelor's degree from an accredited institution of higher education in a field related to the subject area to be taught; and

(2) The individual has passed an examination prescribed by the state board of education in the subject area to be taught.

(B) Apprenticeship program: The holder of a provisional educator license issued pursuant to this rule shall complete a structured apprenticeship program provided by an educational service center or a teacher preparation program approved under section 3319.23 of the Revised Code in partnership with the STEM school that employs the license holder. The apprenticeship program shall include the components specified in paragraphs (B)(1) and (B)(2) of this rule.

(1) Mentoring by a teacher or administrator who regularly observes the license holder's classroom instruction, provides feedback on the license holder's teaching strategies and classroom management, and engages the license holder in discussions about methods for fostering and measuring student learning;

(2) Regularly scheduled seminars or meetings that address the topics specified in paragraphs (B)(2)(a) to (B)(2)(g) of this rule:

(a) Statewide academic standards adopted by the state board of education pursuant to section 3301.079 of the Revised Code and the importance of aligning curriculum with those standards;

(b) Achievement tests prescribed by section 3301.0710 of the Revised Code;

(c) The school district and building accountability system established pursuant to Chapter 3302. of the Revised Code;

(d) Instructional methods and strategies;

(e) Student development;

(f) Assessing student progress and providing remediation and intervention, as necessary, to meet student special needs; and

(g) Classroom management and record keeping.

(C) Eligibility for a professional educator license: Upon successful completion of the requirements specified in paragraphs (C)(1) to (C)(4) of this rule an individual holding a provisional educator license issued pursuant to this rule may apply for a five year professional educator license in the same subject area named in the provisional license.

(1) Two years of successful teaching under a provisional educator license issued pursuant to this rule;

(2) Successful completion of the apprenticeship program described in paragraph (B) of this rule;

(3) Evidence of a positive recommendation indicating that the applicant is an effective teacher from the chief administrative officer of the STEM school that most recently employed the applicant as a classroom teacher; and

(4) Evidence of a positive recommendation indicating that the applicant is an effective teacher from the educational service center or teacher preparation program administrator in charge of the apprenticeship program completed by the applicant.

Effective: 09/19/2008

R.C. 119.032 review dates: 09/19/2013

Promulgated Under: 119.03

Statutory Authority: 3301.07, 3319.22, 3319.28

Rule Amplifies: 3319.28, 3326.13

3301-24-05 Career-technical licensure

The career-technical license, valid for teaching the subjects named in such license to learners ages eight and beyond and grades four and beyond. The career-technical license may be obtained by the following two routes:

(a) The provisional career-technical license may be obtained by an individual who holds the baccalaureate degree, who has successfully completed an approved program of preparation, who has successfully completed an examination prescribed by the state board of education, who has been recommended by the dean or head of teacher education at an institution approved to prepare career-technical teachers and who evidences two years of recent and successful related work experience or the equivalent in the teaching area. Career-technical licenses shall be issued for specific programs or taxonomies in the following teaching fields:

- (i) Agriculture
- (ii) Health occupations
- (iii) Integrated business
- (iv) Family and consumer sciences
- (v) Technology education
- (vi) Marketing
- (vii) Trade and industry

(b) The provisional career-technical license may be obtained by an individual who holds a minimum of a high school diploma; who evidences five years of full-time work experience or the equivalent in the career field and who completes a minimum of four semester hours of an approved preservice career-technical education program. Upon completion of an additional six semester hours of coursework in the approved preservice preparation program, the initial provisional license shall be renewed one time. Upon completion of the approved preparation program of twenty-four semester hours, an examination prescribed by the state board of education, followed by an entry year program, and recommendation by the dean or head of teacher education at an institution approved to prepare career technical teachers, a professional license shall be issued for specific programs or taxonomies in the following occupational fields even though the baccalaureate degree is not held:

- (i) Agriculture
- (ii) Health occupations
- (iii) Business
- (iv) Family and consumer sciences occupations
- (v) Marketing
- (vi) Trade and industry

ORC 3319.65 Credential review board

The state board of education shall establish a credential review board. The credential review board shall carry out any functions assigned to it by the state board with respect to assessing individuals pursuing alternative routes to educator licensure and out of state educators seeking licensure in Ohio. The credential review board may also carry out any other duties the state board considers appropriate.

Effective Date: 06-09-2004

APPENDIX D.1.2

ALIGNMENT OF OHIO'S ALTERNATIVE PATHWAYS AND RTTT APPLICATION DEFINITION ELEMENTS

RATIONALE: DESCRIPTION OF
THE ELEMENTS OF OHIO'S
ALTERNATIVE PATHWAYS AS
DEFINED BY THE RTTT APPLICATION.

**REFERENCED IN:
(D)(1)**

D.1.2: ALIGNMENT OF OHIO’S ALTERNATIVE PATHWAYS AND RTTT APPLICATION DEFINITION ELEMENTS

A) Can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education	
AEL	Alternative teacher licensure candidates may fulfill the requirement for a major in the subject area to be taught through utilization of successful work experience directly related to the subject area, rather than through coursework at an institution of higher education. Candidates also may fulfill certain professional education coursework requirements of the AEL route through alternative means such as documented successful experience, as determined by the Credential Review Board.
APL	Alternatively licensed principals are required to develop a personal learning plan incorporating training and professional development in critical areas such as managing the school organization, school culture and the instructional program, which may be delivered by providers operating independently from institutions of higher education. Candidates also are required to complete training in school law, school supervision and evaluation, which also may be provided either by institutions of higher education or state approved providers.
CRB	The Credential Review Board is required by statute to assess individuals pursuing alternative routes to educator licensure, for the purpose of developing individualized plans to earn licensure in Ohio. An essential part of this process is consideration of factors such as candidates’ experience and accomplishments, professional development work completed through non university based providers, and other types of professional training and successful performance that may serve as a basis for meeting licensure requirements through alternative means. All CRB candidates could eventually qualify for licensure if they took enough additional college coursework, but that is not the goal- the idea is that factors other than college coursework play an important role in determining the qualifications of alternative route candidates.
PSL	The holder of a provisional license for STEM school teaching is required to complete a structured apprenticeship program including mentoring and seminars addressing topics such as instructional methods and strategies, classroom management, and assessing student progress. The structured apprenticeship program may be a partnership between the employing STEM school and EITHER an educational service center OR a college teacher preparation program, so the involvement of an institution of higher education is just one possible option, not a necessity.
RBCL	For the Route B Career-Technical licensure pathway, an individual’s background and expertise in a career-technical field, as well as appropriate industry credentials, serves as a basis of qualification for the teaching license.
B) Are selective in accepting candidates	
AEL	Candidates for the alternative educator license must have completed a 30 semester hour or 45 quarter major in the subject to be taught with a minimum GPA of 2.5 OR have extensive successful work experience in the subject to be taught. Candidates for alternative licensure are selected by Ohio school districts for employment from a pool of candidates that may include many candidates who are already traditionally licensed. The willingness of employing school districts to invest extra time and resources in the professional development and training of alternatively licensed candidates reflects selectivity geared towards nontraditional candidates who bring successful career experience and expertise from other fields into Ohio schools and classrooms.
APL	Candidates for the APL must have a cumulative GPA of at least 3.0 and documented successful work experience in education, management or administration. Candidates for alternative licensure are selected by Ohio school districts from a pool of candidates that may include many candidates who are already traditionally licensed. The willingness of employing school districts to invest extra time and resources in the professional development and training of alternatively licensed candidates reflects selectivity geared towards nontraditional candidates who bring successful career experience and expertise from other fields into Ohio schools.
CRB	It is a strategic goal of the CRB to maintain the high expectations for teacher quality established by the State Board of Education and the Ohio Department of Education. Decisions of the CRB are guided by a critical awareness of the substantial link between high quality teachers and student achievement. Issues of candidate quality are constantly at the forefront of CRB deliberations and decisions.
PSL	Candidates for this license must hold a bachelor’s degree in a field related to the subject to be taught and pass an examination in the subject area to be taught. Candidates must be selected by the employing STEM school, and only those selected candidates would be able to obtain the provisional STEM license. The STEM schools for which this license is intended represent a select group of schools who have received grants designed to significantly strengthen Ohio’s competitiveness in STEM fields. Since a primary goal of the program is to establish Ohio as a leader in educating the next generation of world class scientists,

	engineers, innovators and inventors, selection of high quality teacher candidates who are experts in rapidly evolving science and technology fields represents a critical component of this effort.
RBCL	Candidates for the Route B Career-Technical license must evidence at least five years of recent fulltime work experience in the career field. School districts (career centers) recruit experienced candidates from business and industry, and the candidates are selected and hired based on their professional qualifications. Only these candidates who have been individually selected based on their professional expertise are able to obtain this license.
C) Provide supervised, school based experiences and ongoing support such as effective mentoring and coaching;	
AEL	Candidates for the AEL must complete a supervised field experience as one of the prerequisite requirements for alternative licensure. While teaching under the AEL, candidates participate in a structured mentoring program to gain knowledge and support in areas such as the school curriculum, instructional resources, instructional skills and classroom management.
APL	APL holders are required to participate in a structured mentoring program and to develop a personal learning plan approved by the mentor and employing superintendent. Ongoing support and mentoring focuses on the acquisition of critical knowledge and skills for successful beginning principal performance.
CRB	In prescribing individual licensure plans for alternative candidates, the CRB utilizes the mentoring component of the alternative educator pathway to ensure that candidates receive essential support to maximize the quality and success of their beginning classroom performance. Also, the CRB utilizes supervised school based experiences and mentoring completed by alternative route candidates from other states towards fulfillment of Ohio licensure requirements.
PSL	A central component of the provisional license for STEM schools is the structured apprenticeship program model. Under this model, the employing STEM school in partnership with either an educational service center or a teacher preparation institution provides mentoring by a teacher or administrator who regularly observes the license holder's classroom instruction, provides feedback on the license holder's teaching strategies, and engages the license holder in discussions about methods for fostering and measuring student learning. An additional required component is regularly scheduled seminars or meetings addressing topics such as statewide academic content standards, district and building accountability systems, instructional methods and strategies and assessing student progress.
RBCL	While teaching under the provisional Route B Career-Technical license, individuals receive support and supervision from career-technical teacher educators and their employing career centers. They also participate in the Transition Resident Educator program during this time, which is a teacher induction program providing mentoring and support as well as assessment of the beginning teacher's acquisition of knowledge and skills through the use of formative assessments.
D) Significantly limit the amount of coursework required or have options to test out of courses	
AEL	Candidates may utilize extensive work experience related to the subject area, in place of an academic major in the area. Candidates complete significantly less professional education coursework than traditionally licensed candidates, and need to complete only 6 semester hours of professional education coursework prior to obtaining an AEL.
APL	Candidates are required to complete training and professional development in school law, school supervision and teacher evaluation, and additional professional development work based on self-assessment data and personal learning goals, and this training may be completed as clock hours of professional development, rather than college coursework.
CRB	The CRB allows factors including professional experience and accomplishments of candidates, as well as successful performance on licensure exams, to serve as a basis for meeting licensure requirements without having to take additional college coursework.
PSL	The provisional license for STEM schools may be issued to an individual who holds a bachelor's degree in a field related to the subject to be taught and who passes an examination in the subject area to be taught. A degree or an academic major specifically in the area to be taught is not a requirement; rather, it would be successful performance on the subject matter examination that would be the primary indicator of qualification. Also, candidates are not required to complete any professional education coursework through a college or university, either prior to obtaining the provisional STEM license, or in order to eventually qualify for a professional teaching license. Successful completion of the structured apprenticeship program and successful teaching experience stand in place of the professional education coursework that is required by traditional teacher preparation programs.
RBCL	For the Route B Career-Technical licensure pathway, an individual's background and expertise in a career-technical field, as well as appropriate industry credentials, serves as a basis of qualification for the teaching license.
E) Upon completion, award the same level of certification/licensure that traditional preparation programs	

award upon completion.	
AEL	Candidates who complete the alternative educator pathway receive the same level of licensure as those candidates who complete a traditional teacher preparation program
APL	Candidates who successfully complete the alternative principal pathway receive the same professional principal license as those candidates who complete a traditional principal preparation program.
CRB	The CRB grants full professional licensure and provides pathways to full professional licensure for candidates whose cases they review.
PSL	Successful completion of the structured apprenticeship program, two years of successful teaching under the provisional STEM license, and evidence of positive recommendations from the chief administrative officer of the STEM school and the educational service center program administrator would result in eligibility for full professional licensure.
RBCL	Successful completion of the Route B Career-Technical licensure pathway and the Transition Resident Educator Program results in eligibility for a professional teaching license.

APPENDIX D.2.1

OHIO'S STANDARDS FOR PROFESSIONAL DEVELOPMENT

RATIONALE: DESCRIPTION OF
THE OHIO PROFESSIONAL
DEVELOPMENT STANDARDS,
DEVELOPED BY THE EDUCATOR
STANDARDS BOARD AND
REFERENCED IN OHIO'S RTT
APPLICATION.

REFERENCED IN:

(D)(2)

(D)(5)

Section Four: Ohio Standards for Professional Development

1 High quality professional development (HQPD) is a purposeful, structured and continuous process that occurs over time.

- The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.
- Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.
- Professional development supports and advances the leadership capacity of all educators.
- Educators in small learning teams engage in sustained and ongoing professional development experiences.
- The structure and culture of the educational community supports professional development as a necessary condition for improvement.
- Resources are allocated for planning, implementing and supporting professional development.

2 High quality professional development (HQPD) is informed by multiple sources of data.

- School, district, state and national data related to student achievement are analyzed to determine the focus and content for professional development.
- Educators analyze their practice and examine multiple sources of data to determine the focus and content of their professional development plan.
- Educators study the research that support claims made by advocates of a particular

approach to instructional improvement or whole school reform.

- Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development.

3 High quality professional development (HQPD) is collaborative.

- Professional development provides ongoing opportunities for educators to work together.
- Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.
- Professional development incorporates communication technologies to broaden the scope of collaboration.

4 High quality professional development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.

- Professional learning opportunities are based on identified needs.
- Professional development includes a variety of learning experiences.
- Professional development reflects a logical sequence of experiences.

5 High quality professional development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.

- Professional development is evaluated by assessing levels of participant satisfaction and learning of content.
- Professional development is evaluated by

evidence of new skills applied to practice. Professional development is evaluated by the extent to which organizations change to improve.

- Professional development is evaluated on its impact on achievement of all students.
- The professional development process is evaluated.

6 High quality professional development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

- Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.
- Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.
- Professional development enhances understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners.
- Professional development ensures that all educators understand and use various types of assessments to measure student learning.
- Professional development provides educators with tools to engage students, families and communities in improving student achievement.

Introduction

Effective professional development meets the needs of educators by responding to the needs of students. It also must align with personal, building, district, state and national goals. All stakeholders have a responsibility to ensure that Ohio's educators continue to develop the skills and knowledge needed to enable students to perform at the highest levels of achievement. Ongoing professional growth is essential for ensuring that educators have the knowledge and skills they need to meet the increasing demands of their profession.

Ohio's standards for professional development delineate the essential characteristics of quality professional development. These are not minimal expectations. Schools that successfully implement all of these standards should expect to see higher quality teaching and increased student achievement.

Ohio's Standards for Professional Development are written for multiple audiences. The standards can be used by each of these audiences.

The key to implementing effective professional development is to view it as an ongoing process that is embedded in the daily work of all educators. Effective professional development must be approached systematically and involve all educators in the planning, implementing, reflecting and maintaining phases. To be successful, this system must involve and be supported by all educators.

(b)(6)

Ohio Standards for Professional Development

Standard 1

High Quality Professional Development (HQPD) is a purposeful, structured and continuous process that occurs over time.

Narrative Summary

Professional development is a continuous process that includes multiple steps: planning, implementation, reflection, evaluation and revision. The result of this process is a series of activities or programs that has been systematically planned and designed to form an integrated whole. The participants in professional development are part of small learning teams that are involved in each step in this process. In order for professional development to contribute to real change and to continuous improvement efforts, participants must be provided with time to fully engage in the professional development process, to apply new ideas and to reflect on changes in their practice.

In an effective system of professional development, leaders improve educators' capabilities and create the structures and conditions that support educators' use of new skills and knowledge. Professional development leaders clearly identify and communicate the goals of professional development. They establish structures (such as daily schedules and yearly calendars) that support professional development. They embed professional development into the jobs of educators; High Quality Professional Development (HQPD) occurs as part of the work day and is about the day-to-day work that educators do. Resources (people, time, materials and funds) are made available and allocated to ensure that educators can implement their new skills and knowledge.

Elements

- 1.1 The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.
- 1.2 Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.
- 1.3 Professional development supports and advances the leadership capacity of all educators.
- 1.4 Educators in small learning teams engage in sustained and ongoing professional development experiences.
- 1.5 The structure and culture of the educational community supports professional development as a necessary condition for improvement.
- 1.6 Resources are allocated for planning, implementing and supporting professional development.

Standard 1 Elements

Indicators

1.1 The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.

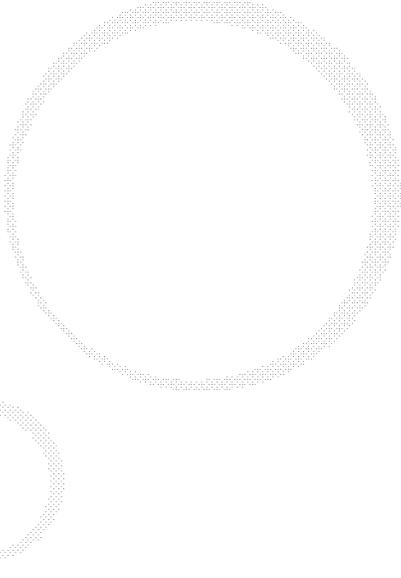
- In a High Quality Professional Development (HQPD) system:
- a. Goals are clearly articulated and understood by all participants.
 - b. HQPD plans and programs align with school and district improvement goals and state and national goals.
 - c. HQPD plans and programs have a clear focus that supports the goals of improved teaching and learning.

1.2 Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.

- In a High Quality Professional Development (HQPD) system:
- a. A comprehensive professional development plan is created, which identifies both short- and long-term professional development outcomes and methods of evaluation.
 - b. A series of connected and coherent events are implemented.
 - c. Participants reflect on their learning.
 - d. Multiple measures are used to evaluate the professional development.
 - e. Professional development plans and programs are revised, based on evaluation and student impact data.

1.3 Professional development supports and advances the leadership capacity of all educators.

- In a High Quality Professional Development (HQPD) system:
- a. HQPD builds the knowledge and skills of teachers, administrators, board members and other stakeholders to guide continuous instructional improvement.
 - b. The organizational structure allows all educators to utilize their leadership knowledge and skills.



Ohio Standards for Professional Development

Standard 1 Elements

1.4 Educators in small learning teams engage in sustained and ongoing professional development experiences.

In a High Quality Professional Development (HQPD) system:

- HQPD is a continual process rather than a single, isolated event.
- Staff members discuss ways to improve teaching and learning.
- Small learning teams focus on increasing student learning.
- Professional development is linked to daily practice.

1.5 The structure and culture of the educational community supports professional development as a necessary condition for improvement.

In a High Quality Professional Development (HQPD) system:

- Educators have opportunities to work in small learning teams.
- The daily schedule and school calendar are adjusted to allow for professional learning experiences in and out of the workday.
- Schools work closely with professional development agencies and higher education institutions to meet professional learning needs.

1.6 Resources are allocated for planning, implementing and supporting professional development.

In a High Quality Professional Development (HQPD) system:

- Internal and external expertise is utilized for professional development.
- Educators have time for both professional development experiences and implementation of new learning.
- Print, electronic and other material resources are available to support professional learning and implementation.
- Funds are allocated within the budget to support professional development that is aligned to school and district goals.

Indicators

Standard 2

High Quality Professional Development (HQPD) is informed by multiple sources of data.

Narrative Summary

Increasing student achievement is the ultimate goal of professional development. To this end, professional development is based on an analysis of classroom, school, district and statewide student data that reveals current student performance. This analysis is then considered against the goals and the expectations for student learning in the classroom, school, district and state. Effective professional development helps educators close any gaps that exist between students' actual performance and the desired levels of student performance.

To ensure that educators perceive the value and relevance of professional development, educators must be involved in analyzing data, research and best practices to determine the focus of professional learning. The likelihood of professional development being successful, and of educators employing what they have learned, is increased when educators are involved in the process of ensuring that professional development is data-based.

Elements

- 2.1 School, district, state and national data related to student achievement are analyzed to determine the focus and content for professional development.
- 2.2 Educators analyze their practice and examine multiple sources of data and research to determine the focus and content of their professional development plan.
- 2.3 Educators study the research that support claims made by advocates of a particular approach to instructional improvement or whole school reform.
- 2.4 Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development.

Ohio Standards for Professional Development

Standard 2 Elements

2.1 School, district, state and national data related to student achievement are analyzed to determine the focus and content of professional development.

2.2 Educators analyze their practice and examine multiple sources of data and research to determine the focus and content for professional development.

2.3 Educators study the research that supports claims made by advocates of a particular approach to instructional improvements or whole school reform.

2.4 Data from evaluation of previous professional development are analyzed to determine the focus and content for future professional development.

Indicators

In a High Quality Professional Development (HQPD) system:

- a. Planners and participants collect, disaggregate, analyze and utilize appropriate data related to the achievement of all students.
- b. All available sources of data and best practice research are examined as an integral part of the process leading to decisions about professional development.
- c. School and district professional development plans are based on student achievement data.

In a High Quality Professional Development (HQPD) system:

- a. Educators analyze their professional knowledge, strengths and weaknesses in order to develop targeted goals for professional growth.
- b. Individual professional development goals are aligned with school and district improvement plans.

In a High Quality Professional Development (HQPD) system:

- a. Stakeholders use educational research to select both the content and the process for professional development.
- b. Educators engage in action research or conduct pilot studies to determine the effectiveness of new approaches.

In a High Quality Professional Development (HQPD) system:

- a. Professional development evaluation data is collected.
- b. Short- and long-term professional development evaluation data are examined.
- c. Revisions to the delivery and content of professional development are made based on evaluation data.

Standard 3

High Quality Professional Development (HQPD) is collaborative.

Narrative Summary

Collaboration ensures that professional development extends beyond impacting individuals. Collaboration ensures that professional development will impact whole groups and result in schoolwide change and improvement. Educators within and across buildings must have access to one another to work in small learning teams to collaboratively identify both challenges to effective teaching and learning as well as solutions to continually improve teaching and learning.

Learning teams may engage in many varied activities, such as curriculum development, action research or study groups. What each of these activities shares is that colleagues are working together, focused on improving teaching, impacting student learning and increasing student achievement. This is an essential condition of High Quality Professional Development.

Elements

- 3.1 Professional development provides ongoing opportunities for educators to work together.
- 3.2 Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.
- 3.3 Professional development incorporates communication technologies to broaden the scope of collaboration.

Ohio Standards for Professional Development

Standard 3 Elements

3.1 Professional development provides ongoing opportunities for educators to work together.

In a High Quality Professional Development (HQPD) system:

- a. Educators have the knowledge and skills needed to collaborate in teams successfully.
- b. Collaboration is supported by creating opportunities for flexible scheduling of participants.
- c. Participants are provided opportunities to meet regularly in collaborative teams to focus on improving practice and student achievement.

Indicators

3.2 Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.

In a High Quality Professional Development (HQPD) system:

- a. Educators are part of teams that plan, implement and sustain the goals of professional development.
- b. Teams of diverse stakeholders (i.e., educators in all roles), organized by grade level, subject area, interdisciplinary groups or other areas of need, are assembled.
- c. Collaborative teams evaluate professional development and its contribution to student learning.

3.3 Professional development incorporates communication technologies to broaden the scope of collaboration.

In a High Quality Professional Development (HQPD) system:

- a. Current technologies are used, when appropriate, to facilitate collaboration and enhance opportunities for professional learning.

Standard 4

High Quality Professional Development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.

Narrative Summary

While the process for designing and implementing professional development must be collaborative, specific learning experiences within professional development should be based on both individual needs and the needs of the group. Specific learning experiences should vary to fit the needs,

knowledge, skills and goals of the educator participants. The sequence of learning experiences should be systematically planned to meet the needs of educators to reflect upon and implement new skills and knowledge.

Elements

- 4.1 Professional learning opportunities are based on identified needs.
- 4.2 Professional development includes a variety of learning experiences.
- 4.3 Professional development reflects a logical sequence of experiences.

Ohio Standards for Professional Development

Standard 4 Elements

Indicators

4.1 Professional learning opportunities are based on identified needs.

In a High Quality Professional Development (HQPD) system:

- Professional development learning experiences are matched with individual goals, needs, current knowledge and skills.
- Professional development experiences are planned with consideration for group needs, current knowledge and skills.
- Variety in the design, delivery, intensity and duration of professional development is employed according to identified needs.

4.2 Professional development includes a variety of learning experiences.

In a High Quality Professional Development (HQPD) system:

- Experiences and methods of delivery are varied to reflect the learning needs of adults.
- Technology is used to deliver professional development, when appropriate.
- Learning experiences reflect best practice professional development models.

4.3 Professional development reflects a logical sequence of experiences.

In a High Quality Professional Development (HQPD) system:

- The sequence of professional development opportunities is based on a comprehensive professional development plan.
- A structured sequence of professional development opportunities gives educators time to strengthen, refine or replace previous knowledge and skills.

Standard 5

High Quality Professional Development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.

Narrative Summary

The primary goal of professional development is to increase student learning. Although it is difficult to measure a cause and effect relationship, the impact of professional development must be evaluated on multiple levels, beginning with participants' immediate satisfaction and learning and continuing with the evaluation of educators' application of new knowledge, organizational change and student

achievement. Effective evaluation of professional development is a systematic, purposeful process of collecting and analyzing multiple sources of data to make informed decisions. Evaluation data informs continuous improvement by identifying the effects of professional development in terms of intended outcomes and enabling planners to focus and improve the quality of professional development.

Elements

- 5.1 Professional development is evaluated by assessing levels of participant satisfaction and learning of content.
- 5.2 Professional development is evaluated by evidence of new skills applied to practice.
- 5.3 Professional development is evaluated by the extent to which organizations change to improve.
- 5.4 Professional development is evaluated on its impact on achievement of all students.
- 5.5 The professional development process is evaluated.

Ohio Standards for Professional Development

Standard 5 Elements

Indicators

5.1 Professional development is evaluated by assessing levels of participation and learning of content.

In a High Quality Professional Development (HQPD) system:
a. Evaluation is designed prior to the professional development activities.
b. Tools (such as participant surveys, questionnaires, evaluation forms or personal learning logs) are used to assess attendance at, satisfaction with and learning outcomes from each professional development experience.

5.2 Professional development is evaluated by evidence of new skills applied to practice.

In a High Quality Professional Development (HQPD) system:
a. A combination of measures (e.g., teacher surveys, interviews and observation) is used over time to identify changes in classroom practices.

5.3 Professional development is evaluated by the extent to which organizations change to improve.

In a High Quality Professional Development (HQPD) system:
a. The impact of professional development on school culture and change within the organization is assessed.

5.4 Professional development is evaluated on its impact on achievement of all students.

In a High Quality Professional Development (HQPD) system:
a. Baseline information on student achievement is gathered and used.
b. Formative data on student achievement are used to monitor and revise district professional development.
c. Summative evaluation of the long-term professional development program is developed and used to identify the impact on teacher practices and student achievement.
d. Various measures of student performance, achievement, behaviors and attitudes (e.g., standardized assessments, classroom assessments, portfolios, school records, interviews or observations) are used to assess the impact of professional development.

5.5 The professional development process is evaluated.

In a High Quality Professional Development (HQPD) system:
a. Data are continuously collected to ensure effective implementation of professional development.

Standard 6

High Quality Professional Development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

Narrative Summary

The content of professional development should focus on what teachers are expected to teach and students are expected to learn. Professional development should provide teachers with specific strategies that research and experience have proven to be effective in increasing student learning and achievement. Content knowledge alone may not result in improvements in teaching. Rather, a professional development focus on content – connected to what students should know and how students can best learn that content – will likely result in more effective teaching and learning. Effective teachers have a deep understanding of the disciplines they teach as well as knowledge and use of

appropriate skills of pedagogy. Professional development is the means by which educators acquire, refine or enhance the knowledge and skills needed to create high levels of learning for all students. Professional development informs educators about research and ensures that they have the knowledge, skills and dispositions to access and use research in their practice. When educators understand the theories that support certain instructional strategies or decisions, they can more easily adapt the strategy to their own classrooms. Effective professional development ensures that educators have strategies for engaging students and families to share the responsibility of student learning.

Elements

- 6.1 Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.
- 6.2 Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.
- 6.3 Professional development enhances understanding of instructional strategies appropriate to specific content and addresses the needs of diverse learners.
- 6.4 Professional development ensures that all educators understand and use various types of assessments to measure student learning.
- 6.5 Professional development provides educators with tools to engage students, families and communities in improving student achievement.

Ohio Standards for Professional Development

Standard 6 Elements

6.1 Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.

6.2 Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.

6.3 Professional development enhances the understanding of instructional strategies appropriate to specific content and addresses the needs of diverse learners.

6.4 Professional development ensures that all educators understand and use various types of assessments to measure student learning.

6.5 Professional development provides educators with tools to engage students, families and communities in improving student achievement.

Indicators

In a High Quality Professional Development (HQPD) system:

- a. An environment is fostered for educators to understand state and national standards and district and school priorities for learning.
- b. Educators share strategies for using standards to improve student learning.

In a High Quality Professional Development (HQPD) system:

- a. Educators learn strategies for studying and evaluating relevant current research.
- b. Educators learn strategies to integrate the research into practice.

In a High Quality Professional Development (HQPD) system:

- a. HQPD ensures that educators understand their subject-matter content.
- b. Specific strategies for content-specific teaching and learning are shared.
- c. Educators learn specific strategies for identifying and meeting the needs of diverse learners, including gifted students, students with disabilities and at-risk students.

In a High Quality Professional Development (HQPD) system:

- a. Educators learn the structure and purpose of a variety of assessment tools (e.g., formative, summative, authentic).
- b. Educators practice creating, implementing and evaluating assessment tools.
- c. Educators learn to analyze various types of assessment results to determine levels of student learning.

In a High Quality Professional Development (HQPD) system:

- a. Students and families are included in the learning process in a meaningful way.
- b. Educators understand and appreciate all students.
- c. Connections between home and school are strengthened when educators learn and use methods to communicate effectively with families and other members of the community.
- d. Educators understand how child- and family-related mental health issues impact student achievement.

APPENDIX D.3.1

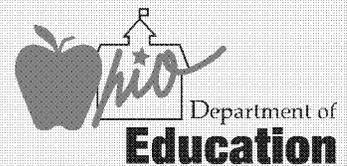
OHIO'S TEACHER EQUITY PLAN

RATIONALE: OHIO'S PLAN TO IDENTIFY, CORRECT AND MONITOR ANY INEQUITABLE DISTRIBUTION OF THE STATE'S HIGHLY QUALIFIED, EXPERIENCED TEACHERS.

**REFERENCED IN:
(D)(3)**

OHIO'S TEACHER EQUITY PLAN

*To ensure
high-quality
teachers
in every
Ohio
classroom*



OHIO'S TEACHER EQUITY PLAN

To ensure high-quality teachers in every Ohio classroom

If there is one clear message that has emerged from educational research, it is this: *teachers make a difference in student learning*. Teachers matter most, and high quality teachers matter even more.

Research on the critical importance of teachers is not new. Over the last 10 years, major studies show that the single most important factor in determining how much students learn is how much their teachers know – their preparation and qualifications, content knowledge and teaching skill (The George Lucas Foundation, 2005). These high-quality teachers have extensive teacher preparation, classroom experience, and in-depth knowledge of the subjects they teach. A 1999 review of policies in 50 states strongly suggests that the quality of teachers is directly related to improved student performance. In fact, students' backgrounds – poverty level, language background and minority status – are less influential in predicting achievement levels than the quality of the teaching force (Darling-Hammond, 1999). Researchers say that while schools can have powerful effects on achievement, variation in teacher quality has the most effect on how much a student achieves (Hanushek, et al., 1998).

The public agrees. In a 1998 poll, nine out of 10 Americans said the best way to improve student achievement is to provide a qualified teacher in every classroom (Haselkorn & Harris, 1998). A 2004 poll confirmed that 91 percent of the American public and 90 percent of public school teachers believe teacher quality is most important – more than parental involvement, facilities, resources or the quality of school principals (Teaching Commission, 2004).

There is no question that Ohio has unacceptable gaps in student achievement, especially between black and white students and between low-income and higher-income students. Unfortunately, Ohio's own research shows that children in low-performing schools, who need the most experienced, most educated, most skilled teachers, sometimes get the least effective educators (Levin, Driscoll, & Fleeter, 2005).

To more equitably distribute highly qualified, experienced teachers, Ohio has developed the Teacher Equity Plan under the umbrella that all teachers should have access to a lifelong resource and support system from the time they enter teaching until they retire. The plan presents a comprehensive set of 68 strategies, organized around nine supportive elements, that clearly demonstrate Ohio's good faith effort to improve the distribution of its most effective teachers.

