

**III. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)**

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Employer Identification Number: 31-1334820	Organizational DUNS: 809174378
State Race to the Top Contact Name: (Single point of contact for communication) Marilyn B. Troyer	Contact Position and Office: Deputy Superintendent Ohio Department of Education
Contact Telephone: 614-466-3175	Contact E-mail Address: Marilyn.Troyer@ode.state.oh.us

Required Applicant Signatures:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): Telephone:
Ted Strickland 614-466-3555

Signature of Governor or Authorized Representative of the Governor: Date:
Ted Strickland *5/25/2010*

Chief State School Officer (Printed Name): Telephone:
Deborah S. Delisle 614-995-1985

Signature of the Chief State School Officer: Date:
Deborah S. Delisle *5/25/2010*

President of the State Board of Education (Printed Name): Telephone:
Deborah Cain 330-699-3492

Signature of the President of the State Board of Education: Date:
Deborah Cain *5/25/10*

State Attorney General Certification

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name):

Ohio Attorney General Richard Cordray

Telephone:

614-728-2313

Signature of the State Attorney General or Authorized Representative:

Richard Cordray

Date:

5/20/2010

IV. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
 - the uses of funds within the State;
 - how the State distributed the funds it received;
 - the number of jobs that the Governor estimates were saved or created with the funds;
 - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
 - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

Other Assurances and Certifications

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part

80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name): <i>Ted Strickland</i>	
Signature of Governor or Authorized Representative of the Governor: <i>Ted Strickland</i>	Date: <i>5/25/2010</i>



APPLICATION FOR PHASE 2 FUNDING UNDER RACE TO THE TOP

CFDA NUMBER: 84.395A

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Submission date: June 1, 2010

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

Selection Criteria and Competition Priorities



submitted by:

Ted Strickland
Governor of Ohio

Deborah S. Delisle
Superintendent of Public Instruction

Deborah Cain
President, State Board of Education

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SECTION (A)(1):

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

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING**

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

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

The extent to which—

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

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)³ or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)

(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State’s plans;

(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State’s Race to the Top plans; and

(c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers’ union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

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

³ See Appendix D for more on participating LEA MOUs and for a model MOU.

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

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

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

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

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

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

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

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

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

Recommended maximum response length: Ten pages (excluding tables)

OHIO’S NARRATIVE RESPONSE TO (A)(1) IS FOUND ON THE FOLLOWING PAGES A1-1 - A1-20. APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.

(A)(1) Articulating State’s Education Reform Agenda and LEAs’ Participation In It

This is no small challenge.

As a state, we’ve made good progress in preparing Ohioans to compete successfully in the 21st century—but not nearly enough. In 1998, the Ohio Business Roundtable, in partnership with ACT, conducted a “skill gap analysis” for entry-level jobs in five high-growth career clusters and determined that just one of every 14 high school seniors in Ohio—or just 7%—was leaving high school prepared to succeed in Ohio’s then-emerging innovation economy. That was nearly 10 years ago. Today, evidence suggests that the gap between workplace *readiness* and workplace *requirements* remains substantial. And rapid technological advances threaten to widen the gap even further. Much is at stake, for Ohio and for the nation. Our future economic prosperity and, increasingly, our future national security depend upon our efforts to develop world-class talent, especially in science, technology, engineering and mathematics (the STEM disciplines).

The Talent Challenge, Ohio Business Roundtable, 2006

Ohio has a vibrant history of setting ambitious but achievable goals in the face of daunting challenges. From the Underground Railroad to space exploration, Ohio has pursued its future with courage, fortitude and intelligence. However, Ohio’s students find themselves at a crossroads. They are enveloped in an education system that holds proudly to the past while simultaneously adapting to the growing demands and challenges of an interconnected global economy. Simply stated, Ohio’s education system must redefine itself by what our students need for their future—not our present.

Ohio’s Race to the Top (RttT) strategy is focused wholly on *student success* and it represents the State’s next step forward in a long line of courageous endeavors. Doing so will not be without its challenges. Ohio is a complex State rich in diversity from suburban enclaves to Appalachian villages; from the research base of the NASA Glenn Research Center to the closed steel mills. Considering the size and complexity of the State, transformation will take courage and zeal as well as sensitivity by State leadership to the nuances of unique local communities. Ohio is not a “one size fits all” State. Its education landscape includes the following:

- 614 school districts, 322 charter schools, and 68 joint vocational schools
- 1.8 million children educated in 3,545 school buildings

- 112 different home languages
- 40% of Ohio's school children are economically disadvantaged (up from 33% 5 years ago).

Improving student achievement for all of Ohio's children is the State's most pressing social and economic imperative. Ohio's students must be fully equipped to flourish in an increasingly competitive and integrated global economy. Ohio citizens recognize the importance of all students reaching high levels of academic attainment. According to a 2006 survey by the KnowledgeWorks Foundation, 86% of Ohioans believe getting a college education is as important as getting a high school diploma used to be. However, statistics about Ohio's educational attainment seem to contradict what Ohioans say they believe. Consider the following:

- In 2002, Ohio ranked 40th among all states for the percentage of the State's population who had completed a bachelor's degree or higher. Ohio's rate was 21.9% compared to the national average of 25.9%.
- In 2006, this number increased ever so slightly to 26.62% and showed a little progress in 2008, rising to 27.77%.

This is no small challenge.

As Ohio emerges from the recent economic downturn, it must build on the industrial and agricultural pillars that forged this State and embrace growing fields such as advanced energy, environmental technologies, biosciences, polymers, advanced materials, and aerospace. See Appendix A.1.1 and A.1.2 for more information on these industries and Ohio's economy. Given the focus on these growing industries, Ohio must accelerate its efforts to increase college attainment for its citizens. Given the following statistics, the United States and, more specifically, Ohio is facing a challenging future:

- In 2004, colleges in India produced 350,000 engineering graduates, while US colleges produced 70,000 (*Increasing America's Competitiveness*, US Department of Education, 2006).
- Twenty years ago, the United States, Japan, and China graduated a similar number of engineers, ranging from 73,000 to 80,000 annually, while Korea produced just 28,000 engineering graduates annually. By 2000, Chinese engineering graduates had

increased 161% to 207,500. Japanese engineering graduates had increased 42% to 103,200. Korean engineering graduates had increased 140% to 56,500. In the same time period, US engineering graduates had *declined* 20% to 59,500 (National Science Foundation, 2004).

This is no small challenge and the clock is ticking.

Ohio cannot thrive in the 21st century without driving dramatic improvements in educational outcomes for all children in the State. Ohio understands the severity and magnitude of this challenge and is fully committed to meeting it. Successfully transitioning from its historical industrial-based economy to one based on innovation and emerging technologies requires Ohio to significantly improve student achievement across all segments of the population, raise college-ready high-school graduation rates, and increase the percentage of Ohio students who receive a strong college education especially in STEM-related fields.

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

Over the past two decades, Ohio has developed, implemented, and refined an aggressive and comprehensive education reform agenda to make good on this obligation. *Ohio's existing reform agenda is fully consistent with the principles of RttT and Ohio's comprehensive and integrated plan across the four assurances will accelerate radical improvements in student outcomes in a compressed time frame.*

Ohio's student success agenda stems from broad bipartisan commitment to providing all of its children with an education that prepares them for college, careers, and citizenship, and to be highly competitive in the global economy. This commitment translates into simple, yet bold, long-term aspirations:

- ***A near-100% high school graduation rate*** from all schools teaching to internationally competitive standards.
- ***Elimination of the achievement gaps*** between under-represented and majority, between economically disadvantaged and affluent, and between disabled and general populations.

- ***Higher-education matriculation and completion rates*** for all students that are among the highest in the nation and world.
- ***A strong sense of purpose upon graduation*** from high school as a result of personalized learning environments that enable students to explore their talents, interests, and skills and determine their potential future pathways.

This is no small challenge and the clock is ticking. Ohio's children cannot wait.

Coming at this pivotal moment, RttT provides an extraordinary opportunity to leverage State and Federal dollars to target *radical change in a compressed time* and to *accelerate the work* required in recent State legislation. There is no better place to invest Federal dollars to improve student outcomes than Ohio. As a result of past and current reform efforts, Ohio is well-positioned to deliver dramatic improvements in student achievement and inform the modernization of public education in this country. Ohio's mix of urban, suburban, and rural schools and the demographics and sheer size of its student population (1.8 million children), represents the range of challenges faced by America's schools, perhaps better than any other State. Most importantly, there are *three key success factors* that support Ohio's ability to meet the demands of transforming its education system in alignment with the RttT investment.

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

- ***Statutory Momentum.*** In July 2009, Governor Strickland and the State legislature built upon Ohio's legacy of education reform to make an unprecedented commitment to Ohio's schools through the passage of House Bill (HB) 1, a comprehensive education reform law that is the culmination of years of intensive collaboration among State leaders and key constituencies. HB 1 codifies key reform conditions central to RttT in Ohio law. (See Appendix A.1.3 for HB 1 Summary.) HB 1 was built on prior bipartisan legislation that started a tremendous decade of change to education. For example, Senate Bill (SB) 311, passed in 2006, introduced rigorous high school graduation requirements for all Ohio students, including four credits of mathematics, with at least one credit in Algebra II or its equivalent. (See Appendix A.1.4 for other significant reform legislation over the past decade.) The alignment of HB 1 with RttT requirements closely follows those in the proposals that have

been circulated to date for the reauthorization of the Elementary and Secondary Education Act (ESEA). (See Appendix A.1.5 for HB 1, RttT, ESEA Crosswalk document.) In addition, HB 1 contained elements that accelerate the pace of building a P-20 system in Ohio, including development of a State education technology plan, strengthening dual enrollment options, and implementing college readiness exams statewide.

- **Stakeholder Alignment.** Commitment to education reform includes senior leadership from the full range of stakeholders, including the Governor, the General Assembly, the Superintendent of Public Instruction, the Chancellor of the Ohio Board of Regents, the State Board of Education, national, state, and local unions, education organizations, leading non-profit and philanthropic organizations, and the business community. The breadth and depth of alignment around Ohio’s reform agenda is also reflected in the scope of district and charter school participation in this RttT application as described in Section (A)(1)(ii). *The 222 letters of support for Ohio’s RttT strategy is another testimony to the broad support that the State has received.* (See Appendix A.2.4 for letters of support.)
- **Successful Infrastructure.** Ohio has the State-level grant management resources to administer RttT funds in a responsible and efficient manner as well as the field infrastructure required for effective stewardship of RttT funds. ODE has successfully administered \$16 billion in Federal education grants over the past 15 years. In 2009, the American Recovery and Reinvestment Act (ARRA), provided Ohio with an expected \$8 billion in additional Federal funding alone, of which \$3.5 billion has been received and dispersed to date. *ODE and local education agencies (LEAs) are responsible for more than 80% of the reporting required of Ohio by ARRA, including information about the number of full-time equivalent (FTE) employees retained using ARRA funds.* The intricate required reporting, and the coordination necessary for ODE and districts and charter schools to fulfill this obligation, demonstrates that the capacity for immense data collection exists. Ohio has a detailed implementation plan within RttT that capitalizes on the State’s proven experience in the areas of fiscal planning and budget management, implementation of school-improvement processes, curriculum development, and professional development.

Second, Ohio is a national leader in education reform and innovation. Ohio takes pride in the State’s successful history of leading national efforts to focus on student success and develop the innovative solutions needed to systematize reform. The impact of two decades of

reform is reflected in the *State’s rise from the middle of the pack to number five in the national Education Week Quality Counts (January 2010) ranking over the past 10 years*. Now Ohio strives to move *from fifth to first*.

Quality Counts annual rankings offer a performance index on a composite of factors tied to the quality of a State educational system (i.e., K–12 achievement, standards/assessment and accountability, transitions and alignment, teaching, finance and student chance-for-success). The first five factors can be directly influenced by State educational policies, programs and practices and they align well with the four Federal assurances. The *Quality Counts* chance-for-success indicator is a composite of 13 factors with only five tied directly to educational system dynamics (preschool enrollment, kindergarten enrollment, 4th grade reading, 8th grade mathematics and high school graduation). These five factors and the five other composite indicators provide a useful dashboard for a state’s capacity to help young people succeed.

Ohio’s *Fifth to First* strategy uses this modified *Quality Counts* scheme to focus, align and measure RttT investments. This composite performance index helps us track the key factors and dynamics that promote college and career readiness and success, particularly for high need students. The most economically competitive states have the highest percentage of young adults, age 18–24, productively engaged in postsecondary endeavors (degree seeking, military service or full time employment). Our *Fifth to First* investment strategy is aligned tightly to *Quality Counts* indicators tied to student success. For example, the statewide expansion of value added assessment from 4th to 8th grades through RttT investments connects to two critical *Quality Counts* performance indicators (4th grade reading and 8th grade mathematics).

Figure A.1.1 illustrates the foundational elements of Ohio’s *Fifth to First* strategy.

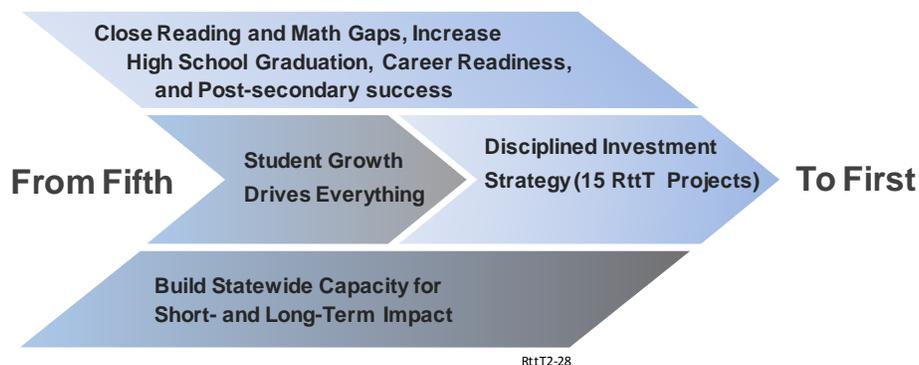


Figure A.1.1. Fifth to First Core Strategy

National recognition of Ohio's education reform efforts is evidenced by a recent award from the Education Commission of the States (ECS), which is the only national nonpartisan, interstate compact devoted to addressing education issues and continuous improvement. Ohio was selected by a bipartisan selection committee of ECS to receive the 2010 Frank Newman Award for excellence in shaping and implementing replicable, bold, courageous, nonpartisan, large-scale, and broadly supported education policies that will transform the State's educational system to improve the academic success of students. In recognizing Ohio's accomplishment, ECS President Roger Sampson said, "ECS recognizes the promise and potential of the sweeping reforms contained in Ohio 2009 HB 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." (See Appendix A.1.6 for the full text of Ohio's award letter.)

Ohio has been among the nation's leaders in the development of several high leverage initiatives that form a solid base from which RttT will flourish including:

- Actively participating in the development of the Common Core standards and in the development of common assessments.
- Being one of the first states to implement a state-wide longitudinal data system capable of supporting value-added analysis, which is currently used in the State's robust School Report Card accountability system.
- Creating a robust platform that currently allows *value-added analysis to be captured and used in more than 100 school districts serving over 200,000 students*, creating a solid foundation to implement and replicate this critical reform statewide.
- Spearheading efforts to establish measurements of effectiveness for teachers and principals that use data in a fair and balanced methodology.
- Being at the forefront of the charter school movement and establishing strong accountability standards governing their performance.
- Identifying leadership systems for superintendents, principals, and teachers, to improve instructional practices and student achievement through the Ohio Leadership Advisory Council (OLAC).
- Supporting peer-review practices in districts and charter schools that are being replicated nationally.

- Being one of the first differentiated accountability models accepted by US Department of Education which is the backbone of our systemic approach to school turnaround.
- Engaging deeply in STEM education through legislation that established the Ohio STEM Learning Network (OSLN) and provided initial competitive funding for STEM schools and STEM programs. (See Appendix A.1.7 for OSLN fact sheet.) Since that time, the Network has emerged as a powerful support system not only for STEM programs, but for a wide array of educators and schools interested in improving instructional delivery. In its first 2½ years, OSLN has touched the lives of more than 100,000 Ohio students annually, and prepares them to be career- and college-ready.

Third, established partnerships leverage a broad array of resources from Ohio and around the nation. Systemic reform at the scale contemplated by RttT requires partnerships and collaboration across the full education system. Many Ohio districts and charter schools are already engaged in ambitious reform efforts, investigating such core issues as teacher leaders, professional learning communities, compensation reforms, and the effective use of student-level, value-added data. Ohio's higher education system is a committed and capable partner in both improving P-20 articulation and refining teacher and principal training. Ohio is home to some of the nation's most respected, third-party education organizations. OSLN, with support from the Bill and Melinda Gates Foundation, is a key partner in the development of STEM models and their implementation and orchestration state wide. Battelle for Kids is a nationally recognized, non-profit organization, well known for its work in value-added data management and effective use. Over the past seven years and nearly \$100 million in leveraged Federal, State, local, and (primarily) philanthropic investments, a partnership between ODE and KnowledgeWorks launched 73 redesigned high schools across 11 urban districts, and nine early colleges in eight districts in Ohio, serving as a critical foundation to our plans for school turnaround. More than 200 hundred philanthropic organizations joined forces as the Ohio Grantmakers Forum to collectively distribute more than \$200 million annually in support of education initiatives and reforms in Ohio. The two State teachers' unions and ODE are longstanding collaborators in education transformation, and the unions are committing their support to Ohio's RttT strategy. (See Appendix A.2.4 for letters of support.)

Ohio's successes have required sustained commitment to education reform from the full range of stakeholders including governors, both past and present, the General Assembly, and

other State-level leadership including the Superintendent of Public Instruction, the Chancellor of Ohio's higher education system, and the State Board of Education.

Ohio's first round of Woodrow Wilson Foundation Fellowship Programs is focused on supporting STEM fellows who will become science and math teachers in Ohio schools, especially in hard-to-staff schools. Additionally, the University System of Ohio has established the *Choose Ohio First Scholarship Program* designed to increase undergraduate study in STEM fields.

While Ohio has experienced significant progress through partnerships, legislation, stakeholder engagement, and a strong infrastructure, significant achievement gaps and inconsistent expectations of students continue to exist. All of Ohio's students are not experiencing success. The quality of opportunities afforded to Ohio's children is too often predetermined by zip codes. This is not acceptable.

This is no small challenge and the clock is ticking. Ohio's children cannot wait and we will act boldly now.

(A)(1)(i) The Extent to Which the State has Articulated a Comprehensive, Coherent Reform Agenda

Prior to RttT, on July 17, 2009, Governor Ted Strickland signed into law HB 1, summarized in Appendix A.1.3, which contained a bipartisan comprehensive reform agenda for primary and secondary education. This exciting moment in Ohio's history respected the commitment of prior administrations by expanding their collective promise to Ohio's children as echoed in Governor Strickland's 2008 State of the State Address.

"The great educator and philosopher John Dewey described this idea many years ago. He wrote that we must shift "the center of gravity" in schools. It's a "revolution, not unlike that introduced by Copernicus when the astronomical center shifted from the Earth to the sun. In this case, the child becomes the sun around which the appliances of education revolve."

T. Strickland, January 2009

This vision for a student-centered 21st Century Personalized Learning Environment, contained in both HB 1 and RttT, is comprised of the following mutually supporting elements:

- **Standards, assessments, and graduation requirements** reflecting high expectations for students, engaging them in real-world applications and supporting creativity and innovation.
- **Data systems** that drive decisions, inform instruction and document improvement of student success.

- **Great teachers and leaders** who work collaboratively, seek professional excellence and help all students graduate with a sense of purpose and be well equipped to thrive in a highly competitive global society.
- **Turning around low-achieving schools so that all students attend excellent schools** with enhanced teaching and learning environments.
- **Partnerships** that leverage community and stakeholder involvement and foster a P-20 seamless system of education in support of student achievement.
- **STEM initiatives** that provide students with high powered learning experiences and position Ohio for economic competitiveness.

Over the next four years, the period of the RttT grant, Ohio will deliver *accelerated, measurable progress* against these aspirations. Our *4-year goals* are:

- ***Increasing high school graduation rates***, already among the best in the nation, by 0.5% per year statewide (to roughly 88%) as measured by 3-year rolling averages. This will translate into 600 more students graduating *per year*.
- ***Reducing the graduation rate gaps by 50%*** between under-represented and majority students in RttT participating LEAs and charter schools. This will translate into 2,900 more African American students graduating *per year*.
- ***Reducing the performance gaps by 50%*** on national and state-wide assessments between underrepresented and majority students in RttT participating LEAs and charter schools. This will translate into *24,000 more African American students in seven grade levels* achieving proficiency annually in math.
- ***Reducing the gap between Ohio and the best-performing states in the nation by 50%*** on reading and mathematics proficiency as measured by national assessments. Ohio tied for ninth place on the 2009 fourth grade National Assessment of Educational Progress (NAEP) math test and is eight points away from the top-ranked state, although achievement gaps persist.
- ***More than doubling the increase in college enrollment*** of students age 19 and below from a projected 7.2% to 14.5% by fall 2013; and more than doubling the rate of increase in college persistence of such students from a projected 5.1% to 10.35%. This will translate into more than 4,700 more students annually enrolling in college. (See Appendix A.1.8 for detailed tables and graphs that show the State's goals, overall and by subgroup.)

The solid array of Ohio's accomplishments and support affirm that it has the political will, infrastructure, and capacity to successfully implement courageous work on behalf of all of its children.

This is no small challenge and the clock is ticking. Ohio's children cannot wait and we will act boldly now.

Ohio's history of leadership and educational entrepreneurship generate a strong platform as it rolls out its RttT plan. The Ohio reform agenda in State law is directly aligned with the four RttT assurances introduced here and discussed in detail in the corresponding sections of this application. For each of these areas, Ohio has developed an integrated plan that incorporates specific, high-leverage RttT-funded projects. Ohio's reform agenda, as described in HB 1, completely aligns with the proposed RttT goals, key activities, and programs. This alignment guarantees that *transformation will occur in all of Ohio's schools whether they have chosen to actively participate in RttT or not.*

Increasing education attainment for all of Ohio's children cannot occur unless *instruction is grounded in the universal deployment of internationally competitive national standards, high-quality assessments based on those standards, and universal availability and widespread use of curricula supports aligned with those standards.* In Section (B) of this application, Ohio outlines its plan to transition to enhanced standards and high-quality assessments. This plan includes the adoption and rollout of new standards, including the Common Core standards; development of related assessments and curricula supports in collaboration with educators nationally and statewide; and professional development for teachers to ensure effective state-wide implementation of the new standards. Ohio's plan includes *two proposed RttT projects* that will extend Ohio's longstanding leadership in assessment and accelerate implementation to participating districts and charter schools, and accelerate the alignment of curriculum to impact achievement while simultaneously raising expectations for all of Ohio's children.

Ohio's reform agenda is dependent upon a *commitment to data-informed decision making at all levels of the educational enterprise*, from policy setting to individual classrooms. Today, Ohio is a leader in the development and deployment of longitudinal data systems and the collection and use of value-added data. In Section (C) of this application, Ohio outlines its plan to enhance the capabilities of our longitudinal data systems and increase the use of reliable data

in the classroom. Ohio's reform agenda includes the use of value-added reports at the teacher level and the use of formative assessment methodologies that will result in an ability to personalize classrooms for every student. *Three of Ohio's proposed RttT projects* are intended to dramatically accelerate the expansion of data availability and application to drive reform into the classroom.

Throughout the last two decades, Ohio's evolving reform agenda has been guided steadily by the belief that *great teachers and great leaders are the single most important factor in student success*. Thus, Ohio is committed to having an effective principal in every building working in concert with a team of effective teachers on behalf of all of their students. In Section (D), Ohio outlines its plan to increase the supply of great teachers and leaders through a comprehensive suite of human capital reforms. Ohio is implementing crucial, mandated HB 1 reforms for licensure. These will be supported by comprehensive evaluation systems that will provide constructive and timely feedback to teachers and principals, serve as a guide to professional development, and influence decisions regarding advanced licensure, continuing contracts, and removal of ineffective teachers and principals. Ohio's participating districts and charter schools have committed to innovative strategies for placing effective teachers and principals in their high-poverty and high-minority schools through removing seniority barriers, addressing teaching and learning conditions, and providing supports and incentives. Ohio is committed to ensuring that all of its students will benefit from effective teachers and leaders who serve as strong advocates for their success. Turnaround School Leaders will be trained to lead low-achieving schools and the number of effective teachers in mathematics, science, world languages, special education, and English language learner (ELL) programs will increase. *Ohio's plan will, for the first time, hold preparation programs accountable for graduate success based on student achievement and student growth*. Human capital is a focus area for this application, with *six projects proposed for RttT funding*.

Strengthened by new authorities provided in HB 1, Ohio's reform agenda includes *an intense focus on turning around low-achieving schools into excellent schools*. Ohio pledges that every child will benefit from the opportunities routinely offered by high-performing schools. In Section (E) of this application, Ohio outlines its plan to improve the quality of education for more than 33,500 students in the State's 68 persistently lowest-achieving schools. This intense focus on turning around the State's persistently lowest-achieving schools is part of a broader

approach to school improvement. Not only will ODE, school districts, and charter schools intervene directly in persistently lowest-achieving schools to turn them around with the intervention models outlined in this application, but Ohio's stakeholders will also work collaboratively to better prepare students in schools that are not persistently lowest-achieving, but require additional supports. ODE will enact a tiered system of supports and interventions that increase with intensity according to the status of the school. In future years, based on this tiered system, no Ohio school should require such dramatic measures as are outlined in this plan for the lowest-performing schools. This change of status will result from Ohio's determination to not allow schools to get into such dire straits where they require severe sanctions and actions. Ohio's *proposed RttT investment in this area* is the creation of the Ohio Network for Education Transformation (ONET), a public-private collaborative with the mandate to more broadly support turnarounds and innovation. By engaging external partners, Ohio can apply greater energy, support, capacity, and expertise for school turnaround.

ODE recognizes that this assurance area will require difficult decisions and complex work. Ohio's low-performing schools enroll students whose challenges sometimes exceed easy solutions. These are students who experience significant mobility in their education paths and demonstrate deficits in both their academic skills and their life skills. They exist in poverty; often have painful family situations; and even lack appropriate medical care. However, Ohio will not shirk away from its commitment to these children who so desperately need strong advocates and intensive systems of support.

RttT will play a central role in Ohio's reform agenda. As summarized above and discussed in detail later in this application, Ohio has comprehensive plans to address each of the four assurance areas, as well as the competitive and invitational priorities outlined in the application instructions. This application proposes *15 RttT projects*, fully integrated into and aligned with the Ohio reform agenda (HB 1). These 15 projects are designed to *accelerate* reforms already underway in Ohio, *innovate* new efforts that push the boundaries of the system and achieve better results, and *reinforce* the infrastructure required to sustain fundamental reform, as shown in Figure A.1.2. This balanced and integrated portfolio of actions will *drive radical change in a compressed timeframe at the district, building, and classroom levels*, thereby producing dramatic gains in student outcomes.



Figure A.1.2. Distribution of Proposed RttT Projects by Investment Theme and Funding (not including direct funding to LEAs). RttT2-11

Projects designed to accelerate existing efforts are those for which the underlying initiatives are broadly endorsed as proven models and are being used to drive improved student success right now. RttT investments in acceleration projects will amplify Ohio’s strengths by increasing the speed, scope, or magnitude of such initiatives. Acceleration projects represent 46% of the State share of investment included in Ohio’s RttT plan.

Projects designed to *innovate* are targeted at creating new, deployable solutions for Ohio’s most challenging problems. *These are projects that push the boundaries of the education system by investing in initiatives that have shown promise, but have not yet achieved widespread implementation.* These are investments for which Ohio will look to best-in-class entities outside ODE to play lead roles.

While RttT funds cannot be committed without open competition, suitable prospective lead partners have been identified and have indicated their commitment to driving this work forward should they be selected. Innovation projects represent 45% of the dollar investment included in the State’s RttT plan.

Projects designed to *reinforce* the State’s capacity to manage change represent a commitment to advance systemic performance. In preparing to implement Ohio’s accelerate and innovate projects to scale, the State is planning a series of complementary investments intended to ensure that critical systems do not become overwhelmed or underperform as the core initiatives achieve success. The RttT work is challenging and requires supporting resources to ensure its continuous focus on student success. Reinforcement projects represent 9% of the dollar investment in Ohio’s RttT plan.

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

investment. Each of the 15 projects proposed for RttT funding, as shown in Figure A.1.3, will be fully described in the appropriate assurance or priority area. Table A.1.1 provides a broad overview of project areas and RttT investments.

Investment Area	Primary Section	Project	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	D5	E1	E2	F2	F3	P2
Reinforce	A2	Sustain Capacity to Execute Statewide		Primary			Secondary	Secondary		Secondary		Secondary			Secondary						
Reinforce	A2	Engage Stakeholders in Implementation		Primary						Secondary											
Accelerate	B3	Strengthen Assessment Leadership				Secondary	Secondary		Primary		Secondary	Secondary	Secondary	Secondary	Secondary	Secondary		Secondary			
Innovate	B3	Provide Curriculum Resources to Support Teachers				Secondary		Primary			Secondary	Secondary	Secondary	Secondary	Secondary	Secondary					
Accelerate	C2	Expand Value-Added Statewide							Primary		Secondary	Secondary	Secondary	Secondary	Secondary	Secondary		Secondary			
Reinforce	C2	Improve Access to Student Data							Primary		Secondary	Secondary	Secondary	Secondary	Secondary	Secondary					
Accelerate	C3	Personalize Learning Through Formative Instruction					Secondary			Primary			Secondary	Secondary	Secondary	Secondary		Secondary			Secondary
Innovate	D2	Support Educators Through Evaluation Results										Primary	Secondary	Secondary	Secondary	Secondary					
Accelerate	D2	Redesign Educator Performance Management Systems										Primary	Secondary	Secondary	Secondary	Secondary		Secondary			
Innovate	D3	Expand Effective Educator Preparation Programs											Primary	Secondary	Secondary	Secondary					
Accelerate	D3	Ensure Equitable Distribution of Educators											Primary	Secondary	Secondary	Secondary		Secondary			
Innovate	D4	Increase Higher Education Accountability										Secondary	Secondary	Primary	Secondary	Secondary					
Accelerate	D5	Support Educators to Increase Student Growth										Secondary	Secondary	Secondary	Secondary	Secondary		Secondary			
Innovate	E2	Turn Around Ohio's Lowest Achieving Schools																Primary			Secondary
Innovate	P2	Leverage STEM Capacity		Secondary												Secondary	Secondary	Secondary			Primary

Project Relationship to Assurance Plans Primary Secondary RttT-12

Figure A.1.3. Ohio's Proposed RttT Projects are Aligned With Both Ohio's Comprehensive Reform Agenda and the RttT Assurance Areas.

Table A.1.1. RtT Project Investments

Project Title	Key Investments	Investment
Sustain Capacity to Execute Statewide	<ul style="list-style-type: none"> • Dedicated RtT Project Management/Operational Excellence Capacity • District and Charter School Liaisons • Federal, Interstate and Public/Private Partnerships 	\$7.7 million 4% of total
Engage Stakeholders in Implementation	<ul style="list-style-type: none"> • Education Research Center • Research Grants • Website Redesign • Communication and Outreach 	\$5 million 3% of total
Strengthen Assessment Leadership	<ul style="list-style-type: none"> • Curriculum Review Teams and Lead Content Experts • Regional Support Through Educational Service Centers • Alignment of New Standards to College Entrance Requirements and Educator Preparation Programs 	\$17.1 million 9% of total
Provide Curriculum Resources to Support Teachers	<ul style="list-style-type: none"> • Performance Assessments • Middle School Formative Assessment Program • Comprehensive Kindergarten Readiness Assessment • Student Growth Measures 	\$2.8 million 1% of total
Expand Value Added Statewide	<ul style="list-style-type: none"> • Student-Teacher Linkage Data System • Value Added Expansion for 4th and 8th Grade Reading and Math • Formative Assessment and Instruction Professional Development • On-Line Value Added Learning Courses 	\$14.1 million 7% of total
Improve Access to Student Data	<ul style="list-style-type: none"> • Statewide Student Identifier System • Expansion of Data Infrastructure • Business Intelligence Tools 	\$4.1 million 2% of total
Personalize Learning Through Formative Instruction	<ul style="list-style-type: none"> • Statewide Instructional Improvement System • Formative Instruction Professional Development and Coaching • Web-based Professional Development Modules 	\$24.8 million 13% of total
Support Educators Through Evaluation Results	<ul style="list-style-type: none"> • Statewide Peer Assistance and Review (PAR) Program • Resident Educator Program • Statewide Tenure Review Model • Compensation Reform 	\$9.8 million 5% of total
Redesign Educator Performance Management Systems	<ul style="list-style-type: none"> • Teacher and Principal Evaluation Framework • Teacher Residency Assessments for New Teachers • Validity Studies on Statewide Teacher Evaluation Model • Electronic Evaluation System 	\$6.4 million 3% of total
Expand Effective Educator Preparation Programs	<ul style="list-style-type: none"> • Woodrow Wilson Foundation STEM Teacher Fellowship Program • Teach Ohio Program • Alternative Principal Preparation Program 	\$19.7 million 10% of total
Ensure Equitable Distribution of Educators	<ul style="list-style-type: none"> • Analysis and Development of Local Equity Plans • Recruitment, Hiring, and Retention Tools • Teaching and Learning Conditions Assessment 	\$6.8 million 4% of total
Increase Higher Education Accountability	<ul style="list-style-type: none"> • Rigorous Standards, Assessments, and Metrics for Educator Preparation Programs • Rewards for Highly Effective Educator Preparation Programs 	\$3.4 million 2% of total
Support Educators to Increase Student Growth	<ul style="list-style-type: none"> • Beginning Principal Mentorship Program • Core Curriculum Support • Ohio School Leadership Institute • State Credentialing System for Professional Development • Appalachian Collaborative on Comprehensive Human Capital Development 	\$20.8 million 11% of total

Project Title	Key Investments	Investment
Turn Around Ohio's Lowest Achieving Schools	<ul style="list-style-type: none"> Ohio Network for Education Transformation School Turnaround Leader Program (STLP) Governor's Closing the Achievement Gap (CTAG) Initiative 	\$46.5 million 24% of total
Leverage STEM Capacity	<ul style="list-style-type: none"> STEM Schools as Professional Development Hubs STEM in Early College High Schools and Turnaround Schools Education Innovation R&D 	\$4.9 million 2% of total

In summary, Ohio's reform agenda and the aspirations it supports are founded on the belief that all students can reach greater levels of achievement with the proper support. Ohio's reform agenda, enhanced through RttT support, is intended to achieve radical transformation in a compressed timeframe, and carry Ohio, in the language of the "Quality Counts" rankings, from *Fifth to First*.

This is no small challenge and the clock is ticking. Ohio's children cannot wait and we will act boldly now.

(A)(1)(ii) The Participating LEAs Are Strongly Committed to the State's Plans

Even though Ohio maintained rigorous high expectations in its Memorandum of Understanding (MOU) during RttT Phase 2, the State succeeded in increasing the number of MOUs from Phase 1, which will impact a greater number of students. ODE salutes the willingness of the districts and charter schools which have signed an MOU to participate in the RttT State plan and are among the most willing to accelerate reform in Ohio. The participating districts and charter schools represent a *critical mass of the willing*. ODE is enthusiastic about working deeply with these school districts and charter schools as collaborative partners in transforming Ohio's education system on behalf of its 1.8 million children.

In the development of this application, Ohio has engaged its school districts and charter schools in an open process designed to assure that:

- Each school district and charter school was able to *make a fully informed decision* as to participation and understands its obligations through the RttT strategy.
- Each participating district and charter school *has demonstrated strong commitment to implement all* of Ohio's RttT plan.
- Each participating district and charter school is *positioned for success, as demonstrated by the unanimous support* of its governing body, its chief executive, and the local teachers' union (all where applicable).

- *District and charter school priorities and concerns* have informed this application.

All participating districts and charter schools executed a common MOU. (See Appendix A.1.9 for a copy of the State’s standard participating LEA MOU.) The MOU contains terms and conditions that strongly and unambiguously commit the districts and charter schools to *full* participation in the Ohio RttT plan and similarly commit ODE to vigorous, effective support of the participating districts and charter schools. There are no variations among the executed MOUs. Highlights include commitments by each district and charter school to:

- **Appoint a key contact** responsible for RttT implementation and communication.
- **Develop a district-wide Transformation Team** engaging appropriate stakeholders with at least 50% being teachers.
- **Participate and openly communicate** RttT coordination, planning, information, reporting and other functions.
- **Make available all non-proprietary products** developed using RttT funds.
- **Collaboratively address collective bargaining agreements** through the collective bargaining process when the RttT program differs from the existing agreement with the corresponding bargaining unit. Prior success in working collaboratively around “thorny issues” provides optimism that districts can reach agreement on difficult topics. As HB 1 codifies many of the RttT provisions, these issues will have to be resolved locally whether or not RttT requires them to do so.
- **Assume responsibility** for following their local plans.

The MOUs provide comprehensive and tiered State recourse for LEA non-performance or lack of progress.

The MOUs contain scope-of-work descriptions that demonstrate the commitment of districts and charter schools to implement all of Ohio’s RttT plans. (See Appendix A.1.10 for Work Plan sample.) The scope of work contains 23 elements, each directly aligned with RttT application requirements and Ohio’s RttT plan, as presented in this application. Of these 23 elements, *all are required of all participating LEAs*.

Because Ohio believes that partnerships among the districts and charter schools’ governing body, administration, and teachers is essential for successful implementation of meaningful reform, *Ohio required signatures from the governing body chair, chief executive, and head of the local teachers’ union (if applicable) as a condition of participation*. Ohio

has obtained *100% of the signatures* in each category from each participating LEA.
(See Appendix A.1.11 for confirmation data.)

(A)(1)(iii) The Participating LEAs Will Translate into Broad Statewide Impact

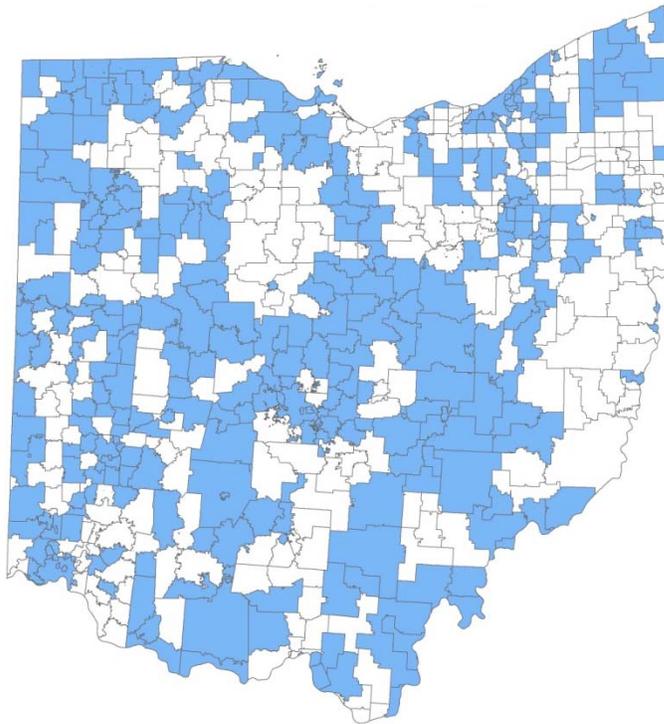
Ohio and its 536 participating districts and charter schools will deliver broad state-wide impact in three ways:

- By improving student achievement, reducing achievement gaps, and improving graduation and college enrollment rates.
- By developing, validating and sharing successful practices statewide that will, over time, be adopted by non-participating districts and charter schools.
- By modeling the rollout of components of HB 1 which RttT helps to accelerate.

See Appendix A.1.8 for tables and graphs that show Ohio's goals, overall and by subgroup, for graduation rates and for increasing student achievement in language arts and mathematics on both the State assessments and NAEP assessments. The appendix also includes a description of Ohio's goals if the State does not receive a RttT award.

As shown in Figure A.1.4, our participating districts and charter schools offer a *demographic mix well-aligned with the RttT emphasis* on reducing achievement gaps and turning around low-achieving schools. The participating districts include seven of Ohio's eight largest districts and encompass 2,586 of Ohio's public schools, including 49 of 68 (72%) of Ohio's persistently low-achieving schools. Participating districts and schools serve 61.6% of Ohio's 1.8 million K-12 students. This student population also includes a significant share of Ohio's economically disadvantaged, minority, limited English proficient, and disabled student populations, including 66.3% of Ohio's students in poverty, 73% of Ohio's Hispanic and 81.5% of Ohio's African American students. *Achieving our specific goals for improving achievement and reducing achievement gaps between subgroups in reading and mathematics for participating LEAs translates into significant gains for statewide metrics.*

For example, reducing achievement gaps by 50% between African American and Hispanic students and white students in participating districts and charter schools translates into state-wide reductions of almost 30% in these measures, even if gaps remain constant in non-participating districts. A 2% increase in the high school graduation rate for either Hispanic or African American students in participating districts and charter schools *yields nearly a 1.4% improvement in statewide graduation rates for those populations* (not including progress



■ = Ohio Public Districts Participating in Race to the Top

- 61.6% of K-12 Students
- 66.3% of Students in Poverty
- 73% of Hispanic Students
- 81.5% of African American Students
- 71.8% of ELL Students
- 63% of Students with Disabilities
- 2,586 Schools
- All percentages Up from Phase 1

RttT2-13

Figure A.1.4. Ohio Public School Districts Participating in Race to the Top.

in non-participating districts and charter schools). Similarly, the fact that 72% of Ohio’s persistently low-achieving schools are in participating districts and charter schools assures that successful achievement of Ohio’s goal in this area will impact a sizeable majority of this population of schools.

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

This is no small challenge and the clock is ticking. Ohio’s children cannot wait and we will act boldly now.

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

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	536	100%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	536	100%
(ii) Professional development on use of data	536	100%
(iii) Availability and accessibility of data to researchers	536	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	536	100%
(ii) Design and implement evaluation systems	213 (323 Conditional)	39.74% (60.26% Conditional)
(iii) Conduct annual evaluations	213 (323 Conditional)	39.74% (60.26% Conditional)
(iv)(a) Use evaluations to inform professional development	536	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	213 (323 Conditional)	39.74% (60.26% Conditional)
(iv)(c) Use evaluations to inform tenure and/or full certification	536	100%
(iv)(d) Use evaluations to inform removal	536	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	213 (323 Conditional)	39.74% (60.26% Conditional)
(ii) Hard-to-staff subjects and specialty areas	536	100%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	536	100%
(ii) Measure effectiveness of professional development	536	100%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	536	100%

Notes: Terms and conditions in the Memorandum of Understanding (MOU) require strong commitment by participating school districts and charter schools to Ohio's plans. It precludes participation from school districts that cannot garner union support. It requires the signature of the local teachers' union leader, the superintendent and the school board president or it will not be accepted.

A participating school district or charter school agrees to implement the State plan fully and must provide a Final Scope of Work no later than 60 days after a grant is awarded to the State. The Final Scope of Work must be reviewed and approved by the State. The MOU also establishes a strong and clear State recourse for school district and charter school non-performance. The State has the authority to take appropriate enforcement action if any school district or charter school fails to meet goals, timelines, budget, annual targets or other applicable requirements. All participating school districts and charter schools agree in the MOU to work through any areas of RtT that differ from the collective bargaining agreement.

Under this MOU framework 100% of charter schools are designated as “Y” for all elements of the state plan. All remaining participants are designated as “Y” for 13 of 17 plan elements. All four of the “C” designated elements are required and must be addressed in the Final Scope of Work. All school districts and charter schools have been duly informed of these MOU requirements to ensure that all plan elements will be addressed by all participants. While Ohio is a collective bargaining state, it has one of the strongest performance-based teacher residency and tenure laws in the country as well as one of the most advanced value-added assessment systems. These facts coupled with the clarity and rigor of the MOU, make full participation from school district and charter school very likely. Both unions also have been partners in communicating the meaning of the MOU to their constituencies. *While people outside Ohio might consider a “C” designation as conditional, State and local union leadership are fully aware of the full requirements and expectations of the State’s plan. In fact, the signed MOUs included agreement to participate in all elements of the State’s plan.*

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

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	536	536	100%
President of Local School Board (or equivalent, if applicable)	536	536	100%
Local Teachers’ Union Leader (if applicable)	331	331	100%

Notes: The signature for a Local Teachers’ Union Leader is not applicable to eight public school districts, 196 community schools, and one STEM school.

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

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	536	1,010	53.1%
Schools	2,586	4,172	62%
K-12 Students	1,069,213	1,736,410	61.6%
Students in poverty	470,249	709,454	66.3%

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

Detailed Table for (A)(1)

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

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

For full table, see Appendix A.1.11

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

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING**

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

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

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

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

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

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

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

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

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

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

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

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

**OHIO'S NARRATIVE RESPONSE TO A(2) IS FOUND ON THE FOLLOWING PAGES A2-1 - A2-22
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

(A)(2) Building Strong Statewide Capacity to Implement, Scale up, and Sustain Proposed Plans

The promise of improved achievement can only be realized for every child if successful reforms are implemented statewide and sustained over time. The comprehensiveness of Ohio’s RttT plan presents challenges and opportunities. ODE recognizes that the depth of work and the trajectory of progress will require resources beyond its current structure and is committed to broad outreach, shared responsibility, and transparent accountability. Long-standing connections with a wide array of partners including education organizations, foundations, unions, businesses, and community organizations are enmeshed in Ohio’s strategy for student success. Additional human capital, provided through external partners, will bolster the required work. Ohio’s 56 Education Service Centers (ESCs) are poised to assume some of the responsibilities of RttT as described within the plan and this work will be supported by RttT state dollars. The State’s strategy ensures that the work encompassed in RttT will live beyond the grant period. This is most easily understood when viewing the alignment between RttT and HB 1. Simply stated, Ohio’s RttT strategy is work that is or will be required by State statute and aligns with Federal priorities as well. The participating districts and charter schools will have an opportunity through RttT to accelerate their work and allow it to become more engrained into the routine practices of their districts and schools, thus allowing for sustainability and support. This acceleration of work will serve as an excellent model for non-participating districts and charter schools as they grapple with similar work required in HB 1.