Developing policies and strategies, however, is not enough. Ohio is ready and poised to move from recommending strategies to taking action. The time is right for Ohio's educational system to provide every child with a competent, caring and highly qualified teacher.

The plan is in place and the work is underway.

Strategies to Ensure an Equitable Distribution of Highly Qualified Teachers

Ohio's Teacher Equity Plan is built upon two key strategies. These strategies are based upon Ohio's quantitative and qualitative research findings and are targeted at identifying, correcting and monitoring any inequitable distribution of the state's highly qualified, experienced teachers:

Key Strategy 1: Increase the percentage of highly qualified teachers in Ohio to 100 percent; and

Key Strategy 2: Continuously monitor and improve the distribution patterns of Ohio's teachers to ensure that poor and minority students are not being taught at higher rates than other students by inexperienced, unqualified and out-of-field teachers.

Supporting Ohio's two key strategies is a comprehensive set of 68 sub-strategies, organized around nine supportive elements. The 68 sub-strategies are the results of findings from Ohio's district- and school-level quantitative data analyses, Schools of Promise case study research, the expertise of the Education Trust partnership project's work group, and national research on teacher quality.



Element 1: Ohio's Data and Reporting Systems Sub-Strategies

1. 1 Collect and publicly report data on the distribution of teacher talent including the percentage of highly qualified teachers in each core subject area and the percentage of highly qualified teachers in schools not meeting Adequate Yearly Progress (AYP).
1. 2 Collect data on teachers' certificates/licenses held; enable educators, parents and other stakeholders to review up-to-date information on the credentials of their schools' teachers and leaders and the achievement levels of various groups of students through a web-based data system.
1. 3 Collect and publicly report data that describe patterns of teacher turnover and mobility, specifically in high-need schools.
1. 4 Advocate for the development of a data system that reports the number of teachers changing *schools* within their district, changing *positions* within their district, *moving* to other districts or into administration, or *leaving* the profession.
1. 5 Collect data related to teachers' perceptions about working conditions associated with high teacher turnover including time, facilities and resources, leadership and professional development.
1. 6 Monitor, on an ongoing basis, the specific staffing needs of Ohio's schools through the generation of data reports that identify subject and location area shortages.
1. 7 Utilize and continuously improve a Web-based recruitment system that matches districts' teaching vacancies with prospective teachers.
1. 8 Develop and implement a data and reporting system that is able to link teacher qualifications to student achievement (value-added data); use the value-added data to reliably measure students' individual progress and to determine the impact of educational, instructional and program practices on student achievement. [Note: By the 2007-2008 school year, Ohio will have a statewide information bank on value-added data.]



Element 2: Ohio's Teacher Preparation Sub-Strategies

2. 1 Create new teacher standards and ensure that the new standards serve as the foundation for preparing all of Ohio's teachers.
2. 2 Develop an annual report on the quality of teacher education in Ohio that provides data on passing rates and the number and specialization of teachers produced by each institution of higher education; expand the performance measures contained in the annual report.
2. 3 Strengthen the collaboration between the Ohio Department of Education and the Ohio Board of Regents to address the over-supply and under-supply of teachers in certain subject areas and types of districts; explore imposing ceiling caps to manage the over-supply of teachers in some areas and the possible use of financial incentives to colleges and universities that recruit, graduate and place teachers in shortage areas.
2. 4 Advocate for the establishment of goals for each institution of higher education related to the number of graduates in high-need subjects and based on the staffing needs of Ohio's high-need schools.
2. 5 Expand the number of Ohio's Charter Colleges of Education that are based on an apprenticeship approach to teacher preparation and designed to meet the specific staffing shortages of partnering high-need school districts.
2. 6 Advocate for the establishment of state college loan forgiveness programs to channel prospective teachers toward schools that have difficulty attracting sufficient numbers of qualified teachers; provide up-to-date information on available federal loan forgiveness programs to prospective teachers.
2. 7 Require teacher preparation programs to include cultural competency in their curriculum to help new teachers understand and appreciate the students, families and communities that they serve.
2. 8 Conduct research on the link between teacher preparation and student performance; use student achievement data to systematically identify what works in teacher preparation and how to improve the state's teacher preparation programs.



Element 3: Ohio's Out-of-Field Teaching Sub-Strategies

3. 1 End the temporary licensing of teachers in Ohio.
3. 2 Publicly report up-to-date information on teachers' certificates/licenses held; notify districts when teachers are not properly credentialed in the subjects they are assigned to teach.
3. 3 Develop and implement a Revised HQT Plan that outlines Ohio's initiatives to ensure that 100 percent of its teachers will be highly qualified by the 2006-2007 school year; provide a variety of professional development opportunities for teachers to become highly qualified.
3. 4 Expand high-quality alternative routes into the profession to allow individuals with relevant expertise in hard-to-fill subjects to enter the profession; ensure that *all* routes into teaching and the principalship are high-quality and standards-based.
3. 5 Streamline licensing and certification procedures.

3. 6 Provide stipends to teachers for teaching mathematics, science or special education in schools that have been identified as hard-to-staff.
3. 7 Provide funds to school districts to contract with institutions of higher education to provide instruction in mathematics, science and foreign language.
3. 8 Develop and fund partnerships with institutions of higher education to train already licensed teachers to become certified in high-need subject areas.
3. 9 Support the development of partnerships between institutions of higher education and high-need school districts to provide professional development for teachers in the hard-to-staff subject areas of mathematics and science.
3. 10 Provide technical assistance to hard-to-staff school personnel to help them fully utilize all of the features of the state's Web-based recruitment system.
3. 11 Promote partnerships that help districts recruit and hire qualified international teachers of hard-to-fill subjects and specializations.
3. 12 Utilize a Credential Review Board to review the licensure applications of alternative-route and out-of-state candidates.



Element 4: Ohio's Recruitment and Retention of Experienced Teachers Sub-Strategies

4. 1 Require and fund high-quality induction experiences for all new teachers and principals, including those who enter the profession through alternative routes; advocate for funds to prioritize induction in high-need schools by providing three years of structured mentoring designed to support teachers and principals.
4. 2 Provide mentor training to experienced teachers to assist them in mentoring entry-year teachers.
4. 3 Improve state-level data systems to reduce the time it takes to issue educator licenses.
4. 4 Provide incentives to highly qualified, experienced teachers to teach in high-need schools.
4. 5 Advocate for collecting data on the number of teachers changing *schools* within their district, changing *positions* within their district, *moving* to other districts or into administration, or *leaving* the profession; conduct exit interviews to identify the factors influencing teacher mobility.
4. 6 Target support to National Board Certification candidates who teach in regions with high numbers of high-need schools and provide incentives so they stay.
4. 7 Explore the idea of providing an opportunity for "high value added" teachers in high-need schools to apply for incentives and rewards to encourage them to stay.



Element 5: Ohio's Professional Development Sub-Strategies

5. 1 Develop and implement new professional development standards; target funds to support only those professional development activities that are aligned with Ohio's new professional development standards and the *No Child Left Behind* (NCLB) definition of high-quality professional development.

5. 2 Require low-performing school districts as well as districts with unacceptably wide achievement gaps to demonstrate compliance with the state's professional development standards through their Comprehensive Continuous Improvement Plans.
5. 3 Implement a statewide technical assistance support system that provides targeted assistance to low-performing districts and schools.
5. 4 Target additional high-quality professional development that focuses on the analysis and use of data to help districts identify achievement gaps and raise the academic performance of all students.
5. 5 Create local professional development regional support sites to ensure that Ohio's new professional development standards will be used by all educators to guide the development of their own plans for professional growth.
5. 6 Develop professional development academies focused on the specific needs of teachers in the state's Appalachian region.
5. 7 Expand the use of technology to support teachers' professional growth including more opportunities for online mentoring support and the use of digital tools.
5. 8 Provide training to school district personnel in value-added growth models.



Element 6: Ohio's Specialized Knowledge and Skills Sub-Strategies

6. 1 Require new teachers to demonstrate, through the Praxis III assessment, their ability to teach diverse learners.
6. 2 Place subject specialists/coaches in high-need schools; provide targeted coaching to teachers who teach reading and mathematics.
6. 3 Develop and promote research-based coaching models.
6. 4 Make a major investment in preparing principals for the unique challenges of high-need schools (e.g., how to promote student learning, how to hire effective teachers).
6. 5 Study the school organization, culture, instructional practices and characteristics of teachers in high-poverty, high-minority schools that significantly raise student achievement (*Schools of Promise*).



Element 7: Ohio's Working Conditions Sub-Strategies

7. 1 Strengthen school leadership through the development and implementation of new principal standards.
7. 2 Increase the pool of high-quality principals through alternative administrator preparation programs.
7. 3 Require and fund high-quality induction experiences for all new principals, including those who enter the profession through alternative routes.
7. 4 Develop a framework of essential criteria for school districts to follow when creating locally determined evaluation systems to assess the performance of principals.

- 7.5 Collect data related to teachers' perceptions about working conditions associated with high teacher turnover including time, facilities and resources, leadership and professional development.
- 7.6 Keep good teachers where they are needed most by providing tools and resources for improving the working conditions in high-need schools.
- 7.7 Adopt school climate guidelines to provide physically safe and emotionally secure environments for all students and staff; adopt a substance abuse and violence prevention policy.
- 7.8 Create smaller schools and/or smaller units within schools.
- 7.9 Prioritize funds for the renovation of high-need school facilities and construct new facilities based on need.



Element 8: Ohio's New Compensation Systems Sub-Strategies

- 8.1 Implement new compensation systems that: recognize challenging schools; are linked to value-added data; and allow for tiered career paths.
- 8.2 Provide monetary incentives to encourage highly qualified, experienced teachers who teach in high-need schools to stay.
- 8.3 Apply for Teacher Incentive Funding to develop innovative compensation plans that reward teachers who demonstrate success in improving student achievement and closing achievement gaps.
- 8.4 Develop career advancement structures to raise compensation for master or mentor teachers.
- 8.5 Assist school districts in developing locally determined evaluation systems to assess the performance of teachers.
- 8.6 Pay teachers who earn National Board Certification an annual stipend in addition to their regular salary.



Element 9: Ohio's Policy Coherence Sub-Strategies

- 9.1 Combine the action plan required of the state's partnership with the Education Trust and the NCLB-required state teacher equity plan to produce *one aligned state plan*; ensure that the state plan evidences coherent policies and aligned strategies that are targeted to improving the distribution of Ohio's highly qualified, experienced teachers.
- 9.2 Ensure that Ohio's policies related to equitable teacher distribution are grounded in data analyses findings and are aligned with the state's long-term strategic goals and policy environment.
- 9.3 Ensure that state testing policies and systems of rewards and sanctions do not inadvertently drive teachers and principals away from high-need schools.
- 9.4 Build and nurture national- and state-level strategic partnerships that promote policy coherence and strategy alignment.
- 9.5 Develop strong working relationships between ODE and Ohio's General Assembly.

For more information about Ohio's Teacher Equity Plan, contact:



Center for the Teaching Profession
Office of Educator Equity
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(614) 752-8996

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APPENDIX D.4.1

WOODROW WILSON TEACHING FELLOWSHIP PROGRAM

RATIONALE: DESCRIPTION OF
THE WOODROW WILSON TEACHING
FELLOWSHIP PROGRAM AND THE
OHIO FELLOWSHIP TO ATTRACT
QUALIFIED STEM EDUCATORS.

**REFERENCED IN:
(D)(4)**

Woodrow Wilson Foundation

The Woodrow Wilson Fellowships responded to a shortage of college faculty at the conclusion of World War II by offering talented students the opportunity to attend doctoral programs and begin college teaching careers. As college enrollments swelled in the latter half of the 20th century, the Woodrow Wilson program trained generations of faculty, creating a well-known fellowship and becoming a hallmark of academic excellence.

Today, Woodrow Wilson seeks to build upon this legacy of excellence by maintaining its historic commitments and attacking one of the nation's most urgent contemporary challenges: the pervasive achievement gap between Americans, by race and income. Using the prestige of its historic fellowships as well as harnessing new resources, the Foundation has created what is hoped to be an influential fellowship to recruit exceptionally able men and women to careers in high school teaching. These Fellows, training in exemplary teacher education programs, will be prepared to teach in low-income communities and high-need schools.

Through this work, the Foundation seeks to dignify the teaching profession, encourage the most outstanding students to choose teaching as a career, and improve the quality of teacher education programs. At the same time, the Foundation is engaging in initiatives designed to improve teacher education practice and policy. The Woodrow Wilson Foundation's policy agenda focuses on the development of intellectual capital to meet national challenges.

Woodrow Wilson's current policy work aims to improve the way teachers are prepared, developed, and deployed—a practical, targeted focus that enables the Foundation to turn recommendations into results. The goal is to produce usable research that can inform education policy, improve practice, and build greater support and understanding among opinion leaders and the general public. From time to time, Foundation staff also publishes perspectives on current education issues. The Foundation also acknowledges the efforts of and seeks to build partnerships with a number of other researchers and organizations working today in education policy.

Previous policy-related Woodrow Wilson projects have addressed such subjects as mathematical literacy, the senior year of high school, diversity in US doctoral programs, and ways to make Ph.D. programs more responsive to contemporary workforce needs.

Woodrow Wilson Teaching Fellowship

The Woodrow Wilson Teaching Fellowship seeks to recruit, prepare, and retain effective teachers for the students and schools who need them most. It is open to individuals—college seniors, recent graduates, and career changers—with undergraduate degrees in the arts and sciences. Fellows will attend enriched, school-based master's-level teacher education programs, complemented by intensive mentoring during the first three years of teaching at high-need urban and rural schools. The Fellowships focus on four goals: (1) transforming teacher education; (2) getting strong teachers into high-need schools; (3) attracting the very best candidates to the teaching profession; and (4) cutting teacher attrition by retaining top teachers.

Ohio Teaching Fellowship Program

About the Ohio Fellowship

The Woodrow Wilson Ohio Teaching Fellowship seeks to attract talented, committed individuals with backgrounds in the STEM fields—science, technology, engineering, and mathematics—into teaching in high-need Ohio secondary schools.

Questions and Answers about the Ohio Program

Q: What is the Woodrow Wilson Ohio Teaching Fellowship?

A: To increase the quantity and strengthen the quality of Ohio math, science, and technology teachers, the WW Ohio Teaching Fellowship is creating the equivalent of a National Merit Scholarship for future teachers. The Fellowship, which will first be available for students entering graduate programs in the summer of 2011, offers recent graduates and career changers in STEM a stipend of \$30,000 to complete a specially designed, cutting-edge master’s degree program, in exchange for a commitment to teach for three years in high-need secondary urban or rural schools. The program provides Fellows with this stipend to support their preparation for teaching, including in-depth clinical experience, in one of four selected Ohio teacher education programs. Once their preparation is complete, Fellows will be part of a cohort teaching in high-need schools in the same districts at the same time. The schools, along with university partners, will provide mentoring and support throughout the 3-year Fellowship period. The Fellowship is administered by the Woodrow Wilson National Fellowship Foundation with the strong support of Ohio Governor Ted Strickland and is funded with the support of the State of Ohio, George Gund Foundation, Cleveland Foundation, Martha Holden Jennings Foundation, GAR Foundation, The Battelle Fund at the Columbus Foundation, and Battelle Memorial Institute.

Q: What makes the Woodrow Wilson Ohio Teaching Fellowship different from other teacher certification programs?

A: The WW Ohio Teaching Fellowship combines several best practices in teacher preparation by bringing together:

Excellent, paid preparation. The Ohio Teaching Fellowship offers Fellows a \$30,000 stipend to pursue a high-quality master’s degree in teaching.

Immediate impact and ongoing support. Fellows teach in schools with high-need student populations, but also with leadership and support. As soon as they begin teaching, Fellows will receive mentoring from their universities and experienced teachers in their schools or districts.

Preparation for a successful career in teaching. While the WW Ohio Teaching Fellows make a 3-year commitment to teach in high-need schools, we believe that the high-quality preparation and support the Fellowship provides will position Fellows for a sustained and successful career in teaching. The Fellowship is not intended to be a short-term Peace Corps-

like experience. Rather, it is designed as a launch pad for teacher development and professional growth that will help shape a new generation of outstanding educators and leaders in Ohio classrooms.

Highly selective admission. The WW Ohio Teaching Fellowship seeks to increase the quality of teaching candidates, not just the quantity. As a prestigious pathway to teaching for gifted undergraduates and accomplished career changers, the Fellowship will bring new talent into teaching, elevate the profession, and provide the preparation and ongoing support needed for success in the classroom.

A new approach to teacher education. The Fellowship is more than a scholarship program. It seeks to transform teacher education while preparing future leaders in the teaching profession. The program will provide participating universities with new resources to develop model programs that prepare teachers in math- and science-related fields. The Woodrow Wilson Foundation will work with these universities in a broad range of areas: redesigning curricula to improve teacher preparation; creating clinical experiences in schools to help teacher candidates succeed with diverse populations; and assessing candidates' performance in the classroom. In the long term, this approach can lead to the adoption of more rigorous teacher education standards nationwide.

APPENDIX D.5.1

OHIO RESIDENT EDUCATOR DESIGN GROUP PROFILE AND MEMBERSHIP LIST

RATIONALE: DESCRIPTION OF
THE WORK OF THE OHIO RESIDENT
EDUCATOR DESIGN GROUP AND A
LIST OF MEMBERS.

**REFERENCED IN:
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Ohio Resident Educator Program Development Committee

Affiliation	Name	Employer	Region
Buckeye Association of School Administrators	David Axner	Dublin City Schools	11
Career Technical Education	Sam Custer	Miami Valley Career Tech	10
Catholic Conference	Lois Cavucci/ Cathy Bever	Diocese of Youngstown/Archdiocese of Cincinnati	5/13
Centers of Practice	Anne Dillon	Mahoning Co ESC	5
	Mary Himmelein	Lucas Co ESC	1
	Karen Johnson	Gallia-Vinton ESC	16
	Cathy Morgan/ Nancy Tingle	Muskingum Co ESC/Ohio Valley ESC	12
	Jim Rowley	Montgomery Co ESC and UD	10
Central Office	Neil Gupta	Ashland City Schools	7
	Cathy Pugh	Lorain Co JVS	2
	Gary Walker	Fairborn CS	10
Educator Standards Board	Diana Ball	Amanda Clearcreek Schools	11
Educational Service Centers	Gary Gardella	Hamilton Co ESC	13
	Marilyn Swartz	Summit Co. ESC	8
Institutions of Higher Education	Donna Hanby	Wright State University	10
	Katie Kinnucan- Welsch	University of Dayton	10
	Peter Lee	Lake Erie College	4
	Linda Rice	Ohio University	16
	Mike Smith	Lourdes College	1
	Sandy Stroot	The Ohio State University	11
Ohio Association of Elementary School Administrators/Ohio Association of Secondary School Administrators	Sarah Burden	Elida High School	6
	Jane Draheim	Evergreen Elementary	1
	Natalie Schoonover	Apollo Career Center	6
Ohio Education Association/Ohio Federation of Teachers	Lisa Bass	Nordonia Hills CSD	8
	Laurel Chapman	Cleveland Hts/Univ. Hts	3
	Georgine Collette	Southwestern CSD	11
	Martha Daniels	Plain Local SD	9
	Roberta Neff	Kenton LSD	6
	Karrie Nelson	Mason CSD	13
	Anne Strothman	Greenon HS	10
	David Thurau	Cleveland MSD	3

Affiliation	Name	Employer	Region
Ohio School Boards Association	Barbara Cox	school board member	10
Pre-K	Jamie Harmount	OU Chillicothe	15
Urban Schools	Rhonda Johnson	Columbus City Schools	11
	Paulette Simpson	Cincinnati Public Schools	13
	Gloria Wu	Toledo Public Schools	1
	Shelly Habegger	independent consultant	8

Implementing a Credentialing System for Professional Development

To credential professional development for RttT districts, Ohio will capitalize on its previous experience of using a robust review and approval process to ensure that districts' professional development is standards-based, high quality, and effective. Specifically, each district will submit a professional development plan driven by district goals and priorities and aligned to Ohio's six High Quality Professional Development Standards. Plans must include evidence that professional development will be purposeful, continuous, data-driven, collaborative, sequential, and differentiated (Ohio PD Standards 1-4). Moreover, plans must explain how the districts will collect data to measure the short- and long-term impact of the application of new skills and knowledge on educator practice and student achievement (Ohio PD Standards 5-6). Staff from the Office of Educator Quality (OEQ) will use a rubric to review the districts' plans and assign a score to each standard addressed in the districts' plans as *exemplary*, *adequate*, or *needs revision*. If districts' plans do not meet minimum criteria for each standard, OEQ staff will provide technical assistance to guide districts in the revision and resubmission of their plans. Districts whose plans receive approval will be *conditionally credentialed*.*

Upon implementation of their professional development plan, districts will be required annually to provide evidence of impact on participant and student outcomes in order to become *fully credentialed*. Impact evidence must include:

- Documentation of participant learning (pre- and post-assessment of new knowledge and skills);
- Organizational impact (organizational climate, collaborative time during the school day);
- Participant application of new knowledge and skills; and
- Student learning outcomes.

*If districts choose to use outside vendors to facilitate any professional development, vendors will also be required to submit professional development plans aligned to Ohio's Professional Development Standards, which will be reviewed by OEQ staff using the same scoring rubric. OEQ staff will provide technical assistance to vendors to revise plans that are substandard and are therefore not *conditionally credentialed*.

Ohio will develop a system to track districts' implementation of their professional development plans and monitor and document their impact on educator practice and student learning.

Professional development programs and vendors that demonstrate measurable impact and are thereby designated as *fully credentialed* by the state will be identified and asked to return the following school year, as long as the programs and vendors are aligned to districts' needs.

This comprehensive state support system of planning, implementing, assessing, and evaluating districts' professional development aligns with and reflects the state improvement process and ensures that professional learning remains relevant, authentic, and impactful.

APPENDIX D.5.2

OHIO LEADERSHIP DEVELOPMENT FRAMEWORK

RATIONALE: REPORT ON THE
WORK OF THE OHIO LEADERSHIP
ADVISORY COUNCIL TO IDENTIFY
LEADERSHIP PRACTICES TO IMPROVE
INSTRUCTIONAL PRACTICE AND
STUDENT PERFORMANCE.

**REFERENCED IN:
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2008

OHIO'S LEADERSHIP DEVELOPMENT FRAMEWORK

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A report on the work of the Ohio Leadership Advisory Council to identify essential leadership practices needed by superintendents, district leadership teams and building leadership teams to improve instructional practice and student performance

THE CHARGE TO THE OHIO LEADERSHIP ADVISORY COUNCIL

The Ohio Leadership Advisory Council was charged with addressing four critical questions:

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1. What are the essential practices against which current and proposed leadership development initiatives could be assessed by school boards, superintendents, central office personnel, principals and teacher leaders interested in improving leadership for the purpose of improving instructional practice and student performance?
2. What are the critical elements of a comprehensive system of development for superintendents and leadership teams, including core content and a roll-out strategy that relies on multiple effective delivery methods for reaching all districts?
3. What tools, products, and/or services should the state provide, in partnership with districts, institutions of higher education, professional associations and others to assist superintendents and leadership teams in improving instructional practice and student performance?
4. What are the policy implications affecting the development of a cohesive statewide leadership system for Ohio, including key components and leverage points for strengthening leadership in a coherent way?

OLAC Leadership and Membership

OLAC is a 50-member advisory and study group comprised of representatives of key professional associations, business and school board representatives, practitioners in leadership roles, higher education representatives and state department of education personnel. Co-sponsored and co-directed by the Ohio Department of Education and the Buckeye Association of School Administrators, OLAC also includes leadership from the following associations:

- Council for Academic Excellence
- Ohio Association of School Business Officials
- Ohio Association of Secondary School Administrators
- Ohio Association of Elementary School Administrators
- Ohio Council of Professors of Educational Administration
- Ohio Education Association
- Ohio Educational Service Center Association
- Ohio Federation of Teachers
- Ohio School Boards Association



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PART I: FOREWORD

Ohioans have many reasons to be proud of our educational system. Ohio's achievement can be attributed to the many dedicated teachers, administrators, board members, students and families, who have worked to continuously improve our educational system. Since 2000, Ohio has steadily built a standards-based educational system that clarifies content standards in every subject and grade level, and that aligns curriculum and assessments to those standards. With this nationally recognized system in place, Ohio's students are achieving at higher levels than ever before.

Over the past several years, the state has enacted a number of policy advances that build on this strong foundation. In 2005, the State Board of Education adopted three critical sets of standards: *Ohio Standards for the Teaching Profession*, *Ohio Standards for Principals* and *Ohio Standards for Professional Development*. Coupled with the Academic Content Standards for students, these benchmarks provide Ohio's educators with a powerful path to improve their practice and increase student achievement.

These advances in the development and refinement of standards constitute a solid framework for a coherent, aligned system to improve educator quality. While we are proud of these advances, we also knew that if we were serious about improving the quality of education for all of Ohio's students, *a critical challenge remained – to ensure that those who lead our schools, regardless of role, have the essential knowledge and skills to do their jobs – and do them well*. Simply put, we needed a framework that would improve leadership at all levels of the system from the state, to the district, to the school building, to the classroom.

In 2007, a partnership between the Ohio Department of Education and the Buckeye Association of School Administrators was established to address this challenge. This partnership brought together a distinguished group of leaders from all regions of the state, representing a variety of roles, disciplines and points of view. The leadership development framework presented in this document represents the work of the Ohio Leadership Advisory Council (OLAC) and identifies essential leadership practices needed by superintendents and leadership teams at the district and building level to improve instructional practice and student performance.

From its initial meeting, held March 19, 2007, the Council recognized that its charge had to be addressed from a systems perspective and that the work required a rethinking of what is meant by leadership. Throughout the Council's debate and discussions, members focused on the firm belief that traditional models of leadership residing in a person or persons must be replaced with

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new shared leadership among many individuals at various levels throughout the system.

Council members confronted their charge with a unified focus. Over the past year, the Council listened to and learned from district leadership teams, students, board members and others. They heard presentations focused on effective district-wide data use, professional/collaborative learning teams, board relations and teacher leadership. In small groups, they worked to bring consensus around the essential practices needed by Ohio's leaders. As you will see in the visionary framework presented in this report, their hard work paid off.

Ohio's Leadership Development Framework sets forth the foundation to improve the quality of leadership in Ohio's districts and schools. Those who are committed to this work know that the journey ahead will not be easy; that the path involves moving this framework into action through the implementation of these essential leadership practices throughout all levels of Ohio's educational system.

The development of this framework is only the first step in our journey, but it is an important first step as we continue the pursuit of Ohio's vision of *higher achievement for all students*.

“Leadership”

The work of the Ohio Leadership Advisory Council sought to rethink the traditional concept of district and school leadership. As used in this framework, the term “leadership” is based on the belief that (1) all educators have the capacity to lead, and (2) essential leadership practices must be implemented by adults at all levels of the education system for improvement in student performance to be made.

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PART II: CREATING A COHERENT AND COHESIVE LEADERSHIP DEVELOPMENT SYSTEM

The Role of Leadership as a Critical Component of the Ohio Improvement Process

The leadership development framework presented in this report frames the leadership development agenda for Ohio within the larger Ohio Improvement Process. The framework offers a common core of essential practices around which systemic efforts to improve leadership - at the state, regional, and local levels - can be unified and advanced. Ohio's four-stage improvement process provides a structure for aligning processes, tools, and people to significantly improve instructional practice and student performance.

The framework clarifies leadership roles and responsibilities at the district and school level, validating leadership team structures needed to implement quality planning, implementation, and ongoing monitoring on a system-wide basis. It also supports a coherent leadership development system that can be used to:

- Support the development and growth of superintendents, principals, and teacher leaders;
- Address district systems through the development of highly effective leadership teams focused on implementation of essential practices; and
- Align leadership initiatives at the state level.

Ohio's Leadership Development Framework promotes the use of the most essential leadership practices for superintendents, district leadership teams and building leadership teams that when consistently applied will lead to better results for all children.

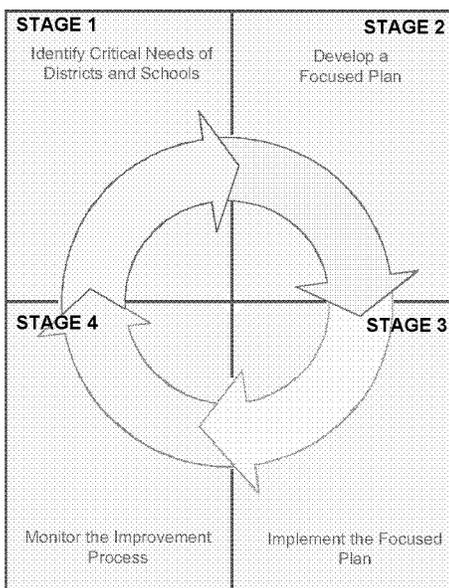
The Work of the Ohio Leadership Council

The Ohio Leadership Advisory Council was formed to examine how a leadership "system" for educators could be developed that reaches from top to bottom and across all levels. This system, which includes superintendents, principals and teachers, would affect every level of Ohio's educational enterprise – from the state, to the district, to the school building, to the classroom.

The goals of the Council's Work are to:

- Identify the essential skills or practices that superintendents and leadership teams at the district and school level must demonstrate to improve instructional practice and student performance.

Stages of the Ohio Improvement Process



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“Leadership is the essential element of any organization’s success. In a public school system, leadership means to encourage and motivate at all levels and inspire others to give of their talents and skills. The survival of public education in America is dependent on the quality of the leadership that is provided.”

Sylvester Small
Superintendent
Akron Public Schools

- Identify the types of professional development and support needed to assist leaders in acquiring these skills, and how it can be deployed in such a way to allow for universal access, as well as more targeted or intensive support for districts that need it.
- Identify the tools or products needed to facilitate their development.
- Identify the policy implications that must be considered in developing a more coordinated and coherent leadership development system.

OLAC identified three phases for moving the work of the Council forward. Phase I, which ended in January 2008, focused on the identification of essential leadership practices needed to improve instructional practice and student performance. Phase II, which began in spring 2008, focuses on the development of tools and products aligned to the essential practices. Phase III will focus on a review of policy implications and the identification of action needed for continued work.

The Ohio Leadership Advisory Council identified the most essential leadership practices across the following six core areas that outline what the superintendent, district leadership team, and school-level/building leadership team need to do to improve instructional practice and student performance.

A description of these essential leadership practices, which will be used to guide continued development of the leadership framework, as well as online assessment and professional development that will be universally accessible to all districts in the state, follows:

AREA 1: DATA AND THE DECISION-MAKING PROCESS

This area focuses on using data to gain clarity around the biggest problems to be addressed, and creating a system that provides feedback and continuous use of data to monitor school practices and their impact on student achievement.

AREA 2: FOCUSED GOAL-SETTING PROCESS

This area recognizes that improvement cannot be random and reinforces the need to create and use one integrated plan with a limited number of focused goals based on data and directly aligned to identified needs.

AREA 3: INSTRUCTION AND THE LEARNING PROCESS

This area emphasizes the importance of clarity on learning outcomes, full access to challenging curriculum for all students, and combining core subject matter competence with a focus on critical thinking and problem-solving skills, and creating collaborative structures to improve the collective use of research-based practices to support high-quality teaching and learning.

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“The true essence of leadership is the ability to see opportunities in the midst of the storm. Leaders of integrity inspire others by their example, commitment, and unwavering fortitude in fulfilling a shared vision of achievement for learners of all ages.”

Markay Winston
Director of
Student Services
Cincinnati Public Schools

AREA 4: COMMUNITY ENGAGEMENT PROCESS

This area focuses on the importance of involving stakeholders to assist the superintendent and board in the establishment of district goals around instruction and achievement, and gaining support for sustaining the focus on improving instructional practice and student performance.

AREA 5: RESOURCE MANAGEMENT PROCESS

This area focuses on broadening how we think about resources to include not only money, but personnel, programmatic resources, time, and data and ensuring that all resources are used in an intentional way to support district goals for instruction and achievement.

AREA 6: BOARD RELATIONS AND GOVERNANCE PROCESS

[Building Governance Process – at the School Level]

This area focuses on the critical role of the board in developing and supporting district goals for instruction and achievement and ensuring that these goals remain the primary focus of district work.

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PART III: OHIO'S LEADERSHIP DEVELOPMENT FRAMEWORK

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“Successful organizations do not exist without highly effective leadership. To have all parts of an organization individually and collaboratively achieving at the highest level, the leadership must create the vision, the urgency, and the direction for the system. Highly effective school systems have leaders that exhibit passion, focus, persistence, support, pressure, and ongoing commitment to their community, their organization, their employees, and their students.”

Jerry Klenke

*Executive Director
Buckeye Association of
School Administrators*

Leadership matters, but what is leadership? A fundamental assumption underlying Ohio's work to create a coherent and cohesive leadership development system is that the purpose of leadership is the improvement of instructional practice and performance, regardless of role (Elmore, 2006). This foundational principle, supported by recent meta-analytical studies on the impact of district and school leadership on student achievement, lends support for the creation of new leadership models that can be used to distribute key leadership functions, and align and focus work across the system to improve instructional practice and student performance.