Recognizing the complexity of the work, Ohio has designed a comprehensive plan to implement, scale up and sustain its student success agenda by a well-aligned infrastructure. Ohio’s plan is anchored by three core strategies:

“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.”

- **Ted Strickland,**
Governor
- **Deborah Delisle,**
State Superintendent
- **Patricia Frost-Brooks, President**
Ohio Education Association
- **Sue Taylor, President**
Ohio Federation of Teachers
- **Richard Lewis, Executive Director**
Ohio School Boards Association
- **Jerry L. Klenke, Executive Director**
Buckeye Association of School Administrators

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1. Leverage the support and longstanding commitment of Ohio’s strong political and administrative leadership and stakeholder engagement dedicated to student success.
2. Manage a robust organizational and management structure for implementing educational reform initiatives and provide grant administration and performance tracking.
3. Establish a comprehensive system to support and engage districts and charter schools tailored to the capacity, circumstances and needs of individual districts and charter schools (which range in size from 14 to 51,570 students).

Goal

Ohio will assure the necessary capacity to implement, scale up, and sustain meaningful reform across participating districts and charter schools.

Ohio commits to:

- Student success as the key driver of the transformation work.
- Effective, accountable leadership and best-in-class, transparent grant administration.
- An outcomes-based assessment procedure to monitor progress and report to Ohio’s citizens.
- Comprehensive support for all participating districts and charter schools appropriately tailored to their capacities and needs.
- Successful transition of projects to appropriate homes in Ohio’s public education infrastructure or established public-private partnership organizations upon conclusion of the grant.

Activities

Ohio’s RttT proposal has two budget-level projects designed to manage the grant effectively and efficiently and use the investment to put the learner at the center of the system and *guarantee student success*.

The first, Sustain Capacity to Execute Statewide, will support the infrastructure required to execute responsibly and successfully. The second, Engage Stakeholders in Implementation, strengthens

SUSTAIN CAPACITY TO EXECUTE STATEWIDE		REINFORCE	
<i>Budget:</i>	\$7.7 million / 4% of total	<i>Project Home:</i>	A2
<i>Accountability:</i>	Deputy Superintendent of Public Instruction	<i>Integrates with:</i>	All
<i>Scope and purpose:</i> Ohio will reinforce the statewide organizational and fiscal capacity to execute its RttT strategy over time.			
<i>Management's top execution question:</i> What are we doing to attract and support the most talented people to fill these critical roles and focus on student success?			
For detailed activities, timelines and responsible parties, please refer to budget .			

the interactive leadership and engagement necessary to support the changing of behaviors that generate systemic reform to impact student success.

(A)(2)(i)(a) Providing Strong Leadership and Dedicated Teams to Implement Reform

Ohio has a pattern of collaboration that is inherent to all of its reform work to date, building the capacity of individuals and teams to do the work before them and developing leadership beyond traditional roles. ODE practices a belief that education reform and improved student success is a shared priority that encompasses the support and will to sustain reforms throughout the State. Key to Ohio's work is a laser-like focus on student achievement and success. A foundation for the successful implementation of the RttT reforms is HB 1, significant and comprehensive education reform legislation that serves as the cornerstone of Ohio's RttT strategy and builds on decades of focused reforms to improve the performance of Ohio's students. The leadership behind these legislative reforms begins, but does not end, with Governor Ted Strickland, who firmly believes in the principles of HB 1. He is committed to working with the State legislature and a broad group of stakeholders to ensure a successful implementation. Ohio's Superintendent of Public Instruction, Deborah Delisle, is deeply committed to Ohio's students and is passionate about driving this change and realigning the ODE organizational structure, its resources and staff to implement, sustain and accelerate these reforms to support all districts and schools and advocate for Ohio's school children. Similarly, Eric Fingerhut, Chancellor of the Board of Regents, has set an ambitious reform agenda for the University System of Ohio that dovetails well with the K-12 system and ensures that reforms will be carried from K-12 through to Ohio's institutions of higher education. The State Board of Education, in its continuing support of higher standards and 21st century personalized learning environments, champions RttT strategies.

The success of the full education system to produce talent across the state – from early education, K-12, higher education through continuing workforce skill building – is the foundation for Ohio's economic future. The Governor, Superintendent, and Chancellor enjoy a strong working partnership which further supports Ohio's ability to coordinate, align and strengthen the necessary activities and resources required to realize success. Further, Ohio's plan is not conditioned on the individual who occupies a specific role. Rather, it is designed to be fully integrated into the education landscape so that continuity and sustainability is assured.

Ohio's education governance structure is sheltered from short-term political pressures in a way that *ensures continuity and implementation of the RttT plan* regardless of political climate, as the State Board of Education is a bipartisan organization and holds the responsibility for appointing the Superintendent of Public Instruction. Thus, the State Board of Education's unanimous support of Ohio's RttT plan is an essential component in its development and implementation.

The plans detailed in this application, and the organizational structure outlined in this section, *provide the strongest possible assurance of consistent, ongoing leadership* for education reform. Achieving Ohio's goals will depend upon the following key leadership individuals and organizations working in deep collaboration over time, each fulfilling a unique but important function and each committed to keeping student success central to their work:

- **Deputy Superintendent of Public Instruction, Marilyn Troyer.** As Executive Manager of RttT, Dr. Marilyn Troyer will create a dedicated program office for RttT that provides a single-point of accountability and reflects the top-level priority that Ohio places on RttT. (See Appendix A.2.1 for the qualifications of leaders on Ohio's RttT management team.)
- **Center for Education Reform and Strategic Initiatives.** The portfolio of this newly created center will consist of RttT responsibilities and other related priorities such as the work described in Section (A) (3) that prioritizes the achievement gap. This Center, led by an Associate Superintendent, will establish and implement procedures for budget reporting, fund disbursement, implementation planning, and performance assessment. Additionally, this Center will develop an RttT website that will disseminate effective practices being implemented through RttT that enhance student performance. The RttT Program Manager will be housed in this Center and will report directly to the Deputy Superintendent.
- **ODE Organizational Structure.** The current ODE organizational structure aligns perfectly with the work detailed in RttT. The Center for Curriculum and Assessment aligns with the Standards and Assessment assurance area; the Center for the Teaching Profession focuses on the Great Teachers and Leaders assurance area; the Center for School Improvement aligns with the Turnaround Schools assurance area and the Center for Operations focuses on the Longitudinal Data Systems assurance area. Each of the Associate Superintendents in these centers, who report directly to the Deputy Superintendent, will oversee the primary work of the RttT plan for their respective assurance area.

- **State Reform Steering Team.** A newly formed State Reform Steering Team (SRST) will engage high-level public and private State leadership in biannual meetings facilitated by the State Superintendent to provide oversight and ensure that Ohio is meeting its RttT commitments. The SRST will receive updates about the progress of school districts and charter schools and will provide insights as to how their respective organizations and memberships are responding to the RttT work. Additional meetings will be held as RttT evolves. They will also be on call to resolve any issues that might rise to a statewide level. For example, if a school or district is not following through on their RttT commitments, they may strategize as to how best to respond, offer suggestions for increased technical support or reach consensus on eliminating a particular district or charter school from further involvement in the RttT program, including the elimination of any additional funding. The Steering Committee will be identified by the State Superintendent with input from the Governor's Office. Members will include one representative from each of the following: the Governor's Office, Ohio Board of Regents, House Education Committee, Senate Education Committee, Ohio Department of Development, Ohio Federation of Teachers, Ohio Education Association, Buckeye Association of School Administrators, Ohio School Boards Association, Ohio Association of School Business Officials, Ohio Association of Elementary School Administrators, Ohio Association of Secondary School Administrators, and the Ohio PTA. Members will also include representatives from public and private partnerships and community schools. The SRST will be identified by August 1, 2010 and meet no later than September 1, 2010, in anticipation of RttT funding. The specific roles and responsibilities of the SRST will be confirmed at its first meeting.
- **Business Engagement.** Ohio's private sector partners and successful business leaders, through the Ohio Business Roundtable, Ohio Business Alliance for Higher Education and the Economy, and from an operational perspective the Business Coalition for Education System Improvement, will provide an influential source of independent leadership, engagement and support. The Coalition will initiate an executive coaching program and facilitate assistance for RttT implementation teams. The Coalition will be operated through in-kind and voluntary participation by Ohio's businesses. (Refer to Appendix A.2.2 for a description of this organization.)

A central feature of the Ohio project Sustain Capacity to Execute Statewide is a comprehensive management model, Figure A.2.1, which leverages Ohio’s strong infrastructure, engages non-RttT resources, and makes the changes necessary to deliver high performance RttT projects. Ohio will leverage the ODE management infrastructure which has been highly successful in implementing strategic state-wide initiatives. *ODE’s existing organizational infrastructure has centers devoted to the work themes included in the four assurances whose principal priority will be RttT management, support and performance assessment.*

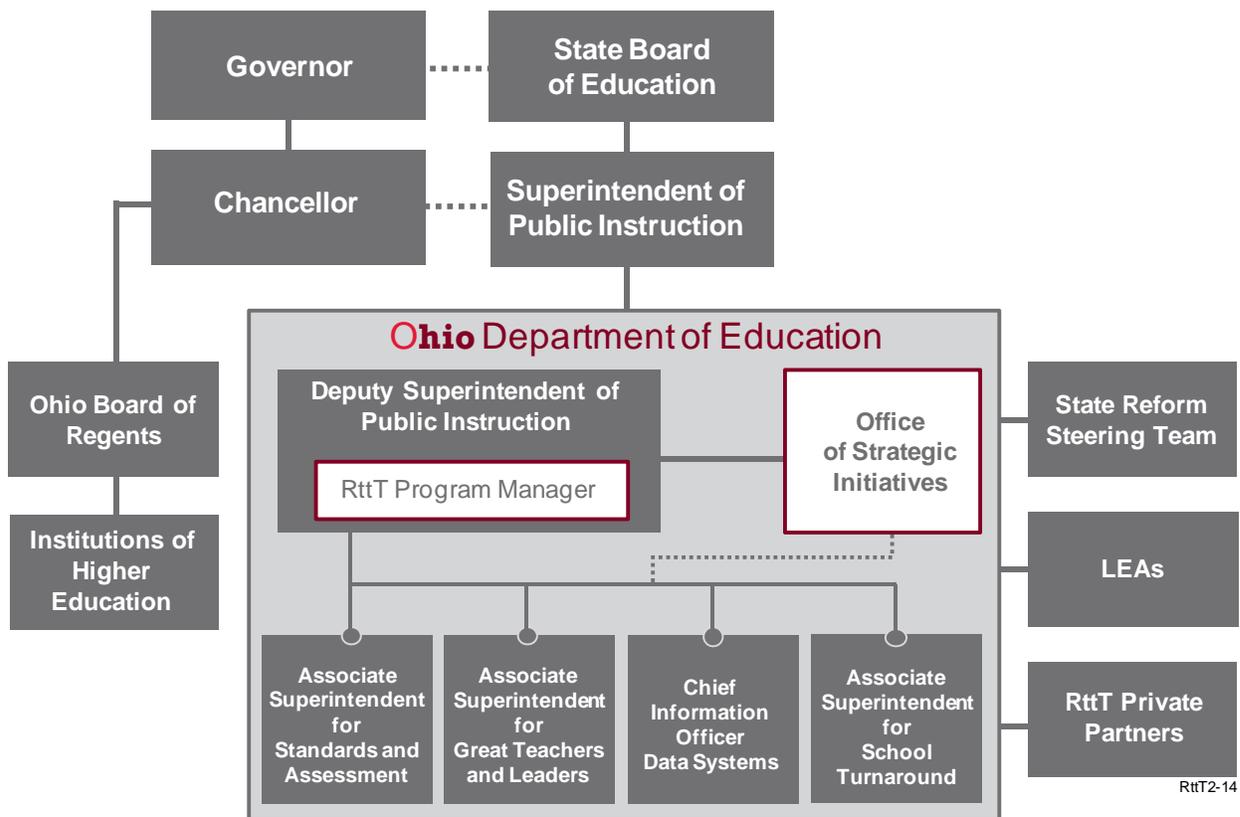


Figure A.2.1. Ohio’s Comprehensive Management Model

The following people are responsible for the four centers tied to assurance areas:

- Stan Heffner, Associate Superintendent of the Center for Curriculum and Assessment, will lead initiatives in the Standards and Assessment assurance area.
- Beth Juillerat, Chief Information Officer, will lead the initiatives in the Data Systems assurance area.
- Louis Staffilino, Associate Superintendent of the Center for the Teaching Profession, will lead the Great Teachers and Leaders initiatives.

- Cynthia Lemmerman, Associate Superintendent of the Center for School Improvement, will oversee the Turnaround Schools initiatives.

(See Appendix A.2.3 for further information on these key leaders.)

A critical supporting role is the RttT Program Manager, who will directly report to the Deputy Superintendent and assist her in the administration of the grant, including State coordination, day-to-day operations, resource facilitation, and serving as a liaison to regional staff working with participating districts and charter schools.

(A)(2)(i)(b) Supporting Participating LEAs in Successfully Implementing RttT

Recognizing that the RttT strategy is complex work that will stimulate heavy conversations and, many times, require difficult decisions, it is ODE's responsibility to ensure that the participating districts and charter schools have the necessary supports and resources to be successful. Most importantly, it is the absolute duty of ODE to ensure that all participating districts and charter schools focus on student success as the key driver of their work. Several steps will be incorporated into this process including, but not limited to, the following:

- Building State, district and charter school capacity to engage productively in transformation through targeted professional development, coaching and technical assistance.
- Developing a series of protocols, such as individual work plans. (See Appendix A.1.10 for a prototype currently being reviewed by participating districts and charter schools.)
- Advancing a system of continuous monitoring including an outcome-based structure to detail progress of RttT plans.
- Disseminating effective practices that heighten student success.
- Connecting participating districts and charter schools statewide and regionally to share, problem solve and learn from one another.

In light of the complex work associated with the RttT strategy, and the critical feedback received during the Phase 1 application process from LEAs with a smaller share of Title I, Part A funding, Ohio established a *guaranteed minimum level of funding for participating districts and charter schools*, regardless of their Title I, Part A share. The additional funds necessary to meet this commitment will come from the State's share of RttT funding.

Ohio's proposed management structure and partnership strategy are designed to support district and charter school implementation of the Ohio reform agenda and the RttT projects as follows (see Figure A.2.2):

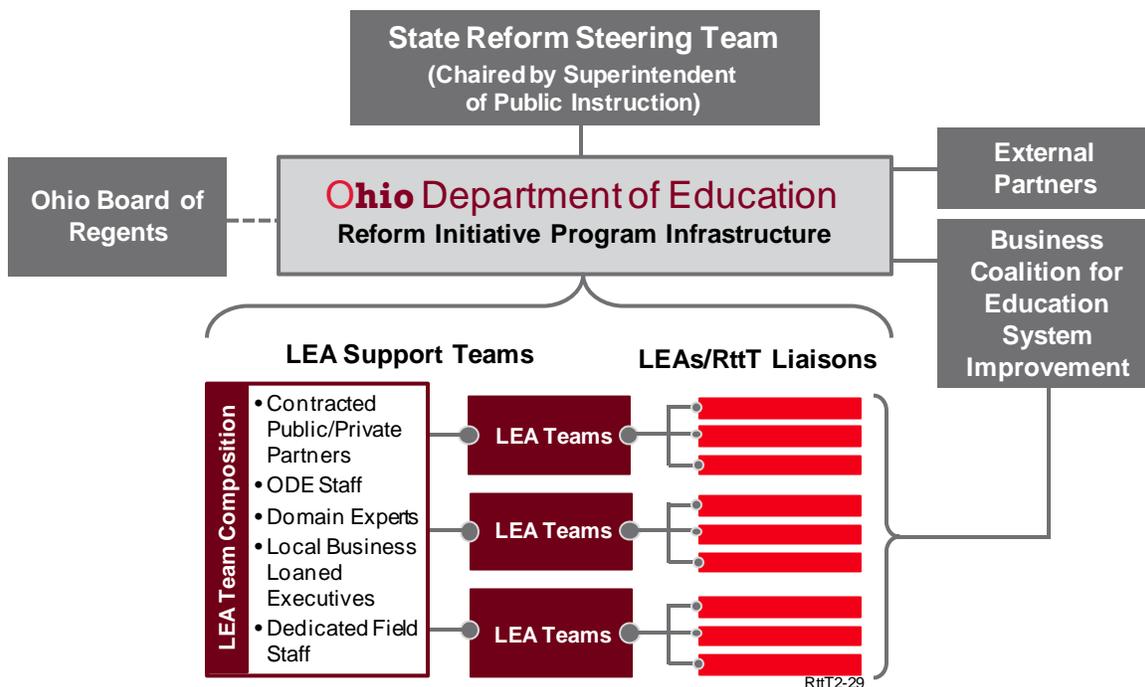
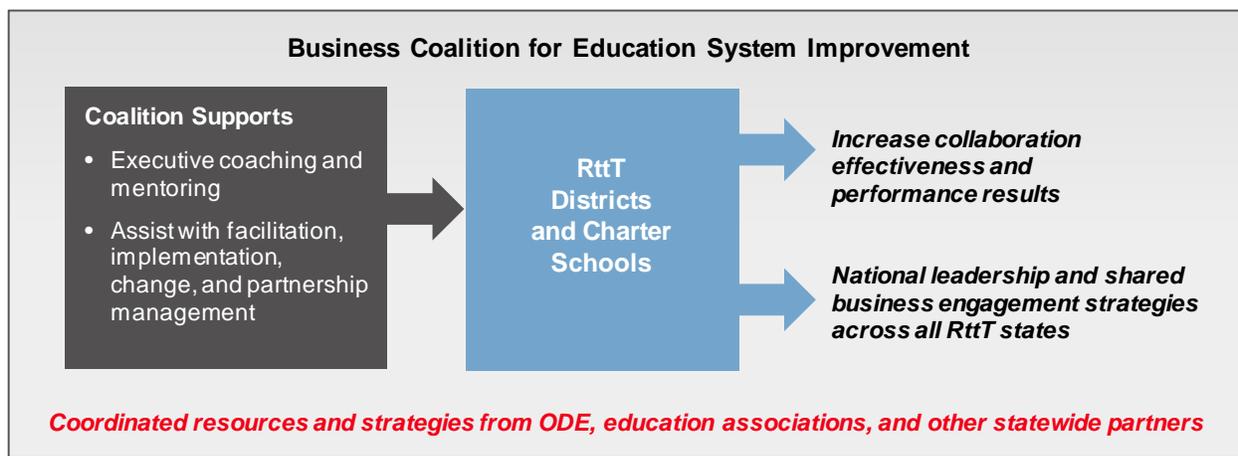


Figure A.2.2. Ohio's Project Management Structure

- Ohio will establish six Resource Teams**, to ensure essential coordination and knowledge transfer. The Resource Teams will be divided between the five geographical regions of the State and one Resource Team will be solely dedicated to the seven largest urban centers. The teams will be comprised of ODE staff, local business executives, dedicated field staff, domain experts, and other public/private partners. ODE already has an established network of field representatives who assist school districts and charter schools with fiscal matters as well as State Support Teams which assist with the Ohio Improvement Process. These systems of regional support are highly valued by school districts and will serve as a strong prototype for the RttT resource teams.
- Ohio's Education Service Centers** will receive resources to increase the support they provide to LEAs. These centers currently provide outreach, advocacy, and assistance to LEAs across the State. This existing network further underscores Ohio's strong framework to sustain large scale reform initiatives. RttT funds enable a strategic focus on the projects outlined in this proposal, and will provide targeted assistance to districts and charter schools in determining how their RttT funds can best be leveraged to accomplish district and regional reform and innovation. Letters of support for RttT have been received from the Ohio Education Service Center Association and 37 Education Service Centers, who all stand ready to partner in the implementation of RttT reforms.

- All participating districts and charter schools are committed to supporting a **RttT liaison**, who will be responsible for the execution of the local plan and to facilitate collaboration with other districts and charter schools.
- Districts and charter schools will develop a district/school-wide *Transformation Team to oversee the RttT strategy*. This team must have, at a minimum, an equal number of teachers and administrators, with teacher members appointed by the teachers’ union. Teams are responsible for developing local implementation strategies including the Final Scope of Work.
- The **Business Coalition for Education System Improvement** is a unique support for district and school leaders to help them manage challenging reform elements; employ state of the art business practices that have applicability in public education; and hone their communication, negotiation and change management skills.

The Business Coalition for Education System Improvement will assist in two immediate areas with critical supports: (1) executive coaching and mentoring, and (2) facilitation assistance for Transformation Teams (see Figure A.2.3). The Coalition will operate through in-kind and voluntary participation by Ohio’s businesses. This visible support also reinforces the public endorsement of positive change and creates a cohort of non-traditional educational performance champions who hold high credibility and can push to ensure successful implementation of RttT projects and resources. As districts and charter schools begin the promised work of executing plans, coalition members commit to increasing the effectiveness of groups of districts and charter schools working together. The Coalition will bring tools for facilitation of these multiple stakeholders and build facilitation skills among education leaders in Ohio.



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Figure A.2.3. Business Coalition Functions

Battelle Memorial Institute and Nationwide Insurance, both long-standing Ohio companies with decades of commitment to education, have expressed their support for helping to establish the Coalition and recruit local businesses. With a history of working with school districts in data-informed decision making, Nationwide Associate Vice President for Education Partnerships, Barbara Boyd, writes in her letter of support, “*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.*” (emphasis added).

By August 9, 2010, the Coalition will enlist a minimum of 25 CEOs and chief operating officers from across the Ohio business community and engage these business leaders in forming effective partnerships with the participating districts and charter schools. An essential component of this program is the mentoring that the leader of the district or charter school will receive from the partnering CEO/COO for a minimum of two years. Carrying out executive-to-executive mentoring on a regular basis will enable business CEOs/COOs to serve as sounding boards for the critical change agenda that education leaders confront. Participating CEOs/COOs will also provide opportunities within their own businesses to expose education leaders to business practices that can be translated appropriately to education. This will strengthen the ability of education leaders to understand and manage the dynamic nature of the change process within their organizations as they deepen their understanding of effective business models. It is anticipated that this learning experience will be mutually reciprocal and that CEOs/COOs will gain a better understanding of the challenges facing districts and schools especially in urban and rural areas. Ohio’s RttT plan has received heavy support from the business community. The expressed commitment from business and the program plan can be found in Appendix A.2.2. As the Coalition grows in success, foundation funding will be sought to sustain and expand it.

Strong and effective business engagement in education reform has been a vital factor over the last 20 years at both the State and local levels. The Ohio Business Roundtable and key business partnerships in Ohio’s major urban areas have committed to playing an important leadership role in the implementation of the State’s RttT plan. Business leadership on the State Reform Steering Team will be essential to following a disciplined investment strategy, pursuing operational excellence and producing short- and long-term RttT impact. (See Section D.2.2.a for a full description of this commitment and role.)

Support for high performance district and charter school implementation will also be derived through partnerships between the Education Research Center (described in Section (C)(3)) and non-profit partners. As the ERC conducts its work, it will have initial, mid-course, and outcome data to share with the State, districts and charter schools to inform ongoing work, and allow for mid-course corrections that can improve implementation. Action research projects will rise from the participating districts and charter schools, and the ERC will conduct the research and disseminate the results. The main functions of the ERC are to connect research and evaluation work directly tied to the State's overall reform plan and to liaise with relevant research and evaluation work nationwide. The ERC's aims are well-aligned with the work of the National Center for Education Research housed at the Institute of Education Sciences.

Specifically, the Ohio ERC aligns with the following NCER aims:

- Focus on fidelity of implementation, outcome evaluation and cost feasibility analyses.
- Assure both scientific rigor and practical relevance.
- Anchor research and evaluation efforts around important, specific and measurable improvement problems connected to the state's RttT project implementation plan.
- Foster meaningful research and rigorous evaluation by and with districts and charter schools.
- Explain variations in effectiveness of education programs, practices, policies and approaches.
- Connect and coordinate with related research and evaluation efforts in other states.

The ERC will pursue a performance improvement agenda guided by a common research and evaluation framework that produces evidence about what is and is not working, for whom and under what set of circumstances. The ERC will focus on issues of quality, scalability and sustainability around "high leverage" initiatives in the State plan.

The research and evaluation work will be designed to best leverage research and evaluation assets across public, private, K-12 and higher education entities. ODE and OBR will jointly oversee the Center using a third-party to manage a consortium approach to competitive grants. The Center will:

- Support research and evaluation of RttT activities.
- Coordinate data and regularly verify adherence to applicable laws, rules, regulations, and standards.
- Define the parameters, cost, timeline, relevant experts and organizations to carry out work.

- Proactively seek partnerships with Ohio’s colleges and universities and private sector research and evaluation assets.
- Institute a formal review process to guarantee quality assurance of all activities and project deliverables.
- Develop and administer competitive grants that assess and inform the implementation and impact of various reform efforts.
- Devise a communications strategy for disseminating information.
- Identify and connect to research and evaluation resources in other states.

Ohio’s RttT management structure enables intervention at multiple levels through Resource Teams who will provide regional support to assist districts and charter schools quickly when questions or concerns arise, and a strong State leadership structure with the ability for rapid response. Holding districts and charter schools accountable for student success is paramount to the success of Ohio’s strategy. Significant policy issues, substantive disagreements, or failure to vigorously implement RttT programs will be addressed by the State Reform Steering Team and may result in a district or charter being removed from further RttT engagement or a loss of RttT funds.

Ohio realizes that the RttT work and expectations are comprehensive and will require many resources. It also understands that many districts will use all of their RttT allocations to support this work. Thus, Ohio established a funding floor so that no participating district will receive less than \$100,000 and no community school will receive less than \$25,000. One hundred forty-nine districts and charter schools took advantage of this funding floor mechanism. The monies associated with this funding floor will come from the State’s share of the RttT funds and signifies another avenue of support offered to participating districts and charter schools. Also, statewide initiatives will be funded through the State share so that participating districts and charter schools can further stretch their resources.

(A)(2)(i)(c) Provide Effective and Efficient Operations and Processes for Implementing the RttT Grant

Ohio has a long history of successfully implementing Federal grants; thus all of the required systems and processes are already in place to ensure that the administration of RttT is fully conforming to all grant requirements. ODE has a Grants Management office with extensive experience in managing grants to school districts and charter schools with established routines

and reporting protocols. *Ohio has successfully administered over \$16 billion of Federal grants during the past 15 years.* Thus, Ohio will be ready on day one to provide effective oversight for RttT funds.

In 2009, Congress passed the American Recovery and Reinvestment Act (ARRA), which provided Ohio with \$8 billion in additional federal funds. *ODE, school districts and charter schools are responsible for more than 80% of the reporting required of Ohio by ARRA, including information about the number of FTE employees retained using ARRA funds.* The intricate reporting required by ARRA, and the coordination necessary to fulfill this obligation, demonstrate that the capacity for immense data collection exists. This experience will be a valuable tool in meeting the reporting requirements of RttT.

Ohio's existing grant administration platforms incorporate its proven infrastructure for administration of grants to districts and charter schools, including the Comprehensive Continuous Improvement Plan (CCIP), a tool *empowering school districts to manage RttT grants* in conjunction with other reform efforts and funds, such as Title I, and providing *transparent capabilities for performance and financial reporting* fully integrated with ODE. (See Appendix A.2.5 for a further description of the CCIP tool.) Articulated goals, activities, and four-year budgets will exist for every participating district and charter school, through the Local Work Plan, and will provide an essential mechanism for monitoring progress and adjusting strategies as results unfold. ODE has developed guidelines, work plans and timelines specific to RttT so that districts and charter schools are fully aware of expectations and requirements. Because the CCIP is already fully integrated into all of Ohio's LEAs, there will not be any transition time required for participating districts and charter schools in the budgeting and reporting of RttR funds.

As mentioned previously, ODE has existing centers that are already aligned to the work of the four RttT assurance areas, the structures and processes for effective and efficient implementation are in place and will be leveraged in the execution of this plan. Domain expertise is resident within the organization and with established partners, performance-driven relationships exist with the field, and the means of communication and coordinating with partners are well established.

(A)(2)(i)(d) Using the Funds for this Grant to Accomplish the State's Plans

Ohio's reform agenda, described in Section (A)(1), encompasses a comprehensive suite of ongoing and new activities funded by State and school district resources, ARRA funds, School Improvement Grants, foundations and other third party investments. This application requests RttT funding for 15 high-leverage projects directly aligned and fully integrated with Ohio's student success agenda and the RttT priorities. Ohio's approach for development of the proposed RttT budget is based on a set of principles, designed to give *the greatest possible assurance that the projects funded under this grant accomplish our goals of significantly improving student achievement* and enable Ohio to meet its specific performance targets.

- **Leverage.** As detailed in Section (A)(3), Ohio will utilize other sources of funding to magnify the impact of its RttT investments. For example, 1003(g) funds will be closely aligned with the turnaround work in RttT. Teacher Incentive Fund resources will be used to extend compensation reform initiatives that are highly complementary to the work outlined in Section (D) and State Longitudinal Data System grant funds will be used to make improvements to the State's longitudinal data systems that dovetail with those outlined in Section (C). School Improvement Grant funds will deepen the turnaround schools strategy and action steps. As the years of the grant unfold, State funds will support many of the initiatives as required through HB 1. This will ensure sustainability.
- **Impact.** RttT investments are focused on a carefully selected set of projects that accelerate requirements codified in Ohio law, scale promising practices with identified results, promote high performance innovations, and reinforce system capabilities to improve student achievement and ensure college and career readiness.
- **Extend.** Ohio will continue to leverage project management and grant administration capacities for whole system transformation. RttT funds are not used to duplicate existing functionality nor will RttT funds support tasks to which other resources can be readily redirected.
- **Partnership.** Ohio has an established network of non-profit, foundation and community partners with considerable expertise and assets. Foundations have contributed \$200 million annually to education improvement strategies to Ohio schools over the past decade. Accordingly, Ohio's plan incorporates substantial efforts to develop cross-cutting relationships. For example, the creation of the Ohio Network for Education Transformation

will connect State, districts, charter schools, non-profits, higher education, business, and other stakeholders for the purposes of supporting reform. Strong partnerships with the Ohio Grantmakers Forum will leverage local philanthropic dollars in support of this important work. Partnerships with local business and civic organizations are also committed to improved student success.

- ***Sustainability.*** Recognizing that RttT grants are a “one-time investment” in significant reform, Ohio has selected RttT projects that *accelerate the implementation of reforms required in HB 1*, demonstrate innovative solutions to major education challenges, and reinforce capacity. Ohio’s RttT strategy aligns the work required of Ohio’s schools in HB 1 and also with the administration’s blueprint for the reauthorization of ESEA. See Appendix A.1.5 for a matrix depicting this alignment. Ohio will monitor its work to identify and discontinue less effective practices at both the State and local levels. Adoption and sustainability of successful practices and elimination of ineffective practices are critical to maintaining the momentum of this work and ensuring the ongoing support of Ohio’s citizens.
- ***Transparency and Accountability.*** Ohio has developed a tool for tracking individual district and charter school compliance with Federal grant requirements. This system, known as the Comprehensive Continuous Improvement Plan (CCIP), assures that State and local expenditures, as well as progress, are tracked and reported against targeted outcomes. Every district and charter school receiving Federal funds is familiar with this system. The State Reform Steering Team, in concert with ODE and the Education Research Center, will publicly report progress and outcomes of the RttT effort on a regular basis.

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

The translation of these principles to a detailed project plan is included as the Sustain Capacity to Execute Statewide project in the budget narrative. Each portion of the execution plan, infrastructure investments and expenditures are detailed in this section. (See Section VIII for the state’s budget and how it connects to the state’s plan.)

(A)(2)(i)(e) Using the Resources of the State to Continue Reforms

Ohio’s plan includes the following elements:

- **Establish a clear post-RttT future.** ODE will establish the Center for Education Reform and Strategic Initiatives, with support of the State Board of Education. The Board has been highly engaged in education reform initiatives, including a study on benchmarking state

standards against international best practices and the development of a 21st century model of personalizing education. The creation of the Center into the existing ODE structure will enable transformation work and a prioritization of closing achievement gaps to be sustained long after RttT.

- **Incorporate improvements into existing, State-supported functions.** A number of projects identified in Ohio’s strategy will improve existing State-supported functions. These include new formative and summative assessments, curricula and lessons aligned to Ohio’s new academic content standards, enhancements to the State’s longitudinal data system, and portals for easier access to data for teachers and administrators. Most importantly, these and other RttT strategies and key activities are mandated through HB 1, thus ensuring their continued development and support through State funds.
- **Redirect resources from ineffective or less effective programs.** Ohio will closely monitor the progress of its student success agenda, both within RttT and outside of RttT, in order to identify what has the greatest impact on improved student achievement. Programs proven to be successful will be targeted for continued support through strategies such as repurposed funding. Ineffective programs will be eliminated. The State Reform Steering Team will be a valued partner to inform these decisions.

The recent awarding of School Improvement Grant monies to Ohio from the US Department of Education will assist greatly in the turn-around work. These funds will support the adoption of key strategies to accelerate student success and meet Ohio’s guarantee that no child will be placed in a school or classroom that does not yield success.

Ohio *has demonstrated the capacity* to sustain innovative public and private collaborations focused on high-performance education innovations to support Ohio’s students (see Figure A.2.4). Notable examples include Early College High Schools, novel approaches to STEM schools, conversion of comprehensive high schools to small learning communities and transformational school turnaround models. In addition, the State’s value-added project started as a private enterprise and was ultimately incorporated into the State’s accountability system for schools. All were initially leveraged by public and private partners and now are successfully transitioned into school reform assets for the entire State.

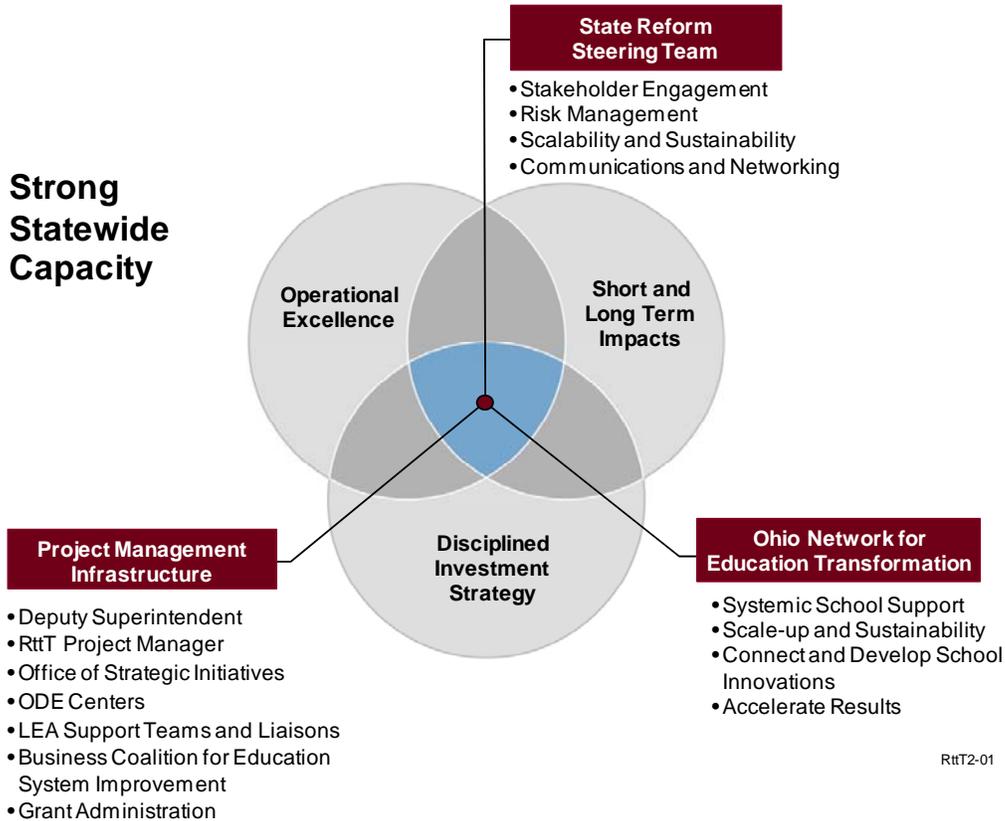


Figure A.2.4. Organized for Operational Excellence, Disciplined Investment and Impact

(A)(2)(ii) Use Support from a Broad Group of Stakeholders to Better Implement Its Plan

Ohio’s education community often interacts with a variety of stakeholders—from those directly involved in schools to those not actively engaged—in reform agendas, foundation- initiated programs, and education forums. For example, recently two separate Saturday forums were held with more than 200 volunteer participants each in a facilitated discussion on the topic of incorporating innovation and creativity in an era of accountability. These sessions will be followed up with another in late June 2010 for the purposes of developing a State model

ENGAGE STAKEHOLDERS IN IMPLEMENTATION		REINFORCE	
<i>Budget:</i>	\$5 million/ 3% of total	<i>Project Home:</i>	A2
<i>Accountability:</i>	Deputy Superintendent of Public Instruction	<i>Integrates with:</i>	All
<i>Scope and purpose:</i> RttT local, State, and national leaders will engage in effective communication and engagement strategies and actions.			
<i>Management's top execution question:</i> How will we know that collaboration is deepening and that enhanced partnerships are focused on student success?			
For detailed activities, timelines and responsible parties, please refer to budget.			

for creativity and innovation. The results of these sessions will inform turnaround strategies documented in Section (E)(2).

Regular meetings are held with teacher union leaders and the State Superintendent and Deputy Superintendent. Throughout the past several months, these groups and others worked jointly through the development of the RttT MOU. Additionally, they partnered on technical assistance calls to answer questions about the RttT plan and its corresponding MOU. ODE pledges that this partnership will be strengthened as the RttT plan rolls out. Both of Ohio's teacher unions provided letters of support for the State's proposal which are provided in Appendix A.2.4.

Throughout the Phase 2 application process, Ohio leadership has provided one voice regarding the need to position our education system and our resources to best meet the needs of Ohio's students both now and in the future. A joint letter was sent to all district superintendents, school board presidents, and union leaders, conveying the importance of Ohio's RttT strategy. The letter was signed by Governor Strickland, State Superintendent Delisle, and the leadership from the Ohio Education Association, Ohio Federation of Teachers, Ohio School Boards Association, and Buckeye Association of School Administrators. (See Appendix A.2.6 for a copy of the letter.) In addition, the Ohio Association for Public Charter Schools reached out to its members to encourage participation in RttT with great success. Meetings with legislators also provided additional dialogue on Ohio's RttT strategy.

A successful implementation of Ohio's reforms at the local level requires that all parties have systems in place so that the best thinking, collaboration, and planning occur. Through the use of a wide-reaching communications strategy, including focused presentations, teleconferences, conference calls, a dedicated website, independent analysis, publications, and electronic updates, Ohio has been able to establish a strong foundation for stakeholder understanding of the proposed reform initiatives. By building on these engagement efforts throughout RttT, Ohio's stakeholders will become more deeply engaged in the work. Establishing a common understanding and providing information which encourages discussion at the local level keeps families and learning communities engaged. Ohio and its partners are committed to transparent processes and deepened engagement as RttT rolls out across the State.

Transforming an educational system, as required by the RttT program, is a challenging task because of the need to overcome the cultural dynamics embedded within the current system. The cultural dynamics are comprised of several factors, including long-standing views and

multiple relationships among the people in the system. The relationships can make or break the efforts to transform a long standing and entrenched system, such as the key reforms required in the RttT program.

To assist Ohio in overcoming the transformational changes required by the RttT reforms, the State has the benefit of the **Ohio Transformational Dialogue for Public Education** (OTDPE) process. Ohio is the first state in the nation to engage in this process. Other states are following Ohio's lead with similar initiatives of their own. The OTDPE is facilitated by Dr. Daniel Kim, an international expert on transformational change and co-founder of the MIT Organizational Learning Center. The initiative includes representatives from the Governor's office, ODE, the teachers' unions, the Board of Regents, the State legislature, foundations, education associations, businesses and other community groups. During the group's regular meetings, the members challenge each other to discuss and develop deep interventions on critical issues such as compensation, redistricting, conflicting organizational roles, educator evaluations, and standardized tests. (See Appendix A.2.7 for a description of the Transformational Dialogue for Public Education.)

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

- KidsOhio.org and Ohio Grantmakers Forum partnered to convene over 100 people from 70 different organizations including school board members, educators, school business and finance professionals, deans of higher education institutions, foundation leaders, not-for-profits, and members of the Ohio Senate and Ohio House of Representatives to provide input and critical analysis to Ohio's Phase 1 and Phase 2 applications, goals and strategies, projects and initiatives and budget priorities. Significant improvements were made to this Phase 2 application based on their input.
- Additional bipartisan outreach to Ohio's legislative leaders resulted in multiple working sessions with the chairs, ranking minority leaders and the staffs of the House and Senate Education Committees.
- A sustained process for engagement of school district administrative and bargaining unit leadership included sessions led by State teachers' union leadership.

- Multiple targeted presentations to superintendents, philanthropic organizations, and business organizations were conducted with the goal of increased input and support.
- A unique element in Ohio’s MOU is the development of a local communication strategy to ensure local constituents are informed as to how Ohio’s plan is yielding results in a specific community. As was required in the MOU, *100% of participating districts and charter schools will implement this critical planning and outreach tool.*

Ohio is delighted with the breadth of support received from key stakeholders for its RttT strategy as well as Ohio’s comprehensive student success agenda as a whole. To assure informed, strong commitment from participating districts and charter schools, Ohio set the *most stringent possible conditions* for participation (Section (A)(1)). The extensive participation documented in Section (A) testifies to the strength of commitment and to the importance of the work outlined to improve student achievement. Further, as is mentioned many times throughout this document, HB 1 details a series of reforms that align with RttT. Thus, all of Ohio’s 1.8 million children will ultimately be impacted by a transformed education system.

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

Ohio’s school administrators are strongly committed to this application. Appendix A.2.4 includes letters of support from the State Board of Education, the Ohio Association of Secondary School Administrators, the Ohio Association of Elementary School Administrators, the Buckeye Association of School Administrators, the Ohio School Boards Association; and the Ohio Association of School Business Officials. Similarly, the *Ohio Alliance for Public Charter Schools* and the *Ohio PTA* have committed their support. *The Ohio Grantmakers Forum and KidsOhio.org* also committed their ongoing support to ensure the success of the RttT work on behalf of Ohio’s schoolchildren. These important organizations remain committed to continued partnerships with the State for the long term transformation of Ohio’s education system as evidenced by an increase in student success and heightened achievement. These partnerships

remain true to our central mission: to ensure that all students graduate with a sense of purpose and be well prepared for college and life.

Critical support for enhancing teacher preparation is provided by 48 public and private institutions of higher education and their colleges or departments of education. Ohio's institutions of higher education overwhelmingly support the strengthening of the teaching profession that RttT requires, as well as enhancing the preparedness of students for life after high school. Letters of support from teacher preparation programs and university presidents are included in Appendix A.2.4.

Ohio is extraordinarily fortunate to be home to leading nonprofit organizations focused on education. This application, and its on-going work, is supported by commitments from Battelle for Kids, KnowledgeWorks, and The Ohio STEM Learning Network, three organizations nationally recognized for *value-added measurement*, *school turnarounds*, and *STEM school development*, respectively. As described in the letter of support from Battelle, provided in Appendix A.2.4, several of Ohio's leading corporate citizens are committed to participate in the Business Coalition for Education System Improvement to catalyze local, State, and national business engagement with school districts and charter schools in support of student success. Battelle for Kids will continue its work to improve educator's use of effective data to improve teaching and learning. The Ohio STEM Learning Network is committed to increasing student engagement in STEM fields.

The Appendix also includes robust commitments for support and action from key political leaders in Ohio, including the Governor, both Ohio Senators, members of the Congressional delegation, and leaders from the Ohio General Assembly. As Governor Ted Strickland has championed the transformation of Ohio's education system and its participation in RttT, it is fitting to include an excerpt from the Governor's letter.

"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.**"

Governor Ted Strickland (emphasis added)

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

See Appendix A.2.4 for statements of support from numerous entities across Ohio.

Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Party
Complete by end of December 2010	
• Establish State Reform Steering Team	ODE
• Revise ODE job functions to align with RttT responsibilities	ODE
• Support school districts and charter schools in developing a Final Scope of Work for RttT	ODE
• Implement the Business Coalition for Education System Improvement	SRST, Businesses, ODE
• Create and staff the Center for Education Reform and Strategic Initiatives	ODE
• Form school district and charter school support teams to comprehensively align with district needs	ODE, ESCs
• Develop accountability metrics for individual district, school and State plan performance	ODE
• Identify key stakeholders in local areas to engage in RttT communication activities	ODE, ESCs
• Develop communications plan, leveraging private sector partners' communications expertise	ODE
Complete by end of June 2011	
• Align ODE RttT staff performance evaluations with new job functions	ODE
• Business Coalition creates strategic plan to engage local business support for school districts and charter schools	Businesses
• Employ communications outlets for distribution of RttT information	ODE
• Engage communications at regional levels coordinated by third party facilitators	ODE
Complete by end of June 2012	
• State Reform Steering Team reports State's progress toward RttT goals	SRST
• Communications team distributes Steering Team annual report of school district and State progress toward RttT goals	ODE
Completed by end of June 2013	
• State Reform Steering Team reports State's progress toward RttT goals	SRST
• Communications team distributes Steering Team annual report of school district and State progress toward RttT goals	ODE
• Review project management systems and adjust as needed	ODE

SECTION (A)(3):

DEMONSTRATING SIGNIFICANT PROGRESS IN RAISING ACHIEVEMENT AND CLOSING GAPS

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING**

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

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

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

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

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

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

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

Recommended maximum response length: Six pages

**OHIO'S NARRATIVE RESPONSE TO A(3) IS FOUND ON THE FOLLOWING PAGES A3-1 –A3-21
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

(A)(3) Demonstrating Significant Progress in Raising Achievement and Closing Gaps

(A)(3)(i) Ohio has Made Progress in Each of the Four Education Reform Areas, and Has Used its ARRA and other Federal and State Funding to Pursue Such Reforms

Throughout the past decade, Ohioans have been committed to impacting student success through a series of legislation, strong initiatives, deep partnerships, and implemented research practices. Many of these have focused and continue to expand upon the four assurance areas of RttT even prior to their being defined in RttT.

Making Progress in Reform Areas

Standards, Assessments and Graduation Requirements. Content standards were first adopted in 1990 and the first implementation of statewide testing began in earnest in 1994. In 2007 Ohio implemented a new assessment structure as an outcome of its involvement with the American Diploma Project (sponsored by Achieve, Inc.). Ohio's higher education system adopted college readiness standards that align with the State's K-12 content standards. Ohio has a strong voice in the Common Core standards development.

In 2007, Ohio enhanced its systems of Standards and Assessments with increased requirements for high school graduation by implementing the Ohio Core Curriculum. Students who do not meet the Core Curriculum requirements, except for students who have an IEP, will be unable to gain admission to most of Ohio's public university main campuses.

HB 1 requires significant changes to Ohio's standards and assessments as a key component of the overall reform plan. This includes an aggressive schedule for updated academic content standards (to be adopted on June 8, 2010), model curricula (June 2011), and the development of a new high school assessment system that consists of a series of end-of-course examinations in science, mathematics, English/language arts, and social studies; and a senior capstone project. Additionally, the State will pay for all students to take a college readiness assessment, such as the ACT. Ohio believes that this opportunity will raise the expectations for all students and enhance Ohio's focus on preparing all students for college readiness.

SB 55 created an accountability system for school districts in 1997 and SB 1 expanded its scope to include schools in 2001. These actions pre-dated the federal No Child Left Behind

(NCLB) law and demonstrated Ohio's commitment to the use of rigorous and relevant academic standards to drive significant performance improvements. Sub-group performance was incorporated in 2003 as Ohio continued to extend the accountability framework.

Twenty-one of Ohio's school districts are working with the Stanford University School Redesign Network on a Performance Assessment pilot. The project is designed to support the initial research, development and pilot testing of a standards-based, balanced assessment approach that allows students to demonstrate their knowledge, interests, and skills through various real-world tasks and activities, building portfolios and other exercises. This project will inform the ongoing development of a next generation of State assessments, especially through our RttT strategy.

Rigorous standards, aligned assessments, and a focus on data transparency are critical to a high quality continuous improvement system designed to impact student success. This theme is discussed in greater depth in Section (C)(2). Educators will have electronic access to aligned model curricula that include lesson and unit plans, assessment supports and access to related research and content resources.

Longitudinal Data System. Ohio has participated in the national movement to enhance the quality of data systems, longitudinal and otherwise, in support of student success and embraces the belief that significant improvements to student outcomes can only occur in a system that measures progress and makes reliable data broadly available to all stakeholders.

The legislation authorizing Ohio to develop a comprehensive data system that will allow the State to perform in-depth analysis of student growth, school and district progress, and district staffing requirements was adopted in 1989. Ohio's Education Management Information System (EMIS) is now recognized as one of the most robust in the nation. Underlying Ohio's data systems strategy is a comprehensive state wide longitudinal data system. Ohio has invested heavily over the past decade and the system is now compliant with nine of the 10 essential elements defined by the Data Quality Campaign. This data is a core support to the expansion and use of value-added assessment in ODE's accountability system.

Technology is a means of linking the important foundation of standards and aligned assessments to instructional practices. Beginning in 2002, the Ohio Board of Regents began publishing the *High School to College Transitions* report which documents the preparedness of recent high school graduates enrolled in Ohio's colleges and universities. In both 2006 and 2009,

Ohio was awarded over \$8.6 million in federal grants to support the enhancement and implementation of its data system that allows for more robust collection and analysis through the Data Driven Decisions for Academic Achievement (D3A2). This system extends educator access to longitudinal student data to improve instruction and provides access for researchers examining the challenges of student academic performance. Working with the State’s Information Technology Centers (ITCs), Ohio provides educators with student and item-level analyses to utilize State assessments to develop targeted interventions in response to student needs. The second grant includes the implementation of a high school e-transcript feature which is a significant step in efficient and effective data sharing with institutions of higher education.

Strengthening our focus on student success is supported by the inclusion of value-added/ student growth data as both an accountability measure and a diagnostic measure to guide educators’ instructional practices and inform parents of their children’s progress. Educators have access to extensive Education Value Added Assessment System (EVAAS) reports which provide valuable reliable data—including student growth data. One example is projected trajectory data which shows the likelihood that a student will reach proficiency in two years and allows a teacher and principal to plan instruction and programs in response.

Ohio was also among the first states to implement a statewide longitudinal data system capable of supporting value-added analysis, which is currently utilized in the State’s School Report Card accountability system. *Value-added metrics are being computed and reported for every district and school for which value-added data is available.* Recently enacted HB 290 authorizes, for the first time, the formal linkage of the K-12 and higher education data systems. The Ohio Higher Education Information System (HEI) is highly regarded nationally. Furthermore, changes enacted in HB 1 will lead to the integration of preschool data with K-12 data since early childhood program responsibilities are being consolidated (from six separate State agencies) and housed at ODE.

Great Teachers and Leaders. Ohio acts on its belief that the most significant factor in raising student achievement is the quality of teachers and leaders in all of its schools. In 1996, the State Board of Education adopted new performance-based licensure standards that shifted the focus of teacher preparation to a rigorous standards-based system aligned with national standards. These new standards include the testing of teacher candidates in the principles of learning and teaching and in the content area to be taught. They also include the addition of an

entry-year program that provide teachers and principals with structured mentoring and an on-the-job assessment of performance to determine future licensure. Ohio's success with induction has resulted in the State having one of the highest teacher retention percentages (during the first five years) in the country.

In 2004, Ohio created the Educator Standards Board (ESB) which includes a majority of teachers. Its work led to the adoption of three important standards in 2005: the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals, and the Ohio Standards for Professional Development (summarized in Appendix A.3.1). In 2009 the State also developed a set of standards for superintendents, one of the first in the country to do so (summarized in Appendix A.3.2). Collectively, these standards provide a cohesive framework for improving educator quality.

HB 1 (Appendix A.1.3) established substantial reforms to the teaching profession. These include changes to tenure from three to seven years (the longest in the nation), the State's educator licensing system and a career ladder for teachers. These are detailed in Section (D)(2).

Ohio is committed to addressing the inequitable distribution of effective teachers. In 2004, ODE partnered with the Education Trust to complete a two-year research assessment of equity issues across the State. This work informed the Ohio Teacher Equity Plan, which was one of only three state plans to satisfy every provision of panel requirements, and resulted in the creation of the Office of Educator Equity in 2006 to implement the plan. Complementary reforms continue today, including the Governor's Closing the Achievement Gap initiative. Ohio's school districts have creatively attacked this issue and these efforts are described in Section (D)(3).

Ohio has embraced alternative pathways into teaching through Ohio's alternative licensure Credential Review Board process. Programs such as the Woodrow Wilson Foundation Fellowship program and Teach Ohio also expand Ohio's desire to increase the numbers of available effective teachers in the STEM fields.

In 2005, Ohio adopted standards for high-quality professional development which call for meaningful experiences that are job-embedded, content-rich, and connected to districts' and schools' continuous improvement plans. ODE routinely provides professional development focusing on the effective use of State-provided data tools as part of an ongoing State instructional improvement focus.

The effective statewide delivery of high quality professional development in reading and math has been a key factor in the State’s educational improvement effort over the last decade. Beginning in 2000, Ohio offered intensive summer professional development in reading for K-4 teachers and elementary school principals, with follow-up during the school year. Over time, these sessions were translated into online learning modules, and expanded to cover grades K-12 engaging over 20,000 educators. Regional literacy consultants work with school literacy coaches by providing job-embedded professional development and face-to-face coaching. Over the same time, Ohio has provided multiple mathematics professional development opportunities with significant results in mathematics scores (see Figure A.3.1). Ohio has partnered with its State

universities to provide Lesson Lab professional development for elementary and middle school Math teachers, and IMPACT training for K-3 teachers in math content and also content-focused coaching for urban districts.

Through this partnership with The Ohio State University, the

average increase in these urban districts’ math scores has exceeded State average increases.

Students made significant gains across all subgroups and across all participating grade levels.

The Ohio Leadership Advisory Council (OLAC) identified standards for superintendents, principals, and teachers, to improve instructional practices and student achievement through the development of district and building level teams. Peer-review practices in Ohio school districts are being replicated nationally.

Turnaround Schools. Authority to publish designations for school districts as “Excellent” or “Deficient” was first established in 1989. Ohio’s current reporting system yields a robust annual report on 30 metrics for each school district, and also provides applicable measures for each school building. Districts are classified into six categories: Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch, and Academic Emergency. These report cards provide the impetus for diligent attention to improving student outcomes. The report card has been expanded during recent years to include measures such as the number of

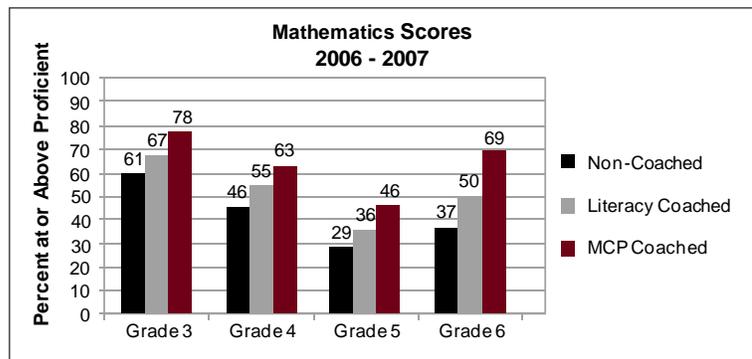


Figure A.3.1. Results of Ohio’s Mathematics Coaching Project (MCP)

RttT2-15

students completing rigorous coursework, such as Advanced Placement courses, and the number of teachers in each district who are designated as highly qualified (HQT). Such reporting tools provide communities with valuable information as they engage in critical education dialogues.

With a clear focus on improving student success, Ohio developed the following:

- **Comprehensive Continuous Improvement Planning (CCIP).** This electronic system requires districts and charter schools to create integrated plans across multiple funding streams, including federal grants such as Title I and ARRA, to align to mutually complementary goals designed to increase student achievement and provide a systematic method for benchmarking programs to ascertain their effectiveness. This process identifies if a specific funding stream and its programs are impacting student achievement. Thus, districts and charter schools have a tool by which to make strategic decisions about a program's design, enhancement, or elimination. This process will translate smoothly into accountability measures for RttT investments.
- **Ohio Improvement Process (OIP)** This focused process of continuous improvement includes a Decision Framework component that allows school staff, assisted by independent reviewers, to diagnose key weaknesses in a school's operations and learning activities. The OIP includes causality analysis and action planning to identify improvement opportunities and offers technical assistance in the analysis, planning, and monitoring of implementation. This process is a significant component of our turnaround school strategy.
- **Ohio Differentiated Accountability System (DAS).** One of only six states selected by the U.S. Department of Education in 2008 to participate, Ohio developed a thorough system of interventions that increase with intensity depending upon the depth and length of a school's lack of improvement. Under this process, the US Department of Education and the Ohio General Assembly granted ODE the authority to foster systemic changes within the districts and schools that are most in need of improvement. The statute authorizes the State Superintendent to take dramatic actions with these schools. The DAS is an integral part of Ohio's turnaround strategy.
- **School Improvement Grants (SIG).** ODE recently received \$132 million in federal funds to help struggling schools implement turnaround strategies, including the use of all four Federal models. The implementation of this grant was recently initiated statewide and all of its

components align with RttT as well as HB 1. Schools identified as Tiers 1, 2, and 3 will have different interventions that increase with intensity based on each school’s designation.

- **Charter Schools.** Ohio’s first charter schools were authorized in 1997 as a component of education reform. Since that time, numerous changes have been made to allow more charter schools to exist and to ensure quality. Charter schools, known as community schools in Ohio, are, in fact, public schools. Currently, there are over 300 charter schools operating in Ohio. Like traditional public schools, Ohio’s charter schools receive State report cards. Unlike many states, individuals or organizations wishing to open a community school in Ohio do not apply directly to the ODE. Rather, they apply to a sponsor who, in turn, creates a contract with the charter school to oversee its management and operation. Ohio is considered a leader in establishing strong accountability standards, in partnership with the charter schools, governing their performance. Ohio is pleased that 213 charter schools completed MOUs for RttT participation.

(A)(3)(ii) Ohio has Improved Student Outcomes Overall and by Student Subgroup Principally as a Result of Ohio’s Reforms

Student success is the cornerstone of our RttT strategy and HB 1. As a result of Ohio’s aggressive reform agenda in the areas of standards and assessment, data driven accountability, educator preparation and development, and support for school improvement, Ohio has made substantial progress in improving student outcomes as measured by NAEP scores and the Ohio Achievement Tests (OAT). This progress can be tracked by the sequence of progressive improvements in Ohio’s standing in the *Education Week: Quality Counts* rankings, which ranked fifth in 2010, a substantial improvement over the middle-of-the pack rating a decade ago.

Thus, Ohio’s focus on moving from fifth to first fuels our work.

Ohio’s recent history of reforms includes the establishment of highly regarded academic content standards and aligned assessments, implementation of a robust value-added data system, implementation of a data-based approach to systemic school improvement, and various successful pilots of teacher compensation models. These major reforms, as well as many other activities, contributed to Ohio making significant progress in raising achievement. Ohio has developed a Performance Index (PI) as an overall measure of achievement on State assessments. The PI utilizes a weighting system layered onto student level results based on the student’s performance level (i.e., the percentage of students scoring at the “advanced level” is weighted

more than the percentage of students at the “basic” level of performance) to produce a single metric of building, district and state performance that is comparable across multiple entities.

Overall, the Performance Index trend has had a significant impact as schools chart the progress of all students and then target both intervention and enrichment possibilities. The chart in Figure A.3.2 identifies progress in increasing the Performance Index scores over the past decade.

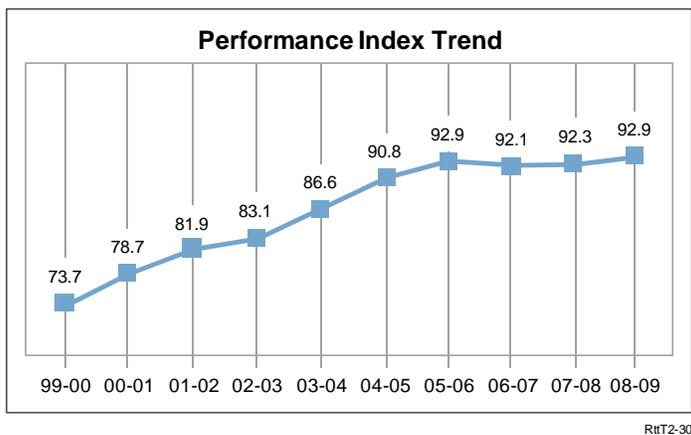


Figure A.3.2. Ohio’s Progress in Raising Achievement

Since the 1999-2000 school year, the state Performance Index has increased by almost 20 points. While this represents great progress, additional improvement must be achieved. The performance index is used by almost all districts and schools in the development of their continuous improvement plans, as evidenced by documentation through the CCIP and the work of the State Support Teams.

NAEP Results. Ohio’s NAEP results have increased by more than the national average from 2003-2007, and are especially noteworthy in mathematics whose scores have increased by 10.1% in fourth grade and 5% in eighth grade. Tables A.3.1 highlight these gains.

Table A.3.1. NAEP Percentage Point Increase in Students Scoring at Least Proficient by Assessment, 2003-2007

MATH Grade	NAEP National Average Percent Change	NAEP Ohio Percent Change	READING Grade	NAEP National Average Percent Change	NAEP Ohio Percent Change
4 th grade	7.3%	10.1%	4 th grade	2.0%	2.1%
8 th grade	3.6%	5.0%	8 th grade	-0.8%	2.0%

While these data show relative gains for Ohio and their overall NAEP results are above the national average, there is no doubt that much work remains to increase student performance on the NAEP. Subgroup analyses reveal that gaps remain despite individual district’s attention in this area. There are exceptions, such as 8th grade reading where some subgroups, such as students with disabilities, African American, and Non-Hispanic students displayed slightly higher rates of growth than their counterparts. Nonetheless, student achievement continues to be an area of concern and, as noted throughout, closing achievement gaps is a primary focus of Ohio’s plan.

In fact, as explained below, ODE is restructuring its organization so that this critical issue is prioritized through its strategic plan, outreach to all districts and charter schools and in its use of ARRA, Federal, and State funds. Additional NAEP data is located in Appendix A.3.2.

Value-Added Data. Ohio’s picture of performance benefits greatly from its innovative and advanced data system. Ohio’s robust Value-Added data system allows educators to examine student progress, which provides a much more complete picture of student achievement. As a vital component of Ohio’s accountability system, districts and educators have access to an extensive array of diagnostic data through the Education Value-Added Assessment System (EVAAS) system. From a State perspective, value-added data provides additional insights into student performance. For example, there are many schools that may not be achieving at very high levels as traditionally measured. However, value-added data reveals that many of the students in these schools are, in fact, demonstrating significant progress which is an important factor as some schools struggle to support students who come into their classrooms chronically underperforming. The student growth measures also provide students and parents with a clearer understanding when their efforts are paying dividends.

4th Grade Reading. A deeper analysis of Ohio’s student performance data reveals that the State’s efforts to improve achievement are evident in some important contexts. In one specific example, Ohio has made significant gains in fourth grade reading achievement since 2002-03 while reducing the achievement gaps. The following graph (Figure A.3.3) shows that from 2003 to 2009, the rate of students passing the 4th grade reading test rose among all groups.

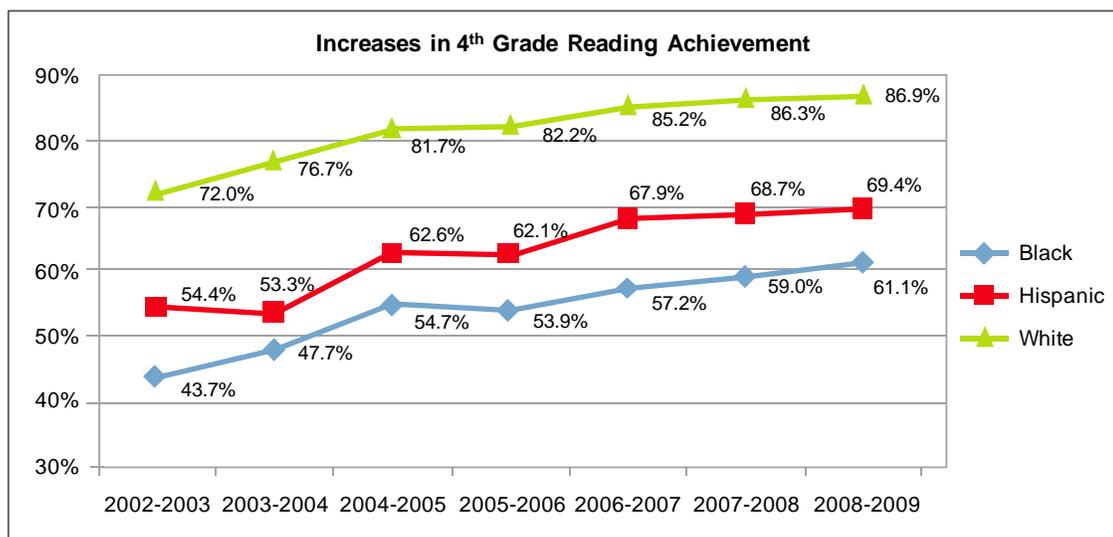


Figure A.3.3. Ohio’s Narrowing Achievement Gap in Reading

RR12-17

In fact, the rate of progress among African American and Hispanic students (who began at a lower passage rate) was higher than white students. From 2003 to 2009, African American fourth graders improved by 17.4 points on the fourth grade reading test; Hispanic students improved by 15 points; and white students improved 14.9 points. The reading achievement gap between Ohio’s African American and white fourth graders narrowed by 2.5 points.

From 2003 to 2009, passage rates for economically disadvantaged students rose by 21.6 points compared to 15 points for non-economically disadvantaged (see Figure A.3.4). As a result, the reading achievement gap between Ohio’s economically disadvantaged fourth grade students and their wealthier peers decreased by 6.6 points.

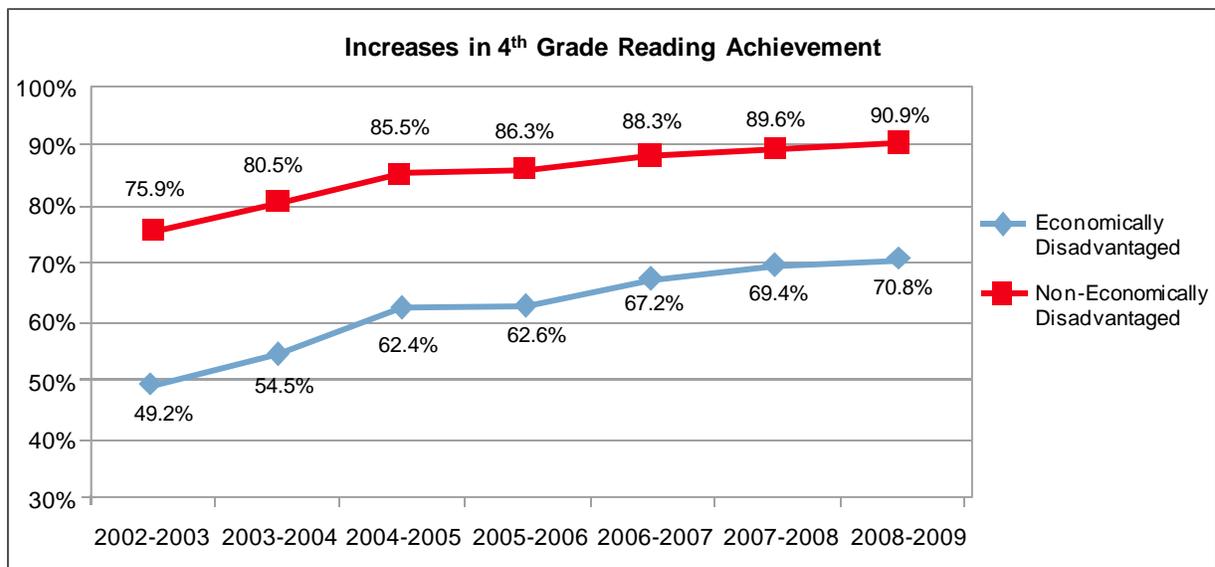


Figure A.3.4. Ohio’s Achievement Gap for Economically Disadvantaged Students

RttT2-18

As previously mentioned, Ohio has been making steady gains in the overall Performance Index (PI) of its students. These data also demonstrate that, while all students are showing progress (see Figure A.3.5), many PI achievement gaps are decreasing. When looking at the PI by subgroup since 2005, the poverty gap closed by 2.6 points. During the same time period, the disability gap in Performance Index closed by 2 points and the Limited English Proficiency gap closed by 2.8 points (see Figure A.3.6).

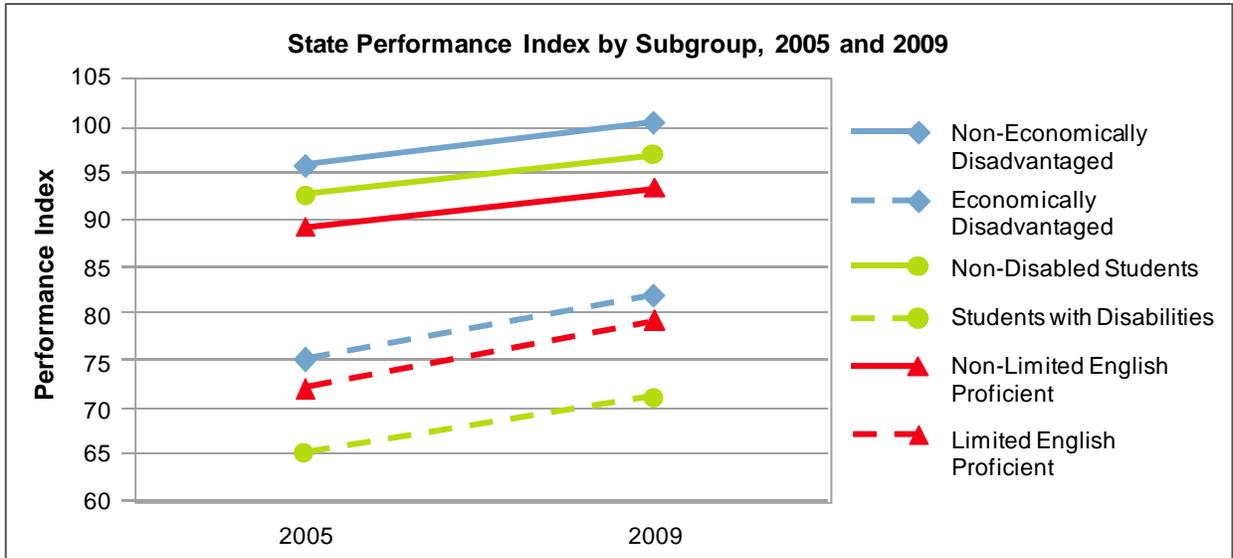


Figure A.3.5. Ohio's Steady Gains in Performance

RttT2-19

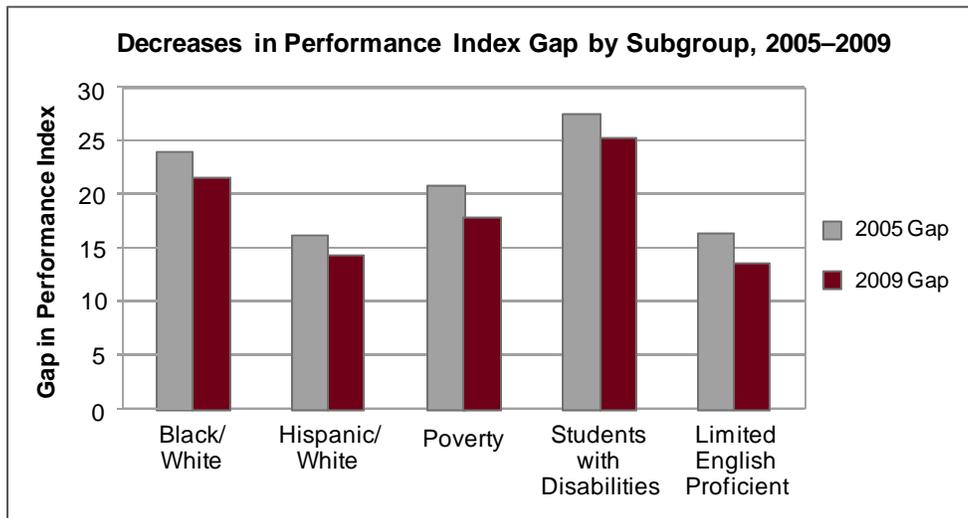


Figure A.3.6. Ohio's Decreasing Performance Gap

RttT2-20

Additionally, the African American/White Performance Index gap closed by 2.1 points. The chart above highlights the decreases in the PI Achievement Gap for several subgroups from 2005-2009.

Closing the Achievement Gap: An Absolute Priority for Ohio

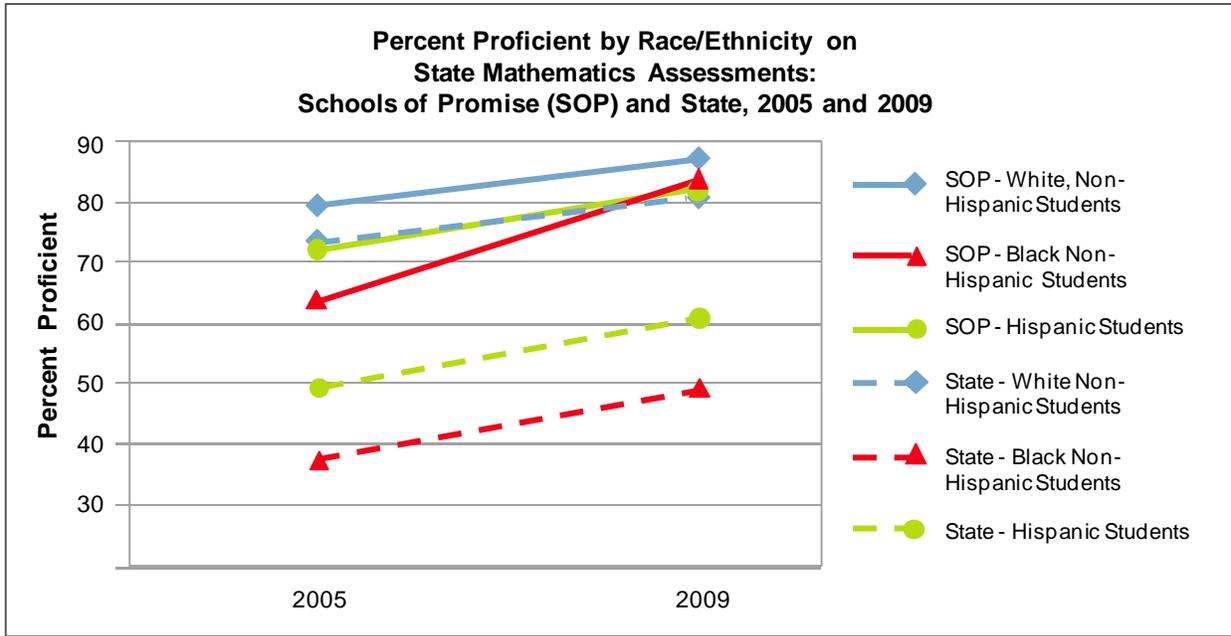
While a slight reduction in the achievement gap is evident in the above chart, *this is absolutely not an acceptable level of performance* and Ohio will not rest until significant progress is made in this area. A more rapid pace of improvement is needed. Ohio is committed to further decreasing these gaps as part of its reform plan and to address the RttT goals. Some

notable State and local initiatives have shown evidence of reducing the gaps. Ohio intends to build on these successes to further raise achievement and close gaps for **all** students. The following action items indicate a commitment to this priority.

- **The Governor’s Closing the Achieving Gap (CTAG) Initiative.** The *Closing the Achievement Gap (CTAG)* initiative was launched by Governor Strickland in 2007 to specifically target the graduation rate of African American male students. In the pilot year, 13 districts used grant dollars to develop and implement strategies to reduce dropout rates. The focus was on interventions with ninth-grade students who were at a high risk of dropping out of school between the ninth and tenth grades. Recognizing that minority and disadvantaged students need an intensive support system to overcome many obstacles to academic success, CTAG developed a menu of strategies that include mentoring, tutoring, book studies and enrichment activities supported by regional coordinators and community liaisons. The program showed strong initial success—a 21.3% increase in promotion rates for students enrolled in high schools involved in the program during the pilot year. By 2009, this program grew to include 35 targeted schools and almost 5,000 students and was funded through the State’s general revenue fund. Expansion of the program will continue in August 2010, as all schools with a graduation rate of 80% or lower are required by statute to be part of this program. State, federal and RttT funds will support this growth. An emphasis is to support schools through a “Linkage Coordinator” whose job is to coordinate academic support, family engagement, and social service needs. The coordinator functions as the liaison between the district and the Office of Closing the Achievement Gap. The expanded program will serve approximately 40,000 at-risk students in 17 districts, at 42 high schools and 156 elementary schools. In September, benchmarks will be identified by which progress can be tracked through data associated with each strategy. Progress will determine how to best enhance the program to meet students’ needs.
- **Center for Education Reform and Strategic Initiatives.** ODE will create a Center for Education Reform and Strategic Initiatives. This Center will work in concert with the agency’s other centers- all of which are focused on student success. The new center will pull together any program, initiative, or task throughout the agency that addresses achievement gaps, urban and rural education, first generation college students and transformation efforts in order to prioritize the work and ensure that is coherently integrated into all of ODE’s work. Also, by placing an emphasis on issues related to the achievement gaps, stakeholders will recognize this priority of

ODE and understand its deliberate efforts in this critical area. Student success for all will dominate this center.

- **Minority Student Achievement Network (MSAN).** ODE will convene a cross section of educators, business leaders, community advocates and higher education researchers, in partnership with Midwest Regional Education Lab, to learn from the work of MSAN, which is a national coalition of multiracial, suburban-urban school districts that study achievement gaps that exist in their districts. With strikingly similar disaggregated achievement data, racial disparities on an array of achievement outcomes demonstrate wide gaps in performance between students of color and their white peers. Two Ohio districts belong to this collaborative of 25 districts and they will be involved in the State's endeavor to learn from MSAN. The intent of this critical gathering will be to assist Ohio in developing an Achievement Gap strategic plan. The team will research and propose strategies to change school practices, structures and statewide policies that keep these achievement gaps in place and affect the academic performance of students of color, specifically African American and Latino students.
- **Schools of Promise.** Ohio's *Schools of Promise* program is a highly regarded, research based initiative that focuses on addressing achievement gaps. This long-running program identifies and celebrates schools that demonstrate high levels of achievement among traditionally disadvantaged demographic groups while operating in an economically disadvantaged environment. These schools, 485 to date in Ohio, frequently outperform the State as a whole. For example, in Mathematics proficiency between 2005 and 2009, the African American/White achievement gap closed by 12.4 percentage points in Ohio's Schools of Promise versus 4.3 percentage points in the state as a whole (see Figure A.3.7). During this same time period, the Hispanic/White achievement gap closed by 2.8 percentage points in Ohio's Schools of Promise. Extensive research on Ohio's Schools of Promise identified five common elements of effective practice: (1) rigorous standards and instruction; (2) strong instructional leadership; (3) instruction designed for all students' success; (4) parent and community involvement; and (5) a positive school culture. These five elements of effective practice are well aligned with the RtT reform areas.



RttT2-21

Figure A.3.7. Ohio’s Schools of Promise Closing the Achievement Gap

The graph above shows that between 2005 and 2009, the Schools of Promise decreased the Achievement Gap on the state assessments at a rate greater than the state as a whole.

The Schools of Promise have been and will continue to be a major component in Ohio’s reform plan as the State builds on its successes to improve achievement for all students.

- Deepen the Partnership of the Ohio 8.** The Ohio “Urban 8” Districts, large urban centers with high concentrations of students of color and students in poverty, meet routinely to share promising practices and problem-solve critical issues such as attendance, non-academic barriers to success, graduation rates, and family engagement and they partner with ODE on a number of topics. The Education Research Center will engage with these districts to examine successful programs and determine their potential replication in the other urban centers. For example, in examining the following statistics (see Table A.3.2), one will note that many of the urban districts have attained notable increases in their graduation rates. This data needs to be further analyzed to identify the causes for such progress. Further, as part of the RttT

Table A.3.2. Ohio’s Urban 8 Graduation Rates

District	Graduation Rate		
	SY 2003	SY 2008	Change
Akron City	74.8%	78.3%	4.7%
Canton City	54.1%	76.8%	42.0%
Cincinnati City	61.0%	82.9%	35.9%
Cleveland City	40.8%	53.7%	31.6%
Columbus City	59.9%	73.9%	23.4%
Dayton City	53.8%	83.1%	54.5%
Toledo City	70.4%	86.6%	23.0%
Youngstown City	54.1%	72.8%	34.6%
State Average	84.3%	84.6%	0.4%

process, the Urban 8 will complete a “Contract with the Community” (see Appendix A.3.3 for draft samples) to identify programs each district is employing to address achievement gaps. These activities will be benchmarked and monitored for progress throughout the RttT grant period for potential replication in the turnaround schools.

- **Expansion and Support of Advanced Placement Program.** Traditionally, advanced placement courses do not include students of color or students in poverty in a significant number. In fact, many of the schools in which these students attend have a majority of white students in AP classes, thus creating a segregated learning environment and one which is counterintuitive to access and equity. ODE is committed to changing this disparate treatment by identifying an ODE staff member to focus solely on developing a series of strategies to increase the number of underrepresented students in AP courses and to provide the necessary supports to these students in their schools. Through a partnership with The College Board and support from RttT funds, ODE will provide funds to schools with fewer than three advanced placement courses to increase both the AP course offerings as well as the number of teachers trained to teach AP. Additionally, HB 1 mandates that the eTech Commission will develop and implement interactive distance learning courses including, at minimum, two AP courses. The online component of AP will engage 500 students in online AP courses (see Section (E)(2) for more details) which will benefit students in rural areas of Ohio. This program will address the gap caused by poverty and accessibility.

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

- **Expansion and Support of AVID Program.** AVID (Advancement Via Individual Determination) is a program designed to help underachieving middle and high school students prepare for and succeed in colleges and universities. Students in the program

commit themselves to improvement and preparation for college. AVID offers a rigorous program of instruction in academic “survival skills” and college level entry skills. The AVID program teaches the student how to study, read for content, take notes, and manage time. Students participate in collaborative study groups or tutorials in which skillful questioning brings students to a higher level of understanding. Currently, very few districts in Ohio incorporate this program into their support system. AVID is offered in more than 1,500 schools including Department of Defense schools in Europe and the Pacific, and has an enrollment of about 120,000 students worldwide. Approximately 95% of AVID high school graduates enroll in college with more than 60% enrolled in four-year colleges. AVID graduates persist in college at an 89% rate. Although the districts in Ohio have only recently adopted the AVID program, their data shows great promise. For example, in one of the Ohio districts (with an approximate ADM of 5,000 students) using AVID, just in the first three years, the program shows amazing potential:

1. 900+ elementary students (grades 4-6) focus on organizational skills, academic behaviors, and college readiness behaviors.
 2. 186 students (grades 7-11) are involved in the AVID College Readiness Program. These students are enrolled in Honors/AP and other rigorous courses. As a result, in the 7th and 8th grade, 19% of the students enrolled in Honors courses are AVID students and in the 9th-11th grade, 9.2% of the students enrolled in Honors/AP courses are AVID students. This means that 86 middle school students and 45 high school students are enrolled in rigorous, Honors/AP courses that they would not have taken without the support of AVID.
 3. Since the AVID program only began three years ago in Ohio, there is no longitudinal data set that includes Ohio students who have completed four years of high school.
- **Battelle for Kids Partnership.** Ohio has a strategic partnership with Battelle for Kids encompassing statewide support for value-added data, as well as a number of specific pilots. With *Project SOAR*, Battelle for Kids is working with nearly 100 districts utilizing teacher level value-added coupled with extensive professional development to build educators’ capacity to use data to inform instructional practices. This work has greatly informed the statewide rollout of value-added tools, research, and knowledge; and will be a crucial link as the state continues to build upon its focus of effective use of data as a pillar of its Race to the Top reform plan. A second valuable Battelle for Kids project is the *Ohio Value-Added High*

Schools initiative. This pilot group of high schools is utilizing teacher-level value-added data based on a substantial battery of ACT end-of-course exams. This project is supported by the Bill and Melinda Gates Foundation and the Carnegie Corporation of New York to work with nearly 40 urban, rural and suburban high schools. The high school project is significantly increasing the capacity of educators to work with reliable data, is providing great insight into highly effective instructional and assessment practices, and will inform the new State assessment system which is required by HB 1 to include end-of-course exams.

- **Support the Development of the Ohio Appalachian Collaborative.** The Ohio Appalachian Collaborative (see Section (D)(5) for more details), a collaborative of 20 rural school districts representing 33,500 students, is a regional collaborative addressing key issues including creating a culture of high expectations, preparing all students to be college ready and enhancing the skills of educators to engage more families in the learning process. By addressing college and career readiness, this program will address the economically disadvantaged achievement gap. The program goal focuses on six components of transformational change, which tightly align with the principles of RttT: Increasing College and Career Readiness, Enhancing Teacher Quality, Using Data to Inform Practice, Developing Leaders, Engaging the Community and Recognizing Excellence. The goal is to scale the model and its lessons statewide and to share its work nationally. As education reform gathers momentum across the nation, rural students must not be overlooked and, for Ohio, this is a crucial focus point as our State has the fourth largest concentration of rural students in the country.
- **Mathematics Coaching Program.** Participants in the Mathematics Coaching Program (MCP) have demonstrated significant gains on achievement tests. Drawing largely from a pool of schools in School Improvement status, MCP provides professional development and support for full-time school-based mathematics coaches who, in turn, provide job-embedded professional development for their peers. MCP schools, on average, show gains in OAT scores that are significantly better than state gains and better than the gains at comparable schools. MCP will be incorporated into the low performing schools.

Graduation Rate. Ohio’s graduation rate has *generally* been increasing over the past decade and, in the most recent year of data, is approximately 85% (see Figure A.3.8). From 2000 to 2003, Ohio’s graduation rate increased by nearly five percentage points. This improvement can be directly linked to strategic actions employed by districts and schools.

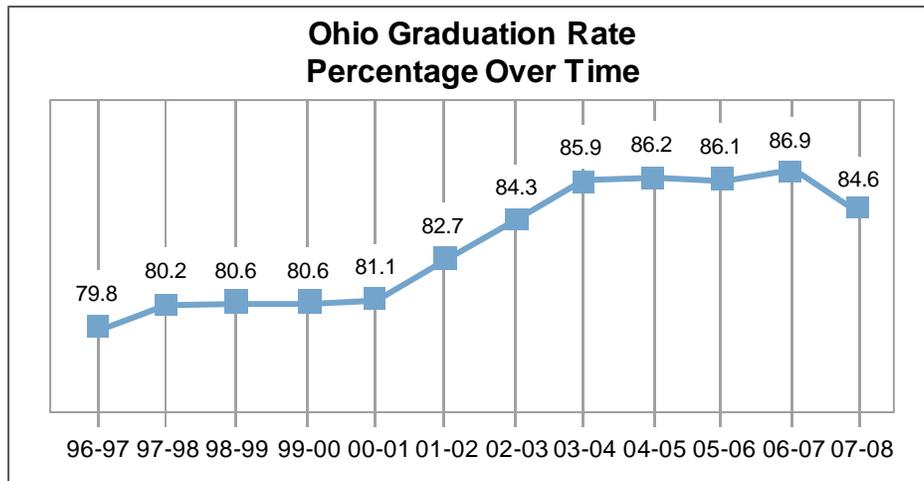


Figure A.3.8. Ohio’s Graduation Rate Over Time

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The recent dip in the graduation rate is concerning. Although Ohio’s graduation rate has shown progress over time, the challenge remains to ensure that gains continue, and that all students graduate with the knowledge and skills needed for success in postsecondary education and the workforce. All of Ohio’s RttT strategy flows directly in this important goal. Hence, Ohio is committed to an increased graduation rate through RttT investments and a rigorous prioritization on this issue through HB 1 legislation.

Graduation gaps continue to be a concern and priority for Ohio’s educators. Despite the fact that some gaps between groups of students have narrowed, African American, Hispanic, disabled and economically disadvantaged students graduate at lower rates compared to white students. Table A.3.3 shows the most recent graduation rate data, the changes since 2003, some small increases, and areas for improvement.

Table A.3.3. Ohio’s Graduation Rate By Subgroup 2003–2008

	2008 Graduation Rate	Change since 2003
All Students	84.6	0.3
African American	64.3	1.4
Hispanic	64.5	-7.1
White	89.4	0.8
Limited English Proficiency	71.6	-2.2
Non-Limited English Proficiency	84.7	0.3
Economically Disadvantaged	72.7	-8.3
Non-Economically Disadvantaged	88.7	3.9

The declining high school graduation rate of Hispanic students is unacceptable.

According to 2006 US Census data, almost 50% of the Hispanics in Ohio are under age 25. Given this young and growing population and declining graduation rates, Ohio is committed to targeting resources, attention and specific interventions for this population of learners. In Ohio, these learners are largely divided among our urban areas (Cleveland, Columbus, Lorain and Toledo) and our rural centers in Northwest and Northeast Ohio, with heavy concentrations of migrant workers. 79% of Hispanic students in the State are in districts and charter schools participating in the RttT plan. Their success is paramount to our work in closing the achievement gap described previously.

Ohio recently revised its Title III Accountability Plan for Limited English Proficient Students to better reflect high learning expectations for these students. The process involved conducting a longitudinal study of LEP student performance on the Ohio Test of English Language Acquisition, Ohio Achievement Assessments and Ohio Graduation Tests. In 2009, through HB 1, Ohio expanded the focus of the Governor's Closing the Achievement Gap initiative to include Ohio's Hispanic students, ensuring an even stronger focus on their academic success. The limited numbers of Latinos in the original phase of the Governor's CTAG Initiative will now increase significantly through RttT investments and the expansion of the CTAG Initiative to 18 school districts within the state. The State's turnaround school strategy will address key challenges in raising the achievement of Hispanic students such as: (1) the high mobility rate (33%) of students which affects school attendance, curriculum continuity and mastery; (2) teachers who are not well versed in cultural competency strategies designed to close achievement gaps; and (3) lack of Latino(a) presence in Advanced Placement courses and other rigorous learning activities.

The underlying quality of graduation rate data will benefit from Ohio's commitment to a high-quality data system. Ohio's Single Student Identifier (SSID) system will allow the State to more accurately track student graduation data, and a new four-year, adjusted cohort graduation rate will allow for more precise calculations. This rate, based on the guidance issued by the US Department of Education in December 2008, will be included on the 2009–2010 report cards and subsequently implemented as the official graduation rate in 2010–2011. This four-year cohort graduation rate will allow researchers to more accurately understand graduation rate

issues and to allow for meaningful comparisons across districts and schools. This will be especially valuable to the work of the proposed Education Research Center (ERC).

Ohio’s initiatives to promote high school reforms also show promise in impacting graduation rates and achievement gaps. In the early 2000s, high school graduation rates assumed an increased prominence in the national dialogue on education reform. In part supported by grants provided by the Bill and Melinda Gates Foundation, Ohio embarked upon the Ohio High School Transformation Initiative (OHSTI) which embraced small school models and instituted Early College High Schools (ECHS), particularly those in struggling urban districts. Through a seven-year partnership with the KnowledgeWorks Foundation that leveraged nearly \$100 million in Federal, State, local and philanthropic funds, Ohio launched 73 redesigned high schools across 11 urban districts and nine Early College High Schools in eight districts in Ohio. Overall high school graduation rates in OHSTI schools increased by 32% from 2002 to 2008. Their graduation gap versus that of all other Ohio high schools closed dramatically.