The Leadership Development Framework presented in this document represents the work of the Ohio Leadership Advisory Council (OLAC), and identifies essential leadership practices needed by superintendents and leadership teams at the district and building level to improve instructional practice and student performance. A partnership effort sponsored by the Ohio Department of Education and the Buckeye Association of School Administrators (BASA), OLAC was established to identify

- Essential practices against which current and proposed leadership development initiatives could be assessed by school boards, superintendents, central office personnel, principals, and teacher leaders interested in improving leadership for the purpose of improving instructional practice and student performance;
- Critical elements of a comprehensive system of development for superintendents and leadership teams, including core content and a roll-out strategy that relies on multiple effective delivery methods for reaching all districts;
- Tools, products, and services the state should provide in partnership with districts, institutions of higher education, professional associations, and others to assist superintendents and leadership teams in improving instructional practice and student performance; and
- Policy implications affecting the development of a cohesive statewide leadership system for Ohio, including key components/leverage points for strengthening leadership in Ohio in a coherent way.

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“As an organization that serves school district leaders, OSBA is keenly aware that robust, innovative leadership is essential to public education’s success. Only by cultivating a highly capable cadre of leaders will our schools, state and nation thrive in the 21st century global economy. By inspiring, guiding and teaching, today’s education leaders can create the leadership of tomorrow.”

Rick Lewis
Executive Director
Ohio School Boards
Association

Underlying the work of the Council is the belief that

- Leadership in our schools and districts is extremely important in improving student achievement, and effective school leaders are essential to implementing and sustaining meaningful school improvement efforts;
- There is an urgent need for effective leadership and a statewide response for effectively addressing that need must be developed now;
- Ohio’s leadership system must be anchored in teaching and learning, focused on building community, and directed to ensuring the success of all children;
- A body of research-based evidence exists to support the kind of leadership behaviors needed to improve student achievement; and
- Effective leadership must be exercised at all levels of the school enterprise for meaningful and sustainable district-wide improvements in student achievement to be realized.

Exercising effective leadership at all levels of the district/school enterprise means acknowledging the critical role that local boards of education play in making student achievement the top priority and in ensuring that district goals for achievement and instruction remain the primary focus of the district’s work.

It requires superintendents to focus their efforts on creating goal-oriented districts by engaging in collaborative goal setting, and working with the board to set and monitor progress and align resources toward meeting non-negotiable goals for achievement and instruction. And, it requires effective leadership team structures at the district and school level to implement strategies and actions in an aligned and focused way to reach district goals.

It also requires the intentional shift *away from* the traditional notion of leader as manager and leadership as an administrative position/role *to* leadership as a set of practices that must be exercised across the system to address the increasing challenges and expectations – both internal and external – faced by public education today.

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“Leadership is critical if we are to be successful in our efforts to continually improve the educational opportunities for the boys and girls of Ohio. Committed, knowledgeable, focused leaders are a critical element of successful public schools.”

Kirk Hamilton
Deputy Executive Director
Buckeye Association of
School Administrators

These challenges, described in recent national and state reports, call for changing the system in a big way. For example, in *Tough Choices or Tough Times* (National Center on Education and the Economy, 2007), the New Commission on the Skills of the American Workforce describes a fundamental redesign of the “whole education system” as the only alternative for radically increasing student performance. All students must be proficient at significantly higher levels of knowledge and skill to ensure that they are prepared to live and work in an increasingly competitive and global economy. Universal access to quality education for all students, coupled with strong support for students who need it most, are cornerstones of the Commission report and are reflected in Ohio’s commitment to ensure that leadership development is anchored in teaching and learning, focused on building community, and directed to ensure the success of all children.

Central to these calls for change is the recognition that district culture must require and support the use of evidence-based professional practices that lead to improved achievement, rejecting the notion that student achievement is pre-determined based on a student’s race, disability, or degree of wealth. Moving past opinion, preference, and popular practice to effective practice based on data and evidence requires clarity on learning outcomes, agreement on the “right” work, and a reframing of leadership as a set of practices that are implemented continuously and collectively across the system and for which the adults in the system are held accountable.

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“Leadership is demonstrating the wisdom, courage and sensitivity to move people forward, especially in the midst of adversity.”

Jean Harper
Superintendent
Springfield City Schools

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ESSENTIAL PRACTICES FOR SUPERINTENDENTS

The role of the superintendent in today’s increasingly complex, competitive, and global economy must be to set the stage for student learning on a system-wide basis, not only to close achievement gaps between groups of students, but also to raise performance expectations for all students through a focus on twenty-first century skills.

Setting the stage includes setting the direction and expectations for facilitating and monitoring student learning, engaging in regular conversations about student learning, focusing the core work of the district on the improvement of instructional practice and student performance, engaging staff and the community in improving the teaching and learning process, implementing Board policies, and creating the processes, structures, and culture to support continuous improvement in student learning across multiple dimensions.

Professor Mark H. Moore of the JFK School of Government at Harvard uses a strategic triangle to talk about the need for leaders to integrate three components when managing change associated with the implementation of complex improvement strategies: making strategic decisions based on the public value the organization is trying to create (i.e., moral purpose); managing the political environment so the organization obtains the resources and authority it needs to make improvement; and managing the operational capacity so that the organization can fulfill its organizational purpose and mission.

In effective districts and schools, this kind of improvement is not random. Rather, it is highly focused, beginning with an honest assessment of student data and the identification of academic weaknesses that must be addressed. It involves the development of leadership teams, targeted professional development, the alignment or realignment of resources to address identified weaknesses, and an internal accountability system for continuously monitoring whether instructional practices are having the desired effect on student performance.

These practices are reflected in findings released in September 2006 by the Mid-continent Research for Education and Learning (McREL) following a comprehensive analysis of 27 studies conducted since 1970 on the effect of district leadership on student achievement. This meta-analysis, which constitutes the largest ever quantitative examination of research on superintendents, found a statistically significant relationship between district-level leadership and student achievement, demonstrating that effective superintendents create goal-oriented districts focused on teaching and learning goals. These goals are centered on achievement and instruction, are collaboratively developed, are Board-adopted, and are stable and sustainable for an extended period of time. For purposes of the OLAC Leadership Development Framework, such goals are referred to as *district goals*.

Researchers identified the following five district-level responsibilities that were significantly positively correlated with improved student achievement.

1. Collaborative goal setting

Effective superintendents work with their Board to involve all relevant stakeholders in establishing goals for the district.

2. Non-negotiable goals for achievement and instruction

Effective superintendents ensure that the collaborative goal setting process results in non-negotiable goals, defined as goals that all staff members must act upon, in at least two areas (i.e., student achievement and classroom instruction), set specific achievement targets for schools and students, and ensure the consistent use of research-based instructional strategies in all classrooms to reach those targets.

3. Board alignment and support of district goals

The local board of education is aligned with and supportive of the non-negotiable goals for achievement and instruction in districts with higher levels of achievement. They ensure that these goals remain the driving force behind a district's actions.

4. Monitoring goals for achievement and instruction

Effective superintendents continually monitor district progress toward achievement and instructional goals to ensure that these goals remain the driving force behind a district's actions.

5. Use of resources to support achievement and instruction

Effective superintendents ensure that the necessary resources – including time, money, personnel, and materials – are allocated to accomplish the district's goals. Initiatives that are not aligned with district goals for achievement and instruction are reduced or eliminated.

Adapted from School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement. A Working Paper. J. Timothy Waters, Ed.D. & Robert J. Marzano, Ph.D., McREL, September 2006.

Related Resources

– *Ohio Standards for Superintendents (in development, 2008)*

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“Leadership is first about building positive relationships that foster, encourage and support necessary and appropriate educational changes. The leader must operate from a set of shared values in order to develop a culture of focusing on student achievement. The challenge of the survival of our public schools rest in the hands of visionary educational leaders.”

Paul Pendleton
Executive Director
Council for Academic
Excellence

Area 1: Data and the Decision-Making Process – Superintendent

- Importance of identifying, collecting, analyzing and effectively using relevant data to identify greatest problems to be addressed, and to create the kind of culture and expectation that supports effective data-based decision-making at all levels of the system.
- Importance of developing shared accountability by broadening the concept of accountability to include “internal” measures that hold all adults accountable for improved student performance, rather than only external accountability imposed from outside.
- Importance of using data to continuously monitor student progress against performance targets and district established goals.
- Importance of addressing achievement and growth, and in getting past opinion through the use of research-based practices.

Essential Practices

1. Establish clear expectations for and require the effective use of data at all levels of the system to drive improvement in instructional practice, to assess its impact on student achievement, and to make decisions about teaching and learning.
2. Build a culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development.
3. Require the use of current disaggregated student achievement data to establish focused goals and measurable strategies for instruction and achievement.
4. Use data to set performance targets for each building and grade level, planning for the success of all children and designed to close achievement and expectation gaps for every subgroup of the population.
5. Ensure the skillful and accurate use of data by providing ongoing training and support throughout the organization.
6. Expect district administrators and principals to model and monitor use of data to inform instructional decisions.
7. Establish as a part of the central office, services to regularly review and analyze building-level data and to provide guidance for both district and building-level actions.

Area 2: Focused Goal Setting Process – Superintendent

- *Importance of identifying – based on a review of data – a limited number of goals, and a limited number of strategies for each goal, that allow for concentrated focus on the core work that needs to be done to improve student performance.*
- *The importance of aligning district work with district goals for instruction and achievement (i.e., defined as non-negotiable goals that are collaboratively developed, board adopted, and stable/sustainable over an extended period of time).*
- *Importance of reducing the number of initiatives to align improvement efforts on a district-wide basis around two or three focused goals directly related to identified needs.*
- *Importance of developing one plan, rather than multiple and often contradictory plans, aligned with the district goals.*
- *Importance of internal accountability, which holds all adults in the system accountable for implementing evidence-based practices to improve teaching and learning.*

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Essential Practices

1. Commit, in conjunction with the board of education, the district and all schools to make continuous progress toward meeting district goals and performance targets for instruction and achievement.
2. Ensure the collaborative development and ongoing monitoring of a single district improvement plan that focuses on a limited number of district goals.
3. Implement the district improvement plan with a limited number of focused district goals that are based on current aggregated and disaggregated student achievement data.
4. Establish and convey the district's vision and mission for guiding the collaborative development and communication of district goals.
5. Ensure that schools have focused building improvement plans that are clearly aligned to and designed to meet district goals.
6. Develop and implement an internal accountability system that holds the adults at all levels accountable for results.
7. Implement a sustainable system for monitoring progress and making adjustments to implementation of the district improvement plan.

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“For Thomas Jefferson, “A system of general instruction” was the cornerstone for our democracy. Strategic leadership in education is therefore critical for this important moral purpose.”

Mark Weinberg
Professor and Director
Voinovich Center for
Leadership and Public
Affairs, Ohio University

Area 3: Instruction and the Learning Process – Superintendent

- Importance of a focus on 21st century skills, ensuring that all children combine core subject mastery with other significant skills, including critical thinking and problem solving, creativity and innovation, communication, and collaboration skills; information and communication technology literacy; life skills (leadership, ethics, personal productivity, self-directed learning); and twenty-first century content (global awareness and business fundamentals and economic literacy).
- Importance of developing collaborative structures (e.g., district, department, building, grade-level teams) to facilitate communication, build trust and credibility, and stay focused on the collective and shared responsibility for improving student achievement.
- Importance of providing full access to challenging content aligned with rigorous standards for all students and student groups as part of closing the achievement and expectation gap.

Essential Practices

1. Require the district-wide use of an established curriculum aligned with district goals.
2. Ensure the development and implementation of high-quality standards-based instruction aligned with district goals.
3. Establish clear priorities among the district’s instructional goals and strategies.
4. Require use of a process that accurately monitors implementation of the district’s instructional program.
5. Ensure that the district curriculum and instructional program are designed to provide full access and opportunity to all students/ student groups to meet district goals.
6. Require the systemic implementation and ongoing evaluation of prevention/intervention strategies as part of its instructional program to ensure that all students meet performance targets.
7. Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress and guide instructional planning toward meeting district goals.
8. Define and expect principals to fulfill instructional leader responsibilities.
9. Require administrators and building leadership teams (BLTs) to take action to ensure the progress of each student toward meeting district goals.

(b)(6)

“Strong, effective leadership is about creating relationships with others first and foremost. Once you do, people will follow your lead and you will be able to achieve a significant impact on what goes on in the schools and the district that influences student performance in a positive and lasting way.”

Kathleen Lowery
Director of Member
Development
Buckeye Association of
School Administrators

Area 4: Community Engagement Process – Superintendent

- Importance of meaningfully involving all relevant stakeholders to assist the superintendent and board in establishing district goals.
- Importance of gaining support for needed improvements and to sustain a focus on district goals.
- Importance of managing change needed to improve student achievement.
- Importance of assessing the effectiveness of the community engagement process.
- Importance of engaging both internal and external community members, defined as those individuals who affect or are affected by the success of the district [typical stakeholder groups include students, teachers, paraprofessionals, support staff, school administrators, students’ immediate family members, school board members, community leaders, local business and industry representatives, and citizens who live in the community(ies)].

Essential Practices

1. Collaborate effectively with internal and external community members in the development and support of district goals.
2. Communicate clear expectations with regard to district goals.
3. Offer opportunities for meaningful input and feedback from internal and external community members with regard to district goals.
4. Ensure that partnership activities are focused on district goals.
5. Provide for training/support as needed by internal and external community members to enable them to meaningfully participate in activities aligned with district goals.

(b)(6)

Wade Lucas and Deb Delisle



(b)(6)

"The most significant gift a leader can give is growing leadership in others."

C. Daniel Raisch
Associate Dean for
Administration
University of Dayton

Area 5: Resource Management Process – Superintendent

- Importance of broadening the definition of resource management to include the management of time, money, staff, and programmatic resources, emphasizing the importance of directing effort toward student achievement.
- Importance of including the district business manager/director of business operations/treasurer as an integral member of the district leadership team.
- Importance of maintaining shared central office and school authority over major resource decisions, focusing district and building meetings on learning and instruction, using performance data to guide program decisions, investing in targeted professional development aligned with identified needs, and investing in academic support programs to narrow or close achievement gaps.
- Importance of making "proactive, highly intentional decisions" about the equitable (as compared to equal) allocation of resources to achieve the district's non-negotiable goals.
- Importance of advocating for the generation of additional funding aligned with meeting district goals.

Essential Practices

1. Focus the use of district resources, including time as well as staff, programmatic, and monetary resources to support district goals.
2. Use data to inform the budget process and ensure that appropriate resources are allocated to support the district's continuous improvement plan (CIP).
3. Support the effective use of data to improve focused planning and instruction on a district-wide basis.
4. Support and equitably allocate resources to principals and their schools to meet the district's CIP and school improvement plan (SIP).
5. Establish procedures to screen, interview and select staff based on district goals.
6. Develop and implement a system for staff performance reviews aligned with district goals.
7. Provide for extensive job-embedded professional development for all staff aligned with district goals.
8. Eliminate initiatives that are not aligned with district goals, or are ineffective in meeting district goals.

Area 6: Board Development and Governance Process – Superintendent

(b)(6)

- *Importance of the board's involvement in the development and approval of district goals, as well as the board's support for the district's goals for achievement and instruction, ensuring that these goals remain the primary focus of district efforts.*
- *Importance of the relationship of superintendent continuity to increases in student performance.*
- *Importance of engaging multiple constituencies to gain support for needed improvements and to sustain a focus on district goals.*
- *Importance of the moral imperative of maintaining a student-centered focus and ensuring that improvement efforts are designed to ensure the success of every child.*
- *Importance of shared understanding of the roles of the superintendent and board members.*

Essential Practices

1. Keep the purpose of ensuring the success of every student central to all decisions.
2. Work in partnership with board members to adopt and review all policies in meeting the district goals.
3. Report student achievement data and progress on district goals to the board on a regular and frequent basis.
4. Maintain high expectations for district and school performance.
5. Continually promote high expectations so that all internal and external stakeholders can articulate district goals.
6. Provide opportunities for and encourage board member participation in professional development aligned with district priorities.

(b)(6)

(b)(6)

“Part of our responsibilities as educational leaders includes “passing on our knowledge and expertise” to tomorrow’s leaders. Like the children that we teach, adults model what they see and hear. It is critical that we [today’s leaders] provide that model.”

Wade Lucas
Superintendent
Green Local Schools

ESSENTIAL PRACTICES FOR DISTRICT LEADERSHIP TEAMS

Richard Elmore, Gregory Anrig Professor of Educational Leadership at the Harvard Graduate School of Education and a senior research fellow at the Consortium for Policy Research in Education (CPRE), describes the purpose of leadership as one of improving instructional practice and performance, regardless of role. He asserts that the deromanticizing of leadership in American education – anchoring leadership in the focused work of instructional practice rather than in the character traits and actions of individual leaders – would have a very positive effect on the quality of schools.

Distributing key leadership functions – all centered on improving practices in curriculum, instruction, and assessment – through the development and use of leadership teams shifts the focus of leadership from a single individual to a team of individuals that can function as purposeful communities, “enhancing the skills and knowledge of the people in the organization, creating a common culture of expectations around the use of those skills and knowledge, holding the various pieces of the organization together in a productive relationship with each other, and holding individuals accountable for their contributions to the collective result.” (Elmore, 2006, p. 59).

Promoting a culture of common expectations or commitment to district and school improvement by maintaining a district-wide focus on high achievement for all students is the primary function of the district leadership team (DLT). Consistent with recommendations provided by Achieve, Inc. in its 2006 report *Creating a World-Class Education System in Ohio*, the DLT could facilitate the called-for transition to a new role for central office – one that is much more student-focused and geared toward increasing principal and teacher effectiveness in improving outcomes and results for all children. This changing role means making more informed decisions with regard to hiring and allocating school personnel, allocating funding to schools, and providing a range of support services, as well as providing strategic management and support to schools and aligning school principals around a strategy for delivering against state standards.

Leadership functions of the DLT would include such tasks as setting performance targets aligned with Board-adopted district goals; monitoring performance against the targets; building a foundation for data-driven decision making on a system-wide basis; designing system planning and focused improvement strategies, structures, and processes; facilitating the development and use of collaborative structures; brokering or facilitating high-quality professional development consistent with district goals for instruction and achievement; and allocating system resources toward instructional improvement.

Elmore, R.F. (2006). School Reform from the Inside Out: Policy, Practice, and Performance. Cambridge, Mass: Harvard Educational Press.

Creating a World-Class Education System in Ohio (2007). Washington, DC: Achieve, Inc.

Related Resources

- *Ohio Standards for the Teaching Profession*
- *Ohio Standards for Principals*
- *Ohio Standards for Professional Development*

(b)(6)

(b)(6)

Area 1: Data and the Decision-Making Process – District Leadership Team

- *Importance of identifying, collecting, analyzing and effectively using relevant data to identify greatest problems to be addressed, and to create the kind of culture and expectation that supports effective data-based decision-making at all levels of the system.*
- *Importance of developing shared accountability by broadening the concept of accountability to include “internal” measures that hold all adults accountable for improved student performance, rather than only external accountability imposed from outside.*
- *Importance of using data to continuously monitor student progress against performance targets and district established goals.*
- *Importance of addressing achievement and growth, and in getting past opinion through the use of data and research-based practices.*

(b)(6)

Essential Practices

1. Establish and implement procedures and norms requiring the effective use of data at all levels of the system to drive improvement in instructional practice, to assess the impact on student achievement, and to make decisions about teaching and learning.
2. Model the effective use of data as an ongoing strategy to improve student performance.
3. Require the use of current aggregated and disaggregated student achievement data to establish district goals and measurable strategies for instruction and achievement.
4. Based on data analysis and interpretation, set performance targets for each building and grade level, planning for the success of all children and designed to close achievement and expectation gaps for every subgroup of the population.
5. Assist administrators in monitoring staff use of data to inform instructional decisions.
6. Provide training, support, and guidance in the effective use of data for building-level teams.

(b)(6)

"All the leadership standards depend on one thing - the will to focus. Leaders must insist that we target all resources, focus every discussion/decision and continuously communicate the focus until every classroom demonstrates the vision. A mentor always said to me, "Leadership is saying no to good ideas" and this has never been more true. If we don't learn to do this in education, we will continue to have a history of disconnected good ideas that frequently change and never see large scale change in every classroom."

April Domine
Superintendent
Big Walnut Local Schools

Area 2: Focused Goal Setting Process – District Leadership Team

- *Importance of identifying – based on a review of data – a limited number of goals, and a limited number of strategies for each goal, that allow for concentrated focus on the core work that needs to be done to improve student performance.*
- *The importance of aligning district work with district goals for instruction and achievement (i.e., defined as non-negotiable goals that are collaboratively developed, board adopted, and stable/sustainable over an extended period of time).*
- *Importance of reducing the number of initiatives to align improvement efforts on a district-wide basis around two or three focused goals and a limited number of strategies directly related to identified needs.*
- *Importance of developing one plan, rather than multiple and often contradictory plans, aligned with district goals.*

Essential Practices

1. Support the development and ongoing monitoring of a single district improvement plan (CIP) that focuses on a limited number of district goals.
2. Facilitate the implementation of the district improvement plan with a limited number of district goals that are based on current aggregated and disaggregated student achievement data.
3. Commit to continuous improvement toward meeting district goals.
4. Convey to all schools the district's vision and mission for guiding the collaborative development of district goals, and communicate performance targets to all buildings.
5. Ensure that schools have a focused school improvement plan (SIP) clearly aligned to and designed to meet the district's CIP.
6. Implement an internal accountability system that holds the adults at all levels accountable for results.
7. Monitor the progress of the district improvement plan and, based on current data, make necessary adjustments.

(b)(6)

“Effective leadership develops an environment where everyone in the organization shares the responsibility for learning opportunities; for themselves and each student.”

Rhoda Mast
Principal
Mt. Eaton Elementary
School

Area 3: Instruction and the Learning Process – District Leadership Team

- Importance of a focus on 21st century skills, ensuring that all children combine core subject mastery with other significant skills, including critical thinking and problem solving, creativity and innovation, communication, and collaboration skills; information and communication technology literacy; life skills (leadership, ethics, personal productivity, self-directed learning); and twenty-first century content (global awareness and business fundamentals and economic literacy).
- Importance of developing collaborative structures (e.g., district, department, building, grade-level teams) to facilitate communication, build trust and credibility, and stay focused on the collective and shared responsibility for improving student achievement.
- Importance of providing full access to challenging content aligned with rigorous standards for all students and student groups as part of closing the achievement and expectation gap.

Essential Practices

1. Support the implementation of high-quality standards-based instruction aligned with the district’s curriculum and goals for instruction and achievement on a district-wide basis.
2. Assure that the district curriculum is the curriculum used in all schools.
3. Convey clear priorities among the district’s instructional goals and strategies.
4. Ensure the delivery of high-quality instruction on a district-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction.
5. Implement the process that accurately monitors the district’s instructional program.
6. Monitor student achievement, ensuring that school instructional practices are designed to provide full access and opportunity to all students/student groups to meet district goals.
7. Ensure the systemic implementation and ongoing evaluation of prevention/intervention strategies as part of its instructional program to ensure that all students meet performance targets.
8. Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress and guide instructional planning toward meeting district goals.
9. Assist administrators in fulfilling instructional leader responsibilities.
10. Assist administrators and building leadership teams (BLTs) to effectively monitor the progress of all students in their building toward meeting district goals.

Area 4: Community Engagement Process – District Leadership Team

(b)(6)

- *Importance of meaningfully involving all relevant stakeholders to assist the superintendent and board members in establishing district goals.*
- *Importance of engaging multiple constituencies to gain support for needed improvements and to sustain a focus on district goals.*
- *Importance of managing change needed to improve student achievement.*
- *Importance of engaging both internal and external community members, defined as those individuals who affect or are affected by the success of the district [typical stakeholder groups include students, teachers, paraprofessionals, support staff, school administrators, students' immediate family members, school board members, community leaders, local business and industry representatives, and citizens who live in the community(ies)].*

Essential Practices

1. Collaborate effectively with internal and external community members in the development and support of district goals.
2. Communicate clear expectations with regard to district goals.
3. Offer opportunities for meaningful input and feedback from internal and external community members with regard to district goals.
4. Develop partnerships focused on district goals.
5. Provide training/support needed by internal and external community members to enable them to meaningfully participate in activities aligned with district goals.

(b)(6)

(b)(6)

“School leaders make decisions everyday with tremendous moral implications for the students in their care. Our obligation as leaders is to ensure equitable and just treatment for all.”

Nelda Cambron-McCabe
Professor, Education
Administration
Miami University

Area 5: Resource Management Process – District Leadership Team

- Importance of broadening the definition of resource management to include the management of time, money, staff, and programmatic resources, emphasizing the importance of directing effort toward student achievement.
- Importance of including the district business manager/director of business operations/treasurer as an integral member of the district leadership team.
- Importance of maintaining shared central office and school authority over major resource decisions.
- Importance of focusing district and building meetings on learning and instruction.
- Importance of using performance data to guide program decisions, investing in targeted professional development aligned with identified needs, and investing in academic support programs to narrow or close achievement gaps.
- Importance of forecasting resources needed to meet district goals.
- Importance of making “proactive, highly intentional decisions” about the equitable (as compared to equal) allocation of resources to achieve district goals.

Essential Practices

1. Assess and make recommendations to the superintendent regarding financial and capital management aligned to district goals for instruction and achievement.
2. Use data to inform the budget process and allocate district resources to support district goals.
3. Allocate equitable and appropriate time, training, and resources to support the effective use of data to improve focused planning and instruction on a district-wide basis.
4. Assess and make recommendations to the superintendent regarding human resource development (including developing others as leaders) aligned to district goals.
5. Assess and make recommendations to the superintendent regarding scheduling aligned to district goals.
6. Support and allocate resources to schools to meet district goals.
7. Screen, interview and select staff based on district goals.
8. Establish and implement supervisory systems that ensure progress toward meeting district goals.
9. Provide for extensive job-embedded professional development aligned with district goals.
10. Identify initiatives not aligned with or ineffective in meeting district goals that should be eliminated.

(b)(6)

"From the boardroom to the classroom, leadership changes lives."

Paul Johnson
Professor, Educational
Administration &
Leadership Studies
Bowling Green State
University, and Member,
Bucyrus Board of
Education

Area 6: Board Development and Governance Process – District Leadership Team

- *Importance of the board's involvement in the development and approval of district goals, as well as the board's support for district goals for achievement and instruction, ensuring that these goals remain the primary focus of district efforts.*
- *Importance of the relationship of superintendent tenure to increases in student performance.*
- *Importance of engaging multiple constituencies to gain support for needed improvements and to sustain a focus on district goals around instruction and achievement.*
- *Importance of the moral imperative of maintaining a student-centered focus and ensuring that improvement efforts are designed to ensure the success of every child.*

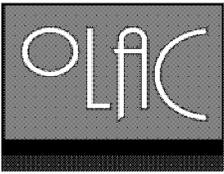
Essential Practices

1. Keep the purpose of ensuring the success of every student central to all decisions.
2. Support the superintendent's work in partnership with board members to adopt and continually review progress toward meeting district goals.
3. Provide data and reports to the superintendent to inform the board as part of policy governance.
4. Maintain high expectations for district and school performance.
5. Continually promote high expectations so that all internal and external community members can articulate district goals.
6. Support the provision of professional development aligned with district priorities for board members.

(b)(6)

Revised by Jennifer Stewart





REFERENCE GUIDE

LEADERSHIP DEVELOPMENT FRAMEWORK

AREA 1: DATA AND THE DECISION-MAKING PROCESS

Superintendent

District Leadership Team

Building Leadership Team

Area 1 emphasizes the importance of:

- Identifying, collecting, analyzing and effectively using relevant data to identify greatest problems to be addressed, and to create the kind of culture and expectation that supports effective data-based decision-making at all levels of the system.
- Developing shared accountability by broadening the concept of accountability to include “internal” measures that hold all adults accountable for improved student performance, rather than only external accountability imposed from outside.
- Using data to continuously monitor student progress against performance targets and district established goals.
- Addressing achievement and growth, and in getting past opinion through the use of research-based practices.

Essential Practices

Use this reference guide to consider your level of implementation of each of the essential leadership practices.

<ol style="list-style-type: none"> 1. Establish clear expectations for and require the effective use of data at all levels of the system to drive improvement in instructional practice, to assess its impact on student achievement, and to make decisions about teaching and learning. 2. Build a culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development. 3. Require the use of current disaggregated student achievement data to establish focused goals and measurable strategies for instruction and achievement. 4. Use data to set performance targets for each building and grade level, planning for the success of all children and designed to close achievement and expectation gaps for every subgroup of the population. 5. Ensure the skillful and accurate use of data by providing ongoing training and support throughout the organization. 6. Expect district administrators and principals to model and monitor use of data to inform instructional decisions. 7. Establish as a part of the central office, services to regularly review and analyze building-level data and to provide guidance for both district and building-level actions. 	<ol style="list-style-type: none"> 1. Establish and implement procedures and norms requiring the effective use of data at all levels of the system to drive improvement in instructional practice, to assess the impact on student achievement, and to make decisions about teaching and learning. 2. Model the effective use of data as an ongoing strategy to improve student performance. 3. Require the use of current aggregated and disaggregated student achievement data to establish district goals and measurable strategies for instruction and achievement. 4. Based on data analysis and interpretation, set performance targets for each building and grade level, planning for the success of all children and designed to close achievement and expectation gaps for every subgroup of the population. 5. Assist administrators in monitoring staff use of data to inform instructional decisions. 6. Provide training, support, and guidance in the effective use of data for building-level teams. 	<ol style="list-style-type: none"> 1. Establish data teams (including course, grade level, grade band or vertical team, department) and implement procedures for the effective use of data to assess the impact on student learning, and to make decisions about teaching and learning. 2. Create a school culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development. 3. Support the use of current aggregated and disaggregated student achievement data to establish measurable strategies aligned with district goals for instruction and achievement. 4. Ensure data teams use building, course, and classroom data to constantly monitor progress in meeting performance targets for the building and at each grade level, planning for the success of all children and designed to close achievement and expectation gaps. 5. Ensure the skillful and accurate use of data by providing ongoing training and support throughout the building. 6. Monitor staff use of data to inform instructional decisions and organization for learning (e.g., schedules, grading, grade-level configurations, interventions, etc.). 7. Provide support to all building-level data teams and regularly review and analyze building level data and to provide guidance for classroom level actions.
LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

KEY: **1=Initiating:** Planning for implementation **2=Emerging:** Low level of implementation **3=Progressing:** Moderate level of implementation **4=Accomplished:** High level of implementation

AREA 2: FOCUSED GOAL SETTING PROCESS

Superintendent

District Leadership Team

Building Leadership Team

Area 2 emphasizes the importance of:

- Identifying – based on a review of data – a limited number of goals, and a limited number of strategies for each goal, that allow for concentrated focus on the core work that needs to be done to improve student performance.
- Aligning district work with district goals for instruction and achievement (i.e., defined as non-negotiable goals that are collaboratively developed, board adopted, and stable/sustainable over an extended period of time).
- Reducing the number of initiatives to align improvement efforts on a district-wide basis around two or three focused goals directly related to identified needs.
- Developing one plan, rather than multiple and often contradictory plans, aligned with the district goals.
- Internal accountability, which holds all adults in the system accountable for implementing evidence-based practices to improve teaching and learning.

Essential Practices

Use this reference guide to consider your level of implementation of each of the essential leadership practices.

<ol style="list-style-type: none"> 1. Commit, in conjunction with the board of education, the district and all schools to make continuous progress toward meeting district goals and performance targets for instruction and achievement. 2. Ensure the collaborative development and ongoing monitoring of a single district improvement plan that focuses on a limited number of district goals. 3. Implement the district improvement plan with a limited number of focused district goals that are based on current aggregated and disaggregated student achievement data. 4. Establish and convey the district's vision and mission for guiding the collaborative development and communication of district goals. 5. Ensure that schools have focused building improvement plans that are clearly aligned to and designed to meet district goals. 6. Develop and implement an internal accountability system that holds the adults at all levels accountable for results. 7. Implement a sustainable system for monitoring progress and making adjustments to implementation of the district improvement plan. 	<ol style="list-style-type: none"> 1. Support the development and ongoing monitoring of a single district improvement plan (CIP) that focuses on a limited number of district goals. 2. Facilitate the implementation of the district improvement plan with a limited number of district goals that are based on current aggregated and disaggregated student achievement data. 3. Commit to continuous improvement toward meeting district goals. 4. Convey to all schools the district's vision and mission for guiding the collaborative development of district goals, and communicate performance targets to all buildings. 5. Ensure that schools have a focused school improvement plan (SIP) clearly aligned to and designed to meet the district's CIP. 6. Implement an internal accountability system that holds the adults at all levels accountable for results. 7. Monitor the progress of the district improvement plan and, based on current data, make necessary adjustments. 	<ol style="list-style-type: none"> 1. Communicate to all staff how the district's vision and mission and focused goals relate to the school improvement plan (SIP). 2. Commit to the development, implementation and ongoing monitoring of the SIP (based on current aggregated and disaggregated student achievement data) aligned to the district's CIP. 3. Develop and implement internal accountability indicators for research-based/effective practices and objective performance that hold staff accountable for results. 4. Use a sustainable data-based system to monitor progress and make necessary adjustments to the implementation of the SIP.
LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4



AREA 3: INSTRUCTION AND THE LEARNING PROCESS

Superintendent

District Leadership Team

Building Leadership Team

Area 3 emphasizes the importance of:

- Focusing on 21st century skills, ensuring that all children combine core subject mastery with other significant skills, including critical thinking and problem solving, creativity and innovation, communication, and collaboration skills; information and communication technology literacy; life skills (leadership, ethics, personal productivity, self-directed learning); and twenty-first century content (global awareness and business fundamentals and economic literacy).
- Developing collaborative structures (e.g., district, department, building, grade-level teams) to facilitate communication, build trust and credibility, and stay focused on the collective and shared responsibility for improving student achievement.
- Providing full access to challenging content aligned with rigorous standards for all students and student groups as part of closing the achievement and expectation gap.