Ohio has nine Early College High School (ECHS) sites that serve students underrepresented in higher education and, through a collaborative model, provide quality programming that ensures one to two years of postsecondary credit upon graduation and a successful transition to two and four year higher education institutions. These sites are demonstrating successful outcomes in terms of graduation, college credits earned and postsecondary transition. The ECHS model has demonstrated success working with first generation college, low-income and predominantly African-American youth. Students in these schools have scored at accelerated or advanced levels at much higher rates than their home districts, and their 2008 passage rates on the OGT outperformed the State average (see Figure A.3.9).

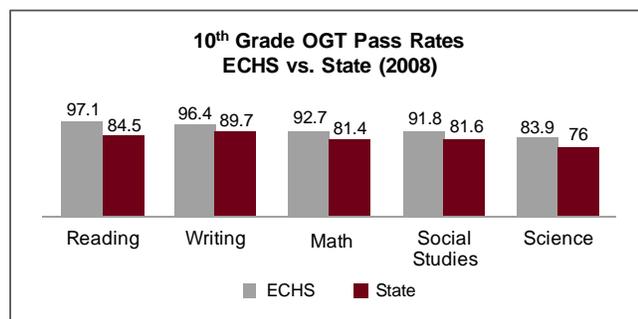


Figure A.3.9. Ohio’s Early College High School 10th Grade OGT Performance

These schools are models of innovation for Ohio’s system, and are one option for the 68 low-achieving schools identified by this reform plan. RttT funds will support the current Early College High Schools, which receive monies from the State’s general revenue funds. RttT funds will also be available to support the addition of new Early College High Schools.

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

Columbus Metro Early College High School is a prime example of the innovative successes occurring at STEM schools. This school will have its first graduating class in 2010, and all 76 seniors have been accepted to colleges including Massachusetts Institute of Technology, Yale University, and the Ohio State University. Metro opened 4 years ago with students from 15 school districts. Many of the students take courses for college credit. This school is a model for other STEM schools in state, and its lessons will be shared as part of Ohio's strategic reform plan.

Summary

There is no doubt that raising academic achievement for ALL students is imperative. Ohio cannot wait—our students depend upon the decisions we make today. RttT, coupled with HB 1 is a call for action. The time is now!

Ohio has demonstrated the potential and, in some cases, the ability to raise student achievement and address achievement gaps. While progress has been made, there is clearly much more work to do, especially in closing achievement gaps. Ohio attributes this improved performance to a series of major reform efforts including rigorous academic content standards, greater transparency, improved longitudinal data systems and Ohio's School Report Cards. Ohio believes that substantially greater potential exists to accelerate student outcomes by addressing challenges in human capital and turnaround schools.

Ohio's RttT plan calls for substantial investment in the state's lowest-performing schools, not only through direct investment in turnarounds, but also in educator preparation and professional development, the development of principals prepared for the unique challenges of those settings, and the overarching prioritization placed on dedicating RttT resources to these settings first. The State's RttT plan leverages past successes while candidly recognizing the significant work still needed to ensure that the core goals of RttT are realized.

Ohio is challenged and the clock is ticking. Our students cannot wait. We will act boldly.

Please see Appendix A.3.2 for requested evidence.

SECTION (B)(1):
DEVELOPING AND ADOPTING COMMON STANDARDS (40 points)

US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING

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

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

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

- (i) The State's participation in a consortium of States that— (20 points)
 - (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
 - (b) Includes a significant number of States; and
- (ii) — (20 points)
 - (a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
 - (b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.⁴

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

⁴Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

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

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

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

For Phase 1 applicants:

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

For Phase 2 applicants:

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

Recommended maximum response length: *Two pages*

**OHIO'S NARRATIVE RESPONSE TO (B)(1) IS FOUND ON PAGES B1-1 - B1-4.
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

(B)(1) Developing and Adopting Common Standards

Ohio's Foundation for Success

Ohio is well-positioned to achieve its plan for adopting and implementing a common set of K-12 standards, as the State is recognized as a leader in driving reform in standards and assessment. Ohio has experience in the successful development and translation of standards into effective classroom practices. Ohio has been actively engaged in the Common Core Standards development to establish internationally benchmarked standards, building toward college and career readiness. The adoption of newly revised rigorous standards in June 2010 will streamline standards for student learning that promote college- and career-ready knowledge and skills. Ohio was one of the first states to pass legislation on value-added assessment and is strengthening its capacity in performance-based assessment. For a more complete description of Ohio's leadership in standards development and implementation, please see Section (B)(3).

Ohio Reform Conditions

(B)(1)(i) Ohio Participates in a Consortium of States to Develop and Adopt Common Standards

For all of Ohio's students to be well prepared for college and careers, it is essential that Ohio work tirelessly to clarify what students should know and be able to do upon graduation from high school. Ohio has joined the consortium of 51 states and territories participating in the Common Core Standards development. These states and territories are partnering with the National Governors Association, the Council of Chief State School Officers, Achieve, ACT, and the College Board to engage in a vital, comprehensive strategy to develop Common Core standards, which will be made available to any state or territory wishing to adopt them in their entirety. A copy of the Memorandum of Understanding, the list of states participating, and the draft standards are located respectively in Appendix B.1.1, Appendix B.1.2, and Appendix B.1.3. This consortium is developing K-12 standards in mathematics and English/language arts that are internationally benchmarked and that ensure students are prepared to be successful in college and careers. The State has participated in all activities of the Common Core standards, including writing, reviews, and hearings. Members of ODE played key roles in their development. Ohio has used these experiences to inform its simultaneous work on the revision of its social studies and science standards. Drafts of the college and career readiness standards were released by the Common Core Standards Initiative for public review and feedback in September 2009. The K-12

standards and learning progressions were released in March 2010 for public feedback. For both sets of drafts, ODE provided State-level feedback to the writing teams. The final Common Core documents will be released in early June 2010.

(B)(1)(ii) Ohio's High Quality Plan Implements a Common Set of K-12 Standards Goal

Ohio will adopt rigorous new standards, together with aligned assessments and teacher supports, that will form the foundation of a comprehensive system to enable Ohio's students to succeed globally in the 21st century. Additionally, the adoption and implementation of new standards will ensure access to rigorous coursework and expectations for all of Ohio's students.

Approach

The State Board of Education is scheduled to adopt the Common Core standards on June 8, 2010. This action will build on the State's history of standards leadership by adopting and implementing new rigorous, internationally benchmarked academic content standards and establishing college- and career-ready standards. Should a Common Core set of standards for social studies and science be developed, Ohio is well poised to join and inform that initiative. Ensuring that all of Ohio's students have access to the new standards will pave the way for them to be *college-ready and life-prepared*.

Ohio's plan to adopt and implement a common set of rigorous college- and career-ready K-12 standards has three components: (1) finalization of relevant standards; (2) public review and State Board of Education adoption; and (3) development and rollout of aligned assessments and interim support to all of Ohio's districts and charter schools including those who have not agreed to participate in other RttT initiatives. With the authority to adopt new standards held by the State Board of Education, the State will be able to implement its transition plan as early as June 2010.

Activities

- **Finalize Relevant Standards.** Ohio was actively engaged in the Common Core Consortium to develop English language arts and mathematics standards, with two of Ohio's content area specialists serving on the development teams. They were also actively engaged in Ohio's work to revise State standards in science and social studies, thus ensuring alignment with State work. The State finalized the development of Ohio science and social studies standards on a concurrent basis, using criteria comparable to the Common Core standards. The Ohio

science and social studies standards have been completed and will be adopted by the State Board of Education on June 8, 2010, along with the Common Core standards in English language arts and mathematics.

- **Submit Standards for Public Review and Adoption.** ODE sponsored regional meetings to collect public input on the Common Core standards in March 2010. The public comment period for Ohio’s revision of its science and social studies standards ran from November 2009 through May 2010. A wide array of individuals, including educators, business leaders, and content experts provided ODE with more than 3,000 sets of comments through web-based feedback and regional meetings. The State Board of Education, as a matter of standard procedure, provides for additional public comment opportunities after announcing its intent to adopt the Common Core and Ohio’s science and social studies standards. The State Board of Education will adopt the Common Core standards in their entirety and without any additions, and will adopt the Ohio standards for science and social studies on June 8, 2010, as mandated by Ohio law. (See Appendix B.1.4 for the Standards Adoption ORC.)
- **Develop and Roll Out Aligned Assessments and Interim Supports.** New assessment systems, aligned to the new standards, will be developed and phased in over the next three years, or in accordance with the schedule developed by the common assessment consortia in which Ohio is participating. (See Section (B)(2) for details.) In the interim, the State will provide guidance and resources to school districts to assist them in the transition to the new standards. (See Section (B)(3) for details.)

Evidence

HB 1 requires the State Board of Education to adopt revised standards for English language arts, mathematics, science, and social studies by June 30, 2010. Under Ohio law, the Board has the authority to adopt content standards without approval by the General Assembly. The process specified by Ohio law requires the Board to announce its intent to adopt new standards and provide an opportunity for public comment before final adoption. The Board announced its intent to adopt the Common Core standards for English language arts and mathematics, together with the new Ohio standards for science and social studies, at its meeting on May 11, 2010, and made available a period of public comment. The State Superintendent of Public Instruction presented the revised standards to the Ohio General Assembly’s House and Senate Education Committees on May 11–12, 2010, respectively. The State Board of Education

will adopt the standards at its meeting on June 8, 2010. Following the adoption of these standards, Ohio will immediately jump start a transition plan to engage all Ohio educators in building their knowledge base of the new standards. Focused professional development will assist educators in aligning curriculum and instructional approaches with these standards. With the benefit of successful roll-outs of prior standards, Ohio is well poised to engage in a comprehensive transition to new rigorous standards.

Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Party
Complete by May 2010	
<ul style="list-style-type: none"> State Board of Education announcement of intent to adopt Common Core and revised Ohio standards 	<ul style="list-style-type: none"> State Board, ODE-CCA
March – May 2010	
<ul style="list-style-type: none"> Public comment period for Common Core standards 	<ul style="list-style-type: none"> Common Core State Standards, ODE-CCA
November 2009 – May 2010	
<ul style="list-style-type: none"> Public comment period for revised Ohio standards in science and social studies 	<ul style="list-style-type: none"> ODE-CCA
June 8, 2010	
<ul style="list-style-type: none"> State Board of Education adoption of Common Core and revised Ohio social studies and science standards 	<ul style="list-style-type: none"> State Board, ODE-CCA

SECTION (B)(2):

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

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING**

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

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

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

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

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

Evidence for (B)(2):

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

Recommended maximum response length: One page

**OHIO'S NARRATIVE RESPONSE TO (B)(2) IS FOUND ON PAGES B2-1 - B2-3.
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

(B)(2) Developing and Implementing Common, High-Quality Assessments

Ohio Reform Conditions

Ohio is committed to ensuring that its assessment systems are aligned with the rigorous content standards and are developed in such a way as to respect the learning processes in which students are engaged daily. The use of a multi-faceted approach to assessing students provides opportunities for focused and timelier interventions to be employed. This is true for both students who are struggling, and students who are performing at advanced levels. By providing educators with this information and the skills necessary to use the information effectively, students will have access to more personalized education options. Comprehensive summative and formative assessments will provide critical data to teachers throughout the year as they plan their instruction for students' individual needs. Principals and teachers will be able to make better informed decisions about programs and services for their students.

Goal

Ohio will adopt an effective system of student assessment that: (1) contains multiple measures that are employed throughout the course of learning; (2) blends traditional testing with curriculum-embedded performance tasks; (3) engages teachers as partners in the process and honors their judgments; (4) uses technology to assess various item types, provide immediate feedback, offer reliable data, and reduce costs; and (5) promotes a culture of continuously monitoring student growth.

Approach

To collectively develop and implement common, high-quality assessments aligned with a common set of K-12 standards, Ohio joined two consortia that are developing common assessments aligned with the Common Core K-12 standards in English and language arts and mathematics. These include the SMARTER Balanced Consortium, coordinated by WestEd, and the Partnership for Assessment of Readiness for College and Careers, coordinated by Achieve, Inc. Ohio has joined both multi-state consortia by entering into a Memorandum of Understanding as a Member State with each group. Ohio submitted the Memorandum of Understanding to WestEd on May 17, 2010, and the Memoranda of Understanding to Achieve, Inc., on May 10, 2010. (See Appendix B.2.1 for the MOU and Appendix B.2.2 for the lists of

participating assessment consortia states.) Ohio will ensure that the new assessments align with the Common Core and the new standards in social studies and science.

Activities

- **Create Online Resources.** In collaboration with the SMARTER Balanced Consortium (33 states—with 13 being Governing States), Ohio will create an online system of:
(1) formative assessment strategies, including the integration of curriculum, instruction and assessment; (2) benchmark tests delivered through a computer adaptive engine to provide “early warning” reports for students to teachers, administrators, and parents; (3) curricular and instructional materials, interventions proven to be successful, and professional development trainings that are all linked to the Common Core standards; (4) performance tasks that include both computer- and teacher-based scoring; and (5) a summative assessment that provides students with multiple opportunities for assessment, coupled with immediate and targeted feedback on their performance. The summative and formative assessments will inform instructional improvement as well as decisions on staffing, accountability and financial allocations for programs and interventions.
- **Collaborate with the Partnership for Assessment of Readiness for College and Careers** (26 states—with seven being Governing States). Ohio will participate in the design of an online system that simultaneously informs teaching, learning and accountability. Through a blend of various item types, including performance tasks, the set of interim and summative assessments will generate reports that will help students to set learning goals and teachers to adjust instruction. Additionally, principals and other administrators will use both assessments to take stock of the effectiveness of their curriculum, instructional programs and interventions, and to report progress to their communities. The Partnership also will:
(1) create a trajectory of learning that generates student growth measures to allow for the monitoring of whether or not students are progressing towards college and career readiness; (2) release test items annually to inform students and teachers about the types of knowledge and skills that the Common Core standards contain; and (3) engage teachers in the creation and scoring of formative, interim, and summative assessments.

As a further demonstration of Ohio’s commitment to developing and implementing common, high-quality assessments, Ohio currently co-chairs the SMARTER Balanced

Consortium’s Score Report Committee and serves on the Assessment Design Committee for both consortia.

Ohio’s involvement with both groups ensures that the State’s perspectives are incorporated into the Common Core assessment development process. Participation in consortia creates economies of scale, leverages expertise across states, and assures equity of high-quality education across states. Additionally, Ohio anticipates that networks of teachers will be formed within the State as the work of the assessment consortia develops. Collaboration among educators will enhance instruction as promising practices are shared beyond state boundaries. Ohio will serve as a convener of such a network by inviting neighboring states to serve as an initial collaborative group. While not included as an RttT-funded initiative in the State’s application, this commitment is included as a strategy to demonstrate the importance Ohio places on collaborative partnerships to network and advance a rigorous set of practices and support teachers in this important work. The potential of a multi-state network is powerful for the students whose lives will be impacted by the strength of these learning communities.

Evidence

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

Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Party
May 17, 2010 – ongoing	
<ul style="list-style-type: none"> • Create online resources with the SMARTER Balanced Consortium 	<ul style="list-style-type: none"> • WestEd, ODE-CCA
May 10, 2010 – ongoing	
<ul style="list-style-type: none"> • Collaborate with the Partnership for Assessment of Readiness for College and Careers 	<ul style="list-style-type: none"> • Achieve, ODE-CCA

SECTION (B)(3):

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

US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING

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

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

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

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

Recommended maximum response length: Eight pages

OHIO'S NARRATIVE RESPONSE TO (B)(3) IS FOUND ON PAGES B3-1 - B3-13.
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.

(B)(3) Supporting the Transition to Enhanced Standards and High-Quality Assessments

Ohio Reform Plan

Ohio's Foundation for Success

Ohio has a long history of leadership in the development, adoption, and implementation of standards and assessments. In 2000, Ohio initiated a comprehensive, standards-development effort. As a result of the extended engagement between ODE, districts, and charter schools that this process required, Ohio has a strong base of collaboration and trust from which to execute a successful implementation plan. The State's work is further enriched by the large number of curriculum development professionals, content specialists, university researchers and assessment experts whose collective experiences deepen and expand the types of professional development that are required to successfully transition from the current to the revised standards. (See Appendix B.3.1 for the standards rollout plan.)

Through the Battelle for Kids Ohio Value-Added High School (OVAHS) project, 40 high schools committed to enhancement of instruction and acceleration of student college and career readiness by administering end-of-course exams in nine science, math, and language arts subjects. End-of-course exam results enable the generation of value-added information to measure student growth at the high school level. These pioneering schools in urban, rural, and suburban communities also receive extensive professional development in understanding and using value-added data to differentiate instruction. Their learning and successful instructional strategies will deepen the State's rollout of new assessments aligned to rigorous standards.

The following partnerships will be instrumental in the roll out of standards and assessments. ODE will assign roles and responsibilities to ensure coordination and best use of skills to execute the following actions:

- Sixteen already-established regional Support Networks will build upon their existing partnerships with districts and charter schools to provide technical assistance, coaching, and professional development to support the implementation of new standards and assessments.
- Fifty-six Education Service Centers will provide a range of services to districts and charter schools, including curriculum alignment, professional development, and student services. (See Appendix B.3.2 for an example of a plan developed by one Education Service Center identifying specific strategies for implementing the new standards.)

- The Ohio Resource Center for Mathematics, Science, and Reading (ORC) at The Ohio State University offers a pre-existing model for development of instructional supports. ORC uses a peer-review process to select best-and-promising practice lessons, correlates them to Ohio's standards, and makes them available electronically to all educators statewide, with high levels of usage. Their model will influence the selection of lessons and resources to strengthen instruction aligned with the new standards.
- The Ohio STEM Learning Network (OSLN) is intentionally designed for educators' continuous growth and instructional enhancement. It will partner with established networks (see Appendix B.3.3 for complete list) and new networks (e.g., Ohio Network for Education Transformation) to support the roll out of new standards, curriculum supports and assessments. OSLN's expertise will strengthen teachers' understanding of STEM through each of the four core content areas.

In addition to these partnerships, the Cleveland Municipal School District was chosen as one of six urban districts nationwide to implement the rollout of the Common Core across a large system. This early adopter program is facilitated by the Council of Great City Schools, the National Governors Association, the Council of Chief State School Officers and the American Federation of Teachers. By participating in the program, Cleveland will develop a system of supports, including professional development, to successfully implement the new Common Core standards; evaluate the implementation of the common core standards; share lessons learned from their implementation with other districts and charter schools; and build models of collaboration between states, districts, and charter schools as well as management and labor. This will serve as a model for all Ohio districts and charter schools throughout RttT work.

Ohio has demonstrated its commitment to raising standards for all students through the passage of legislation with rigorous new high school curriculum requirements, known as the Ohio Core (ORC 3313.603). As a result, students will be college-ready and life-prepared. Effective with students enrolling as first-time freshmen in Ohio's high schools in August 2010, greater rigor in learning is expected. Among its provisions, the Ohio Core requires students to have, at a minimum, four credits of mathematics, one of which must be Algebra II level, and three units of science, each of which must be taught through an inquiry-based laboratory experience. Ohio requires each district to adopt a Credit Flexibility plan, by which students can personalize their educational experience through alternative learning activities, research, and

internships that allow them to apply their interests, content knowledge and new learning while allowing them to earn credit toward graduation. (See Appendix B.3.4 for additional details.)

Additionally, HB 1 requires each student to take a nationally standardized assessment, such as the ACT, that measures competency in science, mathematics, and English language arts, as part of a suite of college and career readiness measures that occur throughout high school. *The State will pay the fee for all high school students to take this assessment.* This college readiness assessment is incorporated into the revised high school graduation requirements included in HB 1. This test will complement a series of end-of-course exams and a senior project to produce a composite score from multiple measures of students' preparedness for choices upon their graduation from high school (ORC 3301.0712). This college readiness assessment also aligns with one of the Ohio Board of Regents' strategic goals of increasing college attendance. Information from states that have employed similar requirements suggests that interest in postsecondary education grows when all students are required to take a college readiness assessment. Ohio will monitor the rate of college applications and entrance to determine if this approach does, in fact, play a factor in increasing college attendance. By providing this suite of assessments, students will be better able to judge their preparedness for life after high school. Ohio is partnering with Stanford University to develop performance-based assessments to pilot in Ohio's math, science and English language arts classrooms for 11th and 12th grade students. This project is explained in more detail in Section (B)(3).

Goal

Within three years, every educator in Ohio is teaching to the State's enhanced standards and has the necessary supports and resources to do so effectively. All Ohio educators will utilize multiple forms of assessments, including summative and formative, to monitor student progress and personalize instruction. The combination of rigorous standards and high-quality assessments will inform instruction, professional development and policy.

Approach

Driving radical change in student outcomes requires not only the adoption of higher standards, but also corresponding changes in instructional practices. Ohio's plan to support the transition to enhanced standards and high quality assessments will ensure that ODE is prepared to provide professional development opportunities for all educators statewide. During the three-year rollout of the new standards and assessments, ODE will develop multiple approaches to

professional development, including online training modules, regional trainings, and the utilization of Ohio’s network of Educational Service Centers.

As a local control state, Ohio has a successful track record of leveraging diverse resources that exist at local levels and is aware of the necessity to develop migration plans that are sensitive to the unique circumstances in each area of the State. The two primary elements of Ohio’s standards and assessment migration plan are to: (1) develop and distribute high-quality assessments and instructional supports aligned to the new standards (including both model resources made available by the State and peer-reviewed instructional supports developed by educators in the field); and (2) provide every Ohio educator with robust professional development in the use of the new standards and assessments that are tailored to local requirements. The previously referenced 16 Support Networks are key partners in the development of such plans, given their close working relationships with the districts and charter schools they serve. More information about Ohio’s system for providing core curriculum support is detailed in Section (D)(5).

As detailed in Section (C)(3), Ohio will establish a State-level instructional improvement system that will be the technological centerpiece of the plan for transitioning to new standards and assessments. Currently, many districts and charter schools lack either the infrastructure or access capabilities to provide meaningful formative assessment data. This scenario can be extremely frustrating for teachers if supporting resources are limited and they are left to independently seek out or develop assessments or resources to inform their instruction. Through RttT, Ohio will develop a vibrant instructional improvement system that will serve as a platform for disseminating the new standards, and for storing and distributing formative assessment practices, curricular supports, lesson plans, and other resources. By leveraging the instructional improvement system as a distribution platform, the State will develop and disseminate a comprehensive set of assessments aligned with the State’s enhanced standards, including performance-based and formative assessments, Kindergarten Readiness Assessments, and student growth measures. In addition, Ohio will partner with educators and organizations to develop supplementary curricular resources that are aligned with the new standards. This core set of aligned assessments and instructional supports will be distributed through the Ohio instructional improvement system. There will be a system designed to continually monitor

and evaluate the effectiveness of the resources, which is described in further detail later in this section.

In addition to these resources, Ohio will utilize its instructional improvement system as a platform for field-based practice-sharing. By creating a new peer review process that will serve to screen field-level submissions, consistency, quality, and alignment with the new standards will be ensured. To encourage the participation of educators in the development, dissemination, and implementation of aligned resources and supports, Ohio will leverage its powerful array of statewide networks, including its 56 Education Service Centers for educator outreach and engagement. This grassroots approach will engage teachers more deeply in the practices they know best and honor the work in which they are engaged daily. It will also transfer instructional practices efficiently, at scale, and in a manner that is consistent with the State's goal of aligned instruction.

Ohio is committed to building the capacity of teachers and supporting them as they assume new work. They must be equipped with assessments and resources aligned to the new standards, as well as the skills needed to apply them effectively. Ohio will provide professional development to help every educator in the State translate the new standards and aligned assessments into effective instructional practices. This professional development will be created by the State in collaboration with statewide, regional, and local entities, including higher education institutions, and customized at the local level to address individual district and school needs. Instructional coaches from their own districts, universities, or Education Service Centers will deliver meaningful professional development and leverage local professional learning communities where available (see Support Educators to Increase Student Growth in Section (D)(5)). To inform this customization to local needs, the State will create a database of assessment results that can be used formatively (see Educational Research Center described in Section (A)(2)), by districts and charter schools.

Finally, to ensure that the State's enhanced standards are appropriately integrated into a seamless P-20 system, Ohio will invest in expanding its Kindergarten Readiness Assessment in literacy to include other measures of school readiness. Additionally, the Ohio Board of Regents, in collaboration with ODE, will mobilize public and private universities, to ensure that all teacher preparation programs in Ohio are thoroughly aligning their entry-level curricula and training their faculty on the new standards and assessments. Partnerships between ODE and

Ohio's higher education system will promote new avenues of professional development, increased interactions between high schools and higher education, and a deepened understanding of how to better collaborate to strengthen the teaching profession. By leveraging as many resources as possible, Ohio's classrooms will be strengthened so that Ohio's students are college-ready and life-prepared. All students will have an opportunity to move seamlessly from high school to college.

Key Activities

Designated RttT-funded programs will greatly enhance a teacher's capacity to offer formative instruction that personalizes learner success.

The two goals of the Personalizing Education through Formative Instruction project are: (1) the creation of a state-level, web-based Instructional Improvement System that will provide formative assessment capability to districts and charter schools and disseminate the new standards, together with aligned assessments and instructional support; and (2) the delivery of high quality professional development that will enable every educator to translate the new standards into effective instructional practices. For additional detail on this project, see the main project description in Section (C)(3) and the detailed program summary in the related budget narrative. Specific relevant programs and tasks include the following:

1. Define Specifications

ODE will define specifications for the instructional improvement system, contract with an external provider to develop the platform, and launch it for use in the 2012–2013 school year. The instructional improvement system will be an integrated web-based technology that will promote the use of ODE resources, and those of partner agencies and nationally recognized organizations.

2. Create Professional Development Modules

ODE will contract with external providers to develop 56 online professional development modules across a range of foci, in collaboration with higher education, state-wide organizations, regional entities, and local education organizations. These modules will help educators translate new standards into classroom practices. Topics available for educators will include the use of data to inform instruction, as well as modules with a specific content focus.

3. Roll Out Professional Development

ODE will rollout professional development in blended face-to-face and online delivery modes using instructional coaches employed through ESCs in each of the State’s 16 regions to guide and facilitate the training. Ohio’s requirement for teams of teachers and principals to engage in professional learning communities will facilitate the series of professional development experiences in which teachers will engage (OAC 3301-35-05). Content-focused professional development will include integration of content, learning progressions, and formative assessments. The professional development and associated resources will emphasize differentiating instruction for English as a Second Language (ESL), special needs, and gifted student populations; integrating inquiry, design, and student-centered learning strategies with academic content; and developing and implementing assessments that inform instructional decision making. This professional development will be made available to *every district and charter school* in the State within three years. To measure teachers’ understanding, the effectiveness of these modules in changing classroom practices and the degree of fidelity of practice to the standards, a stratified sample of teachers will complete the Surveys of Enacted Curriculum before and after completing the professional development. Also, Ohio will work with an external evaluator to provide formative and summative feedback on the effectiveness of the professional development modules. For additional detail on this initiative, see Section (C)(3). Building the capacity of teachers is integral to the successful implementation of the new standards and Ohio is committed to ensuring highly successful professional development.

The goal of the Provide Curriculum Resources to Support Teachers project is to support educators in transitioning to the new standards by developing and disseminating a portfolio of curricula and instructional supports that are aligned to standards and developed through the collaboration of educators and educational networks. Resources developed or identified as a part of this project will be available via the State

PROVIDE CURRICULUM RESOURCES TO SUPPORT TEACHERS		INNOVATE	
<i>Budget:</i>	\$2.8 million / 1% of total	<i>Project Home:</i>	B3
<i>Accountability:</i>	Associate Superintendent, Center for Curriculum and Assessment	<i>Integrates with:</i>	C3, D2, D3, D5, E2
<i>Scope and purpose:</i> 108,000 teachers will have online access to the new Common Core, science and social studies standards, and instructional supports aligned to those standards.			
<i>Management's top execution question:</i> How are these curricular supports enhancing student success?			
For detailed activities, timelines and responsible parties, please refer to budget .			

instructional improvement system and will be accessible online to educators in Ohio and across the country. This project includes five key activities, as described below.

1. Develop and Identify High-Quality Instructional Resources

Ohio will tap the collective expertise of educators across the State by creating 16 peer review panels linked to the Education Service Centers in the State's 16 regions. These collaborative teams, comprised of teacher leaders, curriculum specialists, higher education faculty, and community members will leverage existing Ohio networks and providers (e.g., the Ohio Resource Center for Mathematics and Sciences, and the Ohio STEM Learning Network). By using regional, collaborative peer review panels to develop instructional resources, the work of these peer review panels will be accessible to all districts and charter schools. These peer review panels will be charged with developing and identifying high-quality instructional resources aligned with the new standards, for inclusion in the instructional improvement system, and will include resources developed by Ohio educators. To ensure rigor in the review process, ODE will adopt a clear set of standards and guidelines developed by Ohio educators. To gauge quality and effectiveness of the resources, an electronic rating system will be utilized for all resources housed in the instructional improvement system. Peer review panels will be established during the 2010–2011 school year and will be reconvened annually to evaluate the effective usage of existing resources after they are implemented. The panels will recommend modifications or replacement of resources when warranted by data.

2. Continue Developing Curricula, and Instructional Supports

ODE will continue its work to develop curricula and instructional supports aligned with the new standards. Approximately 30 curriculum consultants have been developing model curricula and revising model lesson plans for English and language arts, mathematics, science, and social studies, with input from teachers, curriculum specialists, and universities. This initiative represents the continuation of an ongoing effort that is central to the State's plan to transition to enhanced standards and high-quality assessments. Funded by the State, this initiative does not require funding under RttT.

3. Develop Supplementary Curricular, and Instructional Resources

To provide curricular supports for 21st century skills (e.g., analytical reasoning and creativity) and ensure that teachers have access to a variety of high-quality instructional activities, ODE will work with external partners (e.g., resource centers, Ohio STEM Learning

Network, professional organizations, and universities) to develop supplementary components of the curricular and instructional resources, appropriately aligned with the State’s new standards. These instructional resources will be available to all educators in the State through the instructional improvement system, and will undergo the electronic rating system and peer review panels annually to evaluate the effectiveness of the resources.

4. Extend Participation in International Database of Evidence-Based Resource

Ohio is the only state participating in an international program, Innovative Learning Environments (ILEs), sponsored by the Organization of Economic Cooperation and Development (OECD) Center for Education Research and Innovation. This initiative focuses on understanding how people learn and defining the conditions under which they can learn better. Ohio will contribute and have access to an international database as a means of providing guidance to teachers about the components of an effective student-centered learning environment that encourages innovation and creativity. Ohio is requesting RttT funds to identify ILEs in Ohio and to disseminate the international findings to educators across the State. This work is essential to enhancing instruction for all of Ohio’s students.

5. Drive Alignment of High-School Exit and Higher Education Entry Requirements

ODE will create five task forces linked to the regional Support Teams, described in Section (A)(2). Partnering with districts, charter schools, institutions of higher education, and the Board of Regents, the teams will ensure that college-entry requirements are appropriately aligned with high-school exit requirements. A series of meetings with higher education faculty, high school teachers, and principals across the State will inform this work. The meetings will be designed to *conduct gap analyses between current high school course sequences in English and mathematics and the expectations for placement of students into first-year, non-remedial, credit-bearing college courses*. Results from these analyses will be used to create blueprints for (1) schools to adjust course content and sequences to ensure that the progressions of learning align to college and career expectations, thus providing necessary rigor; and for (2) teacher preparation programs to align their content and pedagogical training with Ohio’s academic content standards. Preliminary work has already begun to create a crosswalk of the Common Core standards and the Ohio Board of Regents’ “Expectations for College Readiness in English and Mathematics.” (See Appendix B.3.5 for the Regents’ expectations documents.) As new assessments aligned to the Common Core standards are created, ODE will partner with

the Board of Regents to conduct validity studies of their measure of college readiness and to track progress toward targeted reductions in college remediation rates over time, using the Board of Regents’ “Profile of Recent High School Graduates Enrolled as First-Year College Students” data. (See Appendix B.3.6 for a sample report.)

The goal of the Strengthen Assessment Leadership project is to accelerate Ohio’s transition to high-quality assessments aligned with the State’s enhanced standards (ORC 3301.079). Although Ohio will roll out summative assessments aligned to its new standards, in concert with the assessment consortia in which it is participating (see Section (B)(2), the State is promoting a balanced approach to assessment and will move immediately to transition towards aligned assessments of other types, of which four are described below.

1. Develop Aligned Formative Assessments

A central goal of Ohio’s RttT plan is to bring formative assessments to *every classroom* in the State, which will ultimately influence student success. The RttT investments will ensure that Ohio’s teachers are crafting their instruction based on reliable student data throughout the year. This will allow parents to gain a deeper understanding of their child’s progress. Parent-teacher conferences should be enhanced by the use of formative assessments. In order to accomplish this goal, an appropriately aligned set of formative assessments that provide timely performance feedback to support personalized instruction must be developed and implemented. Using research-based models and best practices (such as the ATLAST model developed by Horizon Research under the auspices of the National Science Foundation), ODE will engage educators in developing and evaluating cognitively rich formative assessments directly aligned to the revised standards. These assessments will be developed using Universal Design for Learning (UDL) to ensure their appropriateness for all student groups, including English language learners, students with disabilities, and gifted students. The ultimate

STRENGTHEN ASSESSMENT LEADERSHIP		ACCELERATE	
<i>Budget:</i>	\$17.1 million / 9% of total	<i>Project Home:</i>	B3
<i>Accountability:</i>	Associate Superintendent, Center for Curriculum and Assessment	<i>Integrates with:</i>	C3, D2, D3, D5, E2
<i>Scope and purpose:</i> Ohio will develop performance assessments, formative assessments and shared item banks aligned to the new standards, and make them available to all teachers.			
<i>Management's top execution question:</i> How are these assessment tools and supports being used to personalize learning and enhance student success?			
For detailed activities, timelines and responsible parties, please refer to budget .			

goal is to place the learner at the center of instruction in all of Ohio’s classrooms and to make assessment integral to teaching and learning. Teachers will learn how to use strong formative assessment strategies that make student thinking visible to the teacher and student and that provide actionable information, such as high-level questioning and writing. ODE will engage a third-party to work with three cohorts of three districts each, which collectively represent a cross-section of statewide needs, to develop a portfolio of formative assessment practices that are closely aligned to the new State standards. After being evaluated through peer review and inquiry-based field testing, they will be made available statewide on Ohio’s instructional improvement system. In addition to the products, it is vital for teachers to learn how to develop formative assessment strategies. Ohio will replicate the process in other districts to provide teachers with opportunities to learn how to develop these tools for their own students.

2. Rollout Performance-Based Assessments

Curriculum-embedded performance assessments require students to demonstrate higher levels of thinking and provide evidence of mastery of content and skills that cannot be measured with paper-and-pencil assessments. The power of these assessments lies in their being embedded in instructional units. Further these assessments will better mirror tasks in which students will engage throughout their careers—using knowledge to create new products or demonstrating knowledge by designing a 3D model. The performance assessments require teachers to think of curriculum, instruction, and assessment as one seamless system. More importantly, students grow in their own understanding of the learning process as these entities are joined as one system. Through RttT, Ohio will contract with an external partner to develop, with teachers, performance-based assessments aligned to the new standards in 23 early adopter districts. In preparation for a subsequent statewide rollout, Ohio also will create one state and 16 regional moderation panels to ensure comparability in scoring the new performance-based assessments. Ohio is exploring the feasibility of incorporating performance assessments into Ohio’s statewide assessment system by combining students’ scores on one or more performance tasks and an end-of-course exam.

3. Implement Kindergarten-Readiness Assessments

An aligned system of standards and assessments achieves its greatest power when it is fully integrated across the entire P-20 system. Ohio already requires the assessment of all first-time kindergarten students using the Kindergarten Readiness Assessment Literacy (KRAL).

While the results collected from the KRAL are beneficial for informing early literacy strengths and gaps for entering kindergarten students, there is a need to expand the assessment beyond literacy skills to include other measures of school readiness, including mathematics skills and child development measures such as social-emotional measures. Ohio plans to work with a multi-state consortium to develop such an assessment. The Early Childhood Assessment Consortium of the Council of the Chief State School Officers (CCSSO) State Collaboration on Assessment and Student Standards is currently in discussions with Ohio to define such an effort. This initiative will identify a nationally recognized kindergarten student assessment that meets standards for design implementation and appropriate use for young children. In the absence of one, Ohio will work with the consortium and early childhood researchers to develop one.

4. Develop Additional Student Growth Measures

Capturing and analyzing value-added data is a critical prerequisite to many of the human-capital reforms embedded in Ohio’s RttT plan and overall reform strategy. Value-added data is currently available for mathematics and reading in grades four through eight. Participating districts and charter schools will engage in a state-level consortium to develop measures of student growth in other grade levels and discipline areas. ODE will oversee a process to select a subset of interested districts and charter schools and contract with a qualified third-party to work with selected districts to develop growth measures in areas outside of those for which value-added data is currently available. The measures will be made available to all participating districts and will form the basis for an eventual expansion of statewide value-added reporting.

Ohio’s instructional improvement system will provide the curricular tools, instructional resources, and formative assessments that teachers need to ensure that all students are engaged in learning experiences designed to meet their individual needs. Through such personalized learning, Ohio will close achievement gaps and ensure that all students will be college- and career-ready.

Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Party
Complete by end of June 2011	
<ul style="list-style-type: none"> • Post standards online and conduct regional meetings/webcasts to present standards to the field 	<ul style="list-style-type: none"> • ODE-CCA
<ul style="list-style-type: none"> • Develop 19 web-based PD modules on new standards, curricula and assessments 	<ul style="list-style-type: none"> • ODE-CCA, External Provider
<ul style="list-style-type: none"> • Develop rigorous guidelines for peer reviewers on evaluating and recommending curriculum and instructional supports 	<ul style="list-style-type: none"> • ODE-CCA, Educators, university faculty

Timing and Milestones	Responsible Party
<ul style="list-style-type: none"> • Create peer review panel to evaluate instructional supports by Ohio teachers, multi-state consortia, and other national developers 	<ul style="list-style-type: none"> • ODE-CCA
<ul style="list-style-type: none"> • Contract with external organizations to provide assistance in incorporating 21st century skills into curricula 	<ul style="list-style-type: none"> • ODE-CCA
<ul style="list-style-type: none"> • Conduct 4-day meeting to share findings on internationally researched innovative learning tactics 	<ul style="list-style-type: none"> • ODE-CCA, external experts, educators
<ul style="list-style-type: none"> • Complete performance-based assessment pilots in 23 districts for mathematics, science English language arts and social studies 	<ul style="list-style-type: none"> • ODE-CCA, SRN, REL, ESCs
Complete by end of June 2012	
<ul style="list-style-type: none"> • Develop an additional 19 web-based professional development modules on new standards, curricula, and assessments 	<ul style="list-style-type: none"> • ODE-CCA, External Provider
<ul style="list-style-type: none"> • Incorporate 21st-century skills into curricula 	<ul style="list-style-type: none"> • ODE-CCA
<ul style="list-style-type: none"> • Develop a state-level moderation panel to ensure consistency in scoring across performance-based assessments 	<ul style="list-style-type: none"> • ODE-CCA, SRN, REL, ESCs
<ul style="list-style-type: none"> • Expand performance assessment pilot to include additional partner districts 	<ul style="list-style-type: none"> • ODE-CCA, SRN, REL, ESCs
<ul style="list-style-type: none"> • Complete 2-year formative assessment project with three districts to develop and evaluation formative assessments 	<ul style="list-style-type: none"> • ODE-CCA, LEAs, external experts
Complete by end of June 2013	
<ul style="list-style-type: none"> • Develop an additional 18 web-based professional development modules on new standards, curricula and assessments, for a total of 56 modules over 3 years 	<ul style="list-style-type: none"> • ODE-CCA, External Provider
<ul style="list-style-type: none"> • Complete 2-year formative assessment project with second group of three districts to develop and evaluate formative assessments 	<ul style="list-style-type: none"> • ODE-CCA, LEAs, external experts
Complete by end of June 2014	
<ul style="list-style-type: none"> • Complete teacher training on new standards, curricula and assessments statewide 	<ul style="list-style-type: none"> • ODE-CCA, External Provider
<ul style="list-style-type: none"> • Develop 16 regional moderation panels to ensure consistency in scoring across performance-based assessments 	<ul style="list-style-type: none"> • ODE-CCA, SRN, REL, ESCs
<ul style="list-style-type: none"> • Complete 2-year formative assessment project with third group of three districts to develop and evaluation formative assessments 	<ul style="list-style-type: none"> • ODE-CCA, LEAs, external experts
<ul style="list-style-type: none"> • Align new standards to college-entrance requirements and educator preparation program standards 	<ul style="list-style-type: none"> • ODE-CCA, OBR, LEAs

(B)(3) PERFORMANCE MEASURES

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Percent of teachers accessing newly revised standards and associated curriculum supports online	NA	25%	55%	100%	100%
Percent of teachers in participating districts and charter schools participating in at least one standards awareness or professional development program on new standards	NA	50%	75%	100%	100%
Percent of teachers in participating districts and charter schools accessing assessment data banks online	NA	NA	NA	50%	100%

RATIONALE:

The new standards will be available to districts and charter schools only online. Access to the new standards to modify local curricula and plan for the implementation of the new standards in 2013-2014 is required for all teachers.

All teachers will need an introduction to the new standards. ODE will provide this introduction through regional meetings and webcasts that can be accessed by individuals or groups of teachers at any time during the transition years.

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

US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING

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

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

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

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

Evidence:

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

Recommended maximum response length: Two pages

OHIO'S NARRATIVE RESPONSE TO (C)(1) IS FOUND ON PAGES C1-1 - C1-4.
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.

(C)(1) Fully Implementing a Statewide Longitudinal Data System

Ohio Reform Conditions

Ohio has been very aggressive in developing and implementing a technology infrastructure that collects and tracks education data and provides essential data tools to educators across the State. Recognizing that a longitudinal data system is essential to complementing the array of education reforms proposed through legislation and RttT, Ohio is committed to fully complying with the America COMPETES Act (ACA); enhancing the breadth of data available to stakeholders in the Statewide Longitudinal Data System (SLDS); and simplifying and improving accessibility of data for all constituents to enable research, inform instruction, and create data-informed policy.

Ohio is committed to the continuous improvement of its SLDS. Ohio's SLDS stores demographic and certification data for 126,479 teachers, including teaching assignments and course codes; 1,736,329 students; and 116,187 full-time employees (FTEs). It also includes data on 3,686 educational facilities. In December 2009, the Ohio General Assembly took the critical step necessary to enable Ohio's SLDS to meet the final Data Quality Campaign (DQC) element and to fully meet all of the elements of the ACA. Amended Substitute House Bill 290 (HB290) passed by the 128th Ohio General Assembly on December 17, 2009 (Appendix C.1.1) removed the legislative restrictions that had historically prohibited sharing the P-12 unique statewide student identifier (SSID) with higher education, and had thereby prevented the linkage of P-12 student data with postsecondary student data. HB 290 enables the use of the P-12 SSID by higher education and allows the establishment of a P-20 longitudinal data repository to inform economic stakeholders on workforce trends. The legislation allows the State Superintendent of Public Instruction and the Chancellor of the Board of Regents to enter into agreements to use the repository for research and analysis designed to evaluate the effectiveness of programs and services, to measure progress against specific strategic planning goals, and for any other purposes in accordance with FERPA and State law. In addition, teachers and all school districts and charter schools in the state will have access to these data.

Ohio's SLDS currently meets ten of the twelve ACA elements. With the passage of this groundbreaking legislation, *Ohio has a plan in place to fully meet all ACA elements by 2012* as demonstrated in Table C-1 and maintain leadership in SLDS. The system investments contained in Ohio's recently awarded ARRA SLDS grant (System Diagrams are provided in

Appendix C.1.2) and the Improve Access to Student Data project plan outlined in (C)(2) of this proposal will help meet these goals. Appendix C.1.3 includes a diagram illustrating how the *Value-Added* and *Improve Access to Student Data* projects outlined in (C)(2) integrate with the Instructional Improvement System proposed as a component of the Personalize Learning Through Formative Instruction project in (C)(3) and Ohio's SLDS, including identifying the expected funding sources for the various components. Ultimately, all districts, charter schools, and STEM schools will have access. Using this database, Ohio will identify and assist at-risk students, maximize preparedness of students for college or the workforce, and provide the tools and data for informed decision-making, thus improving education for every student in the State. Districts and schools will use the data to inform staffing, professional development, teacher leaders, content development, and human resource activities.

Evidence

Ohio has made monumental strides over the past several years to expand upon its P-20 data system and to become a national leader in SLDS. Evidence of Ohio's leadership in SLDS development includes the following:

- The DQC 2009 report on the 10 Essential Elements of a High Quality Longitudinal Data System, in which Ohio is recognized for meeting 9 of the 10 essential elements (The DQC 2009 Annual Survey Update and State Progress Report is provided in Appendix C.1.4.) *Ohio is one of only 14 states with this distinction.* Ohio has all the necessary preconditions in place for meeting the 10th element in 2012.
- The State Higher Education Executive Officers (SHEEO) 15 Characteristics of an Ideal Postsecondary Data System in which Ohio is recognized for meeting 12 of 15 characteristics. (The SHEEO results are provided in Appendix C.1.4.)
- Ohio's receipt of three competitive grants from the US Department of Education's Institute of Education Sciences, including receipt of the ARRA SLDS grant, totaling almost \$13.7 million dollars since 2006. These grants enable the expansion and improvement of the SLDS and the implementation of an e-transcript system and electronic sharing of data based upon the internationally recognized Schools Interoperability Framework (SIF), including student records, between all school districts and charter schools to inform instruction in an efficient and effective manner. The sharing of student records will cover the students

currently enrolled in the State’s public education system. (The SLDS grant abstracts are provided in Appendix C.1.5 and Appendix C.1.6, and Appendix C.1.7.)

Ohio has gained a national reputation for advancing reforms. Indicative of this are three examples which exemplify our work in the area of data collection and management.

- Ohio’s selection by the Bill and Melinda Gates Foundation to participate in a project with the Center for Education Leadership and Technology (CELT) and four other states (Arkansas, Florida, Georgia, and Louisiana) to develop and implement a best-practice definition of “teacher-of-record” and a standard process for linking and validating teacher-to-student data (The Project Abstract is provided in Appendix C.1.8).
- Ohio’s selection by the Bill and Melinda Gates Foundation to partner with Florida in a project with CELT to gather and develop requirements for an Instructional Improvement System that streamlines existing data tools, integrates with existing systems and is based upon best practices. (The Project Abstract is provided in Appendix C.1.9.)
- Ohio’s recognition as a Laureate by the Computerworld Honors Program for its publicly available Interactive Local Report Card (iLRC) application.

Table C.1.1. Documentation for Each of the America COMPETES Act Elements

America COMPETES Act Elements	Status	Vision
(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system	Meets	Ohio has a robust unique student identifier system that enables the longitudinal tracking of P-12 student data, including students in charter schools. This system allows Ohio to measure an individual student’s academic progress over time through the use of value-added and growth measures. Ohio plans to expand upon the use of value-added as highlighted in (C)(2) of this proposal. Additionally, with the passage of HB 290, Ohio will expand the use of the P-12 identifier to higher education.
(2) Student-level enrollment, demographic, and program participation information	Meets	Student-level enrollment, demographic, and program participation information is currently collected for public preschool and special education through grade 12 and postsecondary education. These data coupled with other student-level data collected—including discipline information—enable Ohio to create non-academic risk factor reports for its schools.
(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs	Meets	P-16 student information is available on student exit, transfer, dropout and completion. This information allows for the calculation of valuable statistics such as cohort graduation rates.
(4) The capacity to communicate with higher-education data systems	Planned	HB 290 allows the use of a unique statewide student identifier when sharing data between P-12 and higher education. Ohio’s implementation plan- to utilize the unique identifier coupled with the use of internationally recognized data standards SIF and PESC for the development of an e-transcript system- is an outcome in the ARRA SLDS grant that was recently awarded. This will provide the capacity for P-12 data systems to communicate with higher-education data systems.

America COMPETES Act Elements	Status	Vision
(5) A State data audit system assessing data quality, validity, and reliability	Meets	The Ohio Revised Code and the Ohio Administrative Code require ODE to monitor the accuracy, completeness and timeliness of data submitted by school districts. The Data Integrity System is based upon a progressive approach that requires sanctions ranging from corrective action plans, to temporary withholding of funds, to permanent loss of funds, to audits and to loss of license or certificate if a good faith effort to correct the data is not made. Districts may be sanctioned for reporting incomplete or inaccurate data, failing to report data in a timely manner or not making a good faith effort to report as required. Additionally, a formal Information Security program exists within ODE and includes a structured data classification process to ensure that the confidentiality, integrity and availability of the data are protected.
(6) Yearly test records of individual students with respect to assessments under Section 1111(b) of the ESEA (20 U.S.C. 6311(b))	Meets	These data are contained in Ohio's SLDS and serve as a basis for the calculation of value-added and growth measures.
(7) Information on students not tested by grade and subject	Meets	These data are contained in Ohio's SLDS.
(8) A teacher identifier system with the ability to match teachers to students	Meets	The quality and validity of these data in the SLDS will be improved as part of the Bill and Melinda Gates Foundation/CELT project referenced above. Ohio's plan to complete this implementation is provided in (C)(2) of this proposal.
(9) Student-level transcript information, including information on courses completed and grades earned	Meets	These data are contained in Ohio's SLDS with grades earned being added to the SLDS in 2011-2012. Ohio is implementing an electronic exchange of student records, including student transcript information, as part of its 2009 SLDS grant award. Ohio will implement an electronic transcript (e-transcript) system to share high school transcripts with higher education as part of its ARRA SLDS grant.
(10) Student-level college readiness test scores	Meets	Ohio's SLDS currently contains college readiness test scores for all students attending public schools and charter schools.
(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Meets	The existing postsecondary data system includes the remediation rate for recent graduates of Ohio high schools, student success rates for universities and 2-year schools including 6-year bachelor's degree completion rate for universities and 3-year degree completion, transfer, retention rate for 2-year schools. From employment data matches, the data system can also identify in-state retention of graduates and first-year earnings for associate and bachelor's degree recipients separately. A sample report of in-state retention and employment analysis is provided in Appendix C.1.9.
(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Planned	HB 290 enables the creation of a P-20 data repository and Ohio's ARRA SLDS grant includes a plan that will integrate the postsecondary data into the repository, facilitating analysis of alignment of P-12 preparation for success in postsecondary education.

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

US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING

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

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.⁵

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

Recommended maximum response length: Two pages

OHIO'S NARRATIVE RESPONSE TO (C)(2) IS FOUND ON PAGES C2-1 - C2-11.
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.

⁵ Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

(C)(2) Accessing and Using State Data

Ohio Reform Plan

Ohio's RttT strategy is focused on student success, which will result from a seamless alignment of rigorous standards and new assessments coupled with effective uses of reliable data. Ohio's education reform plan enacted in legislation (HB 1) and incorporated into our RttT strategy relies on educators having access to accurate and reliable data from which they can make informed decisions about policies, instruction, professional development, student growth, instructional effectiveness, resource acquisition, and human capital. Preparing all students to be college-ready and life-prepared requires a system that measures individual student progress; makes accurate data broadly available to all stakeholders, including parents, students, teachers, administrators, community members, unions, researchers and policymakers; and engages stakeholders throughout the entire process. *The use of student growth data is really a game-changer given an environment of increasing public scrutiny and heightened accountability.* Recognizing that change is difficult, it is important to engage educators and stakeholders in a discourse about the importance of accurately reporting and utilizing reliable data in productive ways. Thus, it is essential that data have accuracy for credibility. To accomplish this, Ohio is building on its partnership with Battelle for Kids, a trusted organization in the effective use of accurate data to improve student achievement. Our partnership will ensure that data is used appropriately and that it is communicated in meaningful ways to all stakeholders.

Ohio is pursuing reforms in two key areas: improving access to reliable data and expanding value-added statewide. When fully implemented, Ohio's SLDS will allow for personalized instruction, increased understanding of effective instructional strategies, overall effectiveness and deepened accountability at all levels of the system. Ohio will build upon its current robust SLDS to create a system in which data access drives stakeholder engagement and informs a cycle of continuous improvement decision-making.

- For students this means having information that helps them to track their progress and show when their efforts all pay off.
- For teachers, this means being able to make informed decisions about their instruction and in the design of effective interventions.

- For principals, this means being able to engage in meaningful conversations with teachers about student growth and to make meaningful decisions about staffing, resource allocations, programs, and services.
- For district leaders, this means being able to communicate effectively to the public about student progress, to design a budget with student learning driving resource allocation, and to engage with principals about accountability for student success.
- For parents, this means having a more informed sense of their child’s progress and being able to engage in a deeper conversation about their role in the learning process.
- For the community, this means having a better accountability system in place that measures student growth and aligns it with the citizens’ investment.

Ohio’s Foundation for Success

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

- **Strong SLDS Platform and System Integration Vision.** Ohio already has a highly developed SLDS system that collects a wealth of data, together with a robust set of tools that provide access to parents, teachers, building and district administrators, stakeholders, researchers, and policymakers. The data system supports a dynamic report card system for districts and parents, a data-driven decision framework for districts in turnaround school situations, and a tool entitled Data Driven Decisions for Academic Achievement (D3A2) for teachers that enables the construction of personalized learning plans based on student achievement. For a complete list of Ohio’s existing set of web-based tools see Appendix C.2.1 and Appendix C.2.2.

Ohio permits credit flexibility, allowing for more diverse methods of learning that do not require specific seat time requirements. Ohio collects data on interactive distance learning, online instruction, and education travel, as well as other variations of learning. Ohio’s data system is being expanded to collect more detailed information on credit flexibility (i.e., types of experiences for which students receive credits) to allow the additional analysis of the effects these instructional methods have on student performance and to serve as a repository of practices that districts and charter schools can replicate. Oftentimes, credit flexibility engages students in real-world learning experiences which better prepares them for college and careers.

- **Momentum Grant.** Ohio’s participation in the Gates Foundation Momentum Grant (Appendix C.1.9) project will enable the preliminary process requirements for an Instructional Improvement System (IIS) and integration of data tools to begin in June 2010.
- **Conditions for Robust P-12/Higher Education Data Integration.** Recently enacted HB 290 removes the legal barriers that previously prohibited Ohio from linking its SLDS to the State’s higher education system, paving the way for a fully comprehensive data infrastructure. Other grant applications are being leveraged to support this work. This activity will strengthen the entire P-20 data into one fully integrated system.
- **Student Teacher Linkage Systems.** Ohio is working in partnership with the Center for Educational Leadership and Technology (CELТ) and five other states through a grant funded by the Gates Foundation to document a series of recommendations that will define best practices for the State’s Student Teacher Data Linkage system and to initiate an early adopter project with three districts, including one large urban district. This project is described in Appendix C.1.8 Battelle for Kids, a national leader in value-added data analysis, utilizes a system for linking students to teachers and includes a process for teachers to validate the data. Forty-one school districts in Ohio are currently using the system. The system interfaces with ODE’s Education Management Information System (EMIS) data. Ohio will couple the CELТ recommendations with the proven practices already implemented by the Battelle for Kids system to create a model that other states can replicate. To inform this work and develop a system to replicate across states, Ohio will convene a webinar for adjacent states to begin this partnership.
- **Statewide Value-Added System.** Ohio is a leader in building a statewide infrastructure that currently provides a value-added system to all districts and charter schools in the state, including value-added reports for students at a school and district level based on data available in the SLDS. In addition, districts and charter schools have the option to utilize the value-added system provided by Battelle for Kids that provides value-added analysis at the student level by subject area. There are currently 41 districts, representing 275 schools, receiving over 5,000 of these individual reports by student and subject. As RttT moves value-added across all grade levels and content areas, it will be greatly informed by Battelle’s work.

- **Linkage to Workforce Data.** Currently, the Ohio Board of Regents matches records in the State's Higher Education Information (HEI) system, as well as the state's data systems for tracking Adult Basic Education activity and Adult Career-Technical Education activity with wage-record workforce data from the Ohio Department of Jobs and Family Services. This matching work is used to generate a variety of analyses and reports which further informs the work of the Ohio Board of Regents. Use of the P-12 student identifier system by higher education institutions will allow Ohio to link student data from P-12 to higher education to the workforce, which is a centerpiece in the University System of Ohio's Strategic Plan (Appendix C.2.3; Appendix C.2.4 contains a sample report).
- **Standards Based Electronic Records Exchange.** Ohio ensures that student data can be shared electronically in an efficient and secure manner to inform instruction and decision-making by education stakeholders. Utilizing its 2006 SLDS grant, Ohio is improving upon its data sharing process between districts and charter schools and the State through the use of the internationally standardized School Interoperability Framework (SIF). Building upon this framework, Ohio is utilizing its 2009 SLDS grant to develop and implement an electronic records exchange among school districts and will utilize its recently awarded ARRA SLDS grant to implement an e-transcript system that will enable electronic sharing of data between P-12 and higher education. Ohio's higher education system already utilizes an electronic system, the Articulation and Transfer Clearinghouse (ATC), which facilitates the exchange of electronic transcripts among Ohio's state-assisted higher education institutions utilizing Postsecondary Electronic Standards Council (PESC) standards.
- **Fiscal Benchmarking Capabilities.** Ohio is a leader in the collection and use of robust financial data on a school district level. Beginning in 2006, ODE and the Governor's Office partnered on a financial data pilot project to explore how district-by-district comparison data can be used to inform budgetary decisions and encourage the efficient and effective use of taxpayer resources. HB 1 requires that the State provide district level fiscal benchmark reports beginning in June 2010. The fiscal benchmarking reports will facilitate informed public discourse regarding effective resource allocations and ignite thoughtful conversations about how school districts can target scarce public resources for the most efficient use in the classrooms while remaining focused on advancing student achievement. The reports will be published on the ODE website and will provide the ability to compare districts' accurate fiscal

data, along with county and statewide averages. As this project evolves, the next phase will determine how this information can be used to improve operations and inform local and state level policy development.

- **Transparency in Financial Reporting.** HB 1 calls for the creation of the **PA**thway to Student Success (PASS) form, which is an instrument that details funding information for all of the components of the Evidence Based Funding Model (EBM), Ohio’s new school funding formula. One of the overarching themes of HB 1 is financial transparency, data-informed decision-making, and an emphasis on using data to inform public discourse regarding resource allocation and deployment. The new law requires that the PASS form “be available to the public in a format understandable to the average citizen.” After extensive stakeholder reviews conducted in the summer and fall of 2009, ODE began using the PASS form in October 2009.
- **College and Career Readiness Policy Institute (CCRPI) Initiative.** Ohio has formed a cross agency workgroup as part of the College and Career Readiness Policy Institute (CCRPI) initiative. The Longitudinal Data Working Group addresses policy issues around longitudinal data systems and identifies key college and career readiness goals and identify what data is necessary to support the measurement of those goals. It also promotes the improvement of the state’s performance with regard to those goals. The list of questions is included in Appendix C.2.5.
- **State Policies and Guidelines on Family and Community Engagement.** Ohio HB 1 requires that every school district develop a Family and Civic Engagement Team that includes representatives from businesses, community organizations and parents. These teams are required to develop an annual plan and make recommendations to their local board that address both the academic and non-academic needs of students. Ohio will leverage these teams to identify the needs of these stakeholder groups in the design and development of data systems.
- **SAS Partnership for Value-Added Data.** Since 2006, ODE has worked in close partnership with SAS, Inc. to assure valid and reliable use of a value-added data metric for accountability and school improvement. Relying on the SAS Multivariate Response Model (MRM), Ohio has incorporated a value-added measure in its school and district ratings since 2008. Starting with the 2009 ratings, Ohio was given permission from the US Department of Education to

incorporate a SAS-developed method to project student achievement as part of the Adequate Yearly Progress (AYP) computation. This computational foundation, coupled with the diagnostic reports from SAS (Ohio EVAAS), provides Ohio with a strong foundation to expand its value-added capacity to include measures of high school progress and teacher level value-added data.

- **Consolidated Continuous Improvement Planning (CCIP) Application.** For Ohio school districts, the Consolidated Continuous Improvement Planning (CCIP) application is a web-based online tool designed to promote best practices in planning for school improvement; simplify, automate and consolidate the application process for state and federal grants; link grant funds to specific strategies and actions within the school improvement plan; accelerate the process by which districts utilize cash based on grant awards; and improve public access to district improvement plans.

Goal

Ohio will ensure that quality data is available to monitor student progress, that educators have ready access to reliable data that will inform decisions and policy development, and that professional development will increase educators' knowledge and use of data.

Approach

As aggressive as Ohio has been in its implementation of an integrated data system, it recognizes that it must continue its progress in earnest. Deliberate actions will ensure that Ohio's education system is fully meshed with a robust and reliable SLDS. Driving stakeholder engagement through data access requires that the relevant data sets exist, that appropriate means of access are provided, and that training, communication and engagement strategies are developed and implemented strategically to translate awareness into action. Ohio will address these requirements by completing its SLDS system with P-20 linkages and enhancing and streamlining its robust set of data access and analysis tools. Ohio's RttT plan will significantly extend the State's existing commitment to use data for continuous improvement decision-making. Most importantly, it is clear that Ohio will ensure that students' achievement test scores are not the only measure of school and district effectiveness and that data will be used in a more student-centered fashion to inform and promote targeted differentiated instruction, which is sensitive to the needs of students. In addition, Ohio is committed to simplifying access, reporting

mechanisms and linkages to ensure significantly increased use of value-added data by educators at all levels of the system.

In particular, the State will inform instructional improvement decisions through a Statewide roll out of value-added data reporting at the classroom level, improve management and resource allocation by extending the Consolidated Continuous Improvement Planning tool, and augment data-driven policy research through its new Education Research Center (see Section (C)(3) for details).

The result of the work proposed in this section and in (C)(3) will enable Ohio to provide the right data to the right people at the right time, including diagnostic reports on individual students, early warning system reports to identify at-risk students, and readiness reports on students’ preparedness at each transitional stage as they progress through the educational system from early childhood all the way through college and into the workforce.

Key Activities

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

The goals of the Improve Access to Student Data project are to reinforce our SLDS by creating P-20 linkages, and to improve the ease and expertise with which this data is accessed and interpreted by all constituent groups. This RttT investment is critical to provide the foundation for data-driven decision-making and remove obstacles to the use of data by all stakeholders including teachers in districts, and charter and STEM schools throughout the State. Specific activities are described below.

1. Extend Statewide Longitudinal Data System

Ohio will expand upon the existing Statewide Student Identifier (SSID) system to include higher-education students, enabling Ohio’s SLDS to meet all America COMPETES

IMPROVE ACCESS TO STUDENT DATA		REINFORCE
<i>Budget:</i>	\$4.1 million / 2% of total	<i>Project Home:</i> C2
<i>Accountability:</i>	Chief Information Officer	<i>Integrates with:</i> All
<i>Scope and purpose:</i> Ohio will expand its longitudinal data system to be fully compliant with the America COMPETES Act and provide more complete and easier access to reliable longitudinal data for all stakeholders.		
<i>Management's top execution question:</i> What evidence do we have that increased access to student data is improving student success?		
For detailed activities, timelines and responsible parties, please refer to budget .		

Act elements and meaningfully increase the breadth of data available through the system. This work will provide tremendous benefits to primary and secondary education as well as higher education. Analyses will be performed that identify course-taking patterns that support college readiness. Higher education will be better able to identify criteria that lead to college success – thereby allowing more effective outreach and enrollment strategies to reach more students. These strategies will contribute to Ohio's goal to increase higher education enrollment by 230,000 by 2017. The State will also expand its SLDS Data Warehouse to include additional, early-learning data, thereby making this information available to decision-makers and stakeholders for the first time while maintaining compliance with FERPA. Finally, the SLDS system architecture will be enhanced to support the significant increase in usage that is expected to result from the improvements described in this project.

2. Improve Access and Usability

To increase the usability of Ohio's available data tools, the State will simplify data access by developing a series of web portals, with single sign-on capabilities, designed for specific constituent groups. Additionally, the existing data tools the state provides, including the *Ohio Success* website and D3A2, will be analyzed to determine where redundant functionality exists. Consolidation will follow, where applicable, to reduce confusion and improve user experience.

These data tools and access to the SLDS will be integrated into the Instructional Improvement System (IIS) proposed in (C)(3) of this proposal. Appendix C.1.3 provides a diagram highlighting how the various tools and system functionality will be integrated for access through web portals. Ohio is partnering with Florida and CELT, in a project funded by a Gates Foundation Momentum Grant, to gather input from stakeholders on the requirements and specifications for an IIS, including recommendations and requirements for streamlining the existing data tools. A formal governance structure for Ohio's SLDS and associated tools will be implemented and will include a stakeholder committee comprised of representatives from various organizations such as: Ohio Parent Teacher Association, Ohio School Boards Association (OSBA), Ohio Educational Service Center Association (OESCA), Buckeye Association of School Administrators (BASA), Ohio Association of School Business Officials (OASBO), Association of EMIS Professionals, Ohio Board of Regents, Ohio Academic Resource Network (OARnet), universities, community colleges, Information Technology

Centers, the Ohio Education Technology Commission (eTech), classroom teachers, family and community members, and the Ohio Department of Jobs and Family Services.

The goal of the Expand Value-Added Statewide project is to aggressively accelerate value-added student growth reporting at the classroom level, which will annually place accurate and credible value-added student growth reports into every eligible teacher’s hands for 4th through 8th grade math and reading. These reports will assist in continuous instructional improvement, identify effectiveness of instructional practices and programs,

EXPAND VALUE ADDED STATEWIDE		ACCELERATE	
<i>Budget:</i>	\$14.1 million / 7% of total	<i>Project Home:</i>	C2
<i>Accountability:</i>	Executive Director, Policy and Accountability	<i>Integrates with:</i>	C3, D2, D3, D5, E2
<i>Scope and purpose:</i> Ohio will accelerate value-added reporting to reach all 4 th -8 th grade math and reading teachers for continuous instructional improvement and growth-based accountability.			
<i>Management's top execution question:</i> How are we supporting teachers and leaders to use value-added data to influence student success?			
For detailed activities, timelines and responsible parties, please refer to budget .			

measure student growth while setting the stage for more robust teacher evaluations across grade levels, and inform critical decisions in the areas of resource allocation, policy, and human resources. This initiative will expand the availability of these reports to the 17,402 math and 21,533 reading teachers in 4th through 8th grade in Ohio. Specific activities are described below.

3. Develop Accurate Student-Teacher Linkages

Ohio is partnering with the Bill and Melinda Gates Foundation, the Center for Educational Leadership and Technology (CELТ) and a consortia of five other states as part of the Teacher Student Data Link (TSDL) grant to develop a standard state education agency process for tracking student-teacher linkages. As part of this initiative, ODE and representatives from three LEAs (including a large urban LEA) and two regional Information Technology Centers have participated in an extensive interview process to understand the existing system architecture and the current business processes related to linking students to teachers. As a result of this collaborative, a set of recommended action steps and best practices have been developed. Over the next several months, ODE and its stakeholders will collaborate with the other four states involved in the project. Subsequently, the three Ohio districts will be participating as early adopters in moving forward with the recommendations. The State’s implementation of the resulting best-practice approach will reduce its long-term reliance on third-party partners. Prior to a roll-out of the State’s enhanced student-teacher linkage system in 2013, Ohio will rely on the

expansion of an existing third-party provider to develop electronic and accurate student-teacher data linkages.

4. Collect and Analyze Data

ODE will contract with an external provider to conduct value-added analysis and produce teacher reports. These reports are currently delivered annually to just over 7% of eligible teachers. Through our aggressive proposal, Ohio will increase that coverage to 100% of eligible teachers, including those in charter schools, by 2014. Additionally, the system will provide a “print function” that allows a teacher to create a student specific report with customized “explanations” that the teacher can provide to the parent. Such information will be very informative during parent-teacher conferences, for example, as teachers and parents work collaboratively to boost student achievement. Ohio will work with districts to ensure that student data is provided to stakeholders in, at a minimum, the two most common ESL languages spoken in Ohio. In cases where translation is not available, ODE will work with districts to ensure that interpreters are available to stakeholders and/or translated documents are available to families.

5. Develop and Deliver Effective and Consistent Professional Development

In order to realize our goal, Ohio recognizes the importance of having educators develop a high level of comfort and familiarity in the effective use of data. These skills and knowledge demand high quality and consistent professional development. Professional development must always meet the needs of its audience and ensure that educators are growing in these skills as their use of data increases. ODE will contract with a third-party to develop and deliver professional development to educators statewide. Recognizing that educators have different levels of experience in student growth data, professional development will be differentiated by depth and scope. It is recognized that educators’ familiarity with and ease in using data will grow over time. This focus on gaining a deep knowledge of value-added analysis will assist teachers and principals to effectively use data in decision-making. This training will be delivered via a train-the-trainer model by leveraging ESCs in the State’s 16 regions, and will be supplemented through the third party’s online value-added courses, electronic modules and learning management system.

6. Create and Implement Communications Plans and Change Management Plans

A local-level communications plan will be developed and implemented to increase understanding of the effective and productive use of value-added information. The

communication plan will include strategies around advocacy and public relations, Web content and portal design, family engagement and community outreach.

Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Party
Complete by December 2011	
<ul style="list-style-type: none"> Assign SSIDs to all students, including Higher Education 	ODE/OBR/Higher Ed Institutions
<ul style="list-style-type: none"> Provide classroom level value added reports to 30% of all eligible teachers 	ODE/External Provider
Complete by December 2012	
<ul style="list-style-type: none"> Consolidate existing data tools for ease of use 	ODE
<ul style="list-style-type: none"> Add Early Learning data to SLDS Data Warehouse 	ODE
<ul style="list-style-type: none"> Provide classroom level value-added reports to 60% of all eligible teachers 	ODE/External Provider
<ul style="list-style-type: none"> Web portals in place for all stakeholders 	ODE
Complete by December 2013	
<ul style="list-style-type: none"> ODE-enhanced, student-teacher linkage system complete 	ODE
<ul style="list-style-type: none"> Provide classroom level value-added reports to 100% of all eligible teachers 	ODE/External Provider
Complete by December of 2014	
<ul style="list-style-type: none"> Provide classroom level value-added reports to 100% of all eligible teachers 	ODE/External Provider

(C)(2) PERFORMANCE MEASURES

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

<p>Performance Measures</p> <p>Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.</p>	<p>Actual Data: Baseline (Current school year or most recent)</p>	<p>End of SY 2010-2011</p>	<p>End of SY 2011-2012</p>	<p>End of SY 2012-2013</p>	<p>End of SY 2013-2014</p>
<p>Value-added reports will be generated for the following percentage of eligible teachers in the state (those who teach reading and mathematics in grades 4 through 8)</p>	<p>7%</p>	<p>30%</p>	<p>60%</p>	<p>100%</p>	<p>100%</p>

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

US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING

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

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

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

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

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

Recommended maximum response length: Five pages

OHIO'S NARRATIVE RESPONSE TO (C)(3) IS FOUND ON PAGES C3-1 - C3-10.
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.

(C)(3) Using Data to Improve Instruction

Ohio Reform Plan

An increasing demand for accountability in education has caused a tremendous shift in practices being employed in schools. *The increasing use of data to inform and improve instruction is causing significant changes in philosophy and practices.* The use of accurate and reliable data can be a powerful change agent in strengthening instruction to enhance achievement for all of Ohio's students. Ohio is committed to personalizing instruction for every child in every classroom every day. In order to accomplish this aggressive goal, it is imperative to design a system upon which educators rely for accurate data to plan for the needs of their students. A greater reliance on value-added data will ensure that decisions about school improvement strategies and student learning are guided by accuracy. As schools seek ways to firmly entrench teacher collaboration into daily routines, a greater reliance on value-added data will become the norm. Principals will be better able to engage in deeper conversations about student progress with teachers and all can challenge assumptions about student learning and explore promising practices that meet needs as evidenced by disaggregated data. Professional learning communities will become stronger as educators discuss student work, student progress and coach one another to enhance instruction. This network is especially critical for educators in Ohio's low-performing schools as they tackle the challenges of turnaround.

Ohio's Foundation for Success

Ohio has a long history of using student academic performance data to inform decision-making at the teacher, principal, administrator, and stakeholder levels regarding targeted instruction and resource allocation. The current systems in place and number of districts using student data provide a solid foundation for expanded efforts and greater impact on students statewide.

Early Adopters of Instructional Improvement Systems (IIS) and Data

Analytical Tools. IISs are technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement. Today, roughly 30% of Ohio's school districts and charter schools have an instructional improvement system or elements of an instructional improvement system in place and more than 2,300 teachers are engaged in high-quality, formative assessment professional development. Best-practice tools and professional

development exist in the State today, but they are not accessed equitably across the State. ODE is committed to leveraging these best practices so that every district and charter school has ready access to them. The following are specific examples of early adopters of components of an IIS:

- The D3A2 system, provided by ODE, is used by teachers to customize instruction based on student performance on state-wide assessments. These align to a bank of curriculum resources developed by a variety of educational content providers. Special education teachers use these data and tools to customize instruction for their students. Several regional Information Technology Centers (ITCs) are working with their affiliated districts to expand upon the D3A2 infrastructure to create additional dashboard views of both real-time data and longitudinal data for both operational and instructional purposes. They are currently piloting a Classroom Assessment Module (CAM) that provides teachers with a comprehensive tool to build summative assessments that are tied to the state academic content standards. The resulting data will be combined with the State assessment data in the teacher dashboard. More than 200 school districts have participated in the development and field testing of D3A2. See Appendix C.3.1 for screen shots of this tool.
- The largest district in the State, Columbus City Schools, has worked in partnership with Nationwide Insurance to develop the All-School Improvement Plan (ASIP) system that enables the use of academic achievement data at the district, school and teacher levels. These data are organized in a manner that facilitates the identification of priority areas for improvement and is especially critical for schools in turnaround status. Once the school personnel identify and articulate their high priority challenges, the system allows the user to select specific evidence-based strategies to address each challenge. The school personnel then develop an implementation plan for the strategies selected and track the implementation of those plans. The process is complete when new achievement scores populate the system and school personnel are able to see if the strategies employed led to improved academic performance. Nationwide Insurance has invested over \$3 million since May 2005 on the tool for Columbus City Schools. Nationwide Insurance will continue to maintain an annual operating budget of about \$700,000 for the next 3 years to sustain the tool. This program will be shared with other districts to demonstrate the power of data use in classroom and instructional improvement systems to improve student achievement. Columbus teachers will share their expertise in the effective use of data with teachers in low-performing schools.

Established Statewide Longitudinal Data System (SLDS), Accompanying Data Tools and Electronic Content Repository. With an established SLDS already in place, leadership in value-added data usage at the teacher and principal levels, and a best-practice formative instruction model, Ohio is a national leader in this work and is well positioned to expand the use of the SLDS. Using RttT funds and building from work that has been accomplished and continues to deepen, every teacher and administrator will be equipped with the technology to make informed instructional decisions at the student, building, and district levels and to provide formative educational analytics in every classroom. As part of Ohio’s D3A2 tool, a repository of electronic educational content resources aligned to the academic content standards is available. Teachers can analyze longitudinal student performance data and then, with a click of a button, be directed to the appropriate online resources based upon the student needs reflected in the analyzed data. Educational entities in Ohio are partnering in a 10-state effort to apply for an i3 validation grant, *K12 Creative Collections*, to develop and centralize a collection of rich digital media assets created *by educators for educators* and students to support 21st century learning. The powerful network created across states in this initiative will redefine teacher collaboration and create a powerful professional learning community.

Regional Technology Support System, Technology Infrastructure and Internet Connectivity. Ohio has a regional support system of Information Technology Centers that provide core data processing services and technology services to districts and charter schools in Ohio and are part of a statewide network. Ohio has an ongoing commitment of state dollars to support internet connectivity—including Internet 2 access—to its districts and charter schools. Additionally, a collaborative of nonprofit and for-profit entities in Ohio is applying for ARRA funds to expand internet access to the entire Ohio community and to establish public computer centers. If successful, this would enable access to computers and the internet—including data reports and other educational content resources—to parents and community members who currently do not have access. The power of a 24/7 access system cannot be overstated.

Expertise and Experience in High Quality Professional Development. Ohio is home to Battelle for Kids, a national non-profit organization that has an international reputation for its work on the effective use of reliable data to improve instruction, and is a strong partner of ODE. Battelle for Kids utilizes a system for linking students to teachers and includes a process for teachers to validate the data. Forty-one school districts in Ohio currently use the system, which

interfaces with ODE’s Education Management Information System (EMIS) data. Battelle for Kids has established proven practices to improve instruction through formative assessments and has delivered strategies to advance teacher effectiveness based on strong, empirical support. This organization has worked with more than 7,000 Ohio educators on formative assessment strategies. Battelle for Kids emphasizes practices over tools, processes over products, and analysis over best guesses. These professional development programs continue to be strengthened for their adaptation to any instructional improvement system and context.

STEM Learning Network Partnership. The Ohio STEM Learning Network (OSLN) is an initiative that connects and unites the STEM education assets in the state and provides a forum to share the work. Its overarching goal is to provide a STEM innovation and knowledge network engaging all of Ohio’s formal and informal educational assets, from preschool through college, to continuously improve STEM curriculum, instruction, assessment, teacher quality, leadership and community engagement. Ohio will leverage the Ohio STEM Learning Network in its efforts to personalize instruction through the use of data and technology. OSLN promotes a systems-engineering approach to teaching and learning that is embodied by the use of instructional improvement systems and the practice of formative instruction.

Political Commitment. The Ohio legislature recently passed HB 290 permitting linkages between the K-12 and higher education data systems. *There are no legislative barriers to accelerating the progress with our statewide longitudinal data system.* The Superintendent of Public Instruction and the Chancellor have the statutory authority to authorize research, analysis, and evaluation using Ohio’s P-20 data repository, in accordance with FERPA, thus supporting a comprehensive P-20 system.

Momentum Grant. As part of a grant funded by the Gates Foundation, Ohio is partnering with the Center for Education Leadership and Technology (CELT) and the Florida Department of Education over the next nine months to identify and define best-practice instructional improvement systems and related professional development. In addition, Ohio will use student-growth measures to identify a group of districts and/or charter schools that are using best-practice, instructional improvement systems, and formative instruction in the classroom. Using a proof-of-practice, field-based, peer-to-peer approach, Ohio and its partners will define the “gold standard” in instructional improvement systems, particularly related to low-achieving contexts. This “Momentum Grant” will provide Ohio with the baseline functionality and system

requirements necessary for the development of a “best practice” instructional improvement system and will provide Ohio with the momentum to move more quickly on the implementation of its RttT projects.

Goal

Ohio will expand upon and leverage its existing statewide longitudinal data system and associated data tools to develop a comprehensive integrated system that allows user-friendly access to various data analysis and reporting capabilities. An Education Research Center (ERC) will be developed by September 2011 to analyze and conduct research. A web portal enabling access to P-20 longitudinal education data analysis and reporting functionality, including value-added student growth reporting, will be one of the key components integrated into a fully functional instructional improvement system as defined in the RttT guidelines.

Approach

In partnership with districts and 23 regional Information Technology Centers, Ohio will put the right tools in the right hands, with focused professional development and supports, to ensure that data is being used where the child is every day. Teachers, principals, administrators, and other stakeholders will benefit from professional development support to use the value-added data for decision-making (as referenced in (B)(3)). The goal of Ohio’s comprehensive instructional improvement system is to provide timely information regarding student achievement to all interested parties, as well as to provide tools to assist in each student’s education. This includes the student, all teachers who are participating in that student’s education, administrators and the student’s parents.

A teacher will be able to view data elements for *each of the students sitting in his/her classroom on any given day*. This will include demographic, attendance, and achievement data across time, including value-added data analysis. The system will use both state summative and formative assessment results to identify the areas in which the student needs the most assistance and to identify areas of growth and progress. The teacher will have the ability to create individualized curriculum for each student, provide supportive learning materials, resources, web content, and other tools directly tied to the areas in which the student needs the most help. Additionally, formative and summative assessments will be tied directly to the provided materials in order to best assess the learning activities in relation to the goals for the student. Teachers will set goals and track their students’ progress through the curriculum and be able to

trend, over time, the progress each student is making by using the assessment scores. The system will send warnings if individual students are not making expected progress in any given area as well as if a student's attendance hits a defined threshold.

Students will be able to view their own progress across time and easily identify the areas in which they need additional work or assistance. Positive reinforcement will be provided when they have reached a goal set by their teacher. They will be able to access the tools and materials identified by their teacher as being the most beneficial to them. Students will be taught how to gauge their learning progressions as they become more familiar with the formative and summative assessments that are tied directly to the work in which they are engaged. These capabilities enable the customization of instruction for ALL students—including those in the lowest performing subgroups—and will allow the teaching and learning process to become personalized. Such critical work will definitely enhance education for all of Ohio's students and assist in the priority of closing of the achievement gap in Ohio districts and charter schools.

In Ohio's continuing quest to engage principals as active partners in the learning process and function as instructional leaders, principals will have access to aggregate data regarding the progress of the school's students by classrooms, as well as information on the methods of instruction and assessments being used in classrooms. They will also have access to early warning reports or notifications when progress goals are not being met. This availability of data to principals will help to inform their conversations with teachers about academic achievement in relation to the school's goals. Superintendents, in turn, will be able to use student data to assess the progress of a school and to develop a district with accountability system for student learning

A parent will be able view their child's information and have access to the instructional resources and tools that have been assigned to their child so that they can participate in their child's education. They will receive notification if their child's attendance or progress dips below a defined level. For homes without internet access, districts and communities make provisions for parents to utilize computer labs especially through the Ohio library system. Such an integrated systemic approach to the use of accurate and reliable data will better inform parent teacher conferences as they become partners in the learning process.

Ohio's RttT project, Personalize Learning through Formative Instruction, will provide the basis for data-driven instruction in Ohio. Formative instruction is instruction that is based on rigorous state standards coupled with formative assessments, with constant adjustments made

throughout the learning progression based on individual student progress. Ohio will accelerate the use of data as demonstrated in the timelines, milestones, and responsibilities in Table C.3 below, to improve instruction by providing an instructional improvement system, as well as critical professional development, available to any district and charter school in the state. This initiative has the potential to reach over 120,000 classroom teachers and all of Ohio’s students.

A second component of Ohio’s plan is to launch an Education Research

Center (ERC) to orchestrate pertinent research on promising practices and impart the findings to stakeholders across Ohio to inform data-based decisions for Ohio’s students and inform broader policy initiatives. The initial work of the ERC will focus on the needs of the Ohio’s persistently low-achieving schools. Through initial action research in and with these districts and schools, the ERC will ensure that these schools will have their unique needs addressed. The ERC will also develop a series of benchmarks in order to evaluate the work of these struggling schools. This monitoring and assessment process is necessary in order to make adjustments within the continuous improvement process so that districts and schools do not merely hope for great results.

Activities

The creation of a State-level, web-based instructional improvement system will provide formative instruction capability to districts and charter schools and will disseminate the new standards, together with aligned assessments and instructional supports. Related professional development will enable every educator in the state to translate the new standards into effective instructional practices. Specific relevant activities include the following:

1. Ohio will Create a State Standard Instructional Improvement System

This system will be available to any district or charter school in the State. The State standard instructional improvement system will include, but not be limited to, the following key

PERSONALIZE LEARNING THROUGH FORMATIVE INSTRUCTION		ACCELERATE	
<i>Budget:</i>	\$24.8 million / 13% of total	<i>Project Home:</i>	C3
<i>Accountability:</i>	Associate Superintendent, Center for Curriculum and Assessment	<i>Integrates with:</i>	B3, C2, D3, D5, E2, P2
<i>Scope and purpose:</i> Ohio will provide a state standard instructional improvement system and formative instruction professional development to improve student-centered policy and practice.			
<i>Management's top execution question:</i> How do we encourage teachers and leaders to adopt the tools and utilize data to inform the teaching and learning process and increase student success?			
For detailed activities, timelines and responsible parties, please refer to budget .			

components: online access to electronic curriculum, resources and tools aligned to the revised standards; curriculum customization for differentiated instruction; online formative assessments; data-analysis capabilities, and early-warning indicators for teachers, administrators, parents, and students.

2. Ohio Will Develop and Make Available Formative Instruction Professional Development

This will be made available to all teachers in the State. In concert with practicing educators, Ohio will develop 56 professional development modules (one module per grade per subject area) that combine content and formative assessment training for teachers. Each module will focus on one important concept per grade to model for teachers how to (1) engage students deeply in the content they are to learn; (2) infuse formative assessments throughout instruction to probe for student thinking and knowledge acquisition; and (3) modify instruction based on the information gleaned from the formative probes. The professional development will be delivered to teachers in a blended face-to-face and online system. In addition, the online components will be accessible for just-in-time professional development by individual teachers or groups. Ohio teacher preparation programs will be engaged in this work so that they can better prepare future teachers and ensure they gain a better understanding of using data to craft instruction. Ohio will contract with an external evaluator to provide formative and summative feedback on the effectiveness of the modules.

3. Ohio Will Support Information Technology Centers (ITCS), Districts, and Charter Schools in Rolling Out the State Standard Instructional Improvement System and Associated Professional Development

ODE will work with ITCs, school districts and charter schools to build a culture of responsiveness and capacity. Where the technology does not currently exist, Ohio's instructional improvement system will provide teachers with classroom tools that can enhance teacher productivity and increase their ability to personalize instruction for individual students.

4. Ohio will Develop and Activate a New Education Research Center

The ERC in partnership with a state university or other partners will ensure that data from instructional improvement systems, together with data from the Statewide Longitudinal Data System, are available and accessible to researchers, in accordance with the Family Educational Rights and Privacy Act (FERPA) (Appendix C.3.2). The ERC will be managed by a third-party partner with the capacity to connect and develop key data and research audiences and experts

around issues of data collection, reporting, analysis, and instructional design. The primary research agenda of the ERC will be on data and accessibility related to the effectiveness of instructional materials, strategies, resources and approaches for educating different subgroups of students (e.g., students with disabilities, English language learners, students in poverty, rural and urban students, and students in persistently low achieving schools). College and career readiness and STEM capability will also be important research themes for the Center. The ERC will amplify, accelerate, and incentivize research on high-leverage problems embedded in everyday practices. It will encourage researchers, policymakers, and practitioners to work in close and open collaboration on data systems tied to specific improvement problems. For example, knowing and applying what works in turning around struggling schools will be considered a priority problem of practice that demands focused and timely research. ODE has a variety of mechanisms in place that allow various appropriate data audiences access to student-level data to conduct more granular analysis including analysis down to the item levels of the state tests. The ERC will facilitate ease of access to such usable data by various stakeholders—and for purposes of policy development and evaluation to drive improvement of practice. Ohio will establish an oversight group for the ERC to ensure alignment between state-wide achievement and college and career readiness goals, RttT priorities and projects, STEM, and the research agenda. This research agenda will be refined with input from a broad range of stakeholders and data users, including school districts and charter schools, institutions of higher education, educators, philanthropic groups, professional associations, policymakers, and legislators. ODE, OBR, and the College and Career Ready Policy Institute (CCRPI) have already developed a set of key research questions aligned to student progress and achievement from preschool through college that will serve to inform the research agenda (Appendix C.2.5). Additionally, the ERC will help Ohio remain connected to research being conducted by other states, as well as pertinent national and international research. The ERC has the potential for creating networks of professional learning communities across states. By the third year of the RttT grant period, ODE will convene a group of potential partners through its connections with the Council of Chief State School Officers to explore multi-state research initiatives and opportunities for collaboration.

Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Party
Complete by December 2011	
<ul style="list-style-type: none"> • Complete vendor selection for formative instruction professional development, delivered to 12% of all teachers 	ODE
<ul style="list-style-type: none"> • Design instructional improvement system and select vendor 	ODE/External Provider
<ul style="list-style-type: none"> • Contract Educational Research Center management, establish network foundation 	ODE/OBR
Complete by December 2012	
<ul style="list-style-type: none"> • Deliver formative instruction professional development to 25% of all teachers 	ODE/External Provider
<ul style="list-style-type: none"> • Implement instructional improvement system 	ODE/External Provider
<ul style="list-style-type: none"> • Educational Research Center operational, issue first grants 	ODE/OBR
Complete by December 2013	
<ul style="list-style-type: none"> • Deliver formative instruction professional development to 45% of all teachers 	ODE/External Provider
<ul style="list-style-type: none"> • Instructional improvement system available to all 	ODE/External Provider
Complete by December of 2014	
<ul style="list-style-type: none"> • Deliver formative instruction professional development to 70% of all teachers 	ODE/External Provider

(C)(3) PERFORMANCE MEASURES

<p>PERFORMANCE MEASURES</p> <p>Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.</p>	<p>Actual Data: Baseline (Current school year or most recent)</p>	<p>End of SY 2010-2011</p>	<p>End of SY 2011-2012</p>	<p>End of SY 2012-2013</p>	<p>End of SY 2013-2014</p>
<p>Participating districts and charter schools with instructional improvement systems</p>	<p>20%</p>	<p>30%</p>	<p>30%</p>	<p>50%</p>	<p>100%</p>
<p>Percent of teachers in participating school districts and charter schools who have completed a formative instruction professional development module including face-to-face and online components</p>	<p>NA</p>	<p>5%</p>	<p>15%</p>	<p>60%</p>	<p>90%</p>
<p>Percent of teachers in participating school districts and charter schools who have completed at least one component of the online formative instruction professional development</p>	<p>NA</p>	<p>10%</p>	<p>25%</p>	<p>45%</p>	<p>70%</p>

SECTION (D)(1):

Providing High-Quality Pathways for Aspiring Teachers and Principals

US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS

FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING

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

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

The extent to which the State has—

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

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

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

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes

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

(as described in the alternative route to certification definition in this notice).

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

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

Recommended maximum response length: Two pages

OHIO’S NARRATIVE RESPONSE TO (D)(1) IS FOUND ON PAGES D1-1 – D1-8.

APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE

(D)(1) Providing High-Quality Pathways for Aspiring Teachers and Principals

Ohio Reform Conditions

There is no more important activity we can undertake for Ohio's children than to ensure that every classroom has a high-quality teacher. Recognizing that dedication to Ohio's children extends beyond the walls of a teacher preparation program, Ohio is committed to providing high-quality alternative pathways to attract talented teachers and principals and secure them in Ohio classrooms.

With RttT support, Ohio will leverage and scale best practices for staffing schools with effective teachers and principals through alternative pathways. To increase the supply of effective teachers in the State's hard-to-staff subjects and specialty areas, RttT funds will be used to support three effective nontraditional preparation programs: Teach Ohio, the Woodrow Wilson Foundation Fellowship Program, and the Turnaround Principal and Teacher Leader programs. (See (D)(3)(ii) for more details.) Ohio will also seek to partner with Teach for America, The New Teacher Project, and other national programs.

Ohio currently has provisions in place for alternative routes to certification, has alternative routes to certification in use, and has a process for managing teacher and principal shortages.

(D)(1)(i) Legal, Statutory, or Regulatory Provisions That Allow Alternative Routes to Certification (as Defined in this Notice) for Teachers and Principals, Particularly Routes that allow for Providers in Addition to Institutions of Higher Education

Approach

Even prior to RttT, HB 1 instituted legal, statutory, and regulatory provisions that expand alternative pathways, as long as they meet rigorous standards, as evidenced in Table D.1.1 below. Ohio has in place four alternative pathways to licensure and, additionally, the Credential Review Board (CRB), which facilitates the licensing and review process for alternative pathways.