Essential Practices

Use this reference guide to consider your level of implementation of each of the essential leadership practices.

<ol style="list-style-type: none"> 1. Require the district-wide use of an established curriculum aligned with district goals. 2. Ensure the development and implementation of high-quality standards-based instruction aligned with district goals. 3. Establish clear priorities among the district's instructional goals and strategies. 4. Require use of a process that accurately monitors implementation of the district's instructional program. 5. Ensure that the district curriculum and instructional program are designed to provide full access and opportunity to all students/student groups to meet district goals. 6. Require the systemic implementation and ongoing evaluation of prevention/intervention strategies as part of its instructional program to ensure that all students meet performance targets. 7. Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress and guide instructional planning toward meeting district goals. 8. Define and expect principals to fulfill instructional leader responsibilities. 9. Require administrators and building leadership teams (BLTs) to take action to ensure the progress of each student toward meeting district goals. 	<ol style="list-style-type: none"> 1. Support the implementation of high-quality standards-based instruction aligned with the district's curriculum and goals for instruction and achievement on a district-wide basis. 2. Assure that the district curriculum is the curriculum used in all schools. 3. Convey clear priorities among the district's instructional goals and strategies. 4. Ensure the delivery of high-quality instruction on a district-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction. 5. Implement the process that accurately monitors the district's instructional program. 6. Monitor student achievement, ensuring that school instructional practices are designed to provide full access and opportunity to all students/student groups to meet district goals. 7. Ensure the systemic implementation and ongoing evaluation of prevention/intervention strategies as part of its instructional program to ensure that all students meet performance targets. 8. Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress and guide instructional planning toward meeting district goals. 9. Assist administrators in fulfilling instructional leader responsibilities. 10. Assist administrators and building leadership teams (BLTs) to effectively monitor the progress of all students in their building toward meeting district goals. 	<ol style="list-style-type: none"> 1. Ensure that the established district curriculum is the curriculum used by all teachers in the school, and ensure instruction is aligned with the big ideas and essential questions embedded in the curriculum. 2. Establish priorities for instruction and achievement based on data and aligned with district goals. 3. Monitor the implementation of the school instructional program and the follow through on the implementation of the data team's specific recommendations for instructional strategies. 4. Ensure the delivery of high-quality instruction on a school-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction. 5. Require the systemic implementation and ongoing evaluation of prevention/intervention strategies as part of the building's instructional program to ensure that all students meet performance targets. 6. Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress toward meeting district goals. 7. Monitor student achievement, ensuring that each student has access to high quality instruction and is making progress toward meeting the district's CIP.
<p>LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4</p>	<p>LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4</p>	<p>LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4</p>



AREA 4: COMMUNITY ENGAGEMENT PROCESS

Superintendent

District Leadership Team

Building Leadership Team

Area 4 emphasizes the importance of:

- Meaningfully involving all relevant stakeholders to assist the superintendent and board in establishing district goals.
- Gaining support for needed improvements and to sustain a focus on district goals.
- Managing change needed to improve student achievement.
- Assessing the effectiveness of the community engagement process.
- Engaging both internal and external community members, defined as those individuals who affect or are affected by the success of the district [typical stakeholder groups include students, teachers, paraprofessionals, support staff, school administrators, students' immediate family members, school board members, community leaders, local business and industry representatives, and citizens who live in the community(ies)].

Essential Practices

Use this reference guide to consider your level of implementation of each of the essential leadership practices.

1. Collaborate effectively with internal and external community members in the development and support of district goals.
2. Communicate clear expectations with regard to district goals.
3. Offer opportunities for meaningful input and feedback from internal and external community members with regard to district goals.
4. Ensure that partnership activities are focused on district goals.
5. Provide for training/support as needed by internal and external community members to enable them to meaningfully participate in activities aligned with district goals.

1. Collaborate effectively with internal and external community members in the development and support of district goals.
2. Communicate clear expectations with regard to district goals.
3. Offer opportunities for meaningful input and feedback from internal and external community members with regard to district goals.
4. Develop partnerships focused on district goals.
5. Provide training/support needed by internal and external community members to enable them to meaningfully participate in activities aligned with district goals.

1. Ensure that building strategies/action steps for instruction and achievement are aligned with district goals.
2. Engage internal and external community members in establishing and supporting building-level strategies/action steps for improving instruction and achievement.
3. Communicate clear expectations with regard to building-level strategies/action steps for improving instruction and achievement on an ongoing basis.
4. Offer opportunities for meaningful input and feedback from internal and external community members with regard to building-level strategies/action steps for improving for instruction and achievement.
5. Develop collaborative partnerships aligned with building-level strategies/action steps for improving for instruction and achievement.
6. Provide for training/support needed by internal and external community members to enable them to meaningfully participate in activities aligned with building-level strategies/action steps for improving for instruction and achievement.

LEVEL OF IMPLEMENTATION:

- 1 2 3 4

LEVEL OF IMPLEMENTATION:

- 1 2 3 4

LEVEL OF IMPLEMENTATION:

- 1 2 3 4



AREA 5: RESOURCE MANAGEMENT PROCESS

Superintendent

District Leadership Team

Building Leadership Team

Area 5 emphasizes the importance of:

- Broadening the definition of resource management to include the management of time, money, staff, and programmatic resources, emphasizing the importance of directing effort toward student achievement.
- Including the district business manager/director of business operations/treasurer as an integral member of the district leadership team.
- Maintaining shared central office and school authority over major resource decisions, focusing district and building meetings on learning and instruction, using performance data to guide program decisions, investing in targeted professional development aligned with identified needs, and investing in academic support programs to narrow or close achievement gaps.
- Making "proactive, highly intentional decisions" about the equitable (as compared to equal) allocation of resources to achieve the district's non-negotiable goals.
- Advocating for the generation of additional funding aligned with meeting district goals.

Essential Practices

Use this reference guide to consider your level of implementation of each of the essential leadership practices.

<ol style="list-style-type: none"> 1. Focus the use of district resources, including time as well as staff, programmatic, and monetary resources to support district goals. 2. Use data to inform the budget process and ensure that appropriate resources are allocated to support the district's continuous improvement plan (CIP). 3. Support the effective use of data to improve focused planning and instruction on a district-wide basis. 4. Support and equitably allocate resources to principals and their schools to meet the district's CIP and school improvement plan (SIP). 5. Establish procedures to screen, interview and select staff based on district goals. 6. Develop and implement a system for staff performance reviews aligned with district goals. 7. Provide for extensive job-embedded professional development for all staff aligned with district goals. 8. Eliminate initiatives that are not aligned with district goals, or are ineffective in meeting district goals. 	<ol style="list-style-type: none"> 1. Assess and make recommendations to the superintendent regarding financial and capital management aligned to district goals for instruction and achievement. 2. Use data to inform the budget process and allocate district resources to support district goals. 3. Allocate equitable and appropriate time, training, and resources to support the effective use of data to improve focused planning and instruction on a district-wide basis. 4. Assess and make recommendations to the superintendent regarding human resource development (including developing others as leaders) aligned to district goals. 5. Assess and make recommendations to the superintendent regarding scheduling aligned to district goals. 6. Support and allocate resources to schools to meet district goals. 7. Screen, interview and select staff based on district goals. 8. Establish and implement supervisory systems that ensure progress toward meeting district goals. 9. Provide for extensive job-embedded professional development aligned with district goals. 10. Identify initiatives not aligned with or ineffective in meeting district goals that should be eliminated. 	<ol style="list-style-type: none"> 1. Use data to inform the budget process and allocate building resources to support building-level strategies/action steps for improving instruction and achievement. 2. Use resources to provide training on the effective use of data for planning and instruction. 3. Screen, interview and select staff based on building-level strategies/action steps for improving instruction and achievement. 4. Align staff performance reviews with building-level strategies/action steps for improving instruction and achievement. 5. Make recommendations for human resource development (including developing others as leaders) with building-level strategies/action steps for improving instruction and achievement. 6. Make recommendations for human resource deployment (teacher assignment, staffing patterns) with building-level strategies/action steps for improving instruction and achievement. 7. Provide for extensive job-embedded professional development aligned with building-level strategies/action steps for improving instruction and achievement. 8. Make recommendations regarding scheduling and time management based on building-level strategies/action steps for improving instruction and achievement. 9. Eliminate initiatives that are not aligned with or are ineffective in meeting building-level strategies/action steps for improving instruction and achievement.
LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4



AREA 6: BOARD DEVELOPMENT AND GOVERNANCE PROCESS

Superintendent

District Leadership Team

Building Leadership Team

Area 6 emphasizes the importance of:

- The board's involvement in the development and approval of district goals, as well as the board's support for the district's goals for achievement and instruction, ensuring that these goals remain the primary focus of district efforts.
- The relationship of superintendent continuity to increases in student performance.
- Principal and teacher leadership in improving student achievement.
- Engaging multiple constituencies to gain support for needed improvements and to sustain a focus on district goals.
- The moral imperative of maintaining a student-centered focus and ensuring that improvement efforts are designed to ensure the success of every child.
- Shared understanding of the roles of the superintendent and board members.

Essential Practices

Use this reference guide to consider your level of implementation of each of the essential leadership practices.

<ol style="list-style-type: none"> 1. Keep the purpose of ensuring the success of every student central to all decisions. 2. Work in partnership with board members to adopt and review all policies in meeting the district goals. 3. Report student achievement data and progress on district goals to the board on a regular and frequent basis. 4. Maintain high expectations for district and school performance. 5. Continually promote high expectations so that all internal and external stakeholders can articulate district goals. 6. Provide opportunities for and encourage board member participation in professional development aligned with district priorities. 	<ol style="list-style-type: none"> 1. Keep the purpose of ensuring the success of every student central to all decisions. 2. Support the superintendent's work in partnership with board members to adopt and continually review progress toward meeting district goals. 3. Provide data and reports to the superintendent to inform the board as part of policy governance. 4. Maintain high expectations for district and school performance. 5. Continually promote high expectations so that all internal and external community members can articulate district goals. 6. Support the provision of professional development aligned with district priorities for board members. 	<ol style="list-style-type: none"> 1. Work in partnership with district leadership to continually review the school's progress toward meeting the building-level strategies/action steps aligned with district goals. 2. Keep the purpose of ensuring the success of every student central to all decisions. 3. Ensure that monitoring implementation of the building improvement plan is a standing agenda item of school staff meetings. 4. Continually communicate high expectations for school performance. 5. Continually promote high expectations so that all internal and external community members can articulate the building-level strategies/action steps for improving instruction and achievement. 6. Promote shared leadership through the effective use of professional learning communities and building-level data teams aligned with the building-level strategies/action steps for improving instruction and achievement.
<p>LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4</p>	<p>LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4</p>	<p>LEVEL OF IMPLEMENTATION: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4</p>



“Students in public schools benefit from an environment fostered through shared leadership. Teacher leaders are essential to the collaborative decision-making process and innovation required to provide a quality education for all children.”

Deborah Tully
 Director of Professional
 Issues
 Ohio Federation of
 Teachers

ESSENTIAL PRACTICES FOR BUILDING LEADERSHIP TEAMS

Marzano, Waters, and McNulty (2005) describe the development of a strong building leadership team (BLT) and the distribution – throughout the team – of some of the 21 practices that characterize the job of an effective principal as key steps in enhancing student achievement (Marzano, Waters, & McNulty, 2005). Such practices, identified through McREL’s meta-analysis of 35 years of research on school-level leadership, suggests that leading a building requires a “complex array of skills” not likely to be found in a single individual and support the need for a strong leadership team. Selecting the right work (i.e., work that has a high probability of improving student achievement), identifying the order of magnitude implied by the selected work, and matching strengths of leadership team members to the kind of changes needed (first-order or second-order) for significantly improving student achievement are other key components of developing a plan for effective leadership. These leadership functions are reflected in the *Ohio Standards for Principals*.

Selecting the right work based on data-based decision-making and focused planning, as well as developing the collective know-how to do the right work often require the implementation of new collaborative structures and processes for aligning shared responsibility, expectations, and accountability across the school. Michael Fullan, professor of policy studies at the Ontario Institute for Studies in Education of the University of Toronto and recognized expert in educational reform and organizational turnaround, encourages districts and schools to understand that all successful improvement strategies are socially based and action oriented. In other words, all successful turnarounds develop collaboration where there was none before, highlighting the need to improve relationships as a core strategy of effective improvement.

BLTs can play a pivotal role in fostering shared leadership and responsibility for the success of every child through the creation of purposeful communities at the school level. Marzano, Waters, & McNulty (2005) define a purposeful community as one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed-upon processes. In Ohio’s schools of promise/schools of distinction, it is this sense of collective efficacy – or the shared belief on the part of staff that they can make a difference in children’s lives – that is integral to improving student performance on a school-wide basis.

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“Educational leadership is not about managing a school district. The challenge is not only to do things right but rather to do the right things. Leadership is not communicating a plan or a solution; it is sharing a vision with staff, students, and the many publics served by public education.”

Tom Ash
Director of
Governmental Relations
Buckeye Association of
School Administrators

Shared leadership structures through high-performing BLTs also provide greater opportunities for teacher leadership inside and outside of the classroom where teacher leaders take on a variety of differentiated roles and responsibilities, such as learning facilitators, instructional specialists, curriculum specialists, data coaches, learner, mentor, and catalyst for change (Harrison, C., & Killion, K., 2007).

In addition to supporting improvement in instructional practice on a school-wide basis through teacher leadership, the leadership functions of the BLT would include such tasks as building a school culture that supports effective data-driven decision-making; establishing priorities for instruction and achievement aligned with district goals; providing opportunities for teachers to learn from each other; monitoring and providing effective feedback on student progress; supporting the development, implementation, and monitoring of focused building improvement strategies/plans; and making recommendations for the management of resources, including time and personnel, to meet district and building goals.

Fullan, M. (2006) *Turnaround Leadership*. San Francisco, CA: Jossey-Bass.

Harrison, C., & Killion, K. (2007). *Ten roles for teacher leaders*. *Educational Leadership*, Sept., Vol. 65, No. 1.

Marzano, R.J., Waters, T., & McNulty, B.A. (2005). *School Leadership that Works: From Research to Results*. Denver, CO: Mid-continent Research for Education and Learning (McREL).

Related Resources

- *Ohio Standards for the Teaching Profession*
- *Ohio Standards for Principals*
- *Ohio Standards for Professional Development*

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Brian McNulty and Kathleen Lowery



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“Great minds discuss ideas, average minds discuss events, small minds discuss people.

[Admiral Hyman Rickover (1900-1986) U. S. Navy]

Relationship to education: Educators must encourage and teach innovation and creativity in students so they are attracted to educational and workplace environments that challenge them intellectually to focus on ideas and creative solutions to problems. We must foster environments that create great minds.”

Martha Rothery
*Past President
Ohio School Boards
Association*

Area 1: Data and the Decision-Making Process – Building Leadership Team

- *Importance of identifying, collecting, analyzing and effectively using relevant data to identify greatest problems to be addressed, and to create the kind of culture and expectation that supports effective data-based decision-making at all levels of the system.*
- *Importance of the need to disaggregate data by subgroup to understand and address gaps between students based on race, poverty, English proficiency, and identified disability.*
- *Importance of developing shared accountability by broadening the concept of accountability to include “internal” measures that hold all adults accountable for improved student performance, rather than only external accountability imposed from outside.*
- *Importance of using data to continuously monitor student progress against performance targets and district established goals.*
- *Importance of addressing achievement and growth, and in getting past opinion through use of data and research-based practices.*

Essential Practices

1. Establish data teams (including course, grade level, grade band or vertical team, department) and implement procedures for the effective use of data to assess the impact on student learning, and to make decisions about teaching and learning.
2. Create a school culture that supports the effective use of data to improve student performance by organizing and presenting data in ways that identify gaps and trends in student performance and requiring intentional decisions regarding curriculum and instruction, interventions, and professional development.
3. Support the use of current aggregated and disaggregated student achievement data to establish measurable strategies aligned with district goals for instruction and achievement.
4. Ensure data teams use building, course, and classroom data to constantly monitor progress in meeting performance targets for the building and at each grade level, planning for the success of all children and designed to close achievement and expectation gaps.
5. Ensure the skillful and accurate use of data by providing ongoing training and support throughout the building.
6. Monitor staff use of data to inform instructional decisions and organization for learning (e.g., schedules, grading, grade-level configurations, interventions, etc.).
7. Provide support to all building-level data teams and regularly review and analyze building-level data and to provide guidance for classroom-level actions.

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“Leadership matters! The strength of a district lies in its ability to nurture and support a cadre of courageous leaders who are passionate about their work and who serve as tireless advocates for all children.”

Deborah Delisle
Superintendent
Cleveland Heights-
University Heights City
Schools

Area 2: Focused Goal Setting Process – Building Leadership Team

- Importance of identifying – based on a review of data – a limited number of strategies for addressing district goals, which allow for concentrated focus on the core work that needs to be done to improve student performance.
- Importance of reducing the number of initiatives to align improvement efforts on a district-wide basis around two or three focused goals directly related to identified needs.
- Importance of developing one plan, rather than multiple and often contradictory plans, aligned with district goals.

Essential Practices

1. Communicate to all staff how the district’s vision and mission and focused goals relate to the school improvement plan (SIP).
2. Commit to the development, implementation and ongoing monitoring of the SIP (based on current aggregated and disaggregated student achievement data) aligned to the district’s CIP.
3. Develop and implement internal accountability indicators for research-based/effective practices and objective performance that hold staff accountable for results.
4. Use a sustainable data-based system to monitor progress and make necessary adjustments to the implementation of the SIP.

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“Strong leadership at all level is vital for creating culturally responsive learning communities where adults work to ensure that all students regardless of their background feel that their culture is respected, understand the relevance of school-based learning experiences and life success, have a genuine connection to the school community, experience adults who are responsive to student needs and where high expectations for all are demonstrated through consistent rigorous instruction that is research-based and reflects high standards.”

Seena M. Skelton
*Coordinator, Diversity in Education
Collaborative/State Support Team Region 13*

Area 3: Instruction and the Learning Process – Building Leadership Team

- *Importance of a focus on 21st century skills, ensuring that all children combine core subject mastery with other significant skills, including critical thinking and problem solving, creativity and innovation, communication, and collaboration skills; information and communication technology literacy; life skills (leadership, ethics, personal productivity, self-directed learning); and twenty-first century content (global awareness and business fundamentals and economic literacy).*
- *Importance of developing collaborative structures (e.g., district, department, building, grade-level teams) to facilitate communication, build trust and credibility, and stay focused on the collective and shared responsibility for improving student achievement.*
- *Importance of providing full access to challenging content aligned with rigorous standards for all students and student groups as part of closing the achievement and expectation gap.*

Essential Practices

1. Ensure that the established district curriculum is the curriculum used by all teachers in the school, and ensure instruction is aligned with the big ideas and essential questions embedded in the curriculum.
2. Establish priorities for instruction and achievement based on data and aligned with district goals.
3. Monitor the implementation of the school instructional program and the follow through on the implementation of the data team's specific recommendations for instructional strategies.
4. Ensure the delivery of high-quality instruction on a school-wide basis that is based on research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction.
5. Require the systemic implementation and ongoing evaluation of prevention/intervention strategies as part of the building's instructional program to ensure that all students meet performance targets.
6. Require the frequent use of collaboratively developed common formative classroom assessments to gauge student progress toward meeting district goals.
7. Monitor student achievement, ensuring that each student has access to high quality instruction and is making progress toward meeting the district's CIP.

Area 4: Community Engagement Process – Building Leadership Team

- *Importance of meaningfully involving all relevant stakeholders to assist the superintendent and board members in establishing district goals.*
- *Importance of engaging multiple constituencies to gain support for needed improvements and to sustain a focus on district goals around instruction and achievement.*
- *Importance of managing change needed to improve student achievement.*
- *Importance of engaging both internal and external community members, defined as those individuals who affect or are affected by the success of the district [typical stakeholder groups include students, teachers, paraprofessionals, support staff, school administrators, students' immediate family members, school board members, community leaders, local business and industry representatives, and citizens who live in the community(ies)].*

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Essential Practices

1. Ensure that building strategies/action steps for instruction and achievement are aligned with district goals.
2. Engage internal and external community members in establishing and supporting building-level strategies/action steps for improving instruction and achievement.
3. Communicate clear expectations with regard to building-level strategies/action steps for improving instruction and achievement on an ongoing basis.
4. Offer opportunities for meaningful input and feedback from internal and external community members with regard to building-level strategies/action steps for improving instruction and achievement.
5. Develop collaborative partnerships aligned with building-level strategies/action steps for improving instruction and achievement.
6. Provide for training/support needed by internal and external community members to enable them to meaningfully participate in activities aligned with building-level strategies/action steps for improving instruction and achievement.

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“Our role as educational leaders is to prepare students for a future that we will never see.”

David Root
Principal
Rocky River Middle
School

Area 5: Resource Management Process – Building Leadership Team

- Importance of broadening the definition of resource management to include the management of time, money, staff, and programmatic resources, emphasizing the importance of directing effort toward student achievement.
- Importance of maintaining shared central office and school authority over major resource decisions.
- Importance of focusing school meetings on learning and instruction.
- Importance of using performance data to guide program decisions, investing in targeted professional development aligned with identified needs, and investing in academic support programs to narrow or close achievement gaps.
- Importance of making “proactive, highly intentional decisions” about the equitable (as compared to equal) allocation of resources to implement the school’s strategies/action steps aligned with district goals.

Essential Practices

1. Use data to inform the budget process and allocate building resources to support building-level strategies/action steps for improving instruction and achievement.
2. Use resources to provide training on the effective use of data for planning and instruction.
3. Screen, interview and select staff based on building-level strategies/action steps for improving instruction and achievement.
4. Align staff performance reviews with building-level strategies/action steps for improving instruction and achievement.
5. Make recommendations for human resource development (including developing others as leaders) with building-level strategies/action steps for improving instruction and achievement.
6. Make recommendations for human resource deployment (teacher assignment, staffing patterns) with building-level strategies/action steps for improving instruction and achievement.
7. Provide for extensive job-embedded professional development aligned with building-level strategies/action steps for improving instruction and achievement.
8. Make recommendations regarding scheduling and time management based on building-level strategies/action steps for improving instruction and achievement.
9. Eliminate initiatives that are not aligned with or are ineffective in meeting building-level strategies/action steps for improving instruction and achievement.

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“A wise man once told me that educational leadership is not a spectator sport. As such, leaders should be seen planning and implementing. They should have a firm foundation of what they believe in and work collaboratively to create the values of the district and schools with a sense of conviction and articulate them at every opportunity.”

Jim Lloyd
Assistant Superintendent
of Academic Services &
Professional Development
Olmsted Falls City Schools

Area 6: Building Governance Process – Building Leadership Team

- *Importance of the board's involvement in the development and approval of district goals, as well as the board's support for district goals for achievement and instruction, ensuring that these goals remain the primary focus of district and school efforts.*
- *Importance of principal and teacher leadership in improving student achievement.*
- *Importance of engaging multiple constituencies to gain support for needed improvements and to sustain a focus on district goals around instruction and achievement.*
- *Importance of the moral imperative of maintaining a student-centered focus and ensuring that improvement efforts are designed to ensure the success of every child.*

Essential Practices

1. Work in partnership with district leadership to continually review the school's progress toward meeting the building-level strategies/action steps aligned with district goals.
2. Keep the purpose of ensuring the success of every student central to all decisions.
3. Ensure that monitoring implementation of the building improvement plan is a standing agenda item of school staff meetings.
4. Continually communicate high expectations for school performance.
5. Continually promote high expectations so that all internal and external community members can articulate the building-level strategies/action steps for improving instruction and achievement.
6. Promote shared leadership through the effective use of professional learning communities and building-level data teams aligned with the building-level strategies/action steps for improving instruction and achievement.

PART IV: MOVING FORWARD: BUILDING ON OLAC'S WORK

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"Public school leadership is more complicated than ever. The next generation of school leaders must be prepared to anticipate rapid change while responding to state and federal policymakers, internal and external constituencies, and, above all, the urgent need to support teaching and learning. Cultivation of leaders for the emerging environment must be based not only on theories learned in graduate school, but also on the practical, real-world experiences of colleagues."

Mark Freeman
Superintendent
Shaker Heights City
Schools

Ohio's Leadership Development Framework defines what is expected from superintendents, district leadership teams and building leadership teams and completes Phase I of this partnership effort. The remaining two phases build on the work of Phase I and move the state closer to its goal of a coherent and cohesive leadership development system designed to improve the performance of all students.

OLAC began Phase II of its work in March 2008 with the establishment of three subcommittees – all co-chaired by existing or new members:

Superintendent Committee

Co-chairs: Deborah Delisle, Superintendent, Cleveland Heights-University Heights City Schools; and Wade Lucas, Superintendent, Green Local Schools

District Leadership Team (DLT) Committee

Co-chairs: Keith Bell, Principal, Westerville South High School; and Jim Lloyd, Assistant Superintendent, Olmsted Falls City Schools

Building Leadership Team (BLT) Committee

Co-chairs: Deborah Tully, Professional Issues Coordinator, Ohio Federation of Teachers; and Jim Harbuck, Associate Executive Director, Ohio Association of Secondary School Administrators

Committee work is focused on the development of on-line performance assessment and professional development (PD) aligned with the essential practices for superintendents, DLTs, and BLTs that are outlined in this framework. As part of this work, committee members provide input into the development of on-line performance assessment to ensure that it is descriptive and reflective of exemplary practice. Committee members serve as the body that reviews draft PD content as it is developed, offering feedback and recommendations, and identifying resources and exemplars to inform, enhance, and/or illustrate the PD content. Committee members consider feedback about the utility of the framework, and associated tools, from district and building teams that pilot the performance assessment and PD, and report back to OLAC.

OLAC will continue to serve as an advisory body and will oversee the work of the committees. In addition to the continued development of tools and products, OLAC members will make presentations about and assist in communicating the work of OLAC, will advise the Buckeye Association of School Administrators and the Ohio Department of Education on the development of a roll-out strategy, as well as effective strategies for deploying PD to allow for universal access and applicability to all districts in the state.

Phase III of OLAC's work is anticipated to begin some time after January 2009 and will focus on a refinement of the tools and products, the development of a process for identifying, on an ongoing basis, initiatives that are aligned with the OLAC essential practices, and the consideration of policy issues and implications associated with the work that need to be addressed to improve instructional practice and student performance.

PART V: APPENDICES

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Appendix A: Presentations Made to OLAC

Focus on Central Office Alignment

Coherence & Accountability: Effective District Leadership
Team Behaviors

Akron Public Schools District Leadership Team

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Focus on Effective District wide Data Use

Establishing a Culture of Achievement: Using Data to Develop
Focused Goals for Improvement

Tecumseh Local Schools District Leadership Team

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Focus on Collaborative Learning Communities

Applying Essential Leadership Behaviors at the School and District
Level to Improve Student Performance

*William Hart, Ph.D., Assistant Superintendent, Pentucket Regional School
District, West Newbury, MA*

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Focus on Superintendent-Board Relations

The Role of the Board, Superintendent, and Leadership Team in
Implementing Policy to Support Higher Achievement for All Students

Oregon City Schools District Leadership Team

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Focus on Teacher Leadership

Distributive Leadership – Sharing the Work

Cleveland Heights-University Heights City Schools District Leadership Team

Focus on Central Office Alignment

Coherence & Accountability: Effective District Leadership Team Behaviors

Akron Public Schools District Leadership Team

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Akron's work has focused on breaking down silos and fostering coherence and alignment across the district around a few focused goals – all designed to improve instructional practice and student attainment for all learners. Akron's district leadership team (DLT) believes that leaders in coherent districts work collaboratively toward one goal – high quality teaching and learning. The journey in Akron toward improved student achievement began with Superintendent Sylvester Small and Assistant Superintendent Sue Long demanding focus, high expectations for all students, the use of one unified process to eliminate silos, and a commitment to staying the course. As a result, Akron has resisted jumping at the “next best cure,” has refused to accept funds that don't perfectly match their mission, and has aligned all work to one mission and one set of goals.

Akron's mission to ensure that “...each student in our diverse population achieves his or her fullest potential in a safe and affirming learning center” is being realized through the district's commitment to focusing on student needs. Three key questions, based on the work of Rick DuFour (2002), have guided decision making in the district:

1. What do we expect all students to learn?
2. How will we know if they are learning it?
3. What will we do when they don't?

All work across the district is driven by the district's single coherent improvement plan. At the district level, a philosophy of “all work is our work” pervades district meetings. There are no separate department reports and district leadership team agendas are focused on the work that needs to be done to meet district goals. At the building level, each school's improvement plan is aligned with the district goals and is used to drive teaching and learning. Student needs are plotted on a Pyramid of Learning chart, a strategy for identifying and consistently embedding effective prevention and intervention strategies as part of Akron's instructional program.

The effective use of data and data teams to guide decision making and continuous improvement; a commitment to gaining active engagement from families and the community; the practice of working in collaborative teams focused on teaching and learning, rather than in isolation; the effective use of professional development as a strategy to meet district needs; and the intentional use of resources to meet district goals are highlights of Akron's approach, which have resulted in steady progress and improvement.

Focus on Effective District-Wide Data Use

Establishing a Culture of Achievement: Using Data to Develop Focused Goals for Improvement

Tecumseh Local Schools District Leadership Team

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Effective district leaders recognize that the real work of increasing student achievement happens at the classroom level and organize the system around improving this work. For example, Tecumseh Local central office administrators used grant money to allow teachers to work over the summer to design a teacher friendly data collection system. Now, instead of paper forms, all teachers submit data to their principals electronically. Principals meet at the end of each quarter to discuss the district data and to analyze how their building data fit into the bigger picture. On a grade level and classroom basis, teachers monitor student progress frequently and provide targeted interventions to increase student learning.

Effective school districts constantly work on building a positive culture where learning is a priority for both students and adults; where it's OK to take risks because there is an atmosphere of support that enables everyone to succeed. Tools like data management systems are useful only as part of strong classroom, building and district cultures. District leadership helps to build culture by establishing a shared set of values and goals, and modeling expected behaviors. For example, the Tecumseh Local central office team has built a culture where learning is a high priority. The mission of the district is "Learning for all, whatever it takes." Data are used as a part of this culture to help staff determine what instructional decisions are working for kids. The role of central office, especially in small districts like Tecumseh Local, is very much a focus on supporting the work of staff to attain higher achievement for all students. It is the role of central office personnel to maintain the focus of the schools on high student achievement, and then provide the support that staff need to increase learning for all children.

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In the Tecumseh Local School district two elements are key to making this happen. First, the superintendent and assistant superintendent are knowledgeable about curriculum, student learning and district data. They model the importance of student achievement by placing this goal first on every administrative agenda and every communication to staff. Steven Covey calls this "keeping the main thing, the main thing." Secondly, structures and processes are put in place to make the work of principals and teachers easier, more efficient, and most importantly, more effective.

At the building level, building leadership teams, goal teams and grade-level/department teams meet on a regular basis to review data and adjust instruction to better meet the needs of students. Teachers constantly monitor which strategies are effective and which are not. Elementary teachers have kept detailed records for several years so



that they can predict, based on a child's Developmental Reading Assessment (DRA) score, even in first grade, the percent likelihood of that child's passing the third grade reading achievement test. Every child who is not on track is provided with intervention to address his/her specific needs through a process that teachers call "flexi-groups." The culture of the district also gives students control over their own learning. Students keep their own data folders, monitor how close they are to achieving their goals and put plans in place when progress is not what they want it to be.

When Tecumseh Local first began the short-cycle assessment process nearly five years ago, teachers met during the summer to identify power standards and align instruction across the grades. Communication within buildings is facilitated by regularly scheduled grade level and department meetings, goal team meetings and Building Leadership Team meetings. This type of structure provides for both vertical and horizontal communication. Classroom teachers communicate with parents on a regular basis through weekly class newsletters that include information on class progress toward reaching goals. Many teachers also use student-led conferences where students share their personal data with their parents and work together to set goals.

District communication with staff and the community, just as at the other levels, is regular and routine. Monthly superintendent e-letters go to members of the local community in addition to the quarterly district newsletter that is mailed to each resident. The full administrative team meets once each month with an agenda organized around the district goals.

Focus on Collaborative Learning Communities

Applying Essential Leadership Behaviors at the School and District Level to Improve Student Performance

William Hart, Ph.D., Assistant Superintendent, Pentucket Regional School District, West Newbury, MA

Leominster High School's journey to reform instructional practice began with a data-driven strategic planning process focused on identifying needs and desired results. At Leominster, an urban high school serving about 2,000 students representing around 43 different cultures, the 150+ faculty members began a thoughtful search for a reform model that could help them improve instructional opportunities and outcomes for all students. After deliberate study and exploration involving school-wide teams and teams from various aspects of the school, faculty selected the development of smaller learning communities as their reform model and began the development of five semi-autonomous small schools. Participation

with the Coalition of Essential Schools, the Center for Collaborative Education, and the New England Small School Network provided resources, support and assistance to Leominster.

While the strategy to develop smaller learning communities provided a vehicle for bringing staff together in focused conversation, Bill Hart – then Leominster’s headmaster – is quick to point out that structural changes alone are not the most important factor in Leominster’s success. Rather, it was the creation of a collaborative culture focused on improving instruction that made the difference. Focused goal setting and decision making, shared leadership, common planning time and critical friends groups, and focused attention on enhancing assessment practices have contributed to increased student performance.

Implementation of the small schools model was guided by design teams that ensured alignment with goals; a focus on instruction, curriculum, and assessment; student support; collaboration; research and renewal; professional culture, and family and community involvement. Identifying what children will need to be successful drives the work, with special attention devoted to core subjects, learning and innovation skills (e.g., critical thinking, problem solving, communication and collaboration), and life and career skills (e.g., flexibility and adaptation, self-direction, social and cross-cultural skills, leadership and responsibility).

Bill Hart believes that school boards, superintendents, leadership teams, principals, and teachers working together can and will create the schools we describe, and suggested that, regardless of the reform model/strategy selected, improvement should be guided by two key questions:

1. What type of school do you want your child to attend?
2. What knowledge, skills, and dispositions will they need to have successful careers, participate fully in our democracy, and have fulfilling personal lives?

(b)(6)

Oregon Board of Education member Cathy Johnson (at podium) with Oregon treasurer Jane Fruth and assistant superintendent James Kanable

Focus on Superintendent-Board Relations

The Role of the Board, Superintendent, and Leadership Team in Implementing Policy to Support Higher Achievement for All Students

Oregon City Schools District Leadership Team

The importance of a strong relationship between the superintendent and school board members in improving outcomes for children was highlighted by the Oregon City School District leadership team, as was the critical role of the treasurer in ensuring that resources are aligned to meet district goals. Quoting Chilean writer Gabriela Mistral (1889-1957), team members said “many things we need can wait, the children cannot. Now is the time his bones are formed. To him we cannot say tomorrow, his name is today.”

Board members are instrumental in setting policy that directs and affects all aspects of the district and include curriculum and board policy, personnel, financial, extracurricular/school support, appropriations and budget, and building and grounds/transportation. Board members, the superintendent and members of the leadership team work together to implement board policy designed to support higher achievement for all students.

The Ohio School Boards Association describes the role of the board as the “keeper of the vision” with a focus on what, why, and how much, stating that “a school board that is serious about leadership will push itself to make decisions it knows are right.” Similarly, the National School Boards Association outlines the role of the board as they work with the superintendent and members of the community to set and realize the district’s vision. Key actions include establishing a clear vision of student achievement as a top priority, setting clear standards for student performance, establishing assessment and strong accountability processes, aligning resources to focus on students meeting the standards, creating a positive learning climate for student and staff success, building collaborative relationships, and committing to continuous improvement for student achievement.

The Mid-continent Research for Education and Learning (McREL), in its study on the effect of superintendent leadership on student achievement (2006), also cited the importance of board alignment with and support of district goals and establishing agreement with the board president on district goals.

The role of Oregon City’s Board of Education in influencing and making a difference in student achievement and in supporting the implementation of essential leadership practices across the district was clearly evident and fostered through a commitment to collaboration and putting children first.

Focus on Teacher Leadership

Distributive Leadership – Sharing the Work

Cleveland Heights-University Heights City Schools

Cleveland Heights - University Heights City School District (CHUH) is an inner ring district with an 82 percent minority student population and more than 50 percent of its students are eligible for free and reduced lunches. It has made significant progress by district-level administrators, school board members, building principals, teacher leaders, grade-level and department teams of teachers, and parents working together to make instructional decisions.

This commitment to sharing the work, as opposed to the traditional practice of working in isolation, is credited by the district as resulting in significant progress in student performance (e.g., an increase in just one year from 53.3% to 81.8% passage rates in math for third graders at Boulevard Elementary School). Improvement in student performance is being seen in buildings across the district and the faculty and staff of CHUH believe in “doing whatever it takes” to improve outcomes for every child.

In addition to a “no excuses” philosophy, CHUH believes in focused planning and monitoring, continuous improvement, research and innovation, raising expectations of all, building capacity and opportunities for collaboration, and internal coherence.

A guiding principle in the CHUH district is the belief that the key to academic improvement lies in the professional practices of its teachers and administrators, not the economic, ethnic, or linguistic characteristics of its students. Because of this belief, CHUH has been intentional in changing practices and raising expectations, building the capacity of leaders (e.g., teacher leaders), implementing consistent practices across the district, restructuring K-12 meetings, and changing the role of central office administrators.

Several initiatives have emerged from CHUH’s commitment to changing professional practice, which include transforming the high school to small schools, instituting a One-to-One Teaching and Learning with Technology initiative, expanding partnerships (e.g., redefining K-20 education through professional development schools, preschool Chinese program with Sesame Place), emphasizing effective data use, and building the leadership capacity of principals, teachers, and parent/community members.

All work in the Cleveland Heights-University Heights City School District is focused on students and the district leadership team is committed to providing every student with high quality experiences in and out of the classroom – *every student, every day, some success, some way.*

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(b)(6)

Members of the Cleveland Heights-University Heights leadership team (from left) Assistant Superintendent Christine Fowler-Mack, Principal James Reed, Teacher Leader Robert Swaggard, and Principal Kelli Cogan

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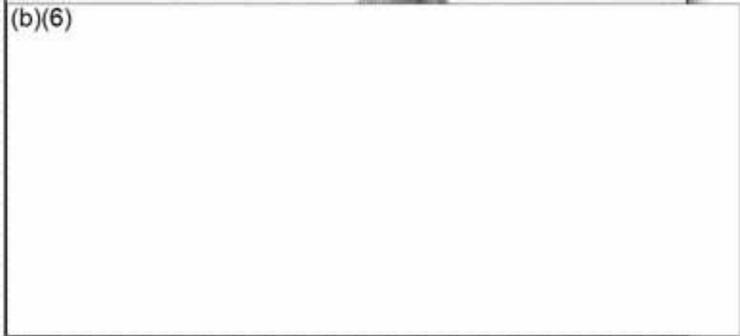
Kathy Schindler
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Achievement: Using Data to Develop Focused Goals for Improvement



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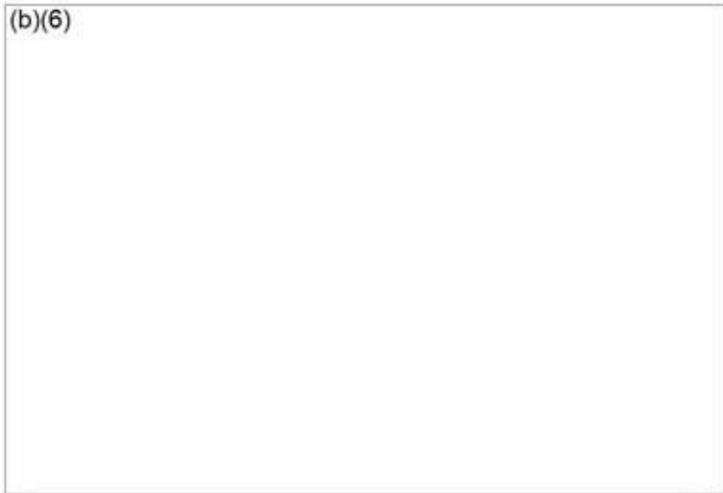
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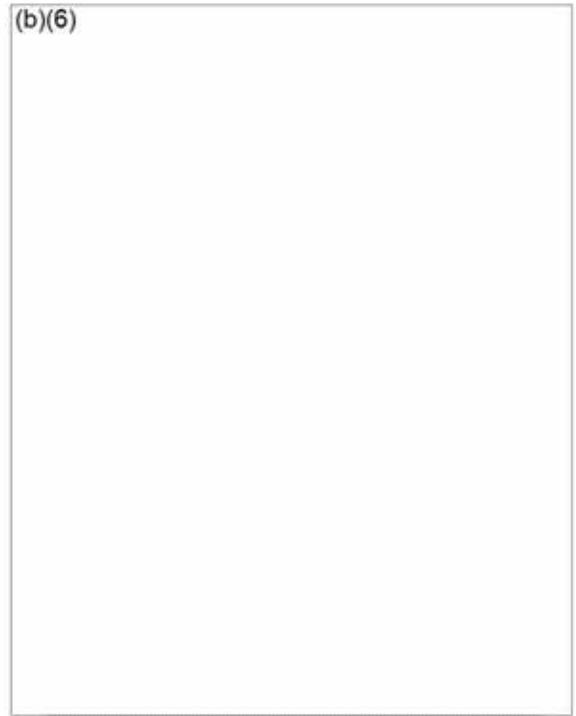
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AND THE
OHIO DEPARTMENT OF EDUCATION**

APPENDIX D.5.3

OHIO APPALACHIAN COLLABORATIVE

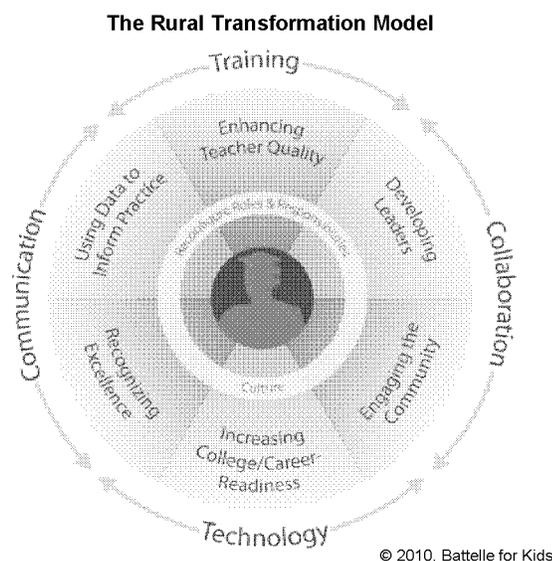
RATIONALE: DESCRIPTION OF
THE OHIO APPALACHIAN
COLLABORATIVE AS REFERENCED IN
OHIO'S RTT APPLICATION.

**REFERENCED IN:
(D)(5)**

A Model for Transforming Rural Education and Student Outcomes

Responding to the challenges of inequity facing Ohio's nearly 450,000 rural students, Battelle for Kids and a collaborative of 20 Appalachian Ohio school districts have joined forces to create and implement a comprehensive model to transform rural education and improve student outcomes.

The Ohio Appalachian Collaborative's mission is to accelerate college/career-readiness for every student. Uniting research-based and results-proven strategies for dramatically improving human capital development and accelerating student outcomes, the Rural Transformation Model addresses six components for transformational change. Following are descriptions for each component:



Increasing College/Career-Readiness

Providing increased opportunities for students to develop rigorous, high-quality college/career-ready skills is imperative. These opportunities open new avenues for students and provide the foundation for their success in a rapidly-changing world. Within the Collaborative, elements for expanding students' opportunities include:

1. **Engaging all students in rigor, relevance and 21st century skills**
 - a. AP, dual credit, Pre-AP, 8th grade algebra
 - b. Online and open-source courses and collaborative distance learning
 - c. Real-world work processes and products embedded in student learning
2. **Increasing STEM access, participation and performance**
 - a. More courses, participation and persistence through senior year
 - b. Encourage business and regional partnerships to provide experience in STEM careers
 - c. Accelerate STEM best practices working across the region
3. **Expanding access to workforce development opportunities**
 - a. Providing learning opportunities that connect to regional job-growth trends
 - b. Academic counseling and career trajectory
 - c. Community and business partnerships to create entrepreneurship and economic development

Enhancing Teacher Quality

Expanding academic opportunities for students depends on highly effective teachers. Research demonstrates, and virtually all educators and policy makers agree, that teacher quality is the single most important factor impacting students' academic success. As such, highly effective teachers and administrators are essential to this initiative and to improving student achievement nationwide. To increase every student's access to a highly effective teacher, a holistic approach must be created to identify, support, recruit, retain, and when necessary, remove teachers. Implementation strategies in this area include:

1. **Collaborating regionally to create a shared vision of highly effective teaching practices**
 - a. Teacher teams using data to focus on actions to improve learning
 - b. Coaches working with teachers and leadership teams for job-embedded learning
 - c. Digital and face-to-face collaboration networks to share best practices
2. **Enhancing teacher evaluations that incorporate multiple measures**
 - a. Walk-throughs and ongoing feedback for growth
 - b. Innovative pilot evaluations, including student growth and feedback
 - c. Peer Assisted Review (PAR) across the region
3. **Developing talent through induction, mentoring and ongoing learning**
 - a. Effective on-boarding experiences
 - b. Developing mentors to coach best practices
 - c. Culture of inquiry—online courses, face-to-face training and site visits

Using Data to Inform Practice

Teachers and administrators must improve their understanding of data, how to interpret it and how to use it to inform their decision-making. Value-added information helps measure teachers' impact on student learning. And, it has redefined teacher accountability and provides a new way for teachers to view their effectiveness with students. Assessments used prior to, during and after instruction allow teachers to quickly monitor students' progress and provide insight on ways to differentiate instruction. Following are several of the Collaborative's points of emphasis, which involve extensive professional development and coaching, including:

- 1. Measuring student growth through the use of value-added data**
 - a. Grades 3–8 in reading, math, science and social studies
 - b. High school end-of-course exams and ACT for all students
 - c. Pilot growth measures for K-2 and non-core teachers
- 2. Using formative assessment to provide ongoing feedback to students**
 - a. Staff, students and parents know clear learning targets and have real-time, ongoing feedback
 - b. Common assessments used for teams to learn and replicate what works
 - c. Summative and benchmark assessments to track student progress
- 3. Utilizing data to identify and accelerate best practices across the Collaborative**
 - a. Identify, study and share practices of teachers with high student growth rates
 - b. Student projections for course placement and intervention
 - c. Pilot Gallup student survey and share practices of teachers with high student ratings

Developing Leaders

Change is difficult. But, it is necessary to achieve the Collaborative's goals. Districts have agreed to make substantial changes in key areas. Many of these changes will be unprecedented in the Appalachian region, and leaders must be well versed in strategies for leading change and be supported by collegial networking. The model includes extensive professional development and ongoing coaching support for administrators and teacher-leaders, including:

- 1. Leading change and encouraging collaboration and continuous professional learning**
 - a. Develop shared vision of highly effective teaching across districts
 - b. Share challenges and successes with other districts
 - c. Address needs during change and support collaboration for ongoing growth
- 2. Using data to focus on highly effective teaching for every student**
 - a. Understand and lead staff on how to use value-added, achievement and projection data
 - b. Support teams to act on data
 - c. Use student projections for course placement
- 3. Informing and engaging all community stakeholders**
 - a. Ongoing, user-friendly communications
 - b. Parent support to select, apply to and fund college and career opportunities in the region
 - c. Collect feedback from community members, parents and all stakeholders

Engaging the Community

The significant, positive change envisioned by the Collaborative involves the community and its diverse stakeholders. Education is a community enterprise and the results of change will impact the people and activities well beyond the school walls. Workforce development is vital to the Appalachian region's future and is intimately tied to educational improvement. The Collaborative acknowledges the importance of working closely with the individuals and organizations that will be integral to its success, including: parents and families, community members, business leaders, civic leaders and organizations, higher education, philanthropic organizations and federal, state and local officials/agencies. Key strategies include:

- 1. Increasing awareness/commitment for a new vision for educating children in the 21st century**
 - a. Lead discussions and share data about future of work
 - b. Establish a common vision and champion for change
 - c. Provide opportunities to utilize expertise of volunteers

2. Partnering with regional higher education to increase course rigor and support access to college

- a. Collaborating with high school teachers in similar areas of expertise
- b. Provide expertise and ongoing support to sustain the work after the grant
- c. Directly support parents to help students successfully enter college

3. Working with business, civic groups and other organizations for economic development

- a. Create innovative entrepreneurial and workforce development opportunities
- b. Provide access to the workplace for students
- c. Assist in fund raising and providing ongoing resources

Recognizing Excellence

Substantial progress has been made in defining and identifying highly effective teaching. Naturally, this has great potential for improving instruction through the sharing of best practices, conducting related professional development for teachers and administrators, and recruiting, retaining and effectively assigning highly effective teachers. The Collaborative will work extensively to explore the role that strategic compensation and other recognitions related to highly effective teaching can play in achieving the Collaborative's goals for improving student outcomes. However, acquiring and appropriately applying the resources to recognize and support results-producing teaching and leadership are pioneering human capital development initiatives. Innovations to acknowledge excellent teaching and leadership include:

1. Investigating and innovating new ways to recognize educator excellence

- a. Celebrate highly effective principals, teachers and schools to learn best practices
- b. Research ideas across the country
- c. Collaborate across districts and across the Collaborative

2. Creating and implementing pilot models for incentives

- a. Investment incentives to provide resources to teachers to invest in their classroom
- b. Opportunity incentives for teachers to participate or present at the state and national levels
- c. Performance pay incentives

3. Innovative approaches to career ladders

- a. Use student growth results
- b. Multiple measures
- c. Levels to recognize leadership

Core Processes of the Rural Transformation Model

Connecting these components are four core processes: **collaboration, communication, technology and training**. As a result of implementing and integrating the model components and processes, roles and responsibilities will change and a new culture for 21st century learning in rural America will be realized.

Research and Project Evaluation

This Ohio Appalachian Collaborative presents broad and deep research opportunities and obligations. To that end, Battelle for Kids will engage an independent organization to learn appropriately from project implementation, widely share lessons learned, refine the model and prepare it for use well beyond the participants. With evaluations in hand, we can more clearly capitalize on successes, improve implementation when necessary and, ultimately, scale the work across rural Ohio and the country.

What the Ohio Appalachian Collaborative Means to Me

I have found that no matter how much I prepare to speak about this project, whenever I get in front of a group of people and open my mouth, my heart takes over. I am passionate about the Ohio Appalachian Collaborative because it resonates with me on every level of who I am—whether it be as the mother of five children, a media specialist for grades 7-12, or the president of the Georgetown Federation of Teachers.

As a parent, my goal for this project is that it elevate the expectations of our children and expand their learning opportunities so they have the confidence to go out into the world and achieve what they want to achieve and experience all the world has to offer. Then bring back what is good and valuable to our communities so that we revitalize our rural areas.

As a teacher, I am excited that this project will give me and my colleagues the tools we need to help our students reach their potential. Tools such as better data and the training to use it to inform classroom instruction, quality, job-embedded professional development, networks for sharing ideas and teaching strategies with other teachers, peer evaluation programs that strengthen the abilities of effective teachers and weed out those who do not belong in the profession, and leadership opportunities that allow us to share in decision-making without leaving the classroom. All of these will drive student achievement.

As a union leader, I welcome the opportunity to work with other union leaders, teachers, superintendents and board members to transform the way that we are educating our students. The true strength of this project is the recognition from the outset that there are different roles in education and different perspectives that need to be considered. We realize that there will be some tough issues to face, such as strategic compensation, but together we can tackle those tough issues because we also realize that no matter how lofty our goals or how noble our intentions, this project will only be successful when everyone shares the vision and bares the responsibility for making that vision a reality.

I want you to understand that we are not just "deciding to collaborate." What we are doing here goes much deeper than that. We are creating a culture. A culture where high achievement is an expectation so there are no excuses for failure. A culture where teachers are valued for the excellence they bring to the classroom. A culture where issues are brought to the table and teachers can use their vast classroom experience to work with administrators to figure out the solutions that are in the best interests of the students. A culture that is so deeply embedded in the DNA of the district that it doesn't matter if the superintendent leaves or the union president leaves, the core values and commitments will remain.

In his book, *Step Out on Nothing*, CBS and *60 Minutes* correspondent Byron Pitts says, "It is amazing how you can transform a dream into a reality by saying it until you believe it and others believe it with you. It can become a call to arms. You say it. You believe it. You then devote your dreams and your sweat to it."

This Ohio Appalachian Collaborative is our dream and we are all ready to sweat!

Respectfully submitted by:
Melissa Cropper, President, Georgetown Federation of Teachers
Georgetown Exempted Village School District, Ohio

APPENDIX E.1.1

OHIO DIFFERENTIATED ACCOUNTABILITY INTERVENTIONS

RATIONALE: SECTION OF OHIO'S
DIFFERENTIATED ACCOUNTABILITY
PLAN THAT DESCRIBES SCHOOL
INTERVENTIONS.

**REFERENCED IN:
(E)(1)**

The Ohio Model of Differentiated Accountability

Proposal to United States Department of Education

May 2, 2008 to applications@ed.gov

Revised Final 6-26-08

**Submitted by the Ohio Department of Education
Contact: Stephen Barr, Associate Superintendent
Center for School Improvement
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SECTION III: *Interventions*

Core Principle 7: *All identified schools receiving Title I funds are subject to interventions, and they progress through an intervention timeline with interventions increasing in intensity over time. The state describes its comprehensive system of interventions, including, if applicable, how its proposal aligns with its state accountability system*

The proposed interventions are described in Table 1 under Core Principle 4.

Educator Effectiveness. The Office of Educator Equity (OEE) has developed a teacher equity infrastructure in collaboration with the Center for School Improvement through the Comprehensive Continuous Improvement Plan (CCIP). All school districts, including the high support districts, complete the process described in Table 7 below.

To ensure a more equitable distribution of highly qualified and experienced teachers for all students in every classroom, it is essential to collect accurate teacher distribution data. These data findings should determine how districts distribute highly qualified and experienced teachers equitably throughout their schools.

Table 7: Teacher Equity Analysis Process

District Data Findings	Aligned Strategies	Ongoing Progress Measures
Conduct an analysis to ensure that core subject area courses in schools are taught by highly qualified teachers (using the Teacher Distribution File developed for every district).	Implement strategies that align with what the data reveal as teacher inequities.	Continuously measure the progress of district strategies. Are the strategies working? What measures are used to ensure this? What evidence documents that these strategies have moved toward ensuring equitable teacher distribution? Complete this process annually to ensure that all students are taught by highly qualified teachers.

All school districts conduct a Teacher Distribution Data Analysis (TDDA) by core subject area courses to identify where and to what extent any teacher distribution inequities exist on a school-by-school basis. To conduct the TDDA, ODE developed a Teacher Distribution File (TDF) for all school districts that provides the following data for each school in the district:

- Percentage of the core subject courses in schools taught by teachers who are NOT highly qualified (note: Ohio has identified “high percentages” as schools where more than 10 percent of the core subject courses are taught by teachers who are NOT highly qualified.).
- Percentage of poor and minority students who are taught by inexperienced vs. experienced teachers in the core subject areas.
- Percentage of poor and minority students who are taught by highly qualified vs. NOT highly qualified teachers.
- Percentage of inexperienced (less than three years) vs. experienced (more than three years) teachers in high-poverty schools vs. low-poverty schools.
- Percentage of highly qualified vs. not highly qualified teachers in high-poverty schools vs. low-poverty schools.

After conducting the analysis, districts develop aligned strategies that address specific findings from the data to resolve teacher inequities. Districts are encouraged to annually measure progress and to publicly report district progress.

OEE will provide technical assistance to high support districts whose teacher equity plans do not meet a level three on the rubric used to evaluate these plans. The office will also collaborate with those districts to establish HQT/Teacher Equity teams to work with OEE in developing and implementing effective and measurable teacher equity strategies.

Ohio is trying to create a statewide system of rewarding teachers and school leaders for high levels of performance and solid achievement with competitive compensation and career opportunities. The Ohio Teacher Incentive Fund (OTIF) will provide opportunities for teacher development, differentiated leadership roles and incentive pay. OTIF is building on existing models, including the Teacher Advancement Program (TAP) – Cincinnati and Columbus, Promoting Educator Advancement in Cleveland (PEAC) – Cleveland, and Teacher Review and Alternative Compensation System (TRACS) – Toledo. Under OTIF, state standards are being established for teacher and principal evaluation systems to ensure evaluations are fair, credible and evidenced-based, include multiple measures of performance in both knowledge and skills, and are linked to student academic progress, align with Ohio’s teacher and principal standards, and suggest professional development to enhance future performance in areas that are not meeting expectations. These standards will serve as benchmarks for design, development, and implementation of evaluation and compensation systems in districts across the state. The state will provide technical assistance and collaborate with high support districts interested in designing evaluation and compensation systems aligned with these standards. Four high support districts are participating in OTIF.

Beginning in FY 09, the state budget will fund two new programs to provide incentives for foreign language, science, and mathematics teachers to teach in hard-to-staff schools. The signing bonus program is funded at \$4.0 million and the loan forgiveness program is funded at \$2.5 million. To qualify for either program, an individual must be licensed, assigned to teach in foreign language, science, or mathematics, and agree to teach in a hard-to-staff traditional public school for a minimum of five years. An individual who has met all requirements will receive either a \$20,000 signing bonus or \$20,000 in loan forgiveness.

We anticipate participation in the incentives programs by high support districts because many schools in those districts will likely be designated as hard-to-staff schools. The rules for participation are still being developed in cooperation with the Governor’s Office. At this time we can not report how many high support schools will be involved.

Of the 13 districts participating in Ohio’s state funded Principal Evaluation Pilot, seven (7) are high support districts. Research confirms that schools succeed when its principal serves as an instructional leader with an unrelenting focus on student learning. The Ohio Principal Evaluation System is designed for use by all schools in the state. The system highlights both the behaviors that principals perform and the effectiveness of those behaviors in terms of school outcomes. This system is built on the framework of collaboration and negotiation between the evaluator and the principal regarding the appropriateness of leadership styles, the establishment of ground rules as a framework for collaboration, and a co-ownership of data realized from the 360 degree staff perception survey. The evaluation system is comprised of three broad components or dimensions, each of which is weighted equally:

1. A goal setting process in which standards-based goals are crafted, targets of performance are established, and sources of evidence are identified
2. A 360 degree survey process in which assessments of effectiveness based on the *Ohio Standards for Principals* are drawn from educators who work with and for the principal
3. Measures of organizational effectiveness, both in terms of student learning outcomes and measures of client satisfaction.

Professional Development/Teacher Training. Ohio is committed to providing high quality professional development to educators over the entire continuum of their careers. The foundation for Ohio’s system of professional development is the state’s new professional development standards. These new standards, adopted by the State Board of Education in 2005, are aligned with findings from national research and consistent with the definition of high-quality professional development contained in *NCLB*. Ohio’s PD standards are not minimal expectations. Schools that successfully implement these standards should expect to see higher quality teaching and increased student achievement. These standards will help inform the types of professional development that Ohio teachers include as part of their career growth.

High support districts will have opportunities to participate in high quality professional development offerings such as:

- New Principals – Ohio’s Entry-Year Principal Mentoring/Induction Program (*70% of high risk districts participate in this program*)
- New Teachers – Ohio’s Entry-Year Teacher Mentoring/Induction Program (*60.8% of the high risk districts participate in this program*)
- Veteran Teachers – Ohio’s Master Teacher Program & National Board Certification
- Veteran Principals – Ohio’s Principal Evaluation Pilot (currently in 13 districts)

Ohio’s new standards for teachers, principals, and professional development provide a solid framework for a coherent, aligned system to improve teacher quality.

The state earmarks Poverty-Based Assistance funds for professional development to school districts having a poverty-rating above 1.0. Currently, 103 (48% of the 103 are High Support Districts) Ohio districts qualify. The funds are delivered as part of the districts’ foundation payments; districts are required by law (House Bill 66) to complete and submit a description of their professional development programs in one or more of the following areas: data-based decision making, standards-based curriculum models, research-based high quality professional development and professional learning communities.

Districts must provide a narrative description of the PD offered. The descriptions are given to a reviewer, who vets them against the Ohio Standards for Professional Development. Narratives, which provide standards-based PD at the adequate or exemplary level on all six standards, are authorized for that fiscal year. Approved districts and vendors are listed on the ODE web page. Programs and districts which received approval in FY 2007 are not necessarily approved without some revision. The review team’s attention to detail is just one step in securing the best possible professional development for Ohio’s educators.

Future plans include requiring exit data from districts in an effort to concentrate on the effect that high quality professional development has on student achievement. Eventually, evaluating Ohio professional development will involve the reporting of the *impact* on teacher effectiveness and student achievement over time.

In addition, Ohio has enhanced its Standards-Based Individual Professional Develop Plan (IPDP). Teachers who are developing their plans starting school year 2008 – 2009, must use the IPDP Rubric aligned with Ohio’s Professional Development Standards.

Teachers will:

- Examine their practice by examining student data, completing an educator standards’ self-evaluation, considering school and district goals, and providing a goal rationale when creating these plans;
- Determine Priorities and Goals by prioritizing needs, relating them to licensure, current assignment, future plans, and district/building goals, and writing specific, measurable, attainable, results-based, and time-bound (SMART) goals;
- Complete the IPDP according to the Local Professional Development Committee (LPDC) policy; and
- Obtain pre-approval from LPDC.

Core Principle 8: *Interventions must be educationally sound. The state provides a rationale, including evidence of effectiveness, for each intervention proposed. The state explains how it will leverage state and local resources along with federal resources (e.g., Title I school improvement funds, Title II funds) to promote meaningful reform in schools, provide options for parents and students, and improve teacher effectiveness.*

The Ohio Improvement Process tools and training will be available to all Ohio districts and schools. It is not a process for just a few. This large scale systems approach to improvement will help ensure the resources of the agency are focused on the implementation of Ohio Improvement Process. The CCIP already provides districts the means of leveraging resources from almost 50 state and federal programs including most of NCLB and the Individuals with Disabilities Education Improvement Act (IDEIA). Many of these resources can and should be focused on improving student results.

Alignment & Intentional Use of Resources to Support Improvement. The CCIP facilitates transferability as allowed under section 6123 of NCLB. Additionally, embedded in the CCIP is a mechanism for realistically pooling local, state and federal funds (including IDEIA funds) as authorized under the school-wide provisions of Title I, Part A. We encourage districts to consider pooling funds (including IDEIA funds) in eligible buildings to remove the silos created by separately funded programs and provide a true mechanism for developing and implementing school-wide reform. There are over 1,000 school-wide buildings in Ohio.

Strengthening State & District Capacity to Improve. Heretofore, the Statewide System of Support rested with the regionally located State Support Teams (SSTs). The SSTs are supported primarily by state funds with additional federal support for some staffing and training. The SSTs are located in each of 16 regions and employed by 16 of the 59 Educational Support Centers (ESCs) in the State.

The increase of districts and schools identified for improvement forces SSTs to continually add districts and schools thus diluting the amount of time they can spend with any one district. This diluted workload and the revolving door of district and school statuses decreases the quality of support. In developing this proposal, the ODE is responding in two ways. One way is creating trained State Diagnostic Teams to conduct reviews in high support districts and the building in those districts. Corrective Action districts are targeted because the State has a clear responsibility for the oversight of the district corrective action process. Our review of data; however, strongly suggests that all Corrective Action districts are not needing this type of thorough review. A focus on the “high support” districts and schools will be more strategic and beneficial.

A second improvement is to expand capacity to help districts to as many of the 59 Educational Service Centers as will volunteer to engage in the work. We have offered to train ESC personnel on the Ohio Improvement Process tools and steps and to provide them with very precise data on the districts and buildings in their area. The full implementation of the data warehouse and Decision Framework will allow this type of data mining and dissemination. Additionally, we offered to train their staff to conduct the Diagnostic Review. We hope to offer one-time grants, from Title I School Improvement funds, to districts to defray the Diagnostic Review costs as an incentive for the districts to request the service and for the ESC’s to offer another valued service.

The state will add additional intermittent (part-time) staff for the sole purpose of conducting Diagnostic Reviews. Aside from intermittent staff, the SEA will not be permitted to add additional staff. Increased capacity will come from ESC staff across the state trained in and willing to provide support to the Ohio Improvement Process. Improved longitudinal data and results from district/building decision framework processes will greatly improve the state’s efforts to more precisely understand the areas needing the most attention regionally and statewide.

Core Principle 9: *The differentiated accountability model is designed to result in an increased number of students participating, in the aggregate, in PSC and SES at the state level, even if the number of students eligible for these options decreases. If a state proposes to change the eligibility requirements for SES, these services are offered, at a minimum, to low-income non-proficient students in all Title I schools identified for improvement (no later than the timeline required by NCLB).*

There is little Ohio can do to meaningfully increase the participation rate of PSC since school choice was part of a state process prior to NCLB. Prior to NCLB, Ohio had open enrollment between districts, over 200 charter schools (called community schools in Ohio), and a publicly paid voucher program in Cleveland. Since NCLB, the number of community schools has increased to around 323 and the voucher option has been expanded to provide EdChoice scholarships to up to 14,000 students to attend a participating private school of their choice. Students attending or assigned to attend public schools designated as Academic Watch or Academic Emergency – the lowest categories on the state’s school rating system – for two of the last three school-years are eligible to apply. The Cleveland Scholarship and Tutoring program is still available for residents of Cleveland. With all of the state choice options, the PSC option is not especially enticing to parents and students.