Evidence

Table D.1.1. Evidence for Ohio's Alternative Licensure Pathways for Teachers and Principals

Ohio's Alternative Pathways for Teachers and Principals	
Ohio Licensure	Supporting Legislation
1. Alternative Educator License (AEL)	ORC 3319.26 (statute) OAC 3301-24-10 (rule)
2. Alternative Principal License (APL)	ORC 3319.27 (statute) OAC 3301-24-11 (rule)
3. Provisional STEM License (PSL)	ORC 3319.28 (statute) OAC 3301-24-15 (rule)
4. Route B Career-Technical Licensure Pathway (RBCL)	OAC 3301-24-05 (D)(7)(b) (rule)
5. Credential Review Board (CRB)	ORC 3319.65 (statute)

See Appendix D.1.1 for full description of statutes/rules.

(D)(1)(ii) Alternative Routes to Certification (as Defined in this Notice) That are in Use

Approach

Ohio's *proven track record* includes successful implementation of the following four alternative licensure pathways and an administrative structure which allow candidates to meet the State's teacher and principal licensure requirements through (1) institutions of higher education (IHEs) *and* other providers who operate independently of IHEs, and (2) a variety of ways *other than or in addition to* coursework.

Alternative Educator License (AEL). The AEL pathway is available to knowledge-expert candidates who hold a bachelor's degree and who *either* have completed a 30-semester-hour or 45-quarter-hour major in the subject to be taught with a minimum GPA of 2.5 *or* who have extensive successful work experience in the subject to be taught. Prospective teachers who meet the selectivity criteria for the AEL are required to successfully complete the teacher licensure exam (Praxis II) in the content area to be taught, and to participate in pre-service teacher professional development focusing on instructional pedagogy, differentiated teaching methods, effective use of data, and student engagement. While teaching under the AEL, these teachers participate in a structured mentoring program to gain knowledge of the State standards, instructional resources, technology integration, effective use of student data, and classroom management.

Alternative Principal License (APL). The APL pathway is available to candidates who hold a bachelor's degree, have a cumulative GPA of at least 3.0, and have five years of documented successful work experience in education, management, or administration. Prospective candidates who meet the APL selectivity criteria are required to develop a personal learning plan that incorporates training and professional development in critical areas including continuous improvement planning, instructional leadership, collaboration, parent and community

engagement, and school operations and resources, which may be delivered by providers operating independently from IHEs. APL candidates take the appropriate Praxis II test for administrators and follow their personal learning plan.

Provisional STEM License (PSL). The PSL pathway is available to knowledge-expert candidates who hold a bachelor's degree in a field related to the subject to be taught and who pass an examination in the subject area to be taught. The PSL pathway is designed for professionals in STEM fields who seek to enter the teaching profession. A central component of the PSL is the structured apprenticeship program that is provided by either an education service center or teacher preparation institution in partnership with the employing STEM school established under Chapter 3326 of the Ohio Revised Code. The program provides high-quality mentoring and induction, observations followed by continuous feedback on instructional strategies, and discussions about methods for fostering and measuring student learning. STEM teachers are encouraged to share their content expertise with educator colleagues to enhance these subjects within their respective schools.

Route B Career-Technical Licensure (RBCL) Pathway. The RBCL pathway is available for knowledge-expert candidates whose background and expertise in a career-technical field serves as a basis of qualification for a teaching license. Candidates for this license are required to demonstrate at least five years of recent full-time work experience or the equivalent in their career field. Following completion of an intensive career-technical teacher preparation workshop or institute, candidates are licensed to teach for two–four years while they complete additional teacher training requirements and a teacher induction program, resulting in eligibility for a professional teaching license. Ohio's RBCL pathway is critical to ensuring that Ohio is a leader in global competitiveness, that all students are prepared to be successful in further education and careers, and that Ohio workforce development efforts are reflective of 21st century workplace readiness knowledge and skills.

Credential Review Board. The CRB, comprising representatives from education, businesses, and community partners, works with ODE to ascertain whether or not an individual's application for an alternative route to licensure should be honored if the applicant does not meet the requirements addressed in items 1–4 above. This Board, which is established in Statute provides one or more avenues for individuals to pursue an alternative pathway. An essential part of this process is consideration of a candidate's experiences and accomplishments, professional-

development work completed through non-university-based providers, and other indicators of knowledge and experience that may serve as a basis for meeting alternative licensure requirements. The work of the CRB is critical to supporting Ohio’s policy goal of making sure high-quality candidates are recruited through alternative routes, particularly in the areas of world languages, science, and special education.

Activities

In July 2009, Ohio reinforced its support of alternative pathways into the profession with the passage of groundbreaking educational reform legislation included in HB 1. This bill requires the State to begin issuing, starting January 2011, a four-year Alternative Resident Educator License for grades 4–12 (replacing the current two-year license) and a four-year Resident Educator License (for teachers graduating from traditional preparation programs). This change provides a parallel structure to both licenses and ensures that all new educators, *regardless of pathway*, receive intensive support to enhance and accelerate their repertoire of practices in their first years of teaching; it also facilitates comprehensive evaluations that inform decisions about retention, dismissal, and advancement to a five-year professional licenses. Candidates for the Alternative Resident Educator License will participate in an Intensive Pedagogical Training Institute (IPTI) prior to being licensed, which will provide instruction in the principles and practices of teaching. The IPTI will be conducted by various types of qualified providers, including both IHEs and others operating independently from IHEs. To date, each of these pathways discussed are in use; educator participation in each for school year (SY) 2008–2009 is given in Table D.1.2.

Evidence

Table D.1.2. Evidence for Educator Participation in In-Use Alternative Pathways to Certification

Education Participation, SY 2008–2009	State	AEL	APL	PSL	RBCL	CRB
Number of teachers who successfully completed the program		395		0*	1,072	141
Number of principals who successfully completed the program			80			
Number of teachers certified statewide	9,004					
Number of principals certified statewide	852					

** To date, the PSL has not been issued to any teacher because the STEM schools have been able to staff their programs with teachers who either already hold or who are able to obtain one of the many other types of teaching licenses that Ohio issues. The provisional educator license for STEM school teachers is a license that is available to STEM school teachers; the license is issued at the request of an employing STEM school to any prospective teacher who meets the requirements for the license.*

Ohio’s current alternative pathways to licensure—AEL, APL, PSL, RBCL and CRB—align with the five components of the Federal definition for alternative routes as demonstrated in Table D.1.3. (See Appendix D.1.2 for a detailed description of elements of Ohio’s alternative pathways). *Upon completion of an alternate pathway, a teacher receives the same certification as one who pursues a traditional certification route.*

Table D.1.3. Ohio’s Current Alternative Licensure Pathways Align with the RttT Definition

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

Note: See Appendix D.1.2 for more detailed description of elements of Ohio’s alternative pathways.

(D)(1)(iii) A Process for Monitoring, Evaluating, and Identifying Areas of Teacher and Principal Shortage and for Preparing Teachers and Principals to Fill These Areas of Shortage

Approach

Ohio’s alternative pathways into the profession are market-driven and designed to optimize the supply of high-quality teachers and principals in areas in Ohio where they are lacking. Statewide data from a variety of reports consistently demonstrate that Ohio needs an increased supply of teachers in the subject areas of math, science, special education, foreign languages, and English as a Second Language (ESL) programs, particularly in the State’s low-achieving schools. In addition, the State Board of Education increased the graduation requirements in math and science to include a more rigorous curriculum that prepares students for college math and science courses, which further stresses the talent pool in these areas. The state has strategies in place to address the growing need for high-school-licensed math and laboratory-based science teachers resulting from this change in high school curriculum and graduation requirements. (See the discussion on Preparing Teachers and Principals to Fill Areas of Shortage in the Activities section below.)

Ohio submits its teacher shortage areas annually to the US Department of Education to designate subject shortage areas. Ohio recipients of federally-funded scholarships, loans, and grants (e.g., TEACH Grant recipients and Paul Douglas Teacher Scholarship recipients) fulfill teaching obligations or receive loan forgiveness for teaching in one of the State's designated subject area shortages. The reports identified below inform the methodology Ohio uses to determine the State's annual subject area shortages for the US Department of Education. Each of these reports will inform Ohio RtT strategies in increasing the number of effective teachers and principals and ensuring an equitable distribution of these across the State.

Activities

Ohio has a multi-faceted process in place to monitor, evaluate, and identify areas of teacher and principal shortages and for preparing educators to fill those shortage areas. This process includes the use of data from the following reports:

Monitor, Evaluate, and Identify Areas of Teacher and Principal Shortage

Monitor Areas of Teacher and Principal Shortage. The Ohio Teacher Supply and Demand Report captures data for the State's teacher supply and retirement projections, and also highlights teacher mobility and attrition data by subject area. Data are used to analyze the factors that influence why teachers move in and out of school positions and how staffing needs are influenced by shifts in district enrollments.

Evaluate and Identify Areas of Teacher and Principal Shortage. The Ohio Teacher Supply and Demand Report tracks teacher mobility and attrition over time and identifies employment patterns for teachers in specific subject areas. The report provides data on the number and percentage of teachers by subject area who left teaching or moved to a different school district between 2001 and 2007. For mathematics, 7.47% left while 11.35% moved. For science, 7.12% left, while 9.15% moved; for foreign language, 2.88% left, while 3.96% moved. The report also showed that 30,998 (31%) of the teachers teaching in 2001 left by 2007, while 5,779 (6%) teachers teaching in 2001 moved by 2007.

Web-Based Recruitment System Summative Data

Monitor Areas of Teacher and Principal Shortage. Ohio's Web-Based Recruiting System (WBRS) is an interactive tool that matches prospective applicants with school district vacancies in the State, creating a link between market needs and available talent. School districts access applicant data in WBRS in order to find teacher and principal candidates to fill their

needs. In particular, WBRs serves as a useful recruitment tool for rural districts and other districts with limited recruitment resources. The system generates summative data such as the number of posted vacancies by subject area and the number of online applications posted by qualified candidates (by subject and license type). Data are used to analyze patterns and trends in district vacancy needs on a state and regional level.

Evaluate and Identify Areas of Teacher and Principal Shortage. For three consecutive years, the WBRs Summative Data report indicated that the highest vacancy rate reported by districts was in special education (25.9% in 2007; 27.4% in 2008; and 24.9% in 2009). The report also showed an increase in the percentage of math vacancies reported by local school districts (9.8% in 2007; 9.8% in 2008; and 10.4% in 2009). The percentage of science vacancies has consistently remained at approximately 11% all three years.

Teacher Shortage Index

Monitor Areas of Teacher and Principal Shortage. Ohio's Teacher Shortage Index (TSI) identifies—through an index score based on three years of Teacher Licensure, Highly Qualified Teacher (HQT), and Properly Certified Teacher data—the subject areas in which Ohio is facing shortages.

Evaluate and Identify Areas of Teacher and Principal Shortage. The 2009-2010 TSI identified math, science, ESL, special education, and foreign language among the State's subject area shortages.

Ohio is committed to continuously monitoring, evaluating, and identifying teacher and principal supply and demand gaps. As part of the RttT, Improve Access to Student Data Project described in (C)(2), Ohio will upgrade its recruitment system to improve the quality of data on subject area hiring needs across the State, expand its longitudinal data system to include measures that identify distribution patterns of effective and highly effective teachers and principals, and monitor the distribution of teachers and principals as part of a larger accountability system.

Preparing Teachers and Principals to Fill Areas of Shortage

Over the past decade, Ohio has used the data gleaned from the reports outlined above to address teacher and principal shortages in hard-to-staff schools and high-need subjects. For example, in 2007, the State provided funding for alternative programs that focused on increasing the number of STEM teachers; through this effort, partnerships with the State's

colleges, universities, and Education Service Centers were established to train mid-career professionals to become teachers in the high-need subjects. In addition, the State funded a \$4-million signing bonus program and a \$2.5-million loan forgiveness program that provided incentives for up to 400 new teachers to teach high-need subjects in hard-to-staff schools, programs which were instrumental in addressing student achievement gap issues and school turnaround reforms.

In FY 2008-2009, the legislature appropriated \$1.5 million to support initiatives to build teacher capacity in the Ohio Core program. Seven Education Service Centers (ESCs) were awarded the funds and prepared approximately 150 high-quality educators and mid-career professionals to meet the increased demand for teachers as a result of the rigorous Ohio Core Curriculum. Ohio's Project ASPIRE (**A**pprenticeships **S**upported by **P**artnerships for **I**nnovation and **R**eform in **E**ducation), a federally funded Teacher Quality Partnership, empowers teachers with deep content knowledge and skills to support the learning of *all* children, with an emphasis on children in urban and rural areas, children with special needs, and English Language Learners (ELL). The project engages innovative partners at The Ohio State University, Columbus City Schools, and the Columbus community to create guided apprenticeships that support the preparation of new and prospective teachers at both the undergraduate and graduate levels, and continuing support across the critical first three years of a teacher's career.

Such work will inform Ohio's RttT strategy as the State continues to invest in and deepen its talent pool, which is critical to student success.

SECTION (D)(2):

IMPROVING TEACHER AND PRINCIPAL EFFECTIVENESS BASED ON PERFORMANCE (58 POINTS)

US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS

FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING

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

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

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*

- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*

- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and

- (iv) Use these evaluations, at a minimum, to inform decisions regarding—*(28 points)*

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

- (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
- (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
- (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
- (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

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

Recommended maximum response length: Ten pages

**OHIO’S NARRATIVE RESPONSE TO (D)(2) IS FOUND ON PAGES D 2-1 – D 2-22.
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

(D)(2) Improving Teacher and Principal Effectiveness Based on Performance

Ohio Reform Conditions

Ohio is committed to advancing student achievement which is dependent upon the quality of educators in every school and classroom. At the core of Ohio's reform plan is the fundamental belief that the quality of the teacher is the single most important school factor in determining student success. Ohio enjoys a successful partnership with Harvard University's Anrig Professor of Educational Leadership, Richard Elmore, whose research guides the practices of many Ohio schools and is focused on the premise: "*The relationship of the teacher and the student in the presence of content must be at the center of efforts to improve performance.*" Thus, Ohio recognizes its strategy for education reform must be bolstered by developing and supporting the capacity of its educators and building a system of shared responsibility and accountability for student growth. Recognizing that no one measure can account for student growth, Ohio is developing a system of multiple indicators for accountability and improvement.

Ohio's Foundation for Success

Ohio has a history of supporting legislation, partnerships, and innovations at the State and local levels that enable successful implementation of a new human capital management system.

- In 2009, HB 1 created a new, four-tiered licensure system for teachers that bases advanced levels of licensure on multiple measures, including student growth.
- The legislation also created a four-year residency program for all new teachers, extended the tenure review period for teachers to seven years, and called for the collaborative creation of a model-evaluation system that is standards-based, differentiates teacher effectiveness using multiple rating categories, and incorporates student growth measures as a significant factor.
- In 2004, the legislature created the Educator Standards Board, comprised of a majority of teachers in addition to administrators and other education stakeholders. Its charge is to create performance standards for teachers, principals, treasurers, business managers and superintendents. Ohio's standards for teachers are unique in that they differentiate performance across multiple stages of development, from novice to master teacher. All of the standards are being translated into comprehensive performance review processes that will be rolled out statewide.

- Ohio already has created a model principal evaluation system that differentiates effectiveness using multiple rating categories and requires annual evaluations that incorporate measures of student growth as a significant factor. This system is currently in 140 schools and will be expanded through RttT to all participating districts and charter schools.
- Ohio already is developing a model teacher evaluation system, which differentiates effectiveness using multiple rating categories and requires annual evaluations that include student growth as a significant factor. RttT will help this model take root across the State.
- Over 100 districts participate with Battelle for Kids, a national, non-profit organization, to validate and use student growth metrics for teachers, and Ohio is well-positioned to expand this work to all districts Statewide through RttT.
- Four of Ohio’s major urban districts (Columbus, Cincinnati, Cleveland, and Toledo) have created evaluation and compensation systems that incorporate student growth through a State-level \$20 million Teacher Incentive Fund (TIF) grant secured by ODE.
- Ohio has a long history of nationally recognized and well-established Peer Assistance and Review (PAR) programs in Toledo, Cincinnati, and Columbus. Through RttT, these will serve as models for participating districts and charter schools as they craft their programs.
- During this past year, ODE partnered with the New Teacher Center, Ohio Board of Regents, and the Educator Standards Board (ESB) to convene more than 53 Ohio education stakeholders (teachers, administrators, higher education, regional professional development providers) to develop and recommend the program components and requirements for the new Resident Educator Program required in HB 1. ODE also recruited and trained 20 lead trainers in the use of formative assessment tools designed by the New Teacher Center. In turn, the State lead trainers instructed over 4,900 mentors in the use of the New Teacher Center tools and protocols to build the capacity of mentors across Ohio in anticipation of the implementation of the Resident Educator Program in the fall of 2011.
- Over the past five years, districts have worked to align their professional development with the quality standards developed in 2005 by Ohio’s Educator Standards Board. (See Appendix D.2.1.). These standards are consistent with those articulated in RttT, providing professional development that is data-informed, job-embedded, and focused on instructional improvement.

Goal

Through RttT, participating districts and charter schools will design annual performance reviews for teachers and principals that include multiple measures with student growth as a significant factor.

Approach

Ohio will build upon prior experiences and lessons learned to implement performance reviews that will also inform professional development investments at the building and district levels, thereby being more strategic in supporting educators. Through RttT, Ohio's participating districts and charter schools will develop enhanced teacher and principal performance systems that apply knowledge and research of actions highly effective teachers and principals enact to advance student achievement. Ohio will implement clear approaches to measuring teacher performance that accurately link student level data to teachers and principals. Ohio's accountability system already links student achievement and growth data to schools—a necessary factor in determining principal effectiveness. While much effort will be undertaken to raise the level of effectiveness of Ohio's teachers and principals, especially those serving students in our lowest-achieving schools, participating districts and charter schools are committed to dismissing teachers and principals who consistently demonstrate ineffective practices.

Achieving high levels of teacher performance requires a systems approach to human capital management that includes five key elements, as demonstrated in the table below: *preparation; recruitment, hiring and equitable distribution; induction; training and development; and performance management.*

As shown in Figure D.2.1, Ohio's Human Capital Management System is driven by teacher and principal standards, data, accountability for student growth, and effective professional development opportunities. Data from teacher and principal evaluations (effectiveness ratings) will be used by the State, districts and charter schools to inform a range of human capital decisions. At the State level, effectiveness data will inform whether higher education institutions will be permitted to offer teacher and principal preparation programs; the structuring and focus of alternative pathways into the profession; initial and continued licensure of teachers; professional development programs, including job-embedded experiences; and policy decision-making. Data will also inform legislative policy changes and funding

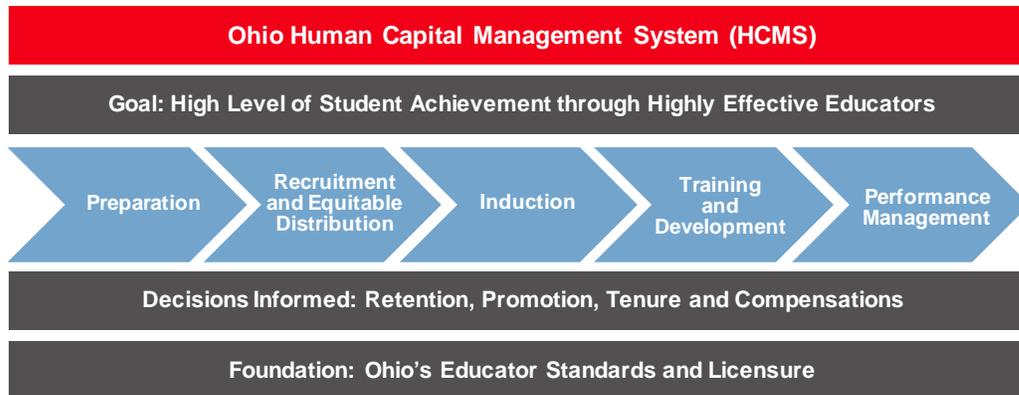


Figure D.2.1. Five Elements of Ohio's Human Capital Management System

RttT2-23

streams. At the district level, teacher and principal performance data will inform decisions on the design of targeted supports and professional development to advance their knowledge and skills as well as the retention, dismissal, tenure and compensation of teachers and principals.

ODE, local districts and their unions have a strong foundation of collaborating effectively to meet Ohio's overarching goal of improving achievement for all students. In signing the RttT MOU, the union president, district superintendent, and school board president of *every* participating school district commit to collaborating to fulfill *every* requirement of RttT. These include (1) adopting a comprehensive evaluation system that encompasses student growth as a significant factor and aligns with criteria established by the State, and (2) conducting annual evaluations of teachers and principals and using the evaluation results in determining professional development, promotion, retention, advancement, tenure, and removal. As an example of the strong commitment of the unions who have signed on to participate in RttT, one teachers' union president wrote on the district's MOU "*consider this a 'Y' – not a 'C'!*" in reference to the requirement that States must enter a "C" in the summary table if it is a collective bargaining state; making it clear that the district and union will work together to do what is necessary to meet program goals. While participating districts and charter schools demonstrated a commitment to participation, the State has been **very clear** in communicating to districts and their unions that if they are unable to fulfill the RttT commitments, they will not be able to continue to participate in the RttT strategy. The State also communicated that it has the right to withhold further funding or request a reimbursement if funds are not utilized to advance the RttT strategy.

Based on this long-standing ability to work collaboratively, Ohio leaders are confident that the participating districts and unions will successfully implement new evaluation systems that meet the RttT criteria. A number of Ohio districts have already tackled these complex issues through their work with the Battelle for Kids value-added initiatives, the Ohio Teacher Incentive Fund (TIF) grant, and long-established programs such as Peer Assistance and Review (PAR). These will serve as strong models of what can be accomplished in this complex arena of work. In addition, 213 participating charter schools have no teachers unions or collective bargaining, and will not need to engage in a collective bargaining process to implement the new required evaluation system. Ohio anticipates its robust professional learning community will be strengthened as districts and schools embrace the possibilities inherent in this intensive work.

Ohio’s two RttT funded projects in the Great Teachers and Leaders assurance area are: (1) Redesign Educator Performance Management Systems, and (2) Support Educators Through Evaluation Results. These projects will accelerate the State’s efforts to transform the quality of teaching and learning taking place in Ohio’s classrooms. Figure D.2.2 depicts how Ohio’s RttT projects will be used to implement a comprehensive human capital management system, along with the performance metrics that will be monitored as the system is implemented.

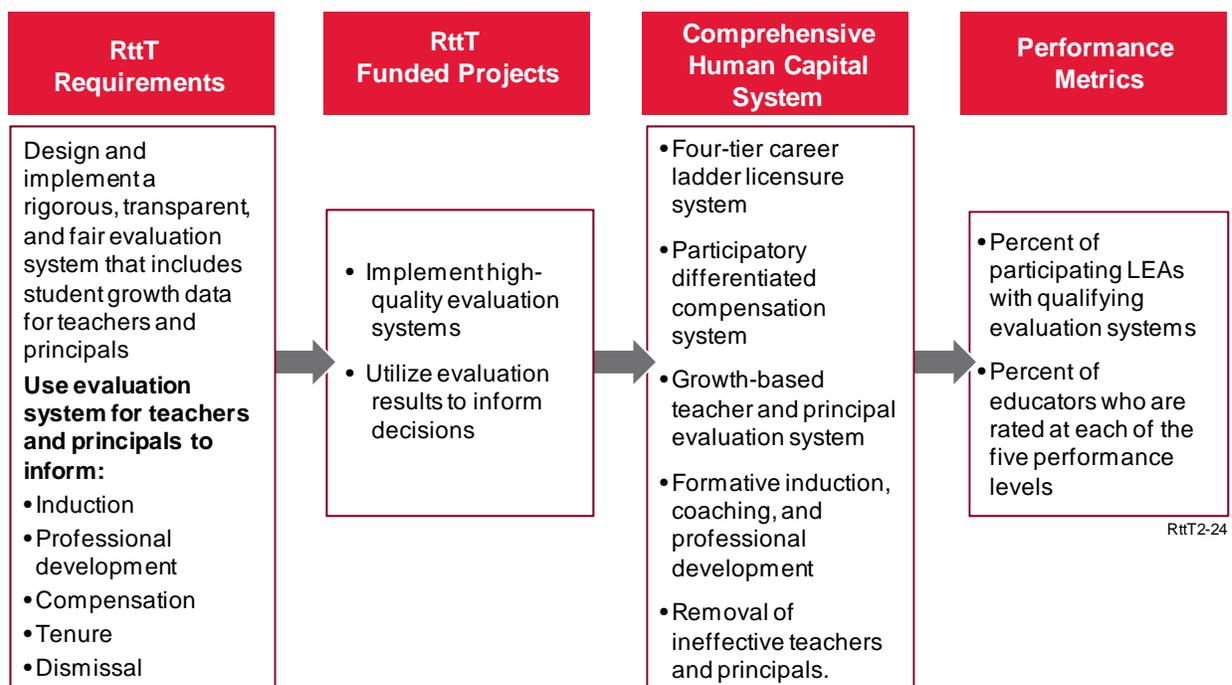


Figure D.2.2. Improving Teacher and Principal Effectiveness by Performance

(D)(2)(i) Establish Clear Approaches to Measuring Student Growth and Measure it for each Individual Student

Ohio has a nation-leading track record of measuring student growth through value-added assessments. For more than eight years, Battelle for Kids, a national non-profit organization based in Columbus, Ohio, has provided comprehensive value-added analysis and professional development to Ohio school districts, with an emphasis on using reliable data as a diagnostic school-improvement tool. Battelle for Kids' *Teachers Connecting Achievement and Progress* (TCAP) initiative focuses on accurately linking annual student growth data to individual teachers, and thus providing substantial professional development, instructional resources, and online courses that focus on the appropriate interpretation of value-added data and its correct use in the framing of school-improvement conversations. To date, nearly 50 districts have participated in TCAP voluntarily and with cost-sharing. In addition, Ohio differentiates school and district performance using student growth measures as part of the existing accountability system. This important feature demonstrates a level of teacher awareness and use of school-wide growth data that is an important foundation for moving to student-level growth data.

Ohio will maximize this success by scaling effective practices across the state. Ohio will provide *every teacher and principal* with annual value-added data specific to his/her classroom and/or school (for more detail see Section (C)(2)). For teachers of students in non-tested grades or subject areas, Ohio will introduce and test the validity of using other measures of student progress such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments during years two and three of the grant. ODE will collaborate with districts, charter schools, teacher unions and State administrators' associations to develop these measures with guidance from national experts. Through a partnership with a non-profit organization such as Battelle for Kids, teachers and principals will be trained in the use of student growth data to differentiate instruction, make informed curriculum choices and instructional strategies, develop intervention strategies, and provide improvement supports. Student growth data will not only inform the identification of strategies to continue to develop educator effectiveness through individual growth plans, but also to inform strategies for school improvement.

(D)(2)(ii) Design and Implement Rigorous, Transparent, and Fair Evaluation Systems for Teachers and Principals that (a) Differentiate Effectiveness Using Multiple Rating Categories that Take Into Account Data on Student Growth as a Significant Factor, and (b) are Designed and Developed with Teacher and Principal Involvement

Every child should have access to effective teachers and every school should be led by an effective principal. Ohio is committed to designing and implementing a teacher and principal evaluation system that involves multiple measures, observation, feedback and a laser-like focus on student achievement. In large urban settings, Ohio has experience through the Ohio Teacher Incentive Fund project in the successful implementation of performance-based human capital systems that define and connect teacher and principal effectiveness with student growth. The Appalachian Collaborative project identified in our RttT plan addresses this same issue in a rural context involving 20 school districts in an unprecedented redesign of human capital development systems. Both initiatives involve teachers and principals significantly in the design and development process. The Appalachian Collaborative, in particular, is a collaborative regional effort to redesign evaluation systems with student growth as a significant component.

Ohio is committed to taking both of these initiatives to a broader and deeper scale. The RttT State Reform Steering Team will monitor carefully the progress of both these two initiatives in order to identify and recommend changes to teacher and principal evaluation based on targeted RttT investments.

Ohio’s project, Redesign Educator Performance Management System, focuses on designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals. Three key activities comprise the State’s plan through RttT to improve teacher and principal effectiveness based on performance: (1) the State will implement and scale the linkage of measures of student growth to principals and individual teachers, as described in (D)(2)(i), (2) participating districts and charter schools

REDESIGN EDUCATOR PERFORMANCE MANAGEMENT SYSTEM		ACCELERATE	
<i>Budget:</i>	\$6.4 million / 3% of total	<i>Project Home:</i>	D2
<i>Accountability:</i>	Associate Superintendent, Center for the Teaching Profession	<i>Integrates with:</i>	D3, D4, D5, E2
<i>Scope and purpose:</i> In collaboration with educators, Ohio will develop and implement rigorous evaluation models in the participating districts and charter schools statewide that incorporate measures of student growth.			
<i>Management's top execution question:</i> How do we advance a model evaluation system that focuses on student success?			
For detailed activities, timelines, and responsible parties, please refer to budget .			

will conduct annual evaluations of teachers and principals in accordance with recently revised state regulations, utilizing an evaluation system that is validated as being aligned to the State model and RttT criteria; and (3) participating districts, charter schools, and the State will increase the reliability of the model evaluation systems for teachers and principals by training and credentialing evaluators. Each of these is explained in more detail in the following (D)(2) sections.

Legislators in Ohio made clear through HB 1 that teacher and principal effectiveness is the primary strategy to ensure increased student achievement. HB 1's emphasis on dramatic change *requires the State Board of Education to adopt credible, comprehensive evaluation models for teachers and principals that include multiple measures of effectiveness including a method for measuring student growth*. Reliable measures of student growth that are accepted as legitimate by educators are a fundamental precondition for achieving the long-term, structural changes to licensure and evaluation systems that Ohio is adopting. Ohio annually analyzes and publicly reports school and district performance using student growth measures as part of the existing accountability system. Ohio has a history of work in linking student growth measures to teachers and principals as a method of determining effectiveness. Through the Ohio Teacher Incentive Fund (TIF), Ohio's four largest districts (Cincinnati, Cleveland, Columbus, and Toledo) are implementing performance-based compensation systems that define and connect teacher and principal effectiveness with student learning and achievement. Over \$8 million has been paid out to teachers and principals as part of Ohio's Teacher Incentive Fund to reward educators for increased student achievement, and some participating schools have moved from a rating of *academic watch* to a rating of *effective*.

Ohio will take these practices to scale and is well positioned to do so. The State's longitudinal data system, its success in utilizing value-added data to measure student growth, and models of success in a significant number of Ohio districts and schools will all serve as springboards for scalability. RttT will accelerate scalability as networks of teachers, principals, and external partners lift up the work of the Educator Standards Board. See Section (D)(2)(iii) for further description of Ohio's model evaluation systems for teachers and principals.

(D)(2)(iii) Conduct Annual Evaluations of Teachers and Principals that Include Timely and Constructive Feedback; as Part of Such Evaluations, Provide Teachers and Principals with Data on Student Growth for Their Students, Classes, and Schools

Through RttT, all participating districts and charter schools will conduct annual evaluations of teachers and principals in accordance with recently revised regulations and using a system of evaluation credentialed by the State.

Principal Evaluation. Ohio has already developed and implemented the Ohio Principal Evaluation System (OPES) with widespread input and participation from teachers and administrators. OPES meets RttT criteria for designing and conducting annual principal evaluations. It is rigorous, transparent, fair, standards-based (*Ohio Standards for Principals, Interstate School Leadership License Consortium*), and incorporates reflection as a key strategy to inform actions and improve practices. Fifty percent of the OPES is based on performance data, including impact on student indicators as demonstrated through value-added scores, student attendance, graduation rates, numbers of suspensions and expulsions, and percent of students in advanced placement classes. The other 50% is based on demonstrated knowledge and skills based on the Ohio Standards for Principals. A performance rubric, as shown below in Table D.3, is tied to the Ohio Standards for Principals and includes indicators that delineate observable behaviors for each of the five standards. The rubric includes multiple rating categories: ineffective, satisfactory, proficient/effective, accomplished/highly effective, distinguished. The sample below illustrates *one element* of the performance rubric.

Ohio Principal Evaluation Performance Rubric (Sample – Standard 2: Instruction). Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students, as demonstrated in Table D.2.1.

Table D.2.1. Principals Support the Implementation of High-quality Standards-based Instruction

	Ineffective	Satisfactory	Proficient/ Effective	Accomplished/ Highly Effective	Distinguished
Element 2.1 Principals ensure the instructional practices are effective and meet the needs of all students.	Knowledge of Instruction				
	Principals have a weak understanding of the district curriculum and are unable to identify strategies to support the learning needs of students in their building. Principals provide limited feedback to teachers on instructional issues and when provided it tends to be general in nature. Principals do not regularly monitor or have data on instructional practices being used in their buildings	Principals monitor the use of varied instructional mentors and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from different backgrounds.	And, principals make systematic and frequent classroom visits to ensure fidelity of implementation of curriculum and effective instructional strategies and provide timely and meaningful feedback on classroom instruction. Principals guide staff in the implementation of research-based instructional practices.	And, principals set aside time for attention to critical instructional issues during the school day. Principals promote the use of additional instructional time outside of the school day as needed. Principals empower and facilitate teachers in designing curriculum and addressing instructional and assessment issues.	And, principals design and develop aligned systems of curriculum, instruction and assessment at the building and district level. Principals lead stakeholders in the process of selecting and adopting school and district improvement initiatives.

Principals receive formative feedback at least twice annually, coupled with coaching sessions with their direct supervisors to provide timely and constructive feedback in support of ongoing development. An annual summative evaluation rates their effectiveness and includes areas of strength that are reinforced as well as documenting opportunities for improvement that inform professional growth plans.

The OPES has been fully implemented in 19 districts and 140 schools across the State. This year, 23 of 56 Regional Education Service Centers have undergone training and credentialing and are working with districts to scale the OPES to additional districts and schools. Through RtT, participating districts and charter schools will adopt the OPES or ensure that their system of principal evaluation is fully aligned with OPES. Beginning in 2010-11, Ohio will collect and publicly report baseline data that includes effectiveness ratings resulting from annual evaluations of principals. It is the goal of RtT that by 2013-14, all participating districts and charter schools will have fully credentialed principal evaluation systems and 90% of principals will be rated as effective, highly effective, or distinguished.

Teacher Evaluation. HB 1 requires the State Board of Education to adopt a model for teacher evaluation that includes the use of student growth as one of multiple measures to determine teacher effectiveness. Learning Point Associates, a national research organization

recognized for work in the area of teacher evaluation, partnered with Ohio this year to lead a group of educators (teachers, teacher unions, principals, superintendents, higher education, regional providers) in the design of a model teacher evaluation system. The writing team has worked iteratively with Ohio’s Educator Standards Board to design system components, elements and features. As is the case with Ohio’s model principal evaluation, the Ohio Teacher Evaluation System (OTES) meets RttT criteria for designing and conducting annual evaluations. OTES is standards-based (*Ohio Standards for Teachers, Interstate New Teacher Assessment and Support Consortium*), requires annual evaluations that include student growth as a significant factor, and differentiates effectiveness using multiple rating categories (ineffective, satisfactory, proficient/effective, accomplished/highly effective, distinguished). OTES also requires timely and constructive feedback that informs assistance to struggling and underperforming teachers through intensive professional development to propel teachers to higher levels; and summative data that informs decisions related to retention, dismissal, tenure, and compensation.

For each of the seven Ohio Teaching Standards, there is a performance rubric, as shown in Table D.4, that has been developed with indicators that describes measurable, observable behaviors (ineffective, satisfactory, proficient/effective, accomplished/highly effective and distinguished performance). In addition to student growth measures, this rubric will rate teacher performance based on evidence collected through structured observations conducted multiple times annually.

OHIO TEACHER EVALUATION PERFORMANCE RUBRIC
(SAMPLE – STANDARD 1: STUDENTS)

Example of expectation: Teachers understand student learning and development, and respect the diversity of the students they teach, as shown in Table D.2.2.

Table D.2.2. Teachers Understand Student Learning and Development

	Ineffective	Satisfactory	Proficient/ Effective	Accomplished/ Highly Effective	Distinguished
Element 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	Knowledge of Human Development				
	Teachers present learning activities using a "one size fits all" approach with no variation for addressing the developmental needs of students. Teachers are unable to articulate the range of learning needs of the students they teach.	Teachers consider individual and group student development (physical, social, emotional and cognitive) in order to design instruction that meets student needs at an appropriate level of development.	AND, Teachers use their knowledge of individual and group development to design short- and long-term academic goals.	AND, Teachers collaborate with colleagues, families/guardians and students to establish and clearly communicate developmentally appropriate and academically challenging goals for each student.	AND, Teachers provide leadership to colleagues on utilizing research on cognitive, social and emotional development to establish goals that are differentiated to meet the needs of each student.

Ohio’s Model Teacher Evaluation System includes:

- Definition of **effective teacher** that includes multiple measures and is evaluated in significant part by acceptable rates of student growth (i.e., *one grade level in an academic year*)
- Definition of **highly effective teacher** that includes multiple measures and is evaluated in significant part by high rates of student growth (i.e., *more than one grade level in an academic year*)
- Annual goal setting process that is data-driven (based on school, grade level, and student data indicators as well as areas of improvement in skills and knowledge) and requires a limited set of clear, focused, measurable objectives
- Formative assessment (minimum of three formative assessments including observation) that captures evidence of teacher performance and impact on student learning and provides timely and constructive feedback, as well as an annual summative evaluation that rates effectiveness across a system of five categories.

The Educator Standards Board will recommend the teacher evaluation system to the State Board of Education in September 2010 for adoption. During 2010–2011, Ohio will conduct validity and reliability studies of the OTES with a range of Ohio districts and charter schools and support a phased-in approach to implementation by identifying early adopter school districts (from RttT participating districts and schools) that will serve to inform statewide impact, scale

and sustainability strategies. RttT will accelerate the use of this performance measure and standard.

Ohio also will implement a software system for teacher and principal evaluations which will facilitate educator performance analysis and inform recommendations around continued employment, dismissal, promotion, tenure, and compensation of educators and to capture data for State-level analysis. In most districts, evaluations are currently completed in paper format. An electronic system will allow schools and districts to maintain complete and accurate records of educator performance and track their growth and development over time. As required in the State Fiscal Stabilization Fund II application, Ohio will require the submission of educator evaluation data aggregated by school, will provide technical assistance to help participating districts and charter schools implement the system, and will provide additional funding for training. Additionally, the State will report the number of highly effective and effective teachers in each district on their respective State report card. This additional information on the State report card will provide parents with additional district data to be better informed about their schools and districts.

Evaluation of New Teachers. Since 2003, Ohio has invested in beginning teachers through high quality induction programs that include intensive support and mentoring coupled with a rigorous performance assessment, Praxis III. As part of HB 1, Ohio will implement a new approach to teacher induction through the four-year *Resident Educator Program*, in collaboration with the Ohio Board of Regents and connected to the State's teacher preparation programs. Beginning teachers (to be known as Resident Educators) will be provided intensive support and coaching from State trained and certified mentors, especially in their beginning years. At the same time, resident educators will undergo rigorous interim assessments three to four times per year against Ohio's Standards for the Teaching Profession. The primary goal of this intensive support and interim assessment is to enable a mentor and the mentee to identify gaps in performance and develop strategies for improvement. One important factor is a feedback loop from the residency program to the teacher preparation programs.

A stakeholder group (practicing teachers, teacher union representatives, principals, superintendents, regional providers and higher education representatives) has been working since fall 2009 to design the requirements and program components for the four-year Resident Educator Program. Summative evaluations of resident educators, employing multiple measures

of performance including student growth, will be conducted annually and, like Ohio's model evaluation system for teachers, it will differentiate performance across five rating categories (ineffective, satisfactory, proficient/effective, accomplished/highly effective, distinguished). Data from both interim and annual summative evaluations will inform targeted coaching and intervention strategies and levels of support for beginning teachers from their mentors.

Beginning teachers who have had opportunities to improve and who continue to be ineffective will be dismissed. By year four of their license, all resident educators must receive a rating of proficient/effective, accomplished/highly effective or distinguished as a condition to advance to a five-year professional license. Ohio is a national leader in creating this system aimed at ensuring that only effective educators remain in the profession.

To ensure the effective and valid evaluation of teachers and principals, Ohio recognizes that evaluators must be supported with comprehensive training. The State has developed and deployed a rigorous system of training and credentialing of educators who evaluate principals. Through RttT, it will design a parallel system of training and credentialing for educators who evaluate teachers for deployment in fall 2010. The Ohio Principal Evaluation System requires that all administrators responsible for evaluating principals complete three full days of in-depth training that includes training on effective goal-setting tied to student data, establishing evidence indicators, conducting formative assessments, coaching, providing constructive feedback that informs targeted professional development, analyzing evidence indicators (including student growth), and using scoring rubrics to calibrate their evaluations to reach summative judgments. To be fully credentialed evaluators, administrators must submit a DVD of a formative assessment/coaching session and documents from a summative evaluation which is reviewed and scored by the state's lead trainers.

Administrators and peer evaluators responsible for evaluating teachers are required to attend the state-developed training and credentialing program beginning in 2010–2011. Training will occur over multiple days and will emphasize:

- Goal setting and appropriate use of data to inform goals.
- Calibration in the use of observation protocols and scoring rubrics.
- Analysis of evidence indicators including student growth.

- Conferencing and feedback strategies that reinforce areas of strength as well as targeted improvement goals.
- Determining effective ratings as part of annual summative evaluations.

Evaluators will be required to submit evidence of evaluations completed which will be reviewed and scored as an audit mechanism by the State’s lead trainers. The Office of Educator Quality (OEQ) at ODE is responsible for overseeing training and credentialing of educators who evaluate teachers and principals. This office has responsibility for gathering qualitative and quantitative data of impact through focus groups and selected audits in order to inform the continuous improvement of training as well as the reliability of implementation. Using RttT funds, the State will develop an online evaluation system for districts and charter schools that will track all details related to teacher and principal evaluations including the documentation and completion of annual goals, completion of observations, student growth and effectiveness ratings.

(D)(2)(iv)(a-d) Using Evaluation Results to Inform Decisions

Ohio’s RttT project, Support Educators Through Evaluation Results, will ensure that effectiveness data from annual teacher and principal evaluations drives decisions about professional development and support, promotion, retention, compensation, tenure, certification, and removal of ineffective teachers. There are four activities that comprise the State’s plan to improve teacher and principal effectiveness based on utilizing the results: (1) supporting and developing teachers and principals (related to RttT criterion (iv)(a)); (2) removing ineffective principals and ineffective non-tenured and tenured teachers (related to RttR criterion (iv)(d)); (3) implementing a newly legislated teacher licensure system that includes student growth as one criterion of license eligibility (related to RttT criterion (iv)(b)), and (4) compensating, promoting and retaining effective educators (related to RttT criterion (iv)(c)).

(a) Developing Teachers and Principals, Including by Providing Relevant Coaching, Induction Support, and/or Professional Development

Student success is the driver for improving the quality of educators in Ohio. Recognizing that educators are at various stages of their careers, from novices to veterans, Ohio will ensure that all educators have support systems to strengthen their practices regardless of their experiences. This is especially critical in our lowest performing schools and in schools with high percentage of minority and poverty students. Additionally, Ohio will partner with universities

SUPPORT EDUCATORS THROUGH EVALUATION RESULTS		INNOVATE	
<i>Budget:</i>	\$9.8 million / 5% of total	<i>Project Home:</i>	D2
<i>Accountability:</i>	Associate Superintendent, Center for the Teaching Profession	<i>Integrates with:</i>	D3, D5
<i>Scope and purpose:</i> Districts and charter schools will leverage evaluation data to meaningfully support all educators, and all beginning teachers will receive intensive supports and coaching through the Residency program.			
<i>Management's top execution question:</i> What are we doing to ensure feedback is personalized, actionable, and connected to student success?			
For detailed activities, timelines, and responsible parties, please refer to budget.			

and colleges to strengthen the types of professional development, mentoring and support structures for all of Ohio's educators.

Supporting and Developing Teachers and Principals. Ohio's model evaluation systems for teachers and principals are designed to support ongoing professional growth over time through the use of multiple formative assessments conducted each year and an annual summative evaluation.

Teachers and principals face many

complex challenges in their roles and need opportunities for further development of their skills and support structures in the first few years of teaching as well as to continue their professional growth when assuming different teaching or leadership assignments. HB 1 requires the State Board of Education to adopt a model **Peer Assistance and Review** (PAR) program to assist teachers who need additional support. Work will commence in fall 2010 and involve educators, including teacher unions, to design and recommend a model program to the State Board. Through RttT, participating districts and charter schools will learn from the three largest urban districts with well-established PAR programs (Toledo, Columbus, and Cincinnati) that have a proven record of success in supporting teacher needs as well as informing retention and dismissal decisions. As a result of the development of a State model, participating districts and charter schools will adopt this model or develop a similar program as a key component of the intensive coaching support provided through their teacher evaluation system. RttT investments will accelerate adoption of PAR programs and support the training of evaluators (administrators and teachers) in the use of the program.

Educators (teachers and principals) who demonstrate ineffective practices will be placed on an individual growth plan that:

- Identifies specific needs and measurable goals for improvement.
- Specifies action plans that include professional development and support, including resources, to accomplish goals.

- Delineates evidence indicators that will be used to benchmark progress.
- Provides timelines for formative assessment and feedback.

(b) Removing Ineffective Tenured and Untenured Teachers and Principals After They Have Had Ample Opportunities to Improve, and Ensuring That Such Decisions are Made Using Rigorous Standards and Streamlined, Transparent, and Fair Procedures

Removing Ineffective Principals and Teachers. Ohio’s new initial license for teachers is a *Resident Educator License*, which requires new teachers to undergo a rigorous annual evaluation and participate in a State mandated four-year induction program. *Beginning teachers who have been provided opportunities to improve and who continue to be ineffective will be removed.* By year four of their license, *all resident educators must receive a rating of proficient/effective, accomplished/highly effective or distinguished as a condition to advance to a five-year professional license.* These performance standards and measurement tools have been referenced in prior sections. HB1 also changed the timing for the granting of tenure (continuing contract) from three to seven years, the longest in the nation. This extended time frame will ensure that Ohio progresses in its quest to ensure effective teachers are in every classroom in Ohio. Additionally, Ohio Revised Code allows superintendents to dismiss tenured teachers. This provision was actually strengthened in HB 1. Additional details are provided in (D)(2)(iv)(c).