Ohio currently has over 400 SES providers on the provider list. The proposed options under SES should improve participation statewide.. Our data indicate that the SES participation rate is approximately 57% of the number of students who could be served by the schools required to offer this service. We will be setting targets for districts with schools that should be providing SES services to increase their participation rates. Ohio continues to ensure that participating LEAs provide timely, clear, accurate notice to parents about the identification of their child’s school as in need of improvement and their parental involvement opportunities, including the availability of the SES and public school choice options, in understandable language. Ohio also continues to ensure that LEAs notify parents of eligible children about SES prior to the start of the 2008-09 school year, or within the first few weeks of the school year, and provide SES shortly thereafter.

Districts are required to submit an effectiveness report for all providers with which they enter into a contract to provide SES. This report includes information about provider requirements and assurances, communication, and student achievement. A copy of the FY08 Effectiveness Report can be accessed through Ohio’s online reporting system at:

https://webapp1.ode.state.oh.us/odesurvey/surveys/SES_ER_SY2007-2008.asp

Our annual monitoring of SES participation strongly encourages and influences districts to provide multiple enrollment opportunities.

All interventions are listed in Table 1 under Core Principle 4.

SECTION IV: *Restructuring (or Alternate Label)*

Core Principle 10: *There must be a category of differentiation for at least a subset of the lowest performing schools that have not met annual achievement targets for five years (currently the restructuring category). This category of schools must be subject to the most significant and comprehensive interventions.*

Comprehensive Interventions Directed Toward Districts/Schools with the Greatest Need. The proposed process for categorizing districts and schools ensures that the majority of schools negatively affecting the most students wind up in the high support category. The proposal also ensures that any school in restructuring must be categorized at a minimum as medium support or high support. Our data clearly show the districts and buildings presenting the highest risk to the most number or percentage of students

APPENDIX E.2.1

MEMORANDA OF UNDERSTANDING TO SUPPORT INNOVATIVE HIGH SCHOOLS

RATIONALE: EXAMPLES OF
MOUS BETWEEN LOCAL UNIONS AND
SCHOOL DISTRICTS TO SUPPORT
INNOVATIVE HIGH SCHOOLS.

**REFERENCED IN:
(E)(2)**

Memoranda of Understanding to Support Innovative High Schools

Labor-management collaboration was a key to success in the Ohio High School Transformation Initiative (OHSTI) and the Ohio Early College High School Network (ECHS). The majority of districts involved in these two initiatives developed one or more Memoranda of Understanding (MOU) to support everything from new staffing patterns to extensive required teacher professional development within and beyond the school day to strategies for personalization of instruction and planning for students.

For example, both Toledo and Cleveland Heights-University Heights established formal teacher leader positions within each new innovative high school. In Toledo, the teacher leader worked side-by-side with the principal and was compensated at the same rate as a beginning administrator. In Cleveland Heights, teacher leaders were elected by their peers to three-year terms and then rotated back into the classroom. In both cases, the teacher leaders received the same training as principals and brought those broader skills back to the classroom with them.

Other districts used existing “teacher on special assignment” provisions of their contracts to support the teacher leader position in more informal ways and again, teacher leaders received the same training for innovation and transformation as principals. Cleveland Heights also developed an extensive formal system in which parent, student and community members applied and were chosen to serve on Core Planning Teams, based on the knowledge and skills they brought to the table. Lima extended some provisions that had been developed for middle schools to the high schools to support teacher development of personalized student growth plans and participation in student Advisory programs.

Recognizing the importance of ensuring the right teachers staffed the innovative schools, Columbus developed an MOU that called for every teacher in the affected high school to re-interview for positions in the new small schools, allowing principals of the new schools to replace as much as two-thirds of the staff.

Nearly every district made provisions for community and teacher teams to interview candidates for the principalship and new teaching positions.

Nearly every district launching an Early College High School developed MOUs that facilitated teacher support for student mentoring and tutoring beyond the regular school day and

school year. The Toledo ECHS MOU further relaxed some seniority provisions of the contract to reinforce the entrepreneurial nature of staffing at the ECHS.

In every case, superintendents and union presidents committed to stay at the table to work through the challenges that arise in the development of innovative schools, and they were assisted in their efforts by senior leadership at KnowledgeWorks, the Ohio Education Association and the Ohio Federation of Teachers.

APPENDIX E.2.2

PERSISTENTLY LOWEST ACHIEVING SCHOOLS IDENTIFICATION METHODOLOGY

RATIONALE: DESCRIPTION OF THE METHODOLOGY USED TO IDENTIFY OHIO'S PERSISTENTLY-LOWEST ACHIEVING SCHOOLS AND EVIDENCE OF ALIGNMENT TO REQUIREMENTS OF THE FEDERAL RACE TO THE TOP PROGRAM AND THE SCHOOL IMPROVEMENT GRANT.

**REFERENCED IN:
(E)(2)**

The Definition and Selection of Ohio's Persistently Lowest Achieving Schools for the Federal Race to the Top Program and the School Improvement Grant

Ohio's "Persistently Lowest Achieving Schools" includes the **lowest achieving 5% of Title 1 schools in school improvement** and the **lowest achieving 5% of Title 1 Eligible secondary schools regardless of school improvement status**. In addition to the lowest achieving 5%, both groups of schools (Title 1 funded and Title 1 eligible) must include any secondary school that has a graduation rate less than 60 % over a 5-year period.

The selection criteria used by Ohio to identify the persistently lowest achieving schools directly follows the US Department of Education's guidance for the Race to the Top (RttT) programs and the School Improvement Grants (SIG). While the RttT definition of persistently lowest achieving schools is less prescriptive and allows states some discretion in considering additional indicators of academic achievement, the SIG definition is very specific as to which measures must be used in defining achievement, and specifically notes that no other indicators of student performance may be considered when identifying the lowest-achieving schools. As a result, Ohio's definition and selection of persistently lowest achieving schools tightly adheres to the SIG guidance.

Identifying Eligible Schools

To identify the lowest achieving schools eligible to receive SIG and RttTRttT funding, all schools were divided into two categories:

1. **Title 1 schools** that received Title 1 funding in FY 2010 and are in school improvement.
2. **Title 1 Eligible secondary schools** that do not receive Title 1 funding, regardless of school improvement status.

Dropout recovery schools were not included in either group of schools. Dropout recovery schools refer mainly to community schools that serve over-age, under-credited students who have dropped out of high school. While the RttT guidance states that a Secondary Education Agency (SEA) might not exclude a particular population of students (e.g., limited English proficiency [LEP], students with disabilities) from its list of lowest achieving schools, there is one exception—dropout recovery schools.

Addendum on 12/18/2010 for SIG: "One narrow exception to the general rule above may be a school that is specifically designed to serve over-age, under-credited students—*i.e.*, a school designed to re-engage students who have dropped out of high school and who, by definition, cannot graduate within the standard number of years—and that might automatically be identified as among the persistently lowest-achieving schools by virtue of the 60 %graduation rate prong of the definition. An SEA may determine, on a case-by-case basis, giving careful consideration to the mission of the school, student performance, and the intent of the SIG final requirements, to exclude such a school from its list of persistently lowest-achieving schools."

Measuring Achievement

In determining the lowest achieving schools, SIG requires that states look at two factors: 1) the school's current performance in reading and mathematics; and 2) the school's progress on reading and mathematics over a number of years. SIG permits states to determine the "number of years" and Ohio has selected 5 years as its timeframe for measuring progress. In addition, states have the discretion to determine how they will weight these two factors when coming up with a "single" performance score.

The SIG guidance is very explicit that no other indicators of student performance may be considered when identifying the lowest-achieving schools. Further, the SIG guidance states that performance in reading and mathematics must be for the "all students group," which includes LEP students and students with disabilities, even students with disabilities who take an alternative assessment.

To obtain a measure of each school's current performance, the Ohio Department of Education (ODE) combined each school's 2009 grade-level performance in reading and mathematics (grades 3-11) into a single weighted-average %proficient for that building. To measure each school's progress over time, ODE created a single weighted- average %proficient for reading and mathematics over a 5-year period (2005-2009).

Each school's current performance and its measure of progress over time were weighted equally at 50% and combined into a single measure— "combined %proficiency." This single number for each school was used to rank all eligible schools in each category (e.g., Title 1 schools in school improvement or Title 1 eligible secondary schools). Using the rank, ODE then identifies the lowest achieving schools.

Identifying Ohio's Persistently Lowest Achieving Schools

The RttT and SIG guidance requires states to identify the **lowest achieving 5%** in each category of schools—Title 1 schools in school improvement and Title 1 eligible secondary schools. Using ODE's ranking of the "combined %proficiency" measure, the lowest 5% of the schools on the list are automatically put into the category of "persistently lowest achieving schools."

*In addition to the lowest achieving 5%, RttT and SIG require states to include **secondary schools with graduation rates less than 60% over a number of years** in their list of "persistently lowest achieving schools."*

Putting All Eligible Schools into Three Tiers for SIG

For the purpose of using SIG funds, the federal guidance requires states to put all eligible schools into the following three Tiers:

Tier 1 Schools—lowest achieving 5% of Title 1 schools in school improvement or Title 1 secondary schools with a five year graduation rate less than 60%.

Tier 2 Schools—lowest achieving 5% of Title 1 eligible secondary schools or Title 1 eligible secondary schools with a five year graduation rate less than 60%.

Tier 3 Schools—All Title 1 schools in school improvement that are not in Tier 1 (the persistently lowest performing schools) are put into Tier 3 for the purpose of using SIG funds.

Title 1 eligible secondary schools that do not meet the criteria for Tier 2 are removed from the list of schools eligible to apply for SIG monies. For more detail on the breakdown of SIG tiers, see the SIG Guidance dated 12/18/2009.

Schools identified in SIG Tier 1 and SIG Tier 2 meet the definition of persistently lowest achieving schools for the purpose of Race to the Top Program.

[RttT Guidance dated November 2009] "Persistently lowest-achieving schools means, as determined by the State: (i) Any Title I school in improvement, corrective action, or restructuring that (a) Is among the *lowest-achieving five % of Title I schools in improvement, corrective action, or restructuring* or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a *high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 % over a number of years*; and (ii) Any secondary school that is eligible for, but does not receive, Title I funds that (a) Is among the *lowest-achieving five % of secondary schools* or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 % over a number of years."

APPENDIX E.2.3

OHIO IMPROVEMENT PROCESS DESCRIPTION

RATIONALE: DESCRIPTION OF OHIO IMPROVEMENT PROCESS, A FOUR-STAGE PROCESS THAT SUPPORTS DISTRICT IN MAKING DATA-DRIVEN DECISIONS TO IMPROVE PERFORMANCE.

**REFERENCED IN:
(E)(2)**

Ohio Improvement Process: Overview of the Process and Tools Used Within the Process

The *Ohio Improvement Process (OIP)* is Ohio's strategy for ensuring a systematic and coherent approach for building the capacity of all districts and schools to improve instructional practice on a district-wide basis, and sustain significant improvement in student performance against grade-level benchmarks aligned with academic content standards for all students across the district.

In 2008-09, 290 districts encompassing 925 schools, and 22 community school sponsors encompassing 72 community schools (i.e., charter schools) were in improvement status under Ohio's Differentiated Accountability model and were required to implement the Ohio Improvement Process (OIP) as a required intervention.

Inherent in the OIP is the belief that (1) improvement is everyone's responsibility – at all levels of the district and in all districts; (2) state-developed products and tools, including professional development, need to be designed for universal accessibility and applicability to/for every district in the state; (3) a unified statewide system of support requires the intentional use of a consistent set of tools and protocols by all state-supported regional providers, rather than allowing multiple approaches across the state; and (4) improvement efforts should be focused on improving instructional practice and performance at all levels in the system.

Stages of the Ohio Improvement Process (OIP). The Ohio Improvement Process (OIP) involves four-stages across which processes, structures, tools, and people are connected by (1) using data to identify areas of greatest need; (2) developing a plan to address those areas of need that is built around a limited number of focused goals and strategies to significantly improve instructional practice and student performance; (3) implementing and monitoring the degree of implementation of the plan with integrity; and (4) evaluating the effectiveness of the improvement process in changing instructional practice and impacting student performance.

Stage 1 of the OIP begins with an assessment using *Ohio's Decision Framework (DF)* tool. The DF is designed to assist districts in making informed decisions – based on what their data tell them – about where to spend their time, energy, and resources to make significant and substantial improvements in student performance. A state-developed data warehouse provides relevant data needed to complete the DF process to districts and buildings, and community schools. Data are organized to allow district leadership teams (DLTs) and building leadership teams (BLTs), and community school leadership teams (CSLTs), to answer essential questions and make decisions about their greatest need related to improving student performance.

The DF is used to help DLTs and BLTs, and CSLTs: sort through and categorize data in meaningful ways; prioritize areas of need and make decisions based on an analysis of data; identify root causes of prioritized needs; and develop a more focused plan leading to improved student achievement.

The DF is organized around the four levels outlined below:

I: Student Proficiency In Level I, leadership teams review student proficiency data across four years by grade level, building level/grade span, and disaggregated student groups to identify up to two content areas of greatest concern. Further analyses using subscale performance data are completed by the team *only* for those content area(s) identified as areas of greatest concern. The remainder of the DF – Levels II, III, and IV – provide essential questions for helping districts conduct a root cause analysis of those factors contributing to the district's current situation. Level II, which has a direct impact on student performance, is completed for *each* area of concern identified under Level I of the DF. Levels III and IV, which have a more global impact, are completed once.

Level II: Instructional Management (*Curriculum, Assessment, & Instructional Practice; Educator Quality; Professional Development*) In Level II, leadership teams answer essential questions in relation to *each* of the content area(s) of greatest concern identified under Level I. Essential questions under Level II focus on curriculum, assessment, instructional practices; educator qualifications, teacher and principal turnover; and the degree to which district professional development (PD) is aligned to problem areas, is designed to promote shared work across the district/buildings, and is effective in helping teachers acquire and apply needed knowledge and skills related to the improvement of instructional practice and student performance. Following the completion of the Level II analyses, teams make decisions about the most probable causes contributing to the major problem areas identified under Level I.

Level III: Expectations & Conditions (*Leadership; School Climate; Parent/Family, Student, Community Involvement*) In Level III, leadership teams answer essential questions related to leadership; school climate (including student discipline occurrences, student attendance and mobility, students with multiple risk factors, and teacher and student perception); and parent/family, student, and community involvement and support to identify additional probable causes contributing the areas of greatest need identified in Level I.

Level IV: Resource Management In Level IV, leadership teams answer essential questions related to resource management – defined as the intentional use of time, personnel, data, programmatic, and fiscal resources – to identify additional causes contributing the area(s) of greatest need identified in Level I.

The DF assists DLTs, BLTs, and CSLTs in selecting the right work (i.e., work that has a high probability of improving student achievement), based on data-based decision making and focused planning, as well as developing the collective know-how to do the right work across the system.

Districts with the greatest degree of need (i.e., selected *high support* districts), as well as other districts in improvement status, may also receive an on-site review from the State Diagnostic Team (SDT). The SDT conducts a *District/School Improvement Diagnostic Review*, a process designed to help districts and schools improve student performance by analyzing their current practices against diagnostic indicators – effective research-based practices critical to improving academic achievement for all students. Using the diagnostic indicators, review team members determine the degree to which a school or district demonstrates effective instructional practices.

The focus of this intensive review process is on identifying critical needs (*Stage 1 of the OIP*) of the educational system. Unlike traditional self-assessments, the district/school improvement diagnostic review process relies upon a team of skilled reviewers from outside of the district or school, who is trained on the diagnostic indicators and standardized protocols for data collection and analysis. Regardless of their role, all members of the SDT receive formal training on using the diagnostic indicators, interviewing, observing classrooms, analyzing data, and writing reports. Findings from the review (e.g., data from classroom observation, interviews, and review of documents, diagnostic profiles completed following the review) become additional sources used by districts as they complete the decision framework process and identify critical needs to be addressed.

At *Stage 2* of the OIP, leadership teams affirm the priority areas identified through use of the DF in developing a district improvement plan that has a limited number of focused goals and strategies. In Ohio, the Consolidated Comprehensive Improvement Plan (CCIP) is the automated state tool for creating district and building improvement plans. All districts in Ohio are required to submit a CCIP, which includes the district goals, strategies, and action steps for improving student performance. The CCIP is a unified grants application that requires district personnel to work together in the development of one coherent plan that aligns and focuses the work across the district. All school-level plans must adhere to the district plan and school-level strategies and action steps must respond directly to district goals. Schools receiving Title I School Improvement funds must also create their improvement plans in the CCIP.

The CCIP provides the structure, format and means for almost all district/building-level plans submitted to the Ohio Department of Education (ODE), and is used by each district to create one coherent improvement plan describing how it intends to:

- Achieve the district vision and mission over the next five years;
- Address requirements and consequences prescribed by state and federal statute [corrective action, restructuring, Highly Qualified Teacher (HQT)];
- Take advantage of flexibility provisions of Title I Schoolwide to combine resources – fiscal, personnel, and time; and
- Draw on funding from multiple state, federal, and local sources to achieve district goals.

At *Stage 3* of the OIP, the focus is on implementation, and monitoring the degree of implementation, of the focused plan across the district. Recent research on the effects of full implementation (Leadership and Learning Center, 2007) and its impact on student achievement note that *partial* implementation of evidence-based strategies is not much better than *no* implementation. For example, in one school when fewer than 50% of the teachers aligned curriculum, assessment, and instruction to state-content standards in science, the percent of students proficient in

that content area on state assessment was 25%. In stark contrast, when over 90% of the teachers in the same school aligned curriculum, assessments, and instruction to the state science standards, student proficiency increased to 85% (Reeves, 2006). These findings – based on a synthesis of multiple research sources on teaching, leadership, and organizational effectiveness – highlight the critical importance of full implementation of the district plan based on focused goals that remain stable over time (Reeves, 2008).

The need for implementation of the focused plan *across the district as a system* adds support to the critical role that highly effective district and building leadership teams play in continuously improving system planning and implementation of focused improvement strategies, structures, and processes at the district and school level. When school board members, superintendents, central office staff, principals, and teachers “stay the course” on the right work, as defined by focused goals for instruction and achievement, student learning increases.

McREL (2006), in its study of factors that contribute to effective district-level leadership, suggest a positive correlation between leadership stability and increases in student performance, and a negative correlation between building autonomy (i.e., site-based management in the absence of district leadership) and increases in student achievement. Both findings support the need for effective leadership team structures to perform critical functions and sustain a focus on higher levels of learning for all children across the district. For example, at the district level, DLTs perform such functions as:

- Setting performance targets aligned with district goals;
- Monitoring performance against the targets;
- Building a foundation for data-driven decision making on a system-wide basis;
- Facilitating the development and use of collaborative structures;
- Brokering or facilitating high quality PD consistent with district goals; and
- Allocating system resources toward instructional improvement.

Similarly, at the school level, BLTs perform such functions as:

- Fostering shared efficacy;
- Building a school culture that expects effective data-driven decision making;
- Establishing priorities for instruction and achievement aligned with district goals;
- Providing opportunities for teachers to learn from each other;
- Monitoring and providing effective feedback on student progress; and
- Making recommendations for the management of resources, including time, and personnel to meet district goals.

At *Stage 4* of the OIP, the focus is on evaluating the effects of the improvement process at multiple levels (classroom, BLT, DLT, regional, state) and its impact on student achievement. Key indicators are customized for each level, while maintaining the focus on essential practices in the areas mentioned above (e.g., data and the decision-making process, focused goal setting process, instruction and the learning process, etc.). At the district level, continuous monitoring is necessary to gauge the effectiveness of improvement efforts on changes in adult practice and student achievement and to ensure a sustained focus on district goals for instruction and achievement, and is the key function of the DLT. At the regional and state level, monitoring the use of the OIP as Ohio’s primary vehicle for supporting statewide sustainable improvement is the major function of regional managers assigned to oversee the work of state support teams who work with DLTs to review data, develop focused plans, and ensure fidelity of plan implementation and its effect on instruction and achievement.

Technical Assistance. The technical assistance provided to districts in improvement status included structured and focused facilitation by personnel assigned from Ohio’s state support teams (SSTs) or educational service centers (ESCs). Such personnel were trained in facilitating the OIP and worked with districts to implement the process, which includes the following:

- *Stage 0:* Preparing district personnel to implement the OIP by supporting district, building, and/or community school staff members to (1) establish/re-establish a district leadership team (DLT) and building leadership teams (BLTs) in each school within the district, or a community school leadership team (CSLT) when

working with a community school, in accordance with *Ohio's Leadership Development Framework*; (2) develop a common understanding of the role of the DLT and BLTs, or CSLT, in implementing the OIP; and (3) measure their team's level of practice against the Ohio Leadership Advisory Council's (OLAC) standards of effective practice as outlined in *Ohio's Leadership Development Framework* using the OLAC electronic performance assessment.

- **Stage 1:** Working with leadership teams in using *Ohio's Decision Framework* tool (i.e., the major tool at stage 1 of the OIP) to complete a comprehensive needs assessment that identifies the most critical needs and probable causes based on data by supporting team members to (1) effectively summarize and analyze data sets; (2) understand and apply the decision framework; (3) interpret key findings/information from the needs assessment; and (4) prioritize a list of data-based critical problems from the decision framework in the creation of their focused needs assessment.
- **Stage 2:** Working with leadership teams to develop a limited number of focused district (or community school) goals, strategies, and action steps based on data; and a limited number of focused building actions aligned with district goals and strategies by supporting team members to (1) develop focused SMART goals; (2) determine prioritized cause-and-effect relationships; (3) compose strategies for each goal; and (4) create actions that have the greatest likelihood of increasing student performance and improving instructional practices. These focused, data-driven goals, strategies and actions form the basis of the district/school/community school plan, which is formalized as part of each district's comprehensive continuous improvement plan (CCIP). The CCIP is the major tool used at this stage of the OIP.
- **Stage 3:** Working with leadership teams to implement, and monitor the degree of implementation, of the focused plan by supporting team members to (1) establish and implement collaborative structures, processes, and practices that support a culture of inquiry and distributive leadership; (2) implement the plan systemically and systematically; and (3) monitor, using the *Implementation Monitoring/Management (IMM)* tool the degree of implementation of the focused strategies and actions to gauge whether implementation is having the desired effect on changes in adult practice and student achievement, and make and report necessary course corrections to the plan. The IMM is a component that was added in 2008-09 to the CCIP system and is used by teams to establish expected levels of performance for both adults and students (adult implementation indicators and student performance indicators), assign persons responsible and required time frame for each implementation strategy/action, and monitor and communicate progress. The IMM is major tool used at this stage of the OIP.
- **Stage 4:** Working with leadership teams to evaluate the improvement process and make necessary changes to continually improve instructional practice and student performance by supporting team members to (1) evaluate plan implementation, impact, and changes needed; (2) report summative plan progress; and (3) modify instructional practice and revise plan.

Ohio employs a tiered model to support the continuous development of regional providers to ensure consistency and quality in the services provided to districts needing a high level of support, as well as to those needing a moderate or low level of support. A State-level Design Team comprised of representatives from each of Ohio's 16 state support team (SST) regions assists the State in developing and deploying training to other regional providers to increase consistency and focus around the OIP. In addition, four members of the State-level Design Team – referred to as “quad” leads (i.e., four SSTs per each quadrant) – have the additional responsibility of coordinating training and deployment of OIP training on a quadrant basis and serve as an added layer of support for other regional providers across the state.

APPENDIX E.2.4

OHIO DIFFERENTIATED ACCOUNTABILITY MODEL

RATIONALE: OVERVIEW OF
OHIO'S DIFFERENTIATED
ACCOUNTABILITY MODEL,
INCLUDING KEY FEATURES OF THE
MODEL AND INTEGRATION OF THE
OHIO IMPROVEMENT PROCESS.

**REFERENCED IN:
(E)(2)**

Ohio's Differentiated Accountability Model:

Promoting Flexibility, Innovation for District-wide Improvement of Instructional Practice and Student Performance

In spring 2008, Secretary of Education Margaret Spellings invited states to participate in a pilot to implement a differentiated accountability model for distinguishing between schools and districts in need of intensive intervention and those that are closer to meeting their goals. The pilots are intended to provide states with additional flexibility for innovation in providing more targeted and effective interventions for districts and schools in need of improvement.

Differentiated accountability represents a significant new development in accountability policy and practice by using federal requirements/funds as a lever for building district/school capacity to improve student performance and by better targeting state support for district-wide continuous improvement under NCLB authority. However, states' differentiated accountability models must maintain the current measurement of adequate yearly progress (AYP) under section 1111 of NCLB.

Overview of Ohio's Model

As one of six states awarded the opportunity to use differentiated accountability, Ohio's model offers a systematic approach that assists districts and their schools in using data to target improvement efforts by identifying their greatest needs and aligning work around a limited number of focused goals. It does not change how districts or schools make or miss Adequate Yearly Progress (AYP), local report card indicators, or school or district designations. It does:

- Allow student progress to be considered when determining improvement status, reducing the impact of how long a district or school has missed AYP;
- Place districts and/or schools that miss AYP into categories based on degree of complexity and level of support needed instead of how long a district or school has missed AYP;
- Categorize districts and their schools based upon the collective percentage of student groups not meeting AYP in reading and mathematics; and
- Require districts and their schools to move through the Ohio Improvement Process (OIP) together, rather than being treated as individual disconnected entities.

Under the current system of federal accountability under NCLB, a series of sanctions is applied based on the length of time a school or district has been in improvement status. Each year the district or school continues to miss AYP, increasing consequences are imposed that range from offering transfer options and tutoring for students to restructuring school or district governance. Under the current law, the consequences are the same whether the district/school missed AYP for one group of students in one subject area, or missed the mark for multiple groups of students in both reading and mathematics.

For districts in corrective action (i.e., those that failed to meet AYP for more than four years), consequences can include replacing district personnel; removing particular buildings from the jurisdiction of the district and establishing alternative governance and supervision arrangements; appointing a receiver/trustee to administer the affairs of the district in place of the superintendent and local school board; and abolishing or restructuring the district.

In contrast to the current system, Ohio's Differentiated Accountability model treats districts and their schools as part of a system – rather than as fragmented entities within the system – and requires the district and its buildings to move through the improvement process as a unit. Instead of focusing on the number of years that a school or district missed AYP, Ohio's new model categorizes districts and schools into three risk categories (low-, medium-, and high-support) based on the aggregate percentage of student groups not meeting AYP in reading and mathematics, and provides them with different options for interventions in addition to those required by law.

(b)(6)

Features of Ohio's Differentiated Accountability Model

- Defines leadership as essential practices that should be implemented at all levels of the system
- Takes into account the role and responsibility of the district in making/sustaining improvement
- Organizes district/school data to customize interventions/solutions to critical needs as determined through a comprehensive needs assessment
- Accelerates support and better targets resources and assistance to the districts and schools that need the most support
- Provides high quality consistent training and support through a unified regional infrastructure



Ohio Improvement Process

STAGE 1
Identify Critical Needs of Districts and Schools

STAGE 2
Develop a Focused Plan

STAGE 4
Monitor the Improvement Process

STAGE 3
Implement the Focused Plan

WHO is involved?

District/Building Leadership Teams

- Complete the Decision Framework, the foundation for data-driven decision making on a system-wide basis
- Identify and affirm critical needs

DLT Role

- Complete the building level Decision Framework, the foundation for data-driven decision making
- Identify and affirm critical needs

WHO can help?

State Diagnostic Teams (SDTs) work with selected high-support districts
 State Support Teams (SSTs) work with high- and medium-support districts and schools
 Educational Service Centers (ESCs) work with medium- and low-support districts and schools, and other districts requesting assistance

WHO is involved?

District/Building Leadership Teams

- Create few SMART goals with performance indicators aligned to goals
- Develop research-based strategies, district actions and progress indicators intentionally align resources to goals, strategies and actions

DLT Role

- Develop research-based actions aligned to district goals and strategies
- Intentionally align resources to actions

WHO can help?

State Diagnostic Teams
 State Support Teams
 Educational Service Centers

WHO is involved?

District/Building Leadership Teams

- Provide data and reports to the Superintendent to inform the Board of Education
- Evaluate degree of plan implementation, impact on student achievement and changes in educator practices
- Use monitoring data to modify instructional practice and revise plan

DLT Role

- Provide data and reports to the DLT
- Evaluate degree of plan implementation, impact on student achievement and changes in educator practices
- Use monitoring data to modify instructional practice and revise plan

WHO can help?

State Diagnostic Teams
 State Support Teams
 Educational Service Centers
 Regional Managers
 Single Point of Contact

WHO is involved?

District/Building Leadership Teams

- Facilitate the development and use of collaborative structures at the district and building levels
- Broker or facilitate high quality PD consistent with district goals
- Monitor performance against the indicators
- Approve school plans and provide resources and support to schools

DLT Role

- Facilitate opportunities for teachers to learn from each other and greater opportunity for teacher leadership
- Broker or facilitate high quality PD consistent with plan
- Monitor performance of the plan

WHO can help?

Regional Service Providers
 External Vendors
 Higher Education

District and building leadership teams form the foundation for implementation of the Ohio Improvement Process. These teams, referred to as DLTs and BLTs by the Ohio Leadership Advisory Council, serve to distribute key leadership functions and create a common culture of expectations for focusing and following through on the right work. They help district and school personnel move past a programmatic focus to a focus on collective work to improve instruction and student learning.

While membership varies by district, most DLTs are comprised of the district superintendent or assistant superintendent, selected central office personnel, teacher and principal representatives, and others (e.g., treasurer or person in charge of business operations; parent/family members, school board representatives). BLTs include the principal or assistant principal, teacher representatives, and often others as noted above. Both DLTs and BLTs maintain a district-wide focus on high achievement for all learners.



OIP GRAPHIC

OIP Implementation: Getting Started!

These new intervention options require implementation of the *Ohio Improvement Process (OIP)*, a four-stage process that involves (1) using data to identify the district's critical needs; (2) developing a single coherent plan (CCIP) with a limited number of focused goals and strategies for addressing those needs; (3) implementing fully the plan across the district; and (4) monitoring the degree of implementation and evaluating the effects of the improvement process on student performance.

The first step in preparing for OIP implementation at the district level is the establishment (or re-establishment) of a district leadership team (DLT). The use of leadership teams to distribute key leadership functions and direct district-wide implementation of effective practices facilitates the intentional alignment of resources to address identified weaknesses. It also shifts the focus from the individual as leader to a team of individuals responsible for doing the right work, doing it collectively across the system, and holding each other accountable for the desired effect on student performance.

The right work, or the essential practices that must be implemented across the system for sustainable improvements to be made, is defined across six core areas by the *Ohio Leadership Advisory Council (OLAC)*. These six areas include: (1) data and the decision-making process; (2) focused goal setting process; (3) instruction and the learning process; (4) community engagement process; (5) resource management process; and (6) board development and governance process.

In districts and schools that have shown steady and sustainable improvement, leadership teams use data to identify a few district goals and strategies around instruction and achievement, intentionally focus effort across the district on implementing strategies and action steps to achieve the goals, and continually monitor the degree of implementation and its desired effect on student performance. April Dominie, OLAC member and superintendent of Big Walnut Local Schools, describes the importance of focus when she says,

“All the leadership standards depend on one thing - the will to focus. Leaders must insist that we target all resources, focus every discussion/decision and continuously communicate the focus until every classroom demonstrates the vision. A mentor always said to me, “Leadership is saying no to good ideas” and this has never been more true. If we don't learn to do this in education, we will continue to have a history of disconnected good ideas that frequently change and never see large scale change in every classroom.”

At stage one of the OIP, the DLT uses the *Ohio Decision Framework* to review relevant data and answer essential questions, helping to focus the team on the most important problems or critical needs of the district. The OLAC performance assessment rubric, an electronic tool for use by teams in benchmarking their performance against OLAC essential leadership practices, provides a source of data for use in answering questions about leadership. Completion of the decision framework results in a district profile that should be used to affirm priority areas for goals and strategies.

OIP Guiding Principles

- Improvement is everyone's responsibility – at all levels of the district and in all districts.
- Leadership – the purpose of which is the improvement of instructional practice and performance, regardless of role – is a critical component of the OIP and must be addressed in more meaningful ways to ensure scalability and sustainability of improvement efforts on a district-wide basis.
- State-developed products and tools, including professional development, must be designed for universal accessibility and applicability to/for every district in the state.
- A unified state system of support requires the intentional use of a consistent set of tools and protocols by all state-supported regional providers, rather than allowing for multiple approaches across the state, based on preference.

At stage two, the DLT develops a focused plan with a limited number of goals and strategies based on the decision framework profile and directs building leadership teams (BLTs) to complete the building decision framework, reviewing relevant data and identifying any additional focused action steps – related to district goals – that are relevant to their building. Each BLT develops a school improvement plan with action steps aligned to the district goals and strategies. Stages 1 and 2 should be completed about every five years unless the district encounters significant changes that would warrant an intensive review of the data and the re-establishment of district goals. Otherwise, it is anticipated that district goals would remain stable over time.