(c) Whether to Grant Tenure and/or Full Certification (where applicable) to Teachers and Principals Using Rigorous Standards and Streamlined, Transparent, and Fair Procedures

The tenure review period for teachers in Ohio has been extended from three to seven years (Ohio has no tenure law for principals) as part of HB 1, enacted in July 2009. Ohio will collaborate with teachers’ unions, administrator associations, and school boards to develop guidelines and sound practices for rigorous tenure review and train districts to implement the regulations. Tenure data will be analyzed Statewide to determine patterns and trends and will be reported publicly as part of the comprehensive system of indicators of teacher effectiveness. Significant data that will be emphasized is the number of effective and ineffective teachers and principals in schools serving a high percentage of minority or poverty students. This monitoring will ensure that these schools are not served by ineffective teachers and principals at a disproportionate rate. Figure D.2.3 depicts how teachers in Ohio will be held accountable for

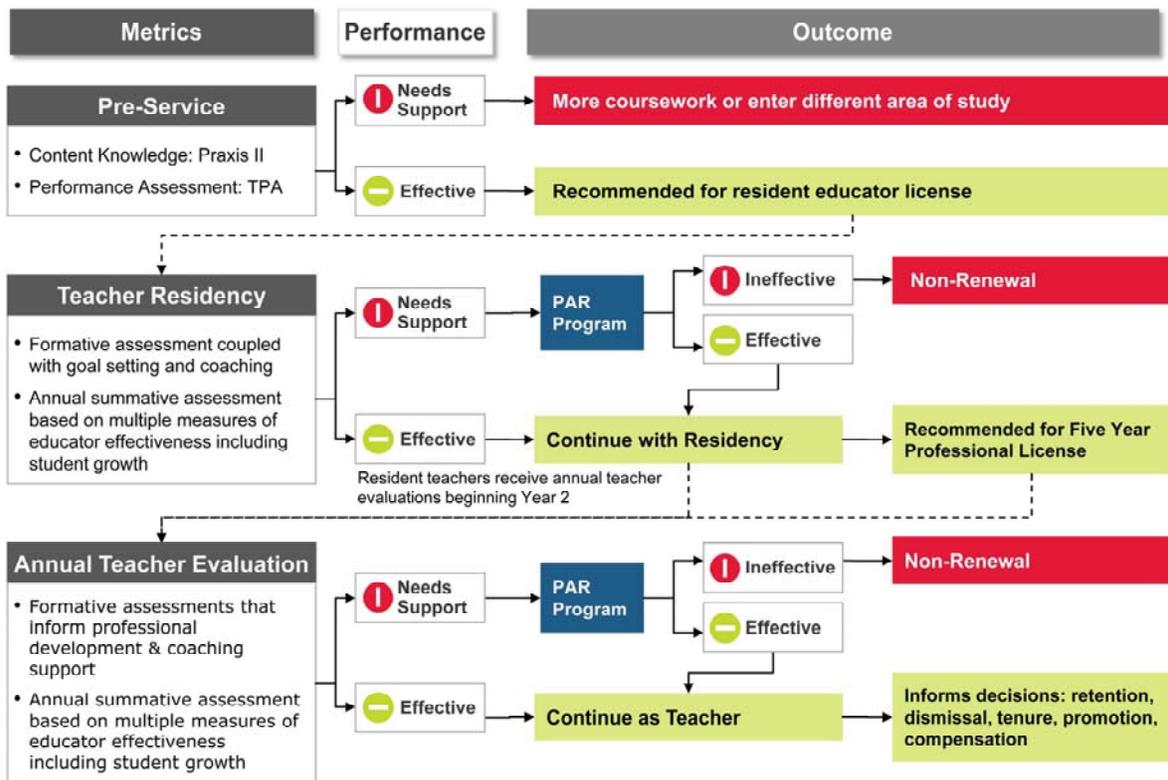


Figure D.2.3. Ohio's Teacher Evaluation Process Model

demonstrating effective practice and the systems in place to remove teachers who are persistently ineffective.

HB 1 also changed the statutory language related to tenured teacher dismissal, changing the former language requiring evidence of “gross inefficiency or immorality” to “good and just cause,” which enhances the ability of districts to dismiss teachers who continue to perform at ineffective levels. RttT participating districts and charter schools agreed to implement rigorous annual evaluations for principals and teachers and agree to dismiss persistently low performing principals and teachers who are unable to improve their practices. In addition, renewal of licenses for both teachers and principals is conditional on demonstrating student growth as one of multiple criteria measures.

Implementing a Licensure System that Includes Measures of Student Growth.

Legislation has been enacted to re-engineer the teacher and principal licensure system, depicted in the Table below, which now requires the use of student growth measures for obtaining and renewing advanced teaching and principal licenses. Ohio will implement this newly legislated licensure system, beginning in January 2011, that includes an initial four-year resident educator

license, a professional license, a senior professional educator license, and a lead professional educator license, with requirements for demonstrating student growth as one of multiple criteria to be used in determining eligibility for issuance and renewal of the licenses. RttT will allow participating districts and charter schools to accelerate their capacity building in these key areas so that transitions are smooth and provide a deeper understanding of the new regulations.

Teacher Licensure System Enacted in HB 1

Initial License	Career License	Teacher Leader Licenses	
4-Year Non-Renewable Resident Educator License	Professional Educator License (Renewable every 5 years)	Senior Professional Educator License (Renewable every 5 years)	Lead Professional Educator License (Renewable every 5 years)

The new licensure system is based on research documenting that the knowledge, practices, and skills of teachers evolve over time and are required to change depending upon new assignments, changing student demographics, new State standards and assessments, community expectations, technology innovations and district and school goals. Ohio supports teachers as critical change agents in leading school improvement. Teachers are required to demonstrate higher levels of performance, *including impact on student growth*, as a condition for licensure advancement and continued licensure renewal. Likewise, principals will need to demonstrate high levels of performance that include student growth as a condition of initial licensure and continued licensure renewal.

The Educator Standards Board recommended licensure requirements for the senior and lead professional educator licenses as required by HB 1, to the State Board of Education in March 2010, well ahead of the legislated requirement to submit recommendations by September 2010. Requirements for the two licenses are shown in the table below.

Requirements for Two License Categories

License Category	Requirements		
Senior Professional Educator License:	Masters Degree	And, 9 years of successful teaching experience of which five must be working under a standard professional teaching license	And, Master Teacher Designation with Demonstration of Performance at the Highly Effective/Distinguished Level of Ohio's Standards for Teachers
Lead Professional Educator License:	Masters Degree	And, 9 years of successful teaching experience of which five must be working under a standard professional teaching license	And, National Board Certification or, Teacher Leader Endorsement With Demonstration of Performance at the Distinguished Level of Ohio's Standards for Teachers

(d) Compensating, Promoting, and Retaining Teachers and Principals, Including by Providing Opportunities for Highly Effective Teachers and Principals (Both as Defined in this Notice) to Obtain Additional Compensation and Be Given Additional Responsibilities

Compensating, Promoting and Retaining Effective Educators. As required by HB 1, Ohio’s new licensure system creates a teacher career ladder that (1) takes into account teacher effectiveness to enhance student growth, (2) provides advancement opportunities or leadership roles for teachers who are effective or highly effective, and (3) rewards teachers for demonstrating effectiveness and assuming leadership roles. HB 1 made significant strides in recognizing the various roles that teachers play within their districts and schools and this legislation supports teachers as partners in student success. For example, as teachers demonstrate their effectiveness, they are able to advance to upper levels of licensure and take on leadership roles such as the Lead Teacher defined in HB 1 to mentor and support new teachers throughout the Teacher Residency Program.

As part of earlier legislation (SB2) the Educator Standards Board and ODE jointly developed a proposal for a career lattice program, defined as a “performance-based multi-level system of teaching positions and compensation levels within a school district or building.” Ohio’s Career Lattice model expands teacher leader opportunities, enhances collaboration between teachers and administrators in leading school improvement, creates a common culture of teacher professionalism and contributes to improved teacher retention. The lattice framework contains four components: (1) differentiated roles and responsibilities for teacher leadership beyond the classroom; (2) increased knowledge and skills; (3) evidence of increased student growth; and (4) collaboration. This program serves as a model for districts and community schools developing local career ladders.

In 2006, Ohio was awarded a Teacher Incentive Fund grant (OTIF) that includes the Ohio Department of Education and four partnering districts – Cincinnati, Cleveland, Columbus, and Toledo. As part of Ohio TIF, all four districts developed and implemented compensation systems that include differentiated pay based on leadership roles undertaken by teachers, as well as pay for performance for both teachers and principals that reward educators for student performance gains. With more than three years of comprehensive data, Ohio TIF demonstrates increased knowledge and skills among educators, increased retention of educators, and increased student achievement. RttT will utilize these districts and programs as models for participating districts

and charter schools to emulate or adopt. Ohio is consistently recognized by the US Department of Education and national evaluators of the Teacher Incentive Fund program for the achievements that Ohio has accomplished and for its focus on enhanced teacher support systems.

Through the design of the Career Lattice, the implementation of the Ohio TIF grant, and the senior and lead professional educator licenses, Ohio has learned many lessons. As part of RttT, Ohio will provide funds to participating districts and charter schools to:

- Develop and implement career ladders for teachers that differentiate the roles and responsibilities of teachers and require that teachers hold the senior or lead professional educator license (which requires evidence of student growth); and
- Design differentiated compensation systems (through local collective bargaining agreements) that require increased pay to be based on increased responsibilities and highly effective or distinguished performance that is measured annually (Ohio Teacher Evaluation System) and includes evidence of student growth as one of multiple criteria measures.

Funds received through RttT will not be used by districts and charter schools to fund their regular salary system but, instead, must be solely used to support salary bonuses/augmentations based on student performance or a revamped differentiated teacher compensation system.

Districts and charter schools will also be eligible to use RttT funds to develop compensation systems for principals that include performance pay based on effectiveness and improved student achievement.

There is no doubt that Ohio’s RttT strategy requires great teachers and leaders. Every student deserves the tireless focus of Ohio to attain this goal. Our work is important, our students are waiting, and we must not delay our efforts.

Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Party
Complete by end of 2010	
• Adopt metrics for new teacher and principal licensure	SBE, ESB
• Adopt state model for teacher evaluation	SBE, ESB
• Report individual student achievement and growth data to teachers statewide for 4 th -8 th grades	ODE
Complete by end of 2011	
• Model teacher evaluation system implemented in early adopter	ODE, LEAs, ESB
• Develop and conduct validity study on teacher evaluation model	ODE
• Develop tenure review model	ODE, ESB
• Develop Peer Assistance and Review model	ODE, ESB
• Develop and conduct validity studies on teacher residency assessments	ODE

Timing and Milestones	Responsible Party
<ul style="list-style-type: none"> • Design teacher residency mentoring program 	ODE, LEAs, teachers, unions, ESB
<ul style="list-style-type: none"> • Design and implement electronic evaluation system 	ODE, LEAs
<ul style="list-style-type: none"> • Implement and train all participating LEAs on model principal evaluation system 	ODE, ESCs, ESB
<ul style="list-style-type: none"> • Train and certify all teacher residency mentors 	ODE
Complete by end of 2012	
<ul style="list-style-type: none"> • Implement and train all participating LEAs on model teacher evaluation system 	ODE, ESCs, LEAs
<ul style="list-style-type: none"> • Implement teacher residency program at all LEAs and begin reporting effectiveness ratings 	ODE, ESCs, LEAs
<ul style="list-style-type: none"> • Implement and train all participating LEAs on tenure review model 	ODE, ESCs, LEAs, unions
<ul style="list-style-type: none"> • Train all participating LEAs on electronic evaluation system 	ODE, ESCs, external partners
<ul style="list-style-type: none"> • Train all LEAs on model principal evaluation system 	ODE, ESCs
<ul style="list-style-type: none"> • Report student achievement and growth metrics for principals in all LEAs 	ODE
<ul style="list-style-type: none"> • Report effectiveness rating for teacher and principal evaluation system 	ODE
Complete by end of 2013	
<ul style="list-style-type: none"> • Train all LEAs on tenure review model 	ODE, ESCs, LEAs, unions
<ul style="list-style-type: none"> • Train all LEAs on electronic evaluation system 	ODE, ESCs, external partner
<ul style="list-style-type: none"> • Train all LEAs on model teacher evaluation system 	ODE, ESCs, LEAs
<ul style="list-style-type: none"> • Report student achievement and growth metrics in participating LEAs, in aggregate by school 	ODE

(D)(2) PERFORMANCE MEASURES

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		(Current school year or Actual Data: Baseline	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	NA	25	50	75	100
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	NA	0	50	75	100
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	NA	25	50	75	100
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	—	—	—	—	—
(D)(2)(iv)(a)	• Developing teachers and principals.	NA	25	50	100	100
(D)(2)(iv)(b)	• Compensating teachers and principals.	NA	0	25	50	75
(D)(2)(iv)(b)	• Promoting teachers and principals.	NA	0	50	75	100
(D)(2)(iv)(b)	• Retaining effective teachers and principals.	NA	0	50	75	100
(D)(2)(iv)(c)	• Granting tenure and/or full certification (where applicable) to teachers and principals.	NA	0	50	75	100
(D)(2)(iv)(d)	• Removing ineffective tenured and untenured teachers and principals.	NA	0	50	75	100
General data to be provided at time of application:						
Total number of participating LEAs.		536				
Total number of principals in participating LEAs.		2,179				
Total number of teachers in participating LEAs.		65,233				

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

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

SECTION (D)(3):

ENSURING EQUITABLE DISTRIBUTION OF EFFECTIVE TEACHERS AND PRINCIPALS (25 POINTS)

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING**

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

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

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

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

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

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

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)
meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

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

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

Recommended maximum response length: Three pages

**OHIO'S NARRATIVE RESPONSE TO D(3) IS FOUND ON PAGES D3-1 – D3-12.
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

(D)(3) Ensuring Equitable Distribution of Effective Teachers and Principals

Ohio Reform Plan

Ohio is committed to ensuring every student graduates with a sense of purpose and the skills needed to be well prepared for college, careers and life. In order to realize this mission, Ohio will take a strong stand on the quality of educators who interact with students every day. The quality of a child's educational experience should never be predetermined by a zip code. Every school in Ohio must respond to the needs of its students. Effective teachers and principals are essential in meeting this goal. Thus, Ohio will work tirelessly to ensure that every student in Ohio is engaged with effective educators who are fully versed in strategies that will enhance their education success.

Ohio's Foundation for Success

Ohio partnered with The Education Trust to complete a two-year research study that gathered extensive district-level and school-level data on the experiences and training of teachers. Based on this work, Ohio developed and submitted the Ohio Teacher Equity Plan in 2006 required by the US Department of Education, and was *one of only three state plans to satisfy every required provision*. Ohio's plan not only won immediate and across-the-board approval but also was used by other states and by technical assistance providers in helping other states bring their plans up to standards (Appendix D.3.1). Recognizing that the equitable distribution of teachers is an essential ingredient in ensuring the success of all its students, ODE created the Office of Educator Equity in 2006 to implement the Ohio Teacher Equity Plan. This office is charged with developing a tool for districts to conduct their own school-by-school analysis of teacher distribution. The Office must also publicly report teacher equity concerns. For example, Ohio monitors and publicly reports the incidence of out-of-license-field teaching.

To deepen its work, the Office of Educator Equity also partnered with the Citizen's Commission on Civil Rights to study the methods in which teachers are assigned to their roles and to analyze teacher quality and student achievement in four urban school districts in Ohio, in order to identify teacher quality, policies and initiatives that accelerate student progress, particularly through the improvement of teacher quality. In addition, major urban school districts, such as Toledo and Columbus, have created systems to incentivize effective teachers to work in challenging schools. Models and experiences from these and other districts will be

shared with participating RttT districts and charters to inform the plans they must develop for their districts and schools.

Ohio also ended the temporary licensing of teachers and developed a method to provide stipends to teachers for teaching hard-to-staff subject areas in high-needs schools, and created alternative licensure pathways to secure additional educators for hard-to-staff schools and subjects. These are important steps in ensuring that all of Ohio's students have high-quality teachers and principals.

Ohio's efforts to improve the distribution of high quality educators have produced results. Since 2007, data show that there has been significant progress in reducing the gaps in the distribution of highly qualified teachers (HQTs). As of 2009, 98% of teachers in high-poverty and low-poverty *elementary* schools are highly qualified. The gap in the number of HQTs in high-poverty and low-poverty *secondary* schools has been reduced to 5%. Yet, even with this progress, much more needs to be done. The focus must shift from highly qualified teachers to highly effective teachers. Every student deserves to benefit from effective teachers and principals. Ohio must be relentless in this pursuit.

Goal

Ohio must have an effective teacher in every classroom every year to increase student achievement throughout the State. Ohio will implement strategies for ensuring placement of effective and highly effective teachers and principals in Ohio's schools that enroll significant numbers of high-need students.

Approach

With the support of RttT funds, we are poised to expand our current school-level analysis—that exclusively analyzes HQT data as the sole measure of teacher quality—to examining the percentage and distribution of *effective and highly effective teachers and principals* across all Ohio's schools. Effective is defined in terms of *demonstrating* one year of student growth and highly effective is defined as demonstrating more than one year of student growth in an academic year. This work requires persistence and tenacity to ensure that the State, districts and schools are working in concert. While the State will put in place programs, measurement tools, reporting structures and training to facilitate this work, participating school districts and charter schools are required to develop solutions that respond to local issues. It is

through this shared responsibility and commitment that Ohio's children will be best served by great teachers and leaders across our entire state. Our strategy is three-fold:

1. Increase the overall pool of effective teachers and principals who know how to boost student achievement in profound ways, particularly for underrepresented children and those in high-need subjects.
2. Build the capacity of district and school leaders to effectively recruit, match and place teachers and principals according to preparation, knowledge and skill set to best meet student needs in these hard-to-staff schools and subject areas.
3. Work collaboratively with educator preparation programs to ensure that field and internship experiences place students in a broad spectrum of experiences and that hard-to-staff subjects and schools receive educators in training as often as other schools.

In order to meet our goal of having effective teachers and principals in every school, with the support of RttT, by the end of school year 2013–2014, Ohio will have strategically produced and/or put in place (with a priority on high needs schools):

- 450 Woodrow Wilson Foundation STEM Teacher Fellows.
- 675 Teach Ohio mathematics, science, special education, foreign language, and English Language Learner (ELL) effective and highly effective teachers.
- 68 Turnaround Principal and Teacher Leader teams in the turnaround schools.
- 1,200 recipients of Ohio's Comprehensive Incentive System. Based on differentiated recruitment and retention needs, districts will customize an incentive package for effective and highly effective teachers based on a menu of options including: relocation bonuses; retention bonuses; reduced class size or teaching loads; pay above the base rate in subject shortage areas; mileage subsidies for rural teachers; loan forgiveness; differentiated pay for effective teachers to assume leadership roles; and hiring effective subject area shortage teachers on a higher salary schedule step. Differentiated incentive packages will ensure that participating school districts and charter schools have implemented strategies to improve school teaching and learning conditions and support collaboration, excellent leadership, and empowerment in decision-making.
- 100% of participating school districts and charter schools use multiple measures to determine teacher and principal effectiveness through Ohio's Evaluation System to inform tenure, retention, promotion, transfer, and compensation decisions.

- 100% of participating school districts and charter schools develop plans to ensure that students in high-minority or high-poverty schools will not be taught by an ineffective teacher more than 2 years in a row.

Key Activities

To ensure that students in high-poverty and/or high-minority schools have equitable access to effective teachers and principals, Ohio will require teacher and principal preparation institutions, districts, and schools to employ evidence-based practices that increase the attraction, preparation, recruitment, hiring, placement, support, and retention of educators in low-performing, hard-to-staff schools. Ohio’s two RttT Projects, Expand Effective Educator Preparation Programs and Ensure Equitable Distribution of Highly Effective Teachers, encompasses five key actions.

- **Establish statewide programs to increase the supply of effective teachers** teaching the State’s hard-to-staff subjects and specialty areas through three proven programs: Teach Ohio, Woodrow Wilson Foundation STEM Teacher Fellowship Program, and Turnaround Principal and Teacher Leader programs.
- **Implement effective practices** that include use of differentiated incentive packages to recruit and retain effective educators to high-poverty/high-minority schools. In RttT, ODE will work with participating school districts and charter schools to promote the use of effective hiring tools such as the Haberman and Gallup interview protocols, and RttT funds will also support enhancements to Ohio’s Web-based Recruitment System (WBRS) to provide more refined on-line recruitment services for Ohio’s school districts. (See description of WBRS in (D)(1)(iii).)

EXPAND EFFECTIVE EDUCATOR PREPARATION PROGRAMS		INNOVATE	
<i>Budget:</i>	\$19.7 million / 10% of total	<i>Project Home:</i>	D3
<i>Accountability:</i>	Associate Superintendent, Center for the Teaching Profession & Associate Vice Chancellor, Academic Quality & Assurance	<i>Integrates with:</i>	D4, D5, E2
<i>Scope and purpose:</i> Teach Ohio and the Woodrow Wilson Fellowship STEM Teacher Program will produce an adequate supply of high-need teachers annually.			
<i>Management’s top execution question:</i> How are we creating conditions for these teachers to be hired, retained, and to impact student success?			
For detailed activities, timelines, and responsible parties, please refer to budget .			

- **Improve teaching and learning conditions** to support effective teaching and learning to impact student success in high-minority and high-poverty schools.
- **Provide intensive and high quality mentoring and induction** support to new teachers and principals in low achieving schools.
- **Refine the State’s reporting system** to determine and publish annually the distribution of **effective** and highly effective teachers and principals based on annual evaluations that include student achievement data as a significant factor.

ENSURE EQUITABLE DISTRIBUTION OF EDUCATORS		ACCELERATE	
<i>Budget:</i>	\$6.8 million / 4% of total	<i>Project Home:</i>	D3
<i>Accountability:</i>	Associate Superintendent, Center for the Teaching Profession	<i>Integrates with:</i>	E2
<i>Scope and purpose:</i> Ohio will provide tools and work with the participating districts to address the inequities in the distribution of effective educators.			
<i>Management's top execution question:</i> How are we effectively calling LEAs to action on behalf of student success?			
For detailed activities, timelines, and responsible parties, please refer to budget .			

1. Establish Programs to Increase the Supply of Effective Teachers and Principals Through Three Targeted Programs: Teach Ohio, Woodrow Wilson Foundation STEM Teacher Fellowship Program, and the Turnaround Principal and Teacher Leader Programs

ODE and the Board of Regents, in collaboration with participating districts and charter schools, will increase the supply of effective teachers in the State’s hard-to-staff subjects and specialty areas by implementing effective alternate route programs. In 2007, only 310 mathematics teachers, 311 science teachers, 175 foreign language teachers, and 14 Teachers of English to Speakers of Other Languages (TESOL) teachers earned licensure through Ohio teacher preparation institutions. The Teach Ohio and the Woodrow Wilson Foundation STEM Teacher Fellowship Program continue to demonstrate success in this area and can be immediately implemented and scaled to impact Ohio’s teacher shortage areas through RttT.

Woodrow Wilson Foundation STEM Teacher Fellowship Program. On January 6, 2010, President Obama announced the expansion of the Woodrow Wilson STEM Teacher Fellowship program into two additional states including Ohio. As a result of this exciting selection, the program is being implemented in four Ohio higher education institutions focused on preparing STEM educators for low-achieving schools. The Woodrow Wilson Foundation has a long history of supporting the development of human capital to meet national challenges. The Foundation’s current policy work aims to transform teacher education programs, place strong

teachers in high-need schools, attract the very best candidates to the teaching profession, and reduce teacher attrition by retaining top teachers. Through RttT funding, Ohio will expand the program to three more sites including Ohio University, which serves the Appalachian region of the State. The programs will be school-based and will prepare educators to work in low-achieving schools. Candidates must demonstrate subject matter expertise in science and/or mathematics, commit to teaching in a low achieving school for five years, and attend intensive graduate level training while completing a one-year clinical teaching experience with a highly effective math or science teacher in a low achieving school. With RttT funding, by the end of 2013–2014, **450 Woodrow Wilson Fellowship teachers** will be teaching math or science in high-minority or high-poverty schools. ODE will monitor the placement of these teachers and follow up to identify retention data.

Teach Ohio. This 12-month preparation program is facilitated by school districts and charter schools for teachers currently holding a teaching license who want to change teaching fields and for mid-career professionals who already hold a degree, major, or expertise in one of the State’s subject shortage areas: special education, science, math, foreign languages, or ELL. State funding supported this strategy in 2007–2009 and more than 500 educators were placed into subject shortage areas in low-achieving schools. Program candidates received intensive pedagogical instruction and clinical experiences. Successful candidates in laboratory-based science or advanced mathematics received teacher licensure at the secondary level, while foreign language and ELL teachers received licensure at both elementary and secondary levels. All teacher candidates prepared through this alternative pathway are eligible for employment in low-achieving schools as well as receiving the recruitment incentives supported by the State if the teacher candidates teach in a low-achieving school. Participating districts and charters that need teachers in these subject areas will collaborate with Teach Ohio qualified providers. By the end of 2013–2014, **675 Teach Ohio teachers** will be teaching subject areas for which there are shortages in high-minority or high-poverty schools. ODE will monitor the placement of these teachers and follow up to identify retention data.

Turnaround Principal and Teacher Leader. There is no doubt that Ohio needs more educators who are fully prepared and willing to overcome the unique challenges permeating its persistently low-achieving schools. Research indicates that without strong turnaround leadership and highly effective and focused teacher teams, students will continue to be lost in a sea of

unsuccessful practices. Ohio is committed to not allowing another generation of students to be lost in systems that cannot meet their needs.

Ohio's RttT plan calls for the purposeful recruitment, screening, and selection of high-potential principals and teams of teacher leaders to participate in the year-long cohort-based School Turnaround Leadership Program (STLP). The Ohio Network for Education Transformation (see description in Section E) will oversee the program and will depend heavily on the expertise resident in Ohio's universities and school districts, as well as national turnaround leader training models, such as the University of Virginia Turnaround Specialist Training Program, the New York City Leadership Program, the Chicago Leadership Academy, and New Leaders for New Schools. Candidates successfully completing the clinically-based training will work in teams to turnaround Ohio's persistently lowest-achieving schools. Through this program, **68 leadership teams** consisting of principals and teacher leaders will be placed in Ohio's 68 turnaround schools which will impact upwards of 33,000 students. Throughout the difficult and complex process of turning their individual buildings around, these leaders and teachers will be supported by their colleagues throughout Ohio including higher education and professional learning experiences facilitated by the Ohio Network for Education Transformation. This committed support structure will nurture the deepening of skills that promote turnaround results as well as creating leadership succession planning for these challenging schools. Additionally, it will bolster the morale of individuals engaged in this challenging transformation. Rather than feeling isolated, turnaround teams will find strength with networks created through RttT.

2. Implement Effective Practices for Recruiting, Hiring and Strategically Placing Effective Educators

Staffing decisions are crucial; they can make or break the culture of a school and have significant implications for student success. This program will include the use of differentiated incentive packages to recruit and retain effective educators as well as supporting state-of-the-art practices at district and school levels. Many districts, especially urban districts, experience difficulty in hiring and retaining high quality teachers and principals due to entrenched hiring policies and practices. Too often, a child-centered environment is not in place and support systems for educators are limited. In addition, some district hiring policies make it arduous for school leaders to select teachers for their own schools. District policies or processes can hinder school decisions on staffing. Through RttT work, Ohio will collaborate with schools and districts

to promote the use of effective hiring tools such as the Haberman and Gallup interview protocols. The training of district and school leaders in how to determine effective match of candidates to the needs of specific classrooms and schools in need of additional support will deepen the skill sets required to meet this goal. Ohio will also collaborate with districts and teacher unions to change practices that inhibit effective hiring practices such as late transfer policies. Many of Ohio's urban districts have implemented bonuses for educators to announce retirement plans early, which has been especially effective in providing the time needed to recruit and hire effective principals. The State will use this district level innovation work as the springboard for a State level program, and to provide a platform for district collaboration.

Ohio, in collaboration with participating school districts and charter schools, will design a comprehensive incentive system that offers differentiated incentive packages to recruit, place and retain effective educators who commit to teach in a subject shortage area and/or a low achieving school. Districts will be able to customize an incentive package for teachers and principals based on a menu of options including: relocation bonuses; retention bonuses for effective and highly effective teachers; reduced class sizes or teaching loads; pay above the base rate in subject shortage areas; mileage subsidies for rural teachers; loan forgiveness; and differentiated pay for effective teachers to assume leadership roles. Per state statute, districts are able to hire effective subject area shortage teachers at a higher step on the salary schedule than other teachers. Incentive packages will be offered to educators trained through Teach Ohio, the Woodrow Wilson Foundation STEM Teacher Fellowship Program, the Turnaround Principal and Teacher Leader Program, as well as highly effective career teachers willing to move to high-minority or high-poverty schools. These incentives will be implemented on a rolling basis as the teacher effectiveness measure and annual evaluations are implemented. ODE will work with districts to monitor effectiveness data and develop plans to ensure that students in high-minority or high-poverty schools will not be taught by an ineffective teacher more than two years in a row. Levels of effectiveness will be monitored through indicators from the Resident Educator Program and annual evaluations—both of which require student growth measures. By the end of 2013–2014, **1,200 effective and highly effective teachers** will be recipients of a differentiated incentive package as a result of teaching in a high-minority or high-poverty school.

3. Improve Teaching and Learning Conditions in High-Minority and High-Poverty Schools

One of the leading causes of teacher attrition is poor teaching and learning conditions. In order to recruit and retain effective and highly effective educators where they are most needed, schools must be safe and orderly; provide teachers with input into decision-making; have strong leaders; be provided with resources to support instruction; and support opportunities for professional development differentiated by the needs of educators. In past years, Ohio's Teaching and Learning Conditions (TLC) Survey focused on five domains: time, facilities and resources, empowerment, school leadership, and professional development. As the State refines this work with RttT funds, family and community engagement will be a newly-added domain. Participating districts and charter schools will administer the redesigned Teaching and Learning Conditions Survey. The Office of Educator Quality (OEQ) will be responsible for administering the survey annually and providing training and support to the districts or schools. Districts and charter schools will utilize the results from the TLC survey to plan, design, and implement strategies for improvement that will be incorporated into their local plans. Through the RttT system of accountability (described in Section (E)(2)), local plans will be monitored for fidelity. ODE will collect data to identify teachers and learning conditions that impact teacher attrition and work with districts and charter schools to respond appropriately and proactively.

4. Provide Intensive and Differentiated High Quality Mentoring and Induction Support to New Teachers in Low-Achieving Schools

As described in (D)(5)(i), Ohio will implement the Resident Educator Program in 2011. To further support new teachers in low-achieving schools, RttT funds will support the *Co-Teacher Model* in the 68 turnaround schools. Beginning resident educators in the State's 68 turnaround schools will be placed with a highly effective teacher for their first year of teaching and be provided with extensive opportunities to analyze and monitor student progress; modify instructional strategies based on student learning needs; and create a professional learning community that promotes high levels of learning and achievement for all students. The co-teaching model can be adapted to a district's individual context and one highly effective teacher will work with a maximum of six beginning teachers. Training will be provided to all mentors, who will be selected through a performance-based selection process. Ohio believes that by providing teachers with intensive support they will increase their effectiveness and significantly reduce their attrition rates. This model will also nurture teachers in their beginning

years, provide support and increase essential skills such as time management, instructional design, and communicating with families.

5. Refine the State’s Monitoring System to Determine the Distribution of Effective and Highly Effective Teachers and Principals Annually

Refining the State’s monitoring system to annually analyze the distribution of effective and highly effective teachers and principals is a critical element to Ohio’s equity work. All districts provide data to the State through the longitudinal data system to be included in an annual analysis of the percentage and distribution of its effective and highly effective teachers and principals on a school-by-school basis. This analysis will identify any inequitable distribution patterns of effective and highly effective teachers and principals in high-poverty or high-minority schools. Districts that have high-poverty or high-minority schools and that evidence inequitable distribution of highly effective teachers and principals will be required to develop a district-level equity plan to ODE within six months of notice. This plan must include the implementation of research-based strategies such as: (1) early and aggressive recruiting and hiring of effective educators; (2) differentiated compensation; (3) teaching and learning conditions that support effective instruction; (4) comprehensive incentive systems; and (5) consistent, focused professional development based on specific areas of improvement as identified through the comprehensive evaluation systems. All districts will annually monitor the distribution of effective teachers and principals and refine its equitable distribution strategies based on Ohio’s annual Equitable Distribution of Effective/Highly Effective Educators (EDEHE) report posted on the ODE website. The Office of Educator Equity will work collaboratively with each participating district to analyze and design key strategies to further refine the district-level equity plan.

Gold Star Schools. Ohio will publish the aggregate numbers of teachers and principals by category of effectiveness statewide. It will be reported publicly as a transparent measure on the State Report Card. While Ohio will not publish classroom level breakouts of teacher effectiveness, it will establish a new program—Gold Star Schools—that recognizes schools having at least 80% effective and highly effective educators and **not** demonstrating an inequitable distribution of effective teachers. The Gold Star Schools will be recognized by the State Superintendent and Chancellor of the Board of Regents and be awarded a certificate of accomplishment, which will be published via a joint press release and event. Additionally, a

teacher representative and the principal will be honored at a State Board of Education meeting. These recognized schools will be determined by teacher and principal effectiveness measures based upon annual evaluations (of which student growth is a significant factor). Schools will also share their individual stories of how they are making this happen on the State’s RttT website, and, in subsequent years, on ODE’s website. In addition, ODE will publish a report that designates the location of these schools as well as their demographic characteristics. This will allow for positive recognition of those schools that achieve effective educator goals and provide stakeholders with essential information on schools in their communities.

Ohio’s goal is to place an effective teacher in every classroom across the State and place an effective principal in every school. The changes mentioned above will each be evaluated in rigorous and credible ways by the Education Research Center in order to inform modifications, additional steps and investments that can advance this goal. In addition, evidence from this research will be used to inform policy determinations during and after the RttT program.

Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Party
Complete by end of 2010	
• Provide access to best-in-class recruitment strategies and tools to districts and charter schools	ODE, External Provider
• Provide professional development to districts and charter schools on recruitment tools/strategies	ODE, External Provider
• Develop the Teach Ohio Program	ODE
• Recruit 150 mid-career professionals into the Teach Ohio Program	ODE, ESCs, LEAs, IHEs
• Launch the Teach Ohio Program	ODE, ESCs, IHEs
Complete by end of 2011	
• Conduct working conditions assessments at 68 turnaround schools	ODE, External Provider
• Develop strategy and action plan for improving working conditions at 68 turnaround schools	ODE, External Provider, LEAs
• Expand the Woodrow Wilson STEM Teacher Preparation Program	OBR, ODE, IHEs
• Recruit 175 additional mid-career professionals into the Teach Ohio Program	OBR, ODE, ESCs, LEAs
Complete by end of 2012	
• Conduct working conditions assessments at 50 additional low achieving schools	ODE, External Provider
• Enhance Teacher Distribution Data Analysis tool to incorporate principal and teacher effectiveness data	ODE
• Develop strategy and action plan for improving working conditions at 50 additional low achieving schools	ODE, External Provider, LEAs
• Provide financial incentives to recruit turnaround principals and teacher leaders into turnaround schools	ODE
• Begin providing financial incentives to recruit new/beginning teachers in high-need subjects into low-achieving schools	ODE
• Expand the Woodrow Wilson STEM Teacher Preparation program by adding new cohorts	OBR, ODE, IHEs
• Recruit 200 additional mid-career professionals into the Teach Ohio Program	ODE, ESCs, LEAs

Timing and Milestones	Responsible Party
Complete by end of 2013	
• Report educator distribution data publicly	ODE
• Provide financial incentives to recruit 20 additional turnaround principals and 20 additional teacher leaders into turnaround schools	ODE
• Recruit 200 additional mid-career professionals into the Teach Ohio Program	ODE, ESCs, LEAs
• Expand the Woodrow Wilson STEM Teacher Preparation Program by adding new cohorts	OBR, ODE, IHEs

Table D.3.1. High-Quality Teacher Distributions in Elementary and Secondary Schools by Poverty and Minority Status

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

The calculation of high-minority and low-minority schools is performed by ranking all schools by percentage of minority students. Schools were ranked based on their minority student percentage and divided into quartiles. Schools in the lowest quartile were considered low-minority and schools in the highest quartile were considered high-minority; these data and their associated HQT determinations are given in Table D.3-1 above.

(D)(3)(i) PERFORMANCE MEASURES

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

General data to be provided at time of application:	
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	927
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	804
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	23,926
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	25,668
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	837
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	781
[Optional: Enter text here to clarify or explain any of the data]	
Data to be requested of grantees in the future:	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.	
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.	

(D)(3)(ii) PERFORMANCE MEASURES

Performance Measures for (D)(3)(ii) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.	NA	80	85	90	≥90
Percentage of science teachers who were evaluated as effective or better.	NA	80	85	90	≥90
Percentage of special education teachers who were evaluated as effective or better.	NA	80	85	90	≥90
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	NA	80	85	90	≥90
[Optional: Enter text here to clarify or explain any of the data]					
General data to be provided at time of application:					
Total number of mathematics teachers.	25,146				
Total number of science teachers.	23,330				
Total number of special education teachers.	7,273				
Total number of teachers in language instruction educational programs.	199				
[Optional: Enter text here to clarify or explain any of the data]					
Data to be requested of grantees in the future:					
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.					

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

US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING

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

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

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

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

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

Recommended maximum response length: One page

OHIO'S NARRATIVE RESPONSE TO (D)(4) IS FOUND ON PAGES D4-1 – D4-8.
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.

(D)(4) Improving the Effectiveness of Teacher and Principal Preparation Programs

Ohio Reform Plan

The most meaningful interaction that drives student achievement is between students and teachers. While multiple avenues are available for individuals to enter the teaching profession in Ohio, the vast majority of new teachers will be trained by Ohio's colleges of education (discussion of Ohio's alternative pathways are contained in Section (D)(1) of this proposal). Ohio counts among its most fundamental educational assets the 51 public and private colleges of education located throughout the State. While these colleges supply the majority of the talented teachers, principals, superintendents, and other educators who engage with Ohio's 1.8 million students each day, the State also is home to quality alternative pathways and programs for educator preparation. Ohio has built a national reputation for its commitment to ensuring that educator preparation programs are held accountable for producing highly effective teachers and administrators.

Ohio's Foundation for Success

Ohio began publishing its Report on the Quality of Ohio Institutions for the Preparation of Teachers in 2001. Ohio has gauged the success of such programs based on the rate at which program completers achieve state licensure, and passage rates on Praxis II and Praxis III exams. The recent passage of HB 1, however, has fundamentally changed the expectation for teachers and principals from one of demonstrating quality through preparatory experiences and testing scores alone, to a demonstration of effective practice that produces results for learners. HB 1 mandates a clear set of reforms to drive excellence and accountability of educator preparation program quality of delivery, outcomes based on how well graduates demonstrate the ability to help students achieve, and performance-based funding to drive resources toward effective programs and away from those that do not produce results. These reforms include:

- The designation of standards of performance that apply specifically to teacher and principal preparation programs.
- The establishment of a system of performance metrics – one of which will be student value-added data – that will be used to hold educator programs accountable.

- The development of a performance-based finance system that links subsidization of public colleges of education to performance metrics. This will leverage Ohio’s newly implemented performance-based funding model for higher education.
- The establishment of criteria for denial of program approval based on extended poor performance.

Ensuring that every classroom has in place an effective teacher and that every building has an effective principal demands a deep partnership between ODE and Ohio Board of Regents. Additionally, Ohio must have a comprehensive human capital management system with accountability for performance outcomes as standard procedure in order to ensure effective classroom instruction and strong student achievement.

Goal

The State’s accountability system for teacher and principal preparation programs will, for the first time, hold preparation programs accountable for graduate success, *based on teacher and principal effectiveness ratings* that include measures of student achievement, growth, and achievement gaps. State funding and program approval processes will be determined in part by these measures.

Approach

To accomplish this goal, Ohio will link teacher and principal effectiveness data to teacher and principal preparation programs of Ohio institutions of higher education (IHE) and alternative providers. As they are funded with State dollars and program approval rests with the Ohio Board of Regents (OBR), the Chancellor is committed to linking program approval and expansion at Ohio institutions of higher education to these performance outcomes. In addition, a legislative proposal to link funding for colleges of education to these performance outcomes is being designed as well, with conversations underway to lay the groundwork for this funding approach.

Key Activities

The Increase Higher Education Accountability project includes five tasks that comprise Ohio’s RttT plan to ensure that teacher and principal preparation programs in Ohio are held accountable for the success of their graduates through the following:

- **Enhance high-quality program standards.** Enhance licensure rules and align program standards for teacher and principal preparation programs.

- **Create a system of metrics for educator preparation programs.** Link evidence of teacher and principal effectiveness as reflected by specific metrics that include measures of student growth, to preparation programs in Ohio and annually and publicly report these data.
- **Provide rigorous program review and approval.** Develop and implement a rigorous process of review and approval of teacher and principal preparation programs. Use this process to ensure the improvement or removal of ineffective programs.
- **Create performance-based funding for public colleges of education.** Expand preparation options and programs at higher education institutions that are consistently producing effective teachers and principals.
- **Expand excellence.** Utilize annual review of the unit and program data to incentivize expansion of preparation programs at higher education institutions (private and public) that consistently produce effective teachers and principals.

INCREASE HIGHER EDUCATION ACCOUNTABILITY		INNOVATE	
<i>Budget:</i>	\$3.4 million / 2% of total	<i>Project Home:</i>	D4
<i>Accountability:</i>	Chancellor of the Ohio Board of Regents	<i>Integrates with:</i>	D1, D3, D2
<i>Scope and purpose:</i> OBR will hold all educator preparation programs accountable for the impact their graduates have on student growth.			
<i>Management's top execution question:</i> How are we ensuring that higher education institutions are engaged partners who prioritize student success?			
For detailed activities, timelines, and responsible parties, please refer to budget .			

1. Establish High Quality Program Standards

ODE has legislative authority for establishing licensure rules and aligned program standards for teacher and principal preparation programs, in consultation with the Board of Regents. The Educator Standards Board (ESB) is developing standards for educator preparation programs that are aligned with Ohio's standards for teachers and principals. These standards will be completed collaboratively with a cross-section of impacted stakeholders. Additionally, the work will be informed by ongoing and emerging activities for teachers and principals, which are detailed elsewhere in this proposal. They will also be informed by the outcomes from Ohio's closing the achievement gap initiatives (described in (A)(3) and (E)(2)), as well as our efforts at turning around low performing schools, to incorporate essential elements that have demonstrated effect on raising student achievement. In developing program standards for teacher preparation programs, an emphasis will be made to ensure that programs offer a variety of clinical-based

experiences so teacher and principal candidates gain experiences in a multitude of settings. This is important given the diversity of Ohio's education landscape. In developing program standards for principal preparation, a priority will be placed on the inclusion of expert support from spheres of business and public administration. For programs based in colleges of education, the development of partnerships across the university will be supported so as to take advantage of colleges of business and/or public administration. Such partnerships will inform deep conversations about the types of leadership skills needed to manage reform, organize teams for results, develop effective group strategies, measure organizational effectiveness, and create systems of change. For too long, education organizations remain isolated from effective business practices. This sharing of effective practices will deepen the preparation programs for administrators in particular.

2. Create a System of Metrics for Educator Preparation Programs

HB 1 requires the state to hold institutions of higher education accountable for their graduates' success. Performance metrics will be finalized by OBR in 2010 with an initial report based on available data issued in 2011. OBR has convened working groups that include representation from the State University Education Deans (SUED) and the Ohio Association of Private Colleges of Teacher Education (OAPCTE) to collaboratively develop a set of rigorous metrics. OBR has also worked closely with ODE on this effort. The draft program effectiveness indicators under consideration include:

A. Assurance Indicators

- State Licensure Exams passage percentage
- State-Wide Teacher Performance Assessment passage percentage
- Value-Added Growth Metric (as determined by the State Board of Education, including disaggregated data)

B. Excellence and Innovation Measures

- Partnerships with low-achieving schools
- Placement in hard-to-staff schools in urban and rural settings (see Section (E) for more details)
- Preparation of underserved students
- Quality of partnerships with P-12 schools

- Other initiatives determined by the Chancellor (i.e., Grants, Woodrow Wilson Fellowship, Teach Ohio, success at addressing achievement gaps, etc.)

C. Continuous Improvement Measures

- Student transition points throughout professional education programs (admission to professional education program, entrance into student teaching experience, and through program completion)
- Teacher Candidate Dispositions
- State of Ohio Teacher Candidate Survey
- Retention in the Program
- Mentor Survey
 - Year one of residency
 - Year two of residency
- Employer Survey
- Percent of Candidates Transitioning from Residency to Professional License
- National Accreditation.

As part of ODE's longitudinal data system, teacher and principal effectiveness data will be computed annually and linked to teacher and principal preparation programs. Data will also shed light on achievement gaps and how such gaps or the absence of gaps connect to educator preparation programs. This information will be publicly reported through an annual Ohio Teacher Education Report Card and shared on the OBR website showing aggregate effectiveness ratings of graduates from Ohio programs and institutions. The reporting system will permit the public to view the aggregate rating distribution for all graduates by program and licensure area, as well as for specific years. The OBR report will highlight successful programs while also calling attention to programs that may consistently produce graduates who are unsuccessful in their positions or who fail to obtain their professional licensure. This report will be available to the public: school districts and charter schools can use the report to make informed decisions about hiring; students interested in pursuing educator preparation programs can use the report to make decisions regarding which program to attend; and IHEs can use the report to inform continuous improvement efforts and research. This data will also facilitate continuous dialogue about the quality of graduates from Ohio teacher preparation programs. OBR will continue its current practice of regularly convening representatives from colleges of education to

continuously address improvement opportunities related to emerging research and information learned from key state and national efforts, such as closing the achievement gap, turning around low-performing schools, and professional development initiatives.