At stages three and four, the focus is on full implementation of the district and school plans, the ongoing collection and review of data by the DLT and BLTs to gauge the degree of implementation, and the evaluation of the effects of implementation on the achievement of all students and student groups. A five-year *OIP Implementation Schedule* that includes major steps and target time lines is provided on page 4. See the center OIP Graphic for a description of each stage of the OIP.



Five-Year OIP Implementation Schedule

Stage	Target Time Frame	Steps
Prepare for Plan DEVELOPMENT	Early Fall of Year 1	Superintendent meets with external facilitator to receive introduction to OIP
		Superintendent convenes/reconvenes DLT and provides orientation to OIP
		DLT takes OLAC performance assessment
Stage 1: Identify Critical Needs	By early November	DLT understands structure and organization of the Decision Framework (DF), including collection and organization of local data
		DLT completes the DF, which becomes CCIP needs assessment*
		DLT identifies and affirms critical needs for student performance content and expectations and conditions areas
Stage 2: Develop Focused Plan	By early January	DLT develops up to four (4) focused SMART goals based on DF profile results
		DLT develops a limited number (3 to 5) of research-based strategies per goal and indicators for each strategy
		DLT develops district action steps and completes project “management” template
	By mid-February	DLT works with Building Leadership Teams (BLT) to complete building DF and complete OLAC performance assessment
	By early April	DLT works with BLTs to develop building action steps aligned to district goals and strategies and completes project management template
June	DLT submits district and school improvement plans as the district’s CCIP	
Stage 3: Implement the Focused Plan	Years 2-5	DLT/BLTs work with district employees and providers/partners to implement the district plan and school improvement plans (SIPs)
	Annually (years 2-5)	DLT approves SIPs and provides resources and assistance to schools to support plan implementation
	Ongoing (Years 2-5)	DLT collects data on strategy indicators and refines district plan based on such data and, on a quarterly basis, updates progress on the project management template
Stage 4: Monitor the Improvement Process	Ongoing (Years 2-5)	DLT provides regular progress reports to superintendent for informing board of education
	Ongoing (Years 2-5)	DLT evaluates degree of plan implementation, changes in educator practices, and impact on student achievement
	Ongoing (Years 2-5)	DLT uses monitoring and evaluation data to modify instructional practice and revise plan

*The CCIP is a unified grants application that requires district personnel to work together in the development of one coherent plan that aligns and focuses the work across the district.

More than Compliance

Differentiated accountability provides a vehicle for moving away from a focus on external controls imposed from outside the school district to a focus on internal accountability that holds all adults in the system accountable for improving instructional practice and student learning. Rather than focusing on making improvement on a “school-by-school” basis, the OIP provides a more systematic approach using a connected set of processes and tools for helping districts redefine expectations for how people operate collectively across the district as a system. Recent meta-analytical studies on the impact of district and school leadership on student achievement provide strong support for the creation of leadership teams to clarify shared leadership roles/responsibilities at the district and school level, and validate leadership team structures needed to implement quality planning, implementation, and ongoing monitoring on a system-wide basis. When school board members, superintendents, central office staff, principals, and teachers “stay the course” on the right work, as defined by focused goals for instruction and achievement, student learning increases.



*For more information about the OLAC Leadership Development Framework, contact the Ohio Department of Education, Center for School Improvement, at 614.466.5834, or the Buckeye Association of School Administrators at 614.846.4080.



Support Categories for Districts Under Ohio's Differentiated Accountability Model

LOW SUPPORT	MEDIUM SUPPORT	HIGH SUPPORT
<ul style="list-style-type: none"> • District and all buildings in improvement status fail to meet less than 20 percent of AYP measures • Supported by Educational Service Centers (ESCs) 	<ul style="list-style-type: none"> • District and all buildings in improvement status fail to meet 20-29 percent of AYP measures • Supported by State Support Teams (SSTs) and/or ESCs 	<ul style="list-style-type: none"> • District and all buildings in improvement status fail to meet more than 29 percent of AYP measures • Supported by SSTs

Required/Optional Interventions Under Differentiated Accountability	District Level of Support Needed					
	LOW		MEDIUM		HIGH	
	Required	Optional*	Required	Optional*	Required	Optional*
Public school choice required for all identified Title I funded buildings	√		√		√	
Supplemental Educational Services (SES) required for all Title I funded buildings identified and failing to make AYP for three or more years	√		√		√	
State notifies parents that the district is identified as a (low/medium/high) support district	√		√		√	
Use the state's Decision Framework to create district and building needs assessments	√		√		√	
Develop district and building focused improvement plans based on state's planning guidance	√		√		√	
10 percent of Title I funds directed to Professional Development (PD)—at the building and/or district level as appropriate	√		√		√	
Annual measurable objectives for each affected disaggregated group	√		√		√	
Establish a District Leadership Team (DLT) and Building Leadership Teams (BLT), which conduct business in accordance with the OLAC framework		√	√		√	
On-site review and follow-up by the State Diagnostic Team as selected by the State					√	
On-site review by a state approved Diagnostic Team with aggressive implementation of critical items (critical items are those associated with the reasons the schools/district were identified for improvement)				√		√
District/buildings implement their improvement plans under the oversight of the State Support Team						√
Reopen the school as a public charter school						√
Replace all/most of the building staff (which may include the principal) or, in the case of medium support, replace the staff relevant to the issues				√		√
Institute and fully implement a new curriculum including PD for teachers				√		
Significantly decrease management authority at the building level				√		
Appoint an outside expert to advise the building on its progress				√		
Extend the school year or school day for the building				√		
Restructure the internal organizational structure of the building				√		
Enter into a contract with an entity to operate the public school						√
Additional options for districts failing to provide consistent oversight of improvement efforts and/or failing to demonstrate significant district improvement: <ul style="list-style-type: none"> • Defer programmatic funds or reduce administrative funds • Replace district personnel related to the failure to make AYP • Remove particular buildings from the jurisdiction of the district and establish alternative governance procedures • Appoint a receiver or trustee to administer the affairs of the district in place of the superintendent and local school board • Initiate the Academic Distress Commission if the district missed AYP for four consecutive years and is labeled as in Academic Emergency using state accountability measures 						√

*Optional denotes additional items from which the district/school or state would select one or more

NOTE: Districts and buildings remaining in the same risk/support category and not making significant progress would be required to add an additional intervention once every three years. Significant progress is defined as an average increase in scores over the latest three years of assessments for each identified student group that, if maintained, indicates all students in identified groups will be proficient by 2013-2014. The state would not impose additional interventions on buildings in any category that are demonstrating significant progress.



APPENDIX E.2.5

DESCRIPTION OF EXPANDED STAGES OF THE OHIO IMPROVEMENT PROCESS FOR THE LOWEST ACHIEVING SCHOOLS

RATIONALE: DETAILED
DESCRIPTION OF HOW OHIO'S 68
LOWEST ACHIEVING SCHOOLS WILL
ENGAGE IN THE OHIO IMPROVEMENT
PROCESS.

**REFERENCED IN:
(E)(2)**

Description of Expanded Stages of the Ohio Improvement Process for the 68 Lowest Performing Schools

Expand Stage 1 of the Ohio Improvement Process (OIP) for the 68 lowest performing schools. Building upon the Decision Framework completed by the Local Education Agency (LEA) and any Diagnostic Reviews already conducted by the State Diagnostic Team, the Ohio Network for Education Transformation (ONET) will conduct a baseline assessment of each school, digging deeper into the root causes of achievement gaps and low student performance. This baseline assessment would include working with the district's value-added specialist to expand the school's analysis of value-added data, in order to determine exactly where the achievement gaps are occurring. The assessment will be conducted by a team of experienced professionals that includes current/former superintendents, principals and teachers (preferably, National Board Certified Teachers), and a turnaround specialist from the Office of School Transformation. The assessment includes a review of data and other anecdotal evidence of performance; focus groups of parents, students, teachers, community; interviews of principals, and key central office leaders. The results of the baseline assessment will be shared in a face-to-face meeting with the LEA's superintendent, school board, union president, and principal, along with the turnaround specialist from the Office of School Transformation.

Expand Stage 2 of the OIP for the 68 lowest performing schools. The decisions made by the team in Stage 1 of the OIP provide the foundation for creating a district plan with a limited number (two to three) of focused goals and a limited number (three to five) of focused strategies associated with each goal. All school-level plans must adhere to the district plan and school-level strategies and action steps must respond to district goals. For the lowest performing school, a revised plan will be created based upon the results of its baseline assessment. The revised plan will set more refined goals, strategies, and action steps for implementing the turnaround, restart or transformation models required for SIG and RttT. The revised plan will include specific roles and responsibilities for the state, the district, board, union, and principal; and, include requirements for teacher professional development time and common planning time for collaboration. Based upon the work that needs to be accomplished, the LEA and school will choose an external partner from a list approved by the Ohio Department of Education (ODE). Each LEA and its lowest-performing school must present their targeted plan to the Office of School Transformation for final approval.

Expand Stage 3 of the OIP for the 68 lowest performing schools. Before implementing the plan developed in stage 2, the LEA and school will recruit a Core Planning Team (CPT) that will guide the work at each school. The CPT should be comprised of approximately 20 people representing a cross-section of stakeholders, including the Building Leadership Team, students, parents, and community. The CPT is the "keeper of the vision and the target outcomes" for each site and has the respect/ability/authority to make necessary changes in district and school-level processes, procedures, policies. The Network will work closely with each school to set specific metrics and benchmarks that are consistent with the SIG and RttT requirements for lowest-achieving schools. Once metrics have been set, the on-the-ground technical assistance from ONET, ODE turnaround specialists, and external partners will begin. Technical assistance will be tailored to the needs of the school, and will draw upon the various resources offered by ONET. During the course of each school year, at least four face-to-face meetings will occur with each school to determine its progress and make adjustments to the

plan and the technical assistance. These sessions will be conducted quarterly by the ODE Office of Transforming Schools in collaboration with ONET and other external partners in order to ensure that the LEAs are successful in their turnaround efforts.

Expand Stage 4 of the OIP for the 68 lowest performing schools. The Network will annually complete an evaluation that gauges the school's progress in student achievement, climate and culture, curriculum, instruction and assessments, and student supports. This evaluation will be conducted in collaboration with other external evaluators contracted by the LEAs through SIG funding. Schools and LEAs that are not meeting annual progress benchmarks will not receive funding for the following school year unless they make changes to meet those benchmarks.

APPENDIX E.2.6

OVERVIEW OF THE CLEVELAND METROPOLITAN SCHOOL DISTRICT TRANSFORMATION PLAN

RATIONALE: EXAMPLE OF HOW
ONE OF OHIO'S MAJOR URBAN
SCHOOL DISTRICTS PLANS TO
IMPLEMENT SCHOOL
TRANSFORMATION.

**REFERENCED IN:
(E)(2)**

Description of Academic Transformation Plan in Cleveland Municipal School District

In January 2010, CMSD launched a comprehensive and extensively researched Academic Transformation Plan (ATP) to respond to several long standing District challenges and to build upon pockets of excellence existing within the district. The ATP is the most thorough and ambitious in CMSD history and is notable nationally for its district-wide scope. It calls for fundamental changes in how schools are designed and operated, in how central services support schools and school based personnel, and in what is expected of principals, teachers, central office staff, students, families and the entire school community. Through “repurposing”, “refocusing” and closing schools, the ATP aggressively addresses 60 lowest performing schools in 2010/11.

CMSD will partner with EdWorks LLC, a proven provider in high school reform. EdWorks LLC is a nonprofit, fee-for-service subsidiary of the nationally recognized KnowledgeWorks Foundation. EdWorks will apply its evidence based strategy to all 11 of CMSD’s large, comprehensive high schools. The EdWorks reform model will support the fundamental redesign of the identified schools, significantly improving the opportunity and achievement for students in Cleveland and, at the same time, demonstrating the capacity to use the EdWorks reform strategies as a model for high school improvement at scale. The American Institutes for Research, one of the nation’s leading non-profit research organizations will evaluate the effectiveness of the district’s efforts to implement the EdWorks reform model as a city-wide solution for high school reform.

Cleveland has been rated the “poorest big city in the US” since 2004 by the U.S. Census Bureau, with a poverty rate of 33% compared to a national average of 13%. Cleveland also faces higher than average rates of unemployment, bankruptcy, mortgage foreclosures, homelessness, mental health challenges, violence and crime. CMSD is Ohio’s second largest school district serving a diverse student community. Characteristics of this community include: 50,364 students who are 70% Black, 15% White, 11% Hispanic and 3% other ethnicities; 4,623 who represent 30 languages and cultures as English Language Learners; 79% who live at or below the poverty line; 100 % who are eligible for free breakfast and lunch through the federal Universal Meals program; 2,000 who are homeless; 21% who are identified as Students with Disabilities; and, 38.2% who will attend more than one school during a single academic year.

CMSD must dramatically improve. CMSD’s graduation rate has declined from a district high of just 61.9% in 2006/07 to only 53.7% in 2007-08. Further, the average composite ACT

test score in 2008 was just 16, well below the score of 20 needed to ensure workforce readiness or the score of 21 needed for guaranteed college access. The District as a whole was rated *Academic Watch*, the equivalent of a D, by the Ohio Department of Education for 2007/08 and 2008/09, with 72% of district schools rated as *Academic Watch (D)* or *Academic Emergency (F)* in the 2008-09 school year. In several Cleveland neighborhoods, none of the district's schools received a rating of *Continuous Improvement (C)* or higher.

Responding to this need, CMSD's ATP takes a comprehensive approach to school reform, leaving no school unexamined with schools categorized for four different actions: *Growth*, *Refocus*, *Repurpose*, or *Close*. Twenty three *Growth* schools will continue their current programming and will be provided additional flexibilities and autonomies to continue improving performance, with high expectations for further improvement in academic outcomes. Twenty three *Refocus* (aligned with the federal Transformation Model) schools will receive intensive supports, including additional human capital support, leadership training and curriculum assistance. These schools will be expected to improve and expand programs that are in place, including the addition of new academies or programs, and face much more dramatic change if achievement fails to improve significantly. Twenty two *Repurpose* (aligned with the federal Turnaround Model) schools will undergo substantial redesign beginning in the summer of 2010, to include a redesign of the academic program and one or more of the following additional reforms: replace school leadership; require teachers to reapply; and, conversion to charter school operators. As part of this bold plan, eleven comprehensive high schools will be reformed into new, small, autonomous academies. Teachers will apply to and interview for positions in schools where the academic models best match their skills and strengths, and strong principals will be identified to lead each individual academy. Both local and national charter school operators demonstrating evidence of success will be able to apply to operate *Repurpose* schools beginning in the 2011/12 school year. In addition to these dramatic reforms, 13 of the district's lowest performing schools will *Close* at the conclusion of the 2009/10 academic year and students from these schools will be reassigned to higher performing neighborhood schools.

As part of the year long, research based strategic development initiative that led to the transformation strategies described above, CMSD has set out to accomplish five measurable goals by the conclusion of the 2014/15 school year: These are to:

1. Increase the district's graduation rate to 90% or better;

2. Increase the average student ACT score to 19 or better;
3. Earn a state rating of *Continuous Improvement* or higher on the Ohio Department of Education report card in 100% of the district's schools, with at least 50% of these schools earning the rating of *Effective* or better;
4. Improve several Conditions For Learning indicators (school culture, social and emotional learning, safety, and support); and,
5. Stabilize the district's currently declining enrollment, ensuring that all district facilities are used efficiently (with an 80-90% capacity utilization expected).

Working with three national partners (Council of the Great City Schools, Education First Consulting, and the Boston Consulting Group) CMSD has analyzed several school reorganization efforts (such as those in Chicago, Columbus, Denver, Milwaukee, Oakland, Pittsburgh, and Seattle), examined multiple district performance data sets, and gathered information to inform local context through school visits, interviews with community stakeholders, focus groups with teachers, administrators and parents to develop the ATP specifically designed to meet these lofty goals.

The ATP builds upon a body of national research and evidence to invest in what has already worked in Cleveland. Since 2006, CMSD has invested in several new school models. Each of these new schools have met the district's minimum expectation of earning a state rating of *Continuous Improvement* and two-thirds of these new schools have earned the ratings of *Effective* or *Excellent*. These new school models share several common characteristics, including autonomies in hiring, flexibility with the school day and school calendar, extensive professional development support, and autonomies in budgeting. CMSD's demonstrated local capacity to implement school site flexibility in exchange for accountability is supported by national research on school reform^[i] and directly informed the ATP's *Growth* schools strategy.

The ATP also builds upon the district's recent success in turning around persistently low academic performance. In 2008 CMSD identified ten persistently low performing schools and began providing intensive, specific supports in order to dramatically improve achievement for these schools. These targeted supports included selective leadership changes, additional financial resources, intensive leadership training, coaching and onsite support for principals and teacher leaders, and support and guidance from a district-level Academic Intervention Team, a collaborative team of district administrators and leaders of the Cleveland Teachers Union. Initial

results for these ten “Turnaround Schools” are positive with three of ten schools meeting expected “value-added” growth gains and another six schools significantly exceeding expected “value-added” growth gains. These promising results, coupled with evidence from national research^[iii] demonstrate the CMSD’s ability to implement evidence based school improvement strategies successfully and informed the *Refocus* strategy of the Academic Transformation Plan.

Finally, facing the reality that when provided separately neither autonomies, nor targeted supports, are likely to address the concerns confronting some of the district’s most difficult challenges, and further recognizing that simply reconstituting schools has not proven widely effective^[iii], the district outlined the ATP’s *Repurpose* strategy. This strategy combines both autonomies and supports with fundamental school reforms akin to the federal Turnaround Intervention Model to restart new schools, either as district operated schools or as district sponsored charter schools. Again, CMSD demonstrates a capacity to lead this kind of sweeping school reform as evidenced by both the current sponsorship of successful charter schools (Entrepreneurship Preparatory School, rated Excellent; Citizen’s Academy, rated Effective) and the current investments in two *New Tech* high schools and two *Facing History and Ourselves* high schools, each to be embedded within existing high school campuses as new, autonomous replacement school concepts.

The district’s partnership with EdWorks provides a specific, research based framework for high school reform and provides CMSD with the necessary capacity and technical assistance to continue reform work at scale. Using the timeline and milestones outlined in section G below, EdWorks will assist CMSD in implementing the following set of measurable evidence based strategies:

- Establish high expectations and a rigorous core curriculum for all students, including college experiences while in high school;
- Create distributed leadership and shared responsibility for results;
- Ensure open access and choice for students;
- Provide professional development that clearly links changes in teaching practice to improved student achievement;
- Develop a clearly-defined system of central office supports for small school design and implementation;

- Articulate a curriculum clearly aligned with state standards and focused on helping students use their minds well;
- Craft non-traditional, flexible scheduling options that promote opportunities for deep student learning and meaningful relationships with teachers;
- Ensure the flexible use of human, financial, and time resources;
- Use technology and advanced communications resources in support of school reform;
- Establish and monitor clearly stated benchmarks for improved student achievement;
- Use short cycle, formative and performance assessments for students;
- Invest in student advisory systems; and,
- Target maximum school-size populations of approximately 400 students each.

These measurable targets were developed based upon careful examination of a large body of evidence in several key areas, including:

1. High expectations for all students reflected in the requirement that all students are engaged in rigorous academic coursework^[iv];
2. Smaller learning communities that allow for strong relationships among principals, teachers, students and families^[v];
3. Data-driven, personalized instruction^[vi];
4. Real-world, relevant learning experiences^[vii];
5. College-level learning opportunities in high school^[viii];
6. Extra academic supports^[ix]; and,
7. Distributive leadership and shared responsibility for results^[x].

EdWorks, as well as a number of other successful high school reform organizations, has had demonstrated success in a number of different districts both in Ohio and across the United States. While these “pockets of excellence” repeatedly demonstrate the ability of national providers to support successful high school reform efforts, no urban district has yet carefully planned for the implementation of school reform for all of their high school students, nor has any national provider demonstrated capacity to implement high school reform broadly. CMSD’s Academic Transformation Plan empowers EdWorks to refine their research based reform model for implementation at a district-level scale. CMSD has partnered with EdWorks, LLC in application for i3 funding in direct support of the district’s efforts to redesign eleven

comprehensive high schools into new, small, autonomous high school academies, each with new curriculum and instructional programming, new leadership, and new professional staff.

As indicated in A above, CMSD has a proven record of success in implementing school reforms including starting new, high-performing schools, supporting the successful turnaround of persistently low-performing schools, demonstrating the willingness and capacity to partner with proven charter school providers, and even demonstrating the courage to permanently close low performing schools. The Academic Transformation Plan outlines a comprehensive plan to implement these reforms in over 80 schools across the district.

These successful reform efforts are supported by equally strong experience in the development of an effective academic achievement planning process that supports schools in long-term sustainable improvement and support in both academic achievement and conditions for learning. The district’s Academic Achievement Planning (AAP) model is informed by the three-tiered public health approach^[xi]. The model focuses on school improvement through universal promotion and prevention (tier I), early interventions (tier II), and intensive interventions (tier III) and focuses CMSD’s efforts on the two key areas of improvements in academic achievement and improvements in the conditions for learning in schools. For each of five areas of focus, attention is given to goal setting, monitoring strategies, promotion, prevention and intervention strategies, identification and removal of barriers, and identification and alignment of resources. Using this AAP model, schools have demonstrated impressive first year improvements as demonstrated, for example, by dramatic one year changes in PreK-8 student growth.

Dramatic One Year Changes in PreK-8 Student Growth			
	Performed Above State Expectations	Performed At State Expectations	Performed Below State Expectations
2008-2009	50	23	8
2007-2008	8	20	53
CHANGE	+42	3	-45

Within the context of the district’s AAP model, CMSD staff has demonstrated the ability to effectively implement a number of district wide reforms, including a complete “scope and sequence” curriculum redesign, the full implementation of social emotional learning supports for primary and intermediate students, and the development of individualized Student Support Teams to address the needs of students who demonstrate high levels of risk.

The CMSD ATP ensures district capacity for implementation of the sweeping reforms proposed. The ATP has wide community support from state and local officials, community groups including the NAACP and Hispanic Roundtable, and has been endorsed nationally by the Council of the Great City Schools. Local foundations and the business community have endorsed the ATP with their support. Funding has already been secured from The Cleveland Foundation (\$2 million) and the George Gund Foundation (\$2.5 million) for the first year of the ATP, and the George Gund Foundation has pledged an additional \$2 million per year for two additional years after the district reaches planned year one benchmarks (fulfilling the matching funds requirement of the i3 program). As Gund Foundation Executive Director Dave Abbott stated, “No one will be satisfied until every kid in Cleveland is in a high-performing school that puts them on a path to be competitive internationally... It cannot be all on the back of the school district. It really is a community responsibility.”^[xiii]

CMSD has taken steps to strengthen the management capacity and personnel necessary to carry out this project as well. As part of the ATP, a Central Office redesign is now in progress that streamlines and realigns district administration. At the center of this work is realigning academic supports around “action teams” which will develop and deliver differentiated supports for each category of schools (Growth, Repurpose, and Refocus) within the district. A new Transformation Management Office began operation in March 2010 and will operate for two years overseeing all aspects of managing the ATP. A Principal Pipeline leadership development program, begun in 2009, will continue to provide professional support to current school leadership while growing new leaders for new schools.

Agreements over the past two years with the Cleveland Teachers Union (CTU) have allowed important autonomies (as stated in Section A above) in Refocus and New & Innovative schools that have ensured schools had the necessary capacity to fully implement school-wide reforms. As the district and the teachers union have worked together with a shared goal of school improvement, CMSD and CTU have agreed to form a Transformation Planning Team whose main task is to collaborate on key elements of planning and implementation of the ATP.

CMSD is taking aggressive action to ensure that the ATP as a whole, and implementation of the EdWorks reform model in particular is sustainable beyond the grant period. Several specific actions have been taken to ensure financial sustainability. First, because an upfront capital investment in high school reform can create models that can be sustained at a lower cost

than the ongoing support of low performing high schools, a gradual release from technical assistance model is proposed over the life of the project; the costs of sustaining the program after the five year grant period will substantially diminish as program design and implementation occur. Second, the district's newly developed high schools will be sustained through the continued support of external funders cultivated from foundation and corporate sources. Historically, the Cleveland community has generously supported CMSD and there is every expectation that, as improvement metrics are met annually, this support will continue. Third, during the current economic recession, CMSD is making tough decisions to cut costs and reduce budget deficit forecasts, including reducing the pay of district level administration by 4.62% in order to save over \$1.1 million annually, examining health insurance premiums, reducing operational budgets in order to divert resources to academic programming, and more. Fourth, the design of the ATP includes specific attention to "right-sizing" the district by efficiently operating all district schools at 80-90% capacity in new and renovated facilities, while closing over 15 facilities and reinvesting the funds into academic programs. Further efficiencies have, and will continue to be realized through central office redesign. Redesign of academic supports will reduce central office costs by an additional ten % by the end of FY2010 while also creating a modern governance system designed to lead and support the new schools developed by EdWorks and other ATP partners with cost savings realized from ATP strategies intentionally redistributed into long term support of the new schools and academies. Fifth, and finally, reaching the goal of all schools rated *Continuous Improvement* or higher at the end of the grant period strengthens the case for community support at the ballot as well. A short-term investment of funds now will allow for right-sizing in the midterm and will result in long term public support based on results achieved.

Beyond economic support needed in order to ensure sustainability, the EdWorks model is also explicitly designed to ensure human capital capacity for sustained reforms. While many reform efforts provide technical assistance to only a few members of the receiving organization or assume that ongoing technical assistance will likely always be needed, EdWorks believes in placing knowledge, skills and responsibility in the hands of every adult in the schools. This important difference in the gradual release philosophy of EdWorks further ensures sustainability after the project period concludes because multiple stakeholders are well prepared to continue the improvements realized on behalf of their individual school. By empowering both teacher and

administrative leadership, EdWorks ensures an adult capacity for reform exists in each project school as the final technical assistance is removed at the end of the grant period. Ongoing EdWorks institutes are available to all member schools and their professional staff to ensure continued support from a large and growing network of peers from across Ohio and the nation.

CMSD is committed to an ongoing process of change that has already begun. At the onset of the ATP, all schools were evaluated according to nine criteria to identify lowest achieving schools for dramatic change or closure: *Report Card Rating* from the Ohio Department of Education; Ohio *Performance Index* (PI) trend over a three year period; Ohio School Facilities *Commission Facility Condition Index*; *Conditions For Learning Survey* results; *Teacher Attendance Rate*; *Student Attendance Rate*; *Major Safety Incidents*; *Capacity Utilization*; and, *Enrollment Trend* over a three year period.

This process will continue with all schools evaluated annually and re-categorized as necessary as *Growth*, *Refocus*, *Repurpose*, or *Close*. No longer can it be acceptable for any school building to languish in School Improvement status for five, six, or seven years. Instead, CMSD is committed to continuing to make these difficult decisions in an ongoing process of reaching the goal of all schools rated *Continuous Improvement* or better. While current district efforts focus on Tier I and Tier III schools which consistently have been rated *Academic Watch* or *Academic Emergency* for years, it is anticipated that by the end of this grant period, any school that does not reach the rating of *Effective* or *Excellent* will ultimately face the same kinds of substantial

[i] Wohlstetter, Priscilla, Datnow, Amanda, Park, Vicki. Creating a system for data-driven decision-making: applying the principal-agent framework. *School Effectiveness & School Improvement*, Sep 2008, Vol. 19 Issue 3, p239-259.

[ii] Education First Consulting, August 2009, "Cleveland Metropolitan School District: Developing a School turnaround Strategy to Help all Students Achieve."

[iii] p8, Jennings, Scott, Kober, Lessons Learned From Five States Over Five Years, *EdWeek*, Vol. 28, Issue 31, Pages 30, 36 May 13, 2009.

[iv] *Toward a more comprehensive conception of college readiness*, Conley, 2007; ***A Core Curriculum for All Students***, Barth and Haycock, 2004

[v] *New Small Learning Communities*, Cotton, 2001; *Small Works: School Size, Poverty and Student Achievement*, Howley and Bickel, 2000

[vi] *Learner-based accountability: Using data to support continuous school improvement*, Lachat and Williams, 1996; *Classroom Instruction that Works*, Marzano, 2001.

[vii] *Connecting Education Standards and Employment: Course-taking Patterns of Young Workers*, Carnevale and Desrochers, 2002; *Career Academies: Impacts on Labor Market Outcomes and Educational Attainment*, Kemple and Scott-Clayton, 2004; *How People Learn*, National Research Council, 2000

^[viii] *Double the Numbers: Increasing Postsecondary Credentials for Underrepresented Youth*, Kazis, Vargas, and Hoffman, 2004; *What Role Can Dual Enrollment Programs Play in Easing the Transition Between High School and Postsecondary Education?*, Bailey, Hughes and Karp, 2002

^[ix] *High Schools That Work: An Enhanced Design to Get All Students to Standards*, Southern Regional Education Board, 2005; *Understanding and Implementing a Rigorous Core Curriculum for All*, Education Trust-West, 2004

^[x] *Results Now*, Schmoker, 2006; *Good to Great*, Collins, 2005

^[xi] Dwyer & Osher, 2007; Dwyer, Osher, & Warger, 1999; Ohio Department of Education, 2008b; Osher, Dwyer, & Jackson, 2004; U.S. Department of Education, 1994; U.S. Public Health Service, 1999, 2000a, 2000b.

^[xii] Ott, Thomas, *The Plain Dealer*, February 28, 2010

APPENDIX E.2.7

COMMUNITY COLLEGES PARTNERING WITH EARLY COLLEGE HIGH SCHOOLS

RATIONALE: OHIO COMMUNITY COLLEGES THAT HAVE SUBMITTED LETTERS OF INTENT TO PARTICIPATE IN AN EXPANDED EARLY COLLEGE HIGH SCHOOL NETWORK .

**REFERENCED IN:
(E)(2)**

Ohio community colleges that have submitted letters of intent to participate in an expanded Early College High School network include:

- Cincinnati State Technical and Community College / Cincinnati
- Clark State Community College / Springfield
- Cuyahoga Community College / Cleveland, Cleveland Heights (and existing Cleveland Design Lab)
- Eastern Gateway Community College / Youngstown (and it will serve existing Youngstown ECHS)
- Hocking College (Tier 3, Nelsonville York HS)
- Lakeland Community College (Tier 3, Painesville)
- Lorain County Community College (Also has the existing Lorain County Early College High School)
- Marion Technical College (Tier 3, Marion)
- North Central State College / Mansfield
- James A. Rhodes State College / Lima
- Southern State Community College (Tier 3, Portsmouth HS)
- Stark State College of Technology / existing Canton Early College High School
- Washington State Community College / (Tier 3, Marietta)
- Zane State College / (Tier 3, Zanesville HS)

APPENDIX F.1.1

SCHOOL FUNDING ADVISORY COUNCIL STATUTE

RATIONALE: SECTION OF THE
OHIO REVISED CODE THAT
ESTABLISHES THE SCHOOL FUNDING
ADVISORY COUNCIL AND THE
COMPOSITION OF ITS MEMBERSHIP.

**REFERENCED IN:
PRIORITY 6**

3306.29 Ohio school funding advisory council.

(A) The Ohio school funding advisory council is hereby established. The council shall consist of the following members:

- (1) The governor, or the governor's designee;
- (2) The superintendent of public instruction, or the superintendent's designee;
- (3) The chancellor of the Ohio board of regents, or the chancellor's designee;
- (4) Two school district teachers, appointed by the governor;
- (5) Two nonteaching, nonadministrative school district employees, appointed by the governor;
- (6) One school district principal, appointed by the speaker of the house of representatives;
- (7) One school district superintendent, appointed by the president of the senate;
- (8) One school district treasurer, appointed by the speaker of the house of representatives;
- (9) One member of a school district board, appointed by the president of the senate;
- (10) One representative of a college of education, appointed by the speaker of the house of representatives;
- (11) One representative of the business community, appointed by the president of the senate;
- (12) One representative of a philanthropic organization, appointed by the speaker of the house of representatives;
- (13) One representative of the Ohio academy of science, appointed by the president of the senate;
- (14) One representative of the general public, appointed by the president of the senate;
- (15) One representative of educational service centers, appointed by the speaker of the house of representatives;
- (16) One parent of a student attending a school operated by a school district, appointed by the governor;
- (17) One representative of community school sponsors, appointed by the governor;
- (18) One representative of operators of community schools, appointed by the president of the senate;
- (19) One community school fiscal officer, appointed by the speaker of the house of representatives;
- (20) One parent of a student attending a community school, appointed by the president of the senate;
- (21) One representative of early childhood education providers, appointed by the governor;
- (22) One representative of chartered nonpublic schools, appointed by the speaker of the house of representatives;
- (23) Two persons appointed by the president of the senate, one of whom shall be recommended by the minority leader of the senate;

(24) Two persons appointed by the speaker of the house of representatives, one of whom shall be recommended by the minority leader of the house of representatives.

The members shall serve without compensation.

(B) The superintendent of public instruction, or the superintendent's designee to the council, shall be the chairperson of the council.

The department of education shall provide staffing assistance to the council.

(C) Not later than December 1, 2010, and the first day of July of each even-numbered year thereafter, the council shall present to the state board of education, the general assembly, in accordance with section 101.68 of the Revised Code, and the public recommendations for revisions to the educational adequacy components of the school funding model established under this chapter.

(1) The recommendations shall be based on current, high quality research, information provided by school districts, and best practices in operational efficiencies.

(2) In preparing its recommendations due December 1, 2010, the council's analyses shall include, but shall not be limited to, the adequacy of the model's financing for special education, gifted education services, career-technical education, arts education, services for limited English proficient students, and early college high schools. This analysis shall consider, for each area, current educational need, current educational practices, and best practices. In its December 1, 2010, report the council also shall include all of the following:

(a) Recommendations for a student-centered evidence-based model for schools that uses a per pupil level of funding to follow a student to the school that best meets the student's individual learning needs;

(b) A study of the extent to which current funding for joint vocational school districts and compact and comprehensive career-technical schools is responsive to state, regional, and local business and industry needs, and recommendations for revisions to career-technical education programming and funding;

(c) A study of the extent to which the current educational service center system supports school districts in academic achievement, teacher quality, shared educational services, and the purchasing of educational services and commodities, and recommendations for a new regional service delivery system, the educational service system governance structure, and accountability metrics for educational service centers;

(d) An examination of the existing structures and systems that support compensation and retirement benefits for teachers, and recommendations for changes to the systems of teacher compensation and retirement benefits to improve the connections between teacher compensation, teaching excellence, and higher levels of student learning;

(e) A consideration of whether community schools and STEM schools should be subject to the expenditure and reporting standards adopted under section 3306.25 of the Revised Code and the accountability requirements of sections 3306.30 to 3306.40 of the Revised Code;

(f) An analysis of the effects of open enrollment on students and school districts, and recommendations for ensuring that open enrollment policy and financing is equitable for students and school districts.

(3) In preparing its recommendations due December 1, 2010, and in subsequent biennia, the council's analyses may address, but need not be limited to, any of the following:

(a) Strategies and incentives to promote school cost-saving measures and efficiencies;

(b) Options for adding learning time to the learning year, such as moving professional development for educators to summer, adding learning time for children with greater educational needs, accounting for learning time by hours instead of days, and appropriate compensation to school districts and staff for providing additional learning time;

(c) The adequacy of the model's accounting for and financing of operational costs, including district-level administration and administrative and transportation challenges experienced by low-density and low-wealth school districts, and the effect of those costs on student academic achievement;

(d) The accuracy of the calculation of each component of the funding model, and of the model as a whole, in light of current educational needs, current educational practices, and best practices;

(e) Options to encourage school districts and schools already attaining excellent ratings under section 3302.03 of the Revised Code to go beyond state standards and aspire to higher international norms.

Added by 128th General Assembly File No. 9, HB 1, § 101.01, eff. 7/17/2009.

APPENDIX F.2.1

OVERVIEW OF COMMUNITY SCHOOL ACCOUNTABILITY

RATIONALE: OVERVIEW OF
OHIO'S ACCOUNTABILITY SYSTEM
FOR COMMUNITY (CHARTER)
SCHOOLS AND SPONSORS INCLUDING
ACADEMIC PERFORMANCE AND
FISCAL MEASURES.

**REFERENCED IN:
PRIORITY 6**

Overview of Community Schools

In Ohio, public charter schools are called community schools. Since the first law establishing such schools was passed by the General Assembly in 1997, Ohio has seen the continuing development of community schools as vehicles that offer choice for families and programming that may be different from that of the larger school district.

Community schools are public, nonprofit, nonsectarian schools that operate independently of any school district, but under a contract with a sponsoring entity that is established in statute or approved by ODE. These schools are designed by statute to trade higher levels of accountability for greater flexibility in programs, and often serve a limited number of grades or target a specific student population. This flexibility provides community school teachers multiple paths to design unique curriculum and instruction models. The schools, however, still must meet all state requirements for testing and performance.

Accountability and Community School Academic Programs

Accountability for community schools is set forth in state and federal law, as well as in each community school's contract with its sponsor. While community schools are not held to the state's operating standards, students must participate in all state-required assessments, including the Ohio Achievement and Graduation Tests, and with the requirements of the federal *No Child Left Behind Act*, including adequate yearly progress (AYP) and the employment of highly qualified teachers. Moreover, community schools must close if they do not demonstrate increased academic performance under the new Value-Added metrics or their state performance rating.

There can be no stronger accountability instrument for community schools than school closure. House Bill1, enacted in the fall of 2009, added more stringent criteria to trigger the closure of a community school based on academic performance. The following demonstrates the new legislative requirements for school closure.

Grade Levels Offered	Closure Criteria
A school that does not offer a grade higher than three	Has been in Academic Emergency for three of the four most recent school years
A school that offers any of grades four to eight, but no grade higher than nine	Has been in Academic Emergency for two of the three most recent school years and showed less than one standard year of academic growth in reading or math for at least two of the three most recent school years
A school that offers any of grades 10 to 12	Has been in Academic Emergency for three of the four most recent school years

The closure criteria provide schools clear guidelines based on expected performance. The law, however, contains several caveats and exemptions to school closure.

Ohio Revised Code (ORC) Section 3314.35 exempts from closure any community school in which a majority of the students are children with disabilities receiving special education and related services in accordance with Chapter 3323 of the Code. Also exempt from closure are schools that primarily serve students in a dropout recovery program that is operated by the school and has been granted a waiver under §3314.36. As of October 2009, two schools have been permanently closed under §3314.35 and an additional 16 schools have been notified that they must close permanently under this statute on or before June 30, 2010. Beginning with the 2009-2010 school year, the ratings a community school receives under §3302.03 for its first two full school years shall not be considered toward automatic closure of the school under §3314.35.

The state's Local Report Card, AYP and Value-Added requirements, coupled with the attending consequence for school closure, have raised the accountability bar and the consequences for low-performing community schools. An additional accountability element is found in the new Ohio Core requirements that affect Ohio high school students graduating after 2010. New requirements in math, such as the inclusion of Algebra II, and a more thoroughly defined elective program, including the choice of a combination of foreign language, fine arts, business, career-technical and other courses, will require changes in school staffing, including the composition of community school teachers.

Accountability and Community School Sponsors

In Ohio, the sponsor is the agent or authorizer for the establishment of community schools. The sponsor, in its role of authorizing a community school, serves as a quality-control agent in the development of this system of public charter schools. The community school contract specifies the academic, fiscal, governance and accountability plans the school's governing authority is responsible for carrying out. The sponsor and the governing authority are the only two parties to the contract.

In an accountability environment, the sponsor's role is a critical one in ensuring that the community school implements its educational mission and operates in full legal compliance. ODE's role is to monitor the sponsor's compliance with rule and law. OCS's Sponsor Performance Review process is designed to measure sponsor capacity and compliance with the obligation to provide oversight, monitoring, and technical assistance to schools, along with intervention and corrective action when necessary. The Sponsor Performance Review establishes a high-quality set of professional standards and a system of evaluation that lead to improved authorizer practices that support quality school outcomes.

Sponsor evaluation is enabled through ORC §3314.05 (B)(1), which, since April 2003, requires first-time sponsors of new start-up community schools to be approved by ODE and to have entered into a written agreement with ODE regarding how they will conduct their sponsor activities. On this basis, the Sponsor Performance Review process has been built as a means to assure compliance with the written agreement between the

sponsor and ODE. Recent legislation clarified ODE's authority over all sponsors, beyond those approved by the department.

Quality Assurance through Increased Sponsor Capacity

During the last several years, ODE has responded to a series of legislative initiatives that address sponsor accountability while also improving the quality and capacity of sponsor organizations. These initiatives, some of which were contained in H.B. 119, included the Sponsor Performance Review. Under limits to the opening of new schools, sponsors may authorize and open new start-up schools under the Operator Provision if the operator manages schools in Ohio or another state that perform at a level rated equivalent to Continuous Improvement or better. As a result, quality is addressed by linking new school openings to successful performance by existing community school models.

Financial Stability of Community Schools

If a community school operates in a fragile financial condition, its academic program, engagement with stakeholders and viability are in question. As a response to public concern, H.B. 79 addressed community school financial issues, including sponsor accountability for schools that are unauditably. Moreover, OCS had long been proactive in its approach to financial reporting and the issues raised with substandard practices in such reporting. Due to such concerns, OCS took the initiative to withhold Public Charter School Grant funds until deficiencies in financial reporting were corrected and before such administrative practices were required by legislation.

Under the provisions of Section 269.60 of the Biennial Budget Bill, community schools declared unauditably now have their federal startup funds withheld until they can be audited. New requirements for financial monitoring include the obligation of the Auditor of State to provide written notification that a community school is unauditably to the school, its sponsor and ODE, and to post the notification on the Auditor's Web site. Beginning June 30, 2007, community schools declared unauditably have 90 days to bring records into an auditable condition or face withdrawal of all state and federal funding.

There is a consequence for sponsors having unauditably schools. A sponsor of an unauditably community school is prohibited from entering into contracts with additional community school governing boards until the Auditor completes a successful financial audit of the school declared unauditably. In response to these new financial accountability requirements, OCS is engaged with the Auditor of State to ensure that school financial reporting is improved so that schools will not find themselves with financial reporting performance issues. School financial reporting improvements are being addressed through regional meetings across the state sponsored by the Auditor of State. School fiscal officers and sponsors are the intended audience for these meetings.

APPENDIX F.3.1

PARTNERSHIP FOR NEXT GENERATION LEARNING

RATIONALE: COPY OF LETTER INVITING OHIO TO BECOME ONE OF THE FIRST PARTNERSHIP FOR NEXT GENERATION LEARNING INNOVATION LABS AND AN OVERVIEW OF THE PARTNERSHIP FOR NEXT GENERATION LEARNING.

**REFERENCED IN:
PRIORITY 6**

April 8, 2010

Deborah Delisle
Superintendent of Public Instruction
Ohio Department of Education
25 South Front Street, 7th Floor
Columbus, OH 43215-4183

Dear Ms. Delisle,

On behalf of the Partnership for Next Generation Learning, (Partnership) we are delighted to invite Ohio to become one of the first Partnership Innovation Labs. The Partnership and the Innovation Lab Network will represent a unique and deeply-focused interaction between public and private sector, multiple levels of government, formal and informal education providers, early childhood programs, postsecondary education, workforce development, and communities to create new systems of public education that can deliver breakthrough results for students at scale. State Innovation Labs (state education agency, districts and schools) will contribute their own expertise, benefit from that of others, and agree to co-create new knowledge, capacities, and tools that will, ultimately, benefit all states and communities.

Attached to this letter of invitation is the Memorandum of Agreement (MOA) delineating the commitments we believe are necessary for the individual Labs and the Innovation Labs Network to be successful. We are asking that you and your State Board of Education Chair sign this MOA and return it no later than April 30, 2010, to Lois Adams-Rodgers at CCSSO. Partnership team leads, Lois Adams-Rodgers (loisar@ccsso.org) and Linda Pittenger (lindap@ccsso.org) are available to you and your staff should you have questions.

Again, congratulations on your commitment to become one of the pioneers in transforming the educational system in your state for the benefit of each and every student you serve.

Please do not hesitate to reach out to me personally. I look forward to our work together.

Sincerely,

(b)(6)

Gene Wilhoit
Executive Director



Partnership for Next Generation Learning

What is the Partnership?

Over the past two years, the Council of Chief State School Officers (CCSSO) has been engaged in an intensive effort to chart a course to transform our public education system. CCSSO has formed an alliance with the Stupski Foundation to create the Partnership for Next Generation Learning (NxGL).

- The Partnership for Next Generation Learning is about designing a **new** system of public education where every child excels and thrives, particularly children of poverty and color and other underserved students
- We know the personalized teaching and learning practices that produce outstanding achievement in our children; as state and local leaders, our obligation is to deliver these practices to every child in every public school
- The Partnership for Next Generation Learning is unique in that it brings together leaders at all levels of the system—school, district, and state—across states to co-design a new system of public education that can bring world-class learning to every child in every public school.

What Does it Mean to be in the Partnership?

Six states have been selected to join the Partnership and establish Innovation Labs. The state labs are comprised of the state education agency (SEA), districts, schools, and key partners. As the Innovation Lab Network, the state labs will collaborate to set priorities, test innovations, share learning, and scale change through practice and policy. The labs will be co-designers of new systems at the local, state, and national levels. The Partnership will serve the Innovation Lab Network by providing and enabling the following:

1. **Collective state action** to ensure sustainability and support for new system implementation and public will-building;
2. **Information sharing for change** through an online knowledge platform to enable the innovation labs to learn from new research and one another;
3. **Innovation design expertise** from various national and international sectors to co-develop new system infrastructures;
4. **Design tools** to develop change management processes to assist leaders in the transition to new systems at the state and district levels; and
5. **Research, development, and dissemination (RD&D) agenda** and process to conduct rigorous analyses of existing examples of next generation learning, what works and systems for scaling.

What is the Value in the Partnership?

The Innovation Lab Network will be on the forefront of change. State education agencies, districts, and schools in the network will benefit from developing learning and sharing relationships with people and organizations that are already realizing success through innovative practice in education and other sectors, nationally and internationally. The Partnership has identified three primary groups of leaders whose needs will be targeted and whose opinions the network will influence across all states:

1. **Policy and funding leaders:** State chiefs as well as federal policymakers, senior SEA staff, governors, state boards of education, philanthropy, and private investors
2. **Local leaders:** Superintendents and key district officials, school boards, mayors, youth development organizations, and community groups, among others
3. **Instructional leaders:** School principals, curriculum specialists, teachers, and others including after-school practitioners

Supports and opportunities the Partnership will provide for the labs include:

- Advocacy to engage federal policy and institutions in ways that support the work of the labs (i.e., flexibility in use of funds or reporting)
- Power of collective state action—and collective risk taking—to support difficult decisions and influence policy
- Access to cross-sector experts, national and international
- Exposure to exemplary practices and practitioners
- Communications planning and materials development to support in-state design, implementation, and messaging to build public will and support
- Engagement in a cyclical, problem-solving process of active research
- Effective practice tools and systems diagnostics
- A coach or coordinator will be dedicated to each innovation lab to support systems change work at the state, district, and local levels
- Fostering of a learning community of practice and collegiality within and across states
- Co-design of the RD&D agenda and professional development planning
- An incentive grant to states for travel and start-up activities
- In-person and online workshops, forums, and convenings

Finally, participation in the Partnership for Next Generation Learning offers the opportunity to lead in a community committed to strong public education and dedicated to the hard work of transformation so that we can deliver on our nation's promise to provide every child a free, high-quality public education.

APPENDIX P.2.1

METRO ECHS BROCHURE

RATIONALE: DOCUMENT
DESCRIBING METRO EARLY
COLLEGE HIGH SCHOOL AND ITS
ROLE AS A MEMBER OF THE OHIO
STEM LEARNING NETWORK.

**REFERENCED IN:
PRIORITY 2**

Your Potential. Our Mission. **metro** 

Metro Early College High School R&D Hub for Education Reform

Metro Early College High School is programmatically targeted to advance changes in teaching and learning for the 21st century.

As a research and development site, Metro is charged to build a solid research base about ways learning can be enriched through STEM experiences, instruction can be improved, and leadership enhanced for 21st century teaching and learning. To do this, Metro works with teachers (existing and pre-service), leaders (existing and pre-service) and diverse student populations to develop new learning environments and professional development models that promote 21st century teaching and learning.

Metro Early High School's work has yielded significant classroom-based findings about effective learning and new professional development models for sustained achievement in all academic areas to promote success in STEM environments. The results indicate that diverse students can excel in classrooms supporting inquiry and exploration. Examination of research-based best practices then provide insight about ways that teachers and schools can be better supported in their efforts to advance student learning and achievement in STEM environments in high school, college and beyond.

Metro's methodology as a research and development site is collaborative and partnership driven. Working through public and private partnerships with Battelle, the 16 districts of the Educational Council and The Ohio State University brings a wealth of opportunity that is unmatched in this country. Structurally, the methodology follows the following outline:

- Building on earlier research
- Connecting research with practice, assessment and standards regionally, throughout the state, and across the country
- Producing results
- Offering 21st century leadership and professional development

Educational Investment Opportunities

Moving forward Metro needs to identify public and private sector investors willing to catalyze how districts educate students, especially in the STEM fields. The return on these investments increases as students graduate, go onto college, earn degrees and enter the workforce ready to be global citizens in a 21st century economy.

Because Metro's model of participation by districts, the private sector and higher education can be replicated, investors have the opportunity to impact education reform locally, statewide and nationally.



To have the opportunity to take classes at The Ohio State University is an outstanding academic boost.

(b)(6)

Metro is a Research and Development School

Metro is able to help students attain a higher level of achievement using innovative teaching techniques, non-traditional evaluation methods and a participatory democratic process that allows students to make decisions about their own learning and the school's governance.

As Ohio's only R&D school, Metro teaches subjects differently using a project-based, hands-on approach. It has integrated classes like Chemistry taught in Chinese – a first in the nation. Metro also encourages the use of technology in all subjects as a tool to gather and evaluate data.

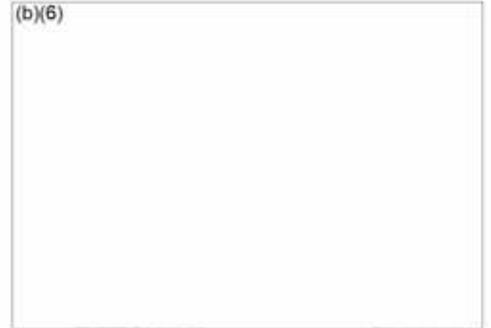
Using the R&D model allows the school to experiment in a low-risk, cost-efficient manner. Other schools can adopt those elements and programs that work; those that don't can easily be changed. This makes students, teachers and the school as a whole, flexible.

(b)(6)



At the Florida Marine Science Summer Camp I swam with fish, saw nurse sharks and observed a coral reef, it was AMAZING. I never thought I would get such an opportunity to be a part of a summer program as extraordinary as this one.

(b)(6)



Metro Students Earn More Credits, More Quickly; Exceed OGT Expectations; & Excel at College Work

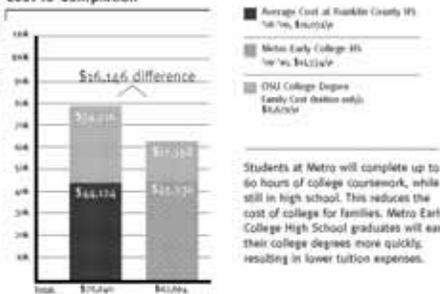
- Last year, freshmen at Metro earned 8.5 high school credits. Typically first year students earn an average of 6 credits.
- Also for the 2007-08 school year, 27 second-year Metro students – 35% – completed 18 hours of high school credit. At other schools students earn 12 credits a year.
- 100% of Metro's third year class has passed all sections of the OGT.
- Metro ranks 20th in math passing rates among 610 school districts statewide.
- Metro has a high percentage of students achieving advanced and accelerated scores on the OGT. Statewide, it was ranked 13th in reading, 10th in science, 15th in math and 75th in writing.
- More than 33% of all Metro students are taking college coursework.
- 59% of Metro's third year students have completed all of their high school requirements, are participating in internships, and taking college coursework at The Ohio State University.
- Metro students are taking between 5-8 credits per quarter at OSU and have an average GRA of 3.86.



I feel like Metro has allowed me to get more out of my education. Attending Metro has been an amazing experience for me.

(b)(6)

Cost to Completion
1042 of 1048



Students at Metro will complete up to 60 hours of college coursework, while still in high school. This reduces the cost of college for families. Metro Early College High School graduates will earn their college degrees more quickly, resulting in lower tuition expenses.

Early College High School Investments Make Good Sense

A study by the KnowledgeWorks Foundation has confirmed that costs to the state and families are lower for early college high school graduates because of the shorter amount of time it takes to earn a degree.

This study also looked at the return on investment of Ohio's early college program. Every \$1 invested by the state results in a return of \$4.50 in 15 years after a student graduates and a return of \$2.50 – 25% – 25 years after graduation.

A Board of Regents study found that 37% of recent high school graduates took at least one remedial course in English or Math during their first year in college, costing the state \$32 million a year. Metro students are college ready and will save the state by not having to take this remedial coursework.

Metro Early College Supports Governor's Education Reform Efforts

Governor Strickland's goal is to increase Ohio's college graduation rate by 20% by 2017. Ohio cannot succeed when only 25% of its workforce has a 4-year college degree. The fastest growing job sectors are in areas where STEM knowledge is required. Ohio-based growth industries as varied as health care, logistics, energy and automotive technology are looking for new solutions and technological leadership to remain globally competitive.

Clearly Ohio's students need a college degree in order to succeed in a 21st century economy. Early College High Schools like Metro are one of the ways leaders in Ohio and around the country are changing the current system of secondary and postsecondary education.

APPENDIX P.5.1

STRIVE ROADMAP

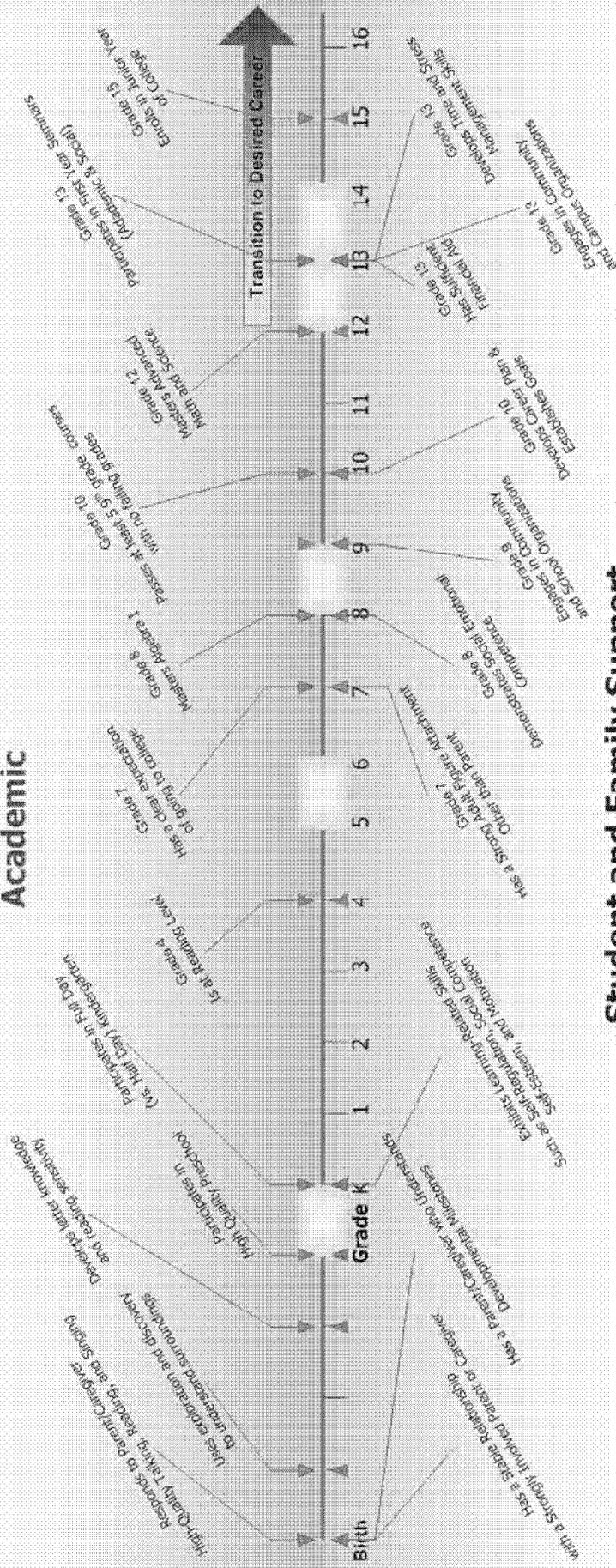
RATIONALE: DOCUMENT
ILLUSTRATING CRITICAL ACADEMIC
AND NON-ACADEMIC BENCHMARKS
FROM BIRTH THROUGH
PREPAREDNESS FOR COLLEGE AND
CAREER.

**REFERENCED IN:
PRIORITY 5**

Student's Roadmap to Success: Critical Benchmarks and Transition Years



Academic



Student and Family Support

Key Transition Years

Researched by the University of Cincinnati, Center for Urban Education 2006

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The horizontal span of the Roadmap is a timeline that begins with the birth of a child (far left side) and progresses through childhood, adolescence, and early adulthood to conclude at the point of transition to a desired career (far right side). Gold boxes appear on the gridline to highlight the points of key transition years: starting kindergarten, starting middle school, entering high school, graduating from high school, and both the freshman and sophomore years of college. Also, along the way are important the milestones or checkpoints of a youngster's developmental stages with the indicators that will provide positive evidence of progress. The rationale for the goals at each of the benchmarks is well documented in the bibliographies that accompany the Roadmap. Above the gridline are expected academic outcomes for each benchmark, and below the gridline are the anticipated results of student and family support.

APPENDIX P.6.1

COMPREHENSIVE SYSTEM OF LEARNING SUPPORTS

RATIONALE: DOCUMENT
SUMMARIZING OHIO'S
COMPREHENSIVE SYSTEM OF
LEARNING SUPPORTS GUIDELINES,
WHICH PROVIDE GUIDANCE TO LEAS
IN MEETING OHIO'S STATUTE
REQUIRING IDENTIFICATION OF, AND
THE PROVISION OF INTERVENTIONS
TO, STUDENTS AT RISK OF ACADEMIC
FAILURE.

**REFERENCED IN:
PRIORITY 6**

Student Success

A Comprehensive System of Learning Supports

Each day, educators strive to fulfill the goal that every student will graduate and have the knowledge and skills to succeed in life.

To achieve this, school leaders need a learning supports system within their ongoing school improvement planning to address the distinctive needs of their students.

A learning supports system acknowledges that all students, even the most resilient, need help at times to perform well in school. Whether the needs are academic or nonacademic, such a system builds upon community and school resources to provide students and families with essential supports and services.



Center for Students Families and Communities

A CSLS Benefits Schools and Students

In Ohio, state law requires schools to identify students who may not pass the Ohio Achievement or Graduation Tests and to help them acquire grade-level skills by providing necessary

interventions. To help schools implement this requirement, the Ohio Department of Education (ODE) developed the

Comprehensive System of Learning Supports (CSLS) Guidelines. Adopted by the State Board of Education in 2007, the CSLS guidelines help schools and districts:

- Increase academic performance for all students by designing systems that identify early on any issue that interferes with a child's ability to learn;
- Help all children, from nonproficient to accelerated students, meet their potential;
- Fulfill public funding requirements for planning, student diagnostic assessments, data collection and evaluation.

With the learning supports guidelines as a centerpiece in Comprehensive, Continuous Improvement Plans (CCIPs), schools and districts are better equipped to get the conditions right for learning. As a result, students, educators, families and communities will reap multiple benefits for years to come.

What Is a Learning Supports System?

A CSLS refers to the collection of resources, strategies and practices – as well as environmental and cultural factors extending beyond the classroom – that together provide the physical, cognitive, social and emotional support that every student needs to succeed in school and in life (State of California, SB 288, Adelman and Taylor, 2006; Ohio Department of Education [ODE] CSLS Guidelines, 2007).

This system, presented in Figure 1, is comprehensive because it encompasses school, community and family resources, programs, services and strategies. Tailored to fit the characteristics of local schools and districts, a CSLS system focuses on five improvement priorities:

- Assessing children's individual characteristics as well as the risk and protective factors at school and in students' family, school and community settings;
- Selecting appropriate intervention strategies (ranging from prevention to early or intensive intervention);
- Providing experiences that encourage young people to make positives choices and become responsible, caring adults;
- Looking beyond the school to establish a system of care that offers resources, programs and services for children and their families; and
- Incorporating fiscal, human resources, accountability and instructional considerations into the process of providing resources and strategies best tailored for children's needs.

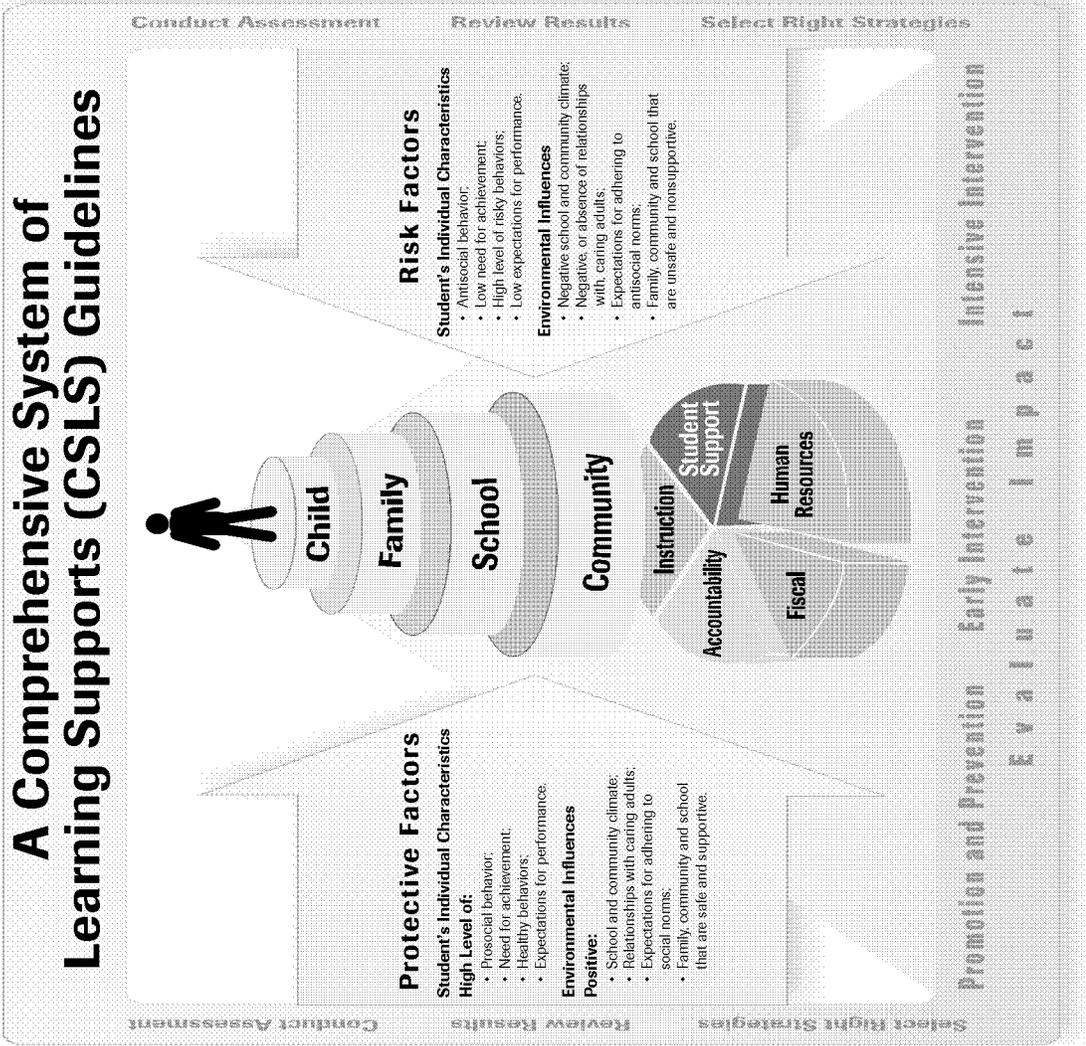


Figure 1

Select and Tailor Strategies

As educators design their learning supports systems, they can organize both academic and behavioral programs, services and strategies into three categories:

- Promotion and prevention - universal programs and services for everyone;
- Early intervention - selective programs and services for specific populations with identifiable needs and risk factors;
- Intensive intervention - cross-system programs and services for selected children with multiple, co-occurring issues (e.g., school problems, health or mental health needs, juvenile delinquency).

Align a CSLS with School Improvement Plans

When school leaders conduct school improvement planning using the Comprehensive Continuous Improvement Plan as well as the CSLS, they can mark their developmental progression by highlighting key milestones in every phase of the planning process. These key steps – such as establishing a school-community learning supports planning team or conducting professional development about the learning supports system – are tailored to local needs and capacities. Consistent with CCIP formats, the five continuous phases of planning are:

1. Getting ready;
2. Identifying needs;
3. Developing a focused plan;
4. Implementing the focused plan;
5. Monitoring the focused plan.

Monitoring progress throughout these phases helps leaders know that they are headed in the right direction.

For more information

Find the complete **Comprehensive System of Learning Supports Guidelines** at:

<http://www.ode.state.oh.us>,

keyword search: *learning supports guidelines*.

For more assistance in establishing milestones and developing a CSLS, please contact:

Ohio Department of Education
Center for Students, Families and Communities
Office for Safety, Health and Nutrition
25 South Front Street, Mail Stop 303
Columbus, OH 43215
Phone: (614) 466-2945 or (800) 808-6325