3. Provide Rigorous Program Review and Approval

The Ohio Board of Regents (OBR) has statutory responsibility for teacher and principal program approval. Along with deepening the quality of preparation programs through rigorous standards and metrics, educator preparation program reports are submitted to and reviewed by OBR on a regular cycle of three to seven years to ensure compliance with licensure rules and program standards adopted by the State Board of Education. New program submissions are granted conditional approval for three years, at which time the institution of higher education must demonstrate, through assessment data, that their candidates and programs are successful. Programs reviewed for continued approval must also demonstrate that their candidates are successful. The metrics described above play a significant role in program renewal consideration. Ohio's institutions of higher education are required to have their programs nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) or the Teacher Education Accreditation Council (TEAC). The Chancellor monitors and annually reports program and unit data for each Ohio institution of higher education; the data in this report is used to assign conditional and continued program approval—or deny approval. Public programs that do not consistently demonstrate effectiveness of meeting the prescribed state metrics and program goals will experience reduced State funding support.

4. Create Performance-Based Funding for Public Colleges of Education

Ohio will design and implement a performance-based funding model for public colleges of education as part of an incentive based model to drive excellence that mirrors the performance-based funding model for general subsidy support of Ohio's public universities and community colleges. This model has been recognized as one of the more forward thinking and aggressive in the country by Complete College America and other State higher education governing bodies. Growth and sustainability of certain programs will be expected and driven by their continued improvement of student outcomes. In and of itself, this single system improvement will help to drive teacher preparation program effectiveness. The goal of the funding model will be to reallocate State resources to favor those institutions that demonstrate high quality and improvement along the key preparation program metrics, and diminish funding

for those programs that are not producing results. Private higher education institutions and alternative preparation programs are not included in this program as they do not receive a similar State funding stream.

5. Expand Excellence

The Chancellor will annually review the unit and program data to expand educator preparation programs at higher education institutions that consistently produce effective teachers and principals and that distinguish themselves at the program level (e.g., STEM, middle school mathematics teachers) in areas that are critical to meeting Ohio's needs. As part of the RttT grant, \$2.2 million in funding from the State share will jump-start the expansion of teacher and principal preparation programs whose graduates effectively impact student achievement in K-12 settings. Invitations to expand programming will be strategically extended to high performing programs that produce and support teacher and principal preparation in demonstrated areas and subjects of need. This opportunity will not be extended for programs in areas and subjects where Ohio has an oversupply of effective teachers or graduates. Programs will submit a detailed plan of action to the Chancellor that includes clear goals, a detailed set of activities and timelines, strategies for recruitment and marketing, a comprehensive evaluation system that collects and reports short and long term indicators of success, and a detailed budget for the use of funds prior to award. The Chancellor will establish a panel of stakeholders to review expansion proposals and make recommendations for approval of expanding programs.

The program expansion model has been piloted in Ohio with the Urban Principal endorsement program. The Urban Principal preparation program has been supported by the State since 2008 at the University of Cincinnati. This program demonstrates that their principal candidates, when assigned in the field, are exceptional and effective as measured by student achievement data and State report card results in districts and schools where they are assigned. With RttT funds, the State will expand the urban principal preparation program to two additional Ohio institutions that have demonstrated similar success of their principal candidates. Likewise, the State will expand the successful STEM teacher preparation programs that will be based on the Woodrow Wilson Foundation STEM Teacher preparation program model. Presently four Ohio institutions have received these grants. However, to meet the anticipated need for STEM teachers, the State will use RttT funds to expand the Woodrow Wilson model to three additional

successful Ohio teacher preparation programs. More information about the Woodrow Wilson Ohio Teaching Fellowship Program is in Appendix D.4.1.

Ohio is very pleased that it was selected to participate in the Woodrow Wilson Foundation program as it is highly competitive and the program is highly regarded. Ohio will assure fidelity to its goals and benchmarks and will monitor the placement of these students and follow-up to collect retention data.

Ohio’s RttT plan will result in practices that are incorporated into regular sustained program activity not requiring ongoing increased financial investments. Most importantly, a shift to outcome measurement as a funding determinant will drive preparation programs to consider student achievement as the greatest long-term success factor of their work. This will change institutional and program behavior, as well as serve as a catalyst for changing the culture for student learning. In essence, this makes all of our institutions—K12 and higher education—mutually responsible for student success.

Timing, Milestones, and Responsible Parties

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

(D)(4) PERFORMANCE MEASURES

Performance Measures for (D)(4)	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	NA	0	30	60	100
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	NA	0	30	60	100
[Optional: Enter text here to clarify or explain any of the data]					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	51				
Total number of principal credentialing programs in the State.	21				
Total number of teachers in the State.	109,627				
Total number of principals in the State.	3,624				
[Optional: Enter text here to clarify or explain any of the data]					
Data to be requested of grantees in the future:					
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.					
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					

Performance Measures for (D)(4)	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.					
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.					
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.					

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

US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING

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

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

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

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

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

Recommended maximum response length: Five pages

OHIO'S NARRATIVE RESPONSE TO (D)(5) IS FOUND ON PAGES D5-1 – D5-19.
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.

(D)(5) Providing Effective Support to Teachers and Principals

Ohio Reform Plan

In order for any education transformation to be successful, it must incorporate a comprehensive series of supports for teachers and principals so that their capacity and willingness to engage in systemic reform is strengthened. Supporting the continuous improvement of all educators must be viewed as an intentional, ongoing, career-long necessity; and not as an “add on” series of disconnected and isolated events. Ohio has set forth a bold agenda for transforming student achievement; therefore, educators’ professional growth is central to its plan. This goal can only be reached if Ohio is serious about building the capacity of all teachers, principals and superintendents, who will hone their skills, enhance their practices, redefine their roles and exercise effective leadership at all levels of the system.

Ohio is committed to implementing a robust support system to ensure that every classroom and every school is staffed by effective teachers and principals who understand the impact that they have on the academic successes of their students and respond accordingly. Each of the Ohio’s RttT districts and schools agree to support this important tenet and solidify it as a reality, particularly as it relates to closing achievement gaps. State agencies, local districts, charter schools, education service centers, universities and private providers all have important roles to play in supporting our educators in the important work they do.

Ohio’s intense focus on supporting all educators is fueled by the transformation that is already occurring in its education system and economy. Succeeding long term with new high-tech industries that are permeating Ohio’s economy requires that the State think differently about the education of its students. As the State continues to lose heavy manufacturing jobs and sees them being replaced with an increasing number of STEM-related careers, it is critical to focus on talent development. Such focus on talent is not limited to our students; it also requires building the strengths of the educators who are creating our students’ futures in their classrooms and schools every day.

Ohio began coming to terms with this transition several years ago. The State’s revised content standards, internationally benchmarked and defined by rigor, are one reflection of this focus. As the State continues to develop its curricula and identify its performance standards, educators will need to understand the implications of these new demands on learning and be able to translate them into effective learning processes. Additionally, in an era of increased

accountability, there is no doubt that assessments and student growth will continue to play an important role in teaching and learning. Ohio is actively engaged in the development of new types of performance assessments that will provide educators with deeper understanding of students' content knowledge and their ability to reason, analyze, and communicate effectively.

Ohio has high expectations for educator effectiveness and is committed to high levels of support to help them succeed. While setting internationally benchmarked college and career-ready standards and developing aligned assessments are key parts of systemic reform; by themselves they are not sufficient to transform Ohio's education system or dramatically influence student success. Ongoing strategic, effective and continuous professional growth opportunities for teachers, principals and superintendents must also be in place. In a continuing quest to incorporate student growth into an accountability system for teachers and principals, it is Ohio's obligation to provide educators with the tools, resources and support they need to heighten their practices and deepen their repertoire of skills. The State is committed to providing such support through the highest quality system, content and providers available. Dramatically increased numbers of Ohio's students will only be college-ready and life-prepared if they consistently interact with effective teachers and principals who serve as their advocates and who are active learners themselves. Ohio intends to make this vision a reality.

Ohio's Foundation for Success

Ohio is one of the few states that has adopted comprehensive quality standards for professional development, as described in Appendix D.2.1. Coupled with the Academic Content Standards for students, these benchmarks provide Ohio's educators with a powerful path to improve their practices and increase student achievement. Ohio has taken a series of steps to create an effective system of supports to grow teacher and principal effectiveness. Building on this strength will afford Ohio a unique opportunity to further bolster effective practice of educators across the state.

Standards and Approach to Improving Effective Practice

- *Ohio is first in the nation* to require, through HB 1, a four-year induction program and extend the decision to grant tenure to the seventh year of teaching. Building on our 15 years of experience in implementing Ohio's entry year program for new teachers and principals, the new four-year teacher residency program will provide unprecedented support and accountability for teachers in the early phases of their career.

- ORC 3301.07 requires that LEAs develop a “...commitment to job embedded professional development and professional mentoring and coaching and establish periods of time for teachers to pursue planning for the development of lesson plans, professional development, and shared learning.” This requirement aligns with the work in Ohio’s RttT strategy and clearly demonstrates a strong base of support for it.
- Ohio partnered with Harvard University and four urban districts to strengthen educational leadership and develop system improvements that result in enhanced student outcomes. Upon completion of the Harvard ExEL initiative, several urban districts continued collaborating on implementation of Instructional Rounds, in partnership with Harvard University and ODE which continues to this day. This work will inform Ohio’s instructional improvement system and serve as a model for teachers and principals in turnaround schools.
- Ohio and 15 districts are deeply engaged in developing performance-based assessments at the high school level, in partnership with Stanford University. This partnership focuses on creating curriculum-embedded performance assessments that enable students to demonstrate their learning through multiple avenues other than fill-in-the-blank tests. This work has created a deep learning experience for educators that uses student work as the basis for discussion, building knowledge and gaining understanding of assessment-based practices. This job-embedded professional development will be expanded through RttT.
- Ohio established a system of Local Professional Development Committees (LPDCs) in districts and charter schools across the State. These committees use Ohio’s High Quality Professional Development Standards as they review and approve their educators’ professional development plans and experiences which can be awarded credit. LPDCs heighten awareness of the importance of professional development and continue to seek various methods of focused professional development at the local level.
- Ohio has a successful history in the training of mentors, providing induction support, developing professional learning communities and supporting Peer Assistance and Review programs and, through RttT, will capitalize on these to transform the way teachers and principals learn and support one another, especially in low-performing schools.
- In the fall of 2009, The Ohio State University (OSU) was awarded a Teacher Quality Partnership Grant by the US Department of Education. OSU is partnering with Columbus City Schools, the largest school district in Ohio, to strengthen the teaching workforce in key

identified areas of need, and is assisting in the development of the new four-year teacher residency program.

- Over the past five years, districts have worked to align their professional development with the quality standards developed by Ohio’s Educator Standards Board in 2005, shown in Appendix D.2.1. These standards are consistent with those articulated in RttT, providing professional development that is data-informed, job-embedded, and focused on instructional improvement.

Educator Expectations and Pathways

- The career ladder embedded within Ohio’s new tiered licensure system, prescribed by HB 1, provides incentives and opportunities for teachers to assume new roles as they expand their expertise, demonstrate their effectiveness, and advance to higher levels of licensure and responsibility.
- The Ohio Leadership Development Framework offers a common core of essential systemic practices to improve leadership at the State, regional and local levels. Developed through a partnership between ODE and the Buckeye Association of School Administrators (BASA) that began in 2008 and included input from distinguished leaders from across the State, the framework clarifies, redefines and validates leadership team structures needed to implement quality system-wide planning, implementation and monitoring. Initial training sessions have been piloted and are ready for scaling across the State, which will occur through RttT.
- Ohio worked closely with the New Teacher Center in the design and development of standards for teachers, principals, and professional development, and continues to partner with the Center in the design of the new teacher residency program.

Entrepreneurial Collaboration

- Ohio has a long history of attracting and collaborating with a variety of funders—including the Bill and Melinda Gates Foundation, Wallace Foundation, the National Governor’s Association, competitive public grants, private foundations and non-profits, corporate funders—to support research, development and piloting of programs designed to increase the effectiveness of teachers, principals and superintendents. These collective learnings will continue to inform Ohio’s reform strategy.

Embedded Funding Support

- The new Evidence-Based Model (EBM) for school funding, required by HB 1, provides districts with financial support for professional development and specifies that lead teachers be designated in each school. While this model is phased in over several years, it will provide a sustainability mechanism for continuation of the residency and mentoring programs after the RttT grant period.
- For three years, nearly 200 districts receiving Poverty-Based Assistance (PBA) Funds for professional development have submitted detailed plans aligning their districts' initiatives to the quality professional development standards. Districts and charter schools participating in RttT are committed to using Ohio's quality professional development standards as they design and implement professional development at the local level. As part of their final scope of work, they must articulate how they will design and evaluate professional development to meet these standards.

(D)(5)(i) Provide Effective, Data-Informed Professional Development, Coaching, Induction, and Common Planning and Collaboration Time to Teachers and Principals That Are, Where Appropriate, Ongoing and Job-Embedded

Goal

Ohio will develop a comprehensive system for professional growth that supports and expands educator effectiveness to meet the challenges of helping all students to be college and career-ready and life prepared.

Approach

If educators are to help every child in every school achieve success, they must have the benefit of a robust professional learning system that is respectful of their talents and simultaneously responsive to their needs. Teachers and principals can and do change students' lives, and the complexity of their work demands the best professional development and system of supports possible. Providing relevant, focused support to teachers and principals is a strategy that extends throughout Ohio's RttT strategy. The key to ensuring effective professional growth and the continuous refinement of practices is to ensure that experiences are designed to:

- Be coherent and aligned to the new standards and assessments.
- Focus primarily on learners' success and the process of learning.

- Emphasize individual and organizational change—*schools will not improve unless the teachers and principals within them improve.*
- Recognize that transformative, sustainable change happens through a continuous cycle of improvement that is embedded in the daily practice of educators.
- Flow from districts and schools to universities and loop back; thus, engaging higher education as partners in building the capacity of teachers and principals.

Our approach is simple: support young teachers with strong induction programming to set them on a path to effective practice; provide underperforming teachers with a suite of supports to help them become effective; and assist effective teachers with continuing to grow their professional skills and advance along the differentiated career ladder pathways.

Over the past decade, Ohio has focused on improving student outcomes through standards based reform (student standards and educator standards) and investments in the policy and practice of teaching. Consider the following:

- In 2009, Ohio ranked fifth in the nation according to the Quality Counts report from *Education Week* in comparison to ranking in the middle of the pack a decade ago.
- Our fourth- and eighth-grade students continue to perform above the national averages in reading and mathematics on the National Assessment of Educational Progress.
- Ohio’s high school students outperform the nation on the ACT college entrance and placement exam, with 65% of the student population taking the ACT in 2008.
- Over the past eight years, Ohio has narrowed the achievement gap and raised overall achievement in fourth-grade reading.

This pattern of success has been accomplished by investing in Ohio’s teachers and principals through high-quality professional development. This commitment will be deepened and expanded with RttT support with increased attention to using funds wisely on effective programs and experiences, especially those targeting Ohio’s low-performing schools.

Ohio’s plan for RttT will enable organizations, such as Education Service Centers, universities, nonprofit organizations, and districts to provide data-informed professional development, induction support for new principals and teachers, coaching for veteran teachers who need assistance and advanced training to propel all educators to higher levels of effectiveness. Ohio’s plan engages effective practicing teachers and leaders as partners in designing professional development experiences and supports at every level. Effective

practitioners know what has practical use in school settings, and can attest to those methods that are game-changers for instruction. All professional development funded through RttT will be evaluated to measure the extent to which it adheres to quality standards and influences positive change in educator practice and student learning.

In addition, Ohio’s investments in teacher and principal effectiveness will be aligned with the individual needs of educators. Ohio is committed to making the necessary changes in how currently available and recurring funds are spent and has begun identifying the necessary steps to embed and financially sustain these reforms.

Key Activities

Through collaboration with districts and charter schools, teacher unions, administrators’ associations, and statewide networks (e.g., Ohio STEM Learning Network), Ohio will implement the RttT project, Support Educators to Increase Student Growth. The following actions are part of this project:

- Implement a comprehensive model for professional development that uses data to improve instruction and focuses on enhancing the skills of teachers, principals and superintendents.
- Provide intensive support to beginning teachers and principals.
- Provide regional professional development coaches.
- Provide core curriculum and assessment support.
- Provide professional development for Advanced Placement Teachers.
- Enhance quality of leadership.
- Provide support to career technical teachers.
- Implement a credentialing system for professional development.
- Establish the Appalachian Collaborative.

SUPPORT EDUCATORS TO INCREASE STUDENT GROWTH		ACCELERATE	
<i>Budget:</i>	\$20.8 million / 11% of total	<i>Project Home:</i>	D5
<i>Accountability:</i>	Associate Superintendent, Center for the Teaching Profession	<i>Integrates with:</i>	D2, D3, D4, E2
<i>Scope and purpose:</i> All districts and charter schools, in collaboration with educators, will develop and provide high quality, data-driven professional development for all teachers, principals, and administrators.			
<i>Management's top execution question:</i> How are we ensuring professional development drives student success?			
For detailed activities, timelines, and responsible parties, please refer to budget .			

1. Comprehensive Professional Development Model

The State Board of Education adopted professional development standards in 2005 which delineate the essential characteristics of high quality professional development, as shown in Appendix D.2.1. The deployment of a comprehensive high quality professional development strategy with fidelity to the principles of RttT can make turnaround strategies, use of data to make instructional decisions and effective teaching practices more likely to bear fruitful student learning outcomes.

In RttT, ODE will require all participating districts and charter schools to adopt a proactive stance to student learning and achievement that answers the question: *How can we help teachers maximize their skills to help students learn?* While their answer will reflect the perspective of their district's context and the strengths their educators demonstrate, it must also:

- Develop and implement a local professional development plan that is based on the Ohio Standards for Professional Development and respects and nurtures the intellectual and leadership capacity of teachers and principals.
- Train teachers and principals in the effective use of data to improve instruction.
- Analyze school and district data to identify key skill sets that may need to be enhanced and inform overarching goals and objectives for each building's professional development focus.
- Include the design and support of school and district based professional learning teams which engage in sustained and ongoing professional development.
- Provide structures and resources, such as common planning and collaboration time, differentiated professional development methodologies (i.e., modeling of lessons, book studies, analysis of student work, webinars etc.).
- Design a method for collecting and analyzing data over time to determine the effect of professional development on educators' practices and student achievement, as well as to inform the focus, content and methodologies for future professional development.

During 2010–2011, participating districts and charter schools must develop and adopt a comprehensive model for professional growth or adopt an existing model. In partnership with local districts and schools, ODE's Office of Educator Quality and university partners will provide technical assistance in the design of comprehensive systems of support for educators. National models for effective professional development will be available and practices of districts that have proven success in raising student achievement will be shared through a

network of professional learning communities across the state. Educators will have the opportunity to share practices, problem solve challenges and celebrate their students' successes. Each district's plan will include a set of benchmarks against which progress will be assessed against the goals incorporated in the local plan.

2. Intensive Support to Beginning Teachers and Principals

Historically, beginning teachers and principals have been provided little guidance and support during the first years of their careers. Too often it is assumed that teachers entering their roles for the first time are fully prepared to assume their responsibilities without assistance. Research is very clear. Education is a complex process and, as such, its intricate array of responsibilities requires the continuous refinement of one's craft. Therefore, Ohio is committed to ensuring that formal linkages are made across an educator's professional career continuum. Ohio, however, has provided a structured entry-year program of support since 2003. The program includes mentoring to foster professional growth and development as well as offers assistance in preparing for the performance assessment the State Board of Education requires for licensure (Praxis III). More than 26,000 teachers have successfully completed the Ohio Entry Year Teacher Program since its inception in 2003.

This approach, while producing results, was not providing enough support to make significant numbers of teachers effective as early as possible in their careers. Therefore, as a result of HB 1, all new teachers in Ohio schools will participate in the new teacher residency program for the first four years of teaching beginning in the fall of 2011. The four-year Ohio Resident Educator Program [*see also (D)(2)(iv)(a)*] is grounded in the belief supporting beginning teachers as they accelerate and strengthen their classroom practices will result in increased student achievement. The program will be standards-based (Ohio's performance standards for teachers are included in Appendix A.3.1) and designed to support the resident educator as well as his/her certified mentors. Mentors are chosen from a corps of effective classroom practitioners and, when this program is fully implemented, will rely on the educator effectiveness evaluation system to identify mentor candidates. The program will incorporate a balanced assessment system comprised of both formative assessments and a summative evaluation to ensure multiple opportunities for the application and demonstration of knowledge and skills.

The Resident Educator Program will rely on a system design that:

- Is refined over time and is focused on building consistency and capacity.
- Is based on effective communication at all levels that clearly articulates expectations and benchmarks.
- Ensures resources are coordinated and shared to support districts, mentors and resident educators.
- Incorporates accountability and continuous improvement through ongoing assessment and evaluation.
- Clearly articulates and links the roles and responsibilities of the nested system.
- Promotes collaboration across and within all levels.
- Delineates the responsibilities of the resident educator.

During this past year, ODE worked with the New Teacher Center, the Board of Regents, and the Educator Standards Board to engage a group of over 53 education stakeholders (teachers, administrators, higher education, regional professional development providers) from across Ohio to develop and recommend the program components and requirements for the Resident Educator Program. The ODE also recruited and trained 20 state lead trainers in the use of formative assessment tools designed by the New Teacher Center. In turn, the State's lead trainers have instructed over 4,900 mentors in the use of the New Teacher Center tools and protocols to begin building the capacity of mentors across Ohio in anticipation of the implementation of the Resident Educator Program in the fall of 2011. HB 1 requires all Ohio schools to have lead teachers in place who will serve as mentors throughout the Resident Educator Program. Thus, it is necessary for Ohio to accelerate the training of lead teachers. RttT will greatly assist.

The Educator Standards Board will finalize program recommendations in late summer 2010 and present them to the State Board of Education for review and adoption in early fall 2010. Using RttT funds, districts across Ohio will be selected to participate in reliability and validity studies of the performance-based formative and summative assessment instruments and protocols that will be used in the Resident Educator Program. This process will also include the development of tools for determining observation protocols, goal setting, analysis of student work. Mentor training and credentialing will be begin in early spring 2011, based on the State's need to train and credential approximately 3,500-4,000 mentors to support the nearly

5,000 beginning teachers Ohio welcomes every year. Through RttT funds, Ohio will fully scale the Resident Educator Program to all schools and districts beginning fall 2011.

The Resident Educator Program is a full system reform involving ODE, school districts, the Ohio Board of Regents, and teacher preparation programs (details in Appendix D.5.1). One important factor is a feedback loop that connects the residency program to the teacher preparation programs. The nature of the residency program will promote the systemic identification of teaching and learning concepts and practices that can be enhanced within teacher preparation programming. In addition, an ongoing dialogue with mentors that includes ODE, Board of Regents, districts and teacher preparation programs has the potential of refining each part of the system to effectively support teaching practice at every level. Combined with the ongoing program effectiveness measures and performance based funding, this provides the information, measurement and incentive necessary to produce highly effective teacher and principal preparation programs. As the tenets of the program are formally approved and implementation begins, Ohio is committed to the collaboration across institutions and systems (teacher preparation to teacher practice) that can strengthen the support for professional educators.

Peer Assistance and Review. (See also (D)(2).) Ohio will develop a statewide Peer Assistance and Review model that participating districts and teachers' unions will adopt or adapt to their local context. The goal is to provide constructive feedback and support to teachers in new assignments or teachers in need of additional support, particularly in low-achieving schools or where there are persistent achievement gaps. Through RttT, Ohio will accelerate the implementation of the model, support statewide training, and deepen technical assistance. Ohio's four largest urban districts (Cleveland, Columbus, Cincinnati, and Toledo) have developed successful PAR programs in collaboration with their unions. In December 2001, Toledo's 29-year-old program won the Innovations in American Government Award presented by Harvard University's Kennedy School of Government and the Council for Excellence in Government. These programs demonstrate effectiveness in supporting underperforming and struggling teachers in improving effective practices as well as serving as the basis for non-renewal of teachers who remain ineffective after receiving intensive supports over time. Best practices from the Toledo, Columbus and Cincinnati PAR models will inform the design of the State model, including: an evaluation system that is standards-based and differentiates teacher

effectiveness based on a scoring rubric; training and credentialing of peer assessors; use of multiple observations with feedback after each observation related to professional development strategies; an evaluation that is informed by multiple sources of evidence including formative assessments.

Co-Teacher Model. (See also (D)(3).) Beginning teachers who are placed in the lowest-achieving schools will be provided additional mentor support during their first year in the Resident Educator Program through a new initiative, the Co-Teacher model. Resident Educators at these schools will be placed with a highly effective teacher for their first year of teaching and provided with extensive opportunities to analyze and monitor student progress, modify instructional strategies based on student learning needs, and create a learning environment that promotes high levels of learning and achievement for all students. This co-teaching model can be adapted to the district's individual context. One highly effective teacher will be assigned to no more than six beginning teachers. Mentors will be selected through a performance-based selection process and provided significant training. (See (D)(2) for more details.) Overtime, the mentor identification process will include use of educator evaluation data to determine effectiveness qualifications for the role.

The Continuum of Educator Practice (based on Ohio's Standards for Teachers) will be completed by June 2010. This continuum includes measurable and observable behaviors of teacher performance aligned to Ohio's Standards for Teachers and differentiates teacher effectiveness across five categories (ineffective, satisfactory, proficient/effective, accomplished/highly effective, distinguished). Borrowing from protocols used in Toledo and Cincinnati to identify lead teachers, ODE and educators from partnering districts and charter schools will develop a system (fall 2010) which will then be used to screen and select highly effective teachers to serve as Co-Teachers for this strategy. Over time, these protocols, too, will include use of annual educator effectiveness evaluation data.

Beginning Principal Mentorship Program. Research by the Wallace Foundation and others shows that, without question, leadership matters. Thus, consistent professional development and mentoring for school leaders is embedded within Ohio's education transformation plan. Ohio's goal of increasing the achievement levels of all students demands that schools be led by effective principals. Principals in struggling schools need ongoing training and intensive support. Ohio will invest RttT funds to implement high quality mentoring

programs for 133 beginning principals in our lowest-achieving schools during their first two years. The program will provide 1:1 coaching with trained and certified mentors who will focus on the leader's individual needs, provide feedback on performance and offer technical assistance in such areas as communication, team building, effective use of data, instructional leadership, family engagement and time management. Mentors must have a demonstrated successful record with more recent practice preferred, especially in schools with populations of high-need students. In later years, only principals who are considered effective or highly effective, as determined by their annual evaluations, will be considered for mentor positions. The benefits of high quality mentoring programs to new principals include: enhanced leadership, increased self-confidence, encouragement to take risks to achieve goals, opportunities to discuss and problem-solve issues with an experienced veteran, focus on student growth as central to the school's mission and greater collegiality and networking. The benefits to the district and school include increased student achievement, positive organizational climate, enhanced relations with families and community members, clarified roles and expectations, increased retention rates (teachers and new principals), and high performance of teachers and students.

3. Regional Professional Development Coaches

Ohio's 16 regional Education Service Centers (ESC) provide tailored support and technical assistance to school districts throughout the state. With RttT support, ESCs will employ a professional development coach to ensure that teachers and principals receive the high quality professional development they need to successfully implement State and local district RttT commitments. These coaches will guide and facilitate the roll out of professional development in a blended face-to-face and online delivery mode. Ohio's requirement for teams of teachers and principals to engage in professional learning communities will determine the series of professional development experiences that teachers will receive (OAC 3301-35-05). Content-focused professional development will include integration of content, learning progressions, and formative assessments. The professional development and associated resources will include an emphasis on differentiating instruction for English as a Second Language (ESL), special needs, and gifted student populations; integrating inquiry, design, and student-centered learning strategies with academic content; and developing and implementing assessments that inform instructional decision making. This professional development will be made available Statewide within three years. These coaches will serve critical roles in facilitating the effective use of data

to inform instruction. By engaging teachers and principals regionally, the coaches will develop a network that will, over time, deepen the use of effective data and create dynamic communities of practice.

4. Core Curriculum Support

Ohio's transition to revised standards and new assessments will include a laser-like focus on depth of instruction and appropriate assessment strategies. Professional development will concentrate on improving teacher content knowledge, integrating content and assessment practices, and making relevant connections across disciplines and real-world contexts. Teachers will be collaboratively engaged in creating relevant, contextually-based instructional units incorporating the revised standards and strategies for assessing student learning. See Section (B)(3) for a more detailed description of the professional development that will be provided in relation to rigorous new content standards. In addition, on-line modules will link high-quality curricular units to standards and will provide teacher support, such as detailed developmental learning progressions and formative assessment strategies, especially for high-need students. With support of learning progressions, formative instruction helps teachers identify specific student needs along a continuum of learning, providing significant insights to inform subsequent instruction for individuals and groups of students. See Section (C)(3) for a more detailed description of these modules.

5. Professional Development for Advanced Placement Teachers. (See also (A)(3).)

The expansion of the Advanced Placement program throughout Ohio requires that professional development be provided to ensure integrity to the program and the rigor of the courses. This project will increase access to AP course work in districts and charter schools with high concentrations of underrepresented students. RttT funding will support professional development to help schools build at least three AP courses per school by the end of the RttT grant period. One hundred high schools that offer fewer than three AP courses will be targeted and schools that represent high concentrations of students who are generally underrepresented in AP classes will be of highest priority. Ohio will collaborate with the College Board to expand AP Summer Institute offerings and AP workshop sites, dates, and offerings to meet the needs of the participating schools. This model will provide training to 300 teachers annually and potentially reach 24,900 students. This AP professional development will help advance Ohio's college and career readiness goals. One of the most promising components of the professional

development is the AP Achievement Institute through which the College Board provides intensive programming to help districts close the achievement gaps by incorporating learning and implementation strategies that help underserved student populations be successful in the AP learning experience. On-site visits by an ODE staff member who oversees the State’s AP program will assist schools in customizing implementation strategies to their unique contexts and provide needed support to drive improved performance.

6. Enhance Leadership Quality

Leadership matters—it matters to student success, it matters to the creation of a supportive learning community—it matters to the effective engagement of families in their children’s education. Effective leadership must be exercised at all levels of the school enterprise for meaningful and sustainable district-wide improvements in student achievement. This requires superintendents to focus on student achievement and ensure that the system supports learning for all students. They must engage in designing a professional learning community in which goals are mutually developed, a monitoring system is enacted, and resources are accessed and aligned to support teachers and principals to meet the district’s goals. The goal of focusing primarily on student achievement may, in fact, require a shift away from the traditional notion of leader as manager and administrator *to* leadership as a set of practices that must be exercised across the system to meet increasing challenges and expectations in an era of heightened accountability. To support education leaders, Ohio will implement the Beginning Principal Mentorship program described above, as well as the Turnaround Leader Program described in Section (E)(2).

In addition, Ohio will partner with the Buckeye Association of School Administrators (BASA) to provide training for district leaders and central office staff of districts with low-achieving schools. Training will develop individual leadership skills and focus on systemic change and strategies for working with turnaround schools. This program will build on the successful Ohio School Leadership Institute (OSLI) developed by BASA in partnership with the Center for Creative Leadership (North Carolina). It will also extend from the work of Ohio’s Leadership Advisory Council (OLAC), a group of distinguished leaders from all regions of the state who collaboratively created the Ohio Leadership Development Framework. The framework offers a common core of essential systemic practices to improve education leadership at the district, school, and classroom levels. The framework clarifies leadership roles and responsibilities at the district and school levels by redefining and validating leadership team

structures that are needed to embed quality planning, implementation and ongoing monitoring on a system-wide basis, as described in Appendix D.5.2, the Ohio Leadership Development Framework.

7. Support to Career-Technical Teachers.

Ohio's career-technical programs are a key component of a system to ensure that all students are college and career ready. Using RttT funds, Ohio will provide an opportunity for joint vocational schools to create consortia to apply for funds to strengthen career technical education in alignment with RttT priorities. These consortia will partner with professional associations and business to implement initiatives such as creating a career-technical STEM network, integrating career and academic standards through Credit Flex, developing career-ready assessments, developing career technical programs for gifted students, providing professional development, or implementing innovative programs.

(D)(5)(ii) Measure, Evaluate, and Continuously Improve the Effectiveness of Those Supports in Order to Improve Student Achievement

8. Implement 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. Over the past five years, school districts have worked to align their professional development with Ohio's Standards for Professional Development. (See Appendix D.2.1.) These standards are consistent with those articulated in RttT: *data-informed, job-embedded; ongoing; focused on instructional improvement*. For the past three years, over 250 districts receiving Poverty-Based Assistance (PBA) funds for professional development were required to annually submit comprehensive plans documenting the alignment of their district's professional development program and activities to the Ohio Standards for Professional Development. Using a scoring rubric developed by ODE plans are were reviewed and scored. District plans not approved were revised and re-submitted based on feedback, but only approved plans were permitted to spend allocated dollars.

With RttT funds, the State will establish a similar system to ensure that professional development offerings are of high quality, incorporate promising practices that yield high impact and are effectively delivered. Districts will be required to annually submit a comprehensive plan that meets the Ohio Professional Development Standards for all RttT-funded professional

development. Districts will also be required to provide evidence of impact on participants and student outcomes. Impact evidence must include:

- Documentation of participant learning (new knowledge and skills)
- Impact on the organization (organizational climate, development of professional learning communities, collaborative time during the school day, etc.)
- Participants' use of new knowledge and skill
- Student learning outcomes.

After the first year, districts must demonstrate that the providers incorporate data within their plans to demonstrate that they meet the requirements outlined for quality, content and impact. This process will focus RttT resources and supports on professional development offerings and programs that have the highest impact, allow for all providers that can demonstrate successful programs to qualify to work with districts and charter schools, and inform continuous improvement of programming at the state, district, and school levels.

9. Establish the Appalachian Collaborative

The Ohio Appalachian Collaborative is a partnership of Battelle for Kids and 20 rural districts, representing 33,000 students, across the Appalachian region of Ohio. This regionalization of districts with shared challenges will implement a systemic model to augment Ohio's reform strategies (both RttT and HB1) through a collaborative network that uses data and professional development to identify and accelerate practices that dramatically improve human capital development and impact student growth and achievement. (See Appendix D.5.3.)

Using value-added data and multiple measures of student achievement including the Ohio Achievement Tests, the ACT, and end-of-course exams, the Collaborative will identify the high impact practices and highly effective teachers in various grades and subjects to serve as a source of professional development for their colleagues. Harvesting and sharing highly effective practices will accelerate the application and impact of professional development and honor the successful work being done in some classrooms and schools. Teachers and principals will participate in analysis of value-added data (reading value-added data reports and using value-added projections to identify student needs), formative instruction (creating formative instruction processes of continuous feedback for growth including formative assessment and benchmark assessments) and core curriculum (aligning their classroom expectations with the new rigorous curriculum and instruction supports). Critical to the collaboration is the development of leaders

in every district who can support continuous job-embedded growth with the new practices. These leaders will receive additional training in using data, implementing rigor, leading change and focusing on highly effective instruction with other leaders across the collaborative. All trainings will comply with the state certification system for professional development and will monitor results through a digital evaluation system that measures participant impact both immediately after training and then six to eight weeks after training to monitor levels of enacted practice. Significant lessons will be learned from:

- Using value-added data to identify highly effective practices.
- Creating a formative instruction cycle for ongoing feedback for learning.
- Implementing rigorous curriculum for all students.
- Leading collaborative change through building teams and staff.

The Appalachian Collaborative will create a shared teacher evaluation tool that is based on multiple measures and that will include value-added student growth data, student feedback from instruments such as the Gallup Student Engagement Poll, and multiple observations based on the Ohio Teacher Standards rubric. The creation of a common evaluation tool will lead the development of a shared Peer Assistance and Review (PAR) program across Collaborative districts. Creating one PAR system for the Appalachian Collaborative overcomes one of the key barriers of implementing this reform in small school districts, which is the limited number of teachers in any job assignment and the close-knit relationships that can make this form of peer feedback difficult. In addition, a similar process with Ohio's Model Principal Evaluation System will lead to collegial support for principals to receive ongoing peer feedback as well. This work is of particular importance to Ohio, as the state has the fourth highest population of rural students in the country, but also will serve as a model of rural education transformation nationally. It will also address achievement gaps prevalent in schools with concentrations of students living in poverty.

Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Party
Complete by December 2010	
<ul style="list-style-type: none"> Develop system of indicators and protocols for LEAs to follow to credential their professional development programs 	ODE-CTP
<ul style="list-style-type: none"> 16 ESCs identify key support personnel for LEA coaching 	ESCs, ODE
<ul style="list-style-type: none"> Identify leadership teams and supports for Appalachian Collaborative 	LEAs, ODE
Complete by December 2011	
<ul style="list-style-type: none"> Identify co-teachers in low achieving schools in participating LEAs that can take on a mentorship role for at most 5 beginning teachers 	LEAs, ESCs, external experts, ODE-CTP
<ul style="list-style-type: none"> Provide training to the mentor (likely integrated closely with Residency mentor training) 	LEAs, ESCs, external experts, ODE-CTP
<ul style="list-style-type: none"> Launch the co-teacher model at low achieving schools in participating LEAs 	LEAs, external experts
<ul style="list-style-type: none"> Create 15-member team to develop the Beginning Principal Mentorship Model 	ODE-CTP, LEAs
<ul style="list-style-type: none"> Develop the Beginning Principal Mentorship Program model 	LEAs, ODE-CTP, external experts
<ul style="list-style-type: none"> Provide training and incentives to LEAs to adapt and adopt the Beginning Principal Mentorship Program 	ODE-CTP, LEAs
<ul style="list-style-type: none"> Launch Beginning Principal Mentorship Program 	LEAs
<ul style="list-style-type: none"> Work with the BASA to develop the new training program for all LEA level leaders 	BASA, ODE-CTP, LEAs
<ul style="list-style-type: none"> Launch LEA Leadership Training Program 	BASA, ODE-CTP, LEAs
<ul style="list-style-type: none"> Implement submission, review and credentialing of LEAs professional development programs 	LEAs, ODE-CTP
<ul style="list-style-type: none"> Provide Advanced Placement Summer Institutes 	LEAs, ODE
Complete by December 2012	
<ul style="list-style-type: none"> Begin reporting evidence indicators from professional development programs 	LEAs, ODE-CTP
<ul style="list-style-type: none"> Provide Advanced Placement Summer Institutes 	ODE, LEAs

(D)(5) PERFORMANCE MEASURES

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Percentage of participating LEAs professional development plans that meet state high-quality professional development standards	NA	25	50	100	100
Percentage of participating LEAs with the new induction and mentoring programs for new teachers.	NA	100	100	100	100
Percentage of new teachers participating in induction and mentoring program.	NA	100	100	100	100
Length of new teacher induction program (in years).	2	2	4	4	4

SECTION (E)(1):

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

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING**

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

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

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

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

Evidence for (E)(1):

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

Recommended maximum response length: One page

**OHIO'S NARRATIVE RESPONSE TO E(1) IS FOUND ON THE FOLLOWING PAGES E1-1 – E1-4
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

(E)(1) Intervening in the Lowest-Achieving Schools and LEAs

Ohio Reform Conditions

Ohio's education reform agenda places high value on having every student attend an excellent school. Accomplishing this requires a broad range of actions—and specific focus on intervening in the lowest-achieving schools and districts. These actions are discussed extensively in Section (E)(2). *Ohio clearly possesses a strong legal, statutory, and regulatory environment that allows for direct intervention in the State's persistently lowest-achieving schools and in districts that are in improvement or corrective action status.* It will use this authority to take action in the lowest performing schools.

Approach

Two key provisions in Ohio law authorize the Department of Education to directly intervene with the State's persistently lowest-achieving districts and schools and reconstitute, turn-over or close the schools: (1) Ohio Revised Code (ORC) Section 3302.041, which establishes Ohio's Model of Differentiated Accountability; and (2) ORC 3302.10, which establishes Academic Distress Commissions.

Activities

Ohio's Model of Differentiated Accountability. In July 2008, Ohio became one of six states selected by the US Department of Education to participate in the federal Differentiated Accountability Pilot Initiative. Under this Initiative, the US Department of Education and the Ohio General Assembly granted ODE the authority to foster systematic changes within the districts and schools that are most in need of improvement. Pursuant to ORC 3302.041, each school district or school that has been identified for improvement must implement all corrective actions required by the department's Model of Differentiated Accountability. Under this legislation, Ohio is authorized to reconstitute, turn-over or close chronically low-achieving schools.

Deployment of the differentiated accountability framework enables Ohio to accelerate the direct targeting of resources, technical assistance and interventions. Instead of focusing on the number of years that a school or district misses adequate yearly progress (AYP), which was done under the prior system, Ohio now categorizes schools and districts based upon the aggregate percentage of student groups that do not meet AYP in reading and mathematics.

Districts and schools are labeled *low support* if fewer than 20% of their AYP indicators were not met; *medium support* if 20 to 29% of their AYP indicators were not met; and *high support* if 30% or more of their AYP indicators were not met. Schools and districts in all improvement categories are required to utilize the Ohio Improvement Process (OIP) to develop their district and school continuous improvement plans. If a school or district does not implement the OIP or show improvement following implementation, the original sanctions under ESEA 2001, for school districts and buildings, including restructuring or corrective action, are reinstated.

Under the differentiated accountability model, the Ohio Department of Education is empowered to implement a multitude of interventions for *high support* districts that fail to provide consistent oversight of school improvement efforts and/or fail to demonstrate significant district improvement.

Specifically, the State is authorized to take one or more of the following actions with High Support Districts:

- Replace district personnel related to the failure to make AYP.
- Remove particular buildings from the jurisdiction of the district and establish alternative governance and supervision arrangements.
- Appoint a receiver or trustee to administer the affairs of the district in place of the Superintendent and the local school board.
- Defer programmatic funds or reduce administrative funds.
- Institute and implement a new curriculum.
- Provide high quality professional development.
- Initiate an Academic Distress Commission if the district missed AYP for four consecutive years and is labeled in Academic Emergency using State accountability measures.

In addition, High Support Districts are required by law to implement **all** of the following interventions:

- Use the State's Decision Framework to create district and building needs assessments.
- Develop district and building focused improvement plans using the State's planning guidance.
- Direct 10% of Title I funds to professional development.

- Establish District Leadership Teams and Building Leadership Teams that use the Ohio Leadership Advisory Council framework.
- Participate in State-led on-site reviews.

If a High Support District does not implement the OIP, they are required by law to perform at least **one or more** of the following interventions:

- Reopen the school as a public charter school.
- Replace all or most of the building staff, which may include the principal.
- Enter into a contract with a third-party to operate the public school.
- Participate in on-site review by a State-sanctioned diagnostic team with aggressive implementation of critical items.
- Implement their improvement plans under the oversight of the State Support Team.

An outline of the interventions that apply for the entire range of support categories is attached at Appendix E.1.1.

Academic Distress Commissions. ORC 3302.10 mandates the establishment of an Academic Distress Commission for each school district that is declared to be in a state of academic emergency pursuant to ORC 3302.03 and has failed to make adequate yearly progress for four or more consecutive school years. Because time is of the essence for such districts, the five member Commission must, within 120 days of its establishment, develop an Academic Recovery Plan that addresses: (1) the short and long-term actions to be taken to improve the district's academic performance; (2) the sequence and timing of those actions and the persons responsible for implementing them; (3) the resources that will be applied toward improvement efforts; (4) the procedures for monitoring and evaluating improvement efforts; and (5) the requirements for reporting to the Commission and the District the status of improvement efforts. Ultimately, the Commission must submit the Plan to the State Superintendent of Public Instruction for review and approval.

The Commission's oversight responsibilities for such a district are firmly established in law. Under ORC 3302.10, school district management rights that may have been relinquished under a collective bargaining agreement are restored to the district board, and the Commission is able to modify management rights and responsibilities in the Academic Recovery Plan. This means that the Commission's plan can impact and supersede all prior agreements concerning:

district functions and programs; standards of services; overall budget; utilization of technology and organizational structure; and hiring, supervising, disciplining and evaluating employees.

At present, one Academic Distress Commission is in place for Youngstown City School District. That Commission's Academic Recovery Plan is due to the Superintendent for approval early this summer. ORC 3302.10 mandates that the Department work closely with the Commission and provide the administrative support, data and information on resources to assist the Commission in its work. The Superintendent of Public Instruction and ODE staff are actively monitoring the Commission's progress towards development of the Recovery Plan, providing Commission members with critical subject-matter expertise and technical support. Under ORC 3302.10, an Academic Distress Commission will continue to operate until the district receives a performance rating of "Continuous Improvement" or better for two of the three prior school years, or until the Superintendent of Public Instruction determines that the district can succeed without the Commission's supervision.

On behalf of its students, Ohio will continue to expect that all schools will be excellent and work tirelessly to ensure that all students succeed. Ohio will take action and intervene as necessary to achieve this vital mission.

SECTION (E)(2):

TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS (40 points)

**US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING**

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

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

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

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50% of its schools). (35 points)

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

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

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

Recommended maximum response length: Eight pages

**OHIO'S NARRATIVE RESPONSE TO E(2) IS FOUND ON PAGES E2-1 - E2-30
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

(E)(2) Turning Around the Lowest-Achieving Schools Ohio's Comprehensive Plan to Turn Around its Lowest-Achieving Schools

Turning around persistently low performing schools is not for the faint of heart. It demands vigor, intense focus, and a persistent commitment to student success. Ohio's plan to turn around its lowest achieving schools centers on one basic premise—*every child must be engaged with effective teachers working in schools led by effective principals*. This is an absolute imperative and, together, State and local partners will dramatically increase the quality of education for more than 33,500 students in the State's 68 persistently lowest-achieving schools. The students in these lowest-performing schools are often the neediest in the State, struggling with poverty, challenging family dynamics, mobility, and repeated academic failure. Their struggles must serve as a catalyst for the changes that we demand in the lowest performing schools. Ohio has a moral obligation to all of its children. Certainly, students in the lowest performing schools are a priority to our reform strategy as their worlds are too often bleak and their futures too often predetermined by low expectations. Failure should not be an option and never should it be acceptable.

This is no small challenge and the clock is ticking. Ohio's children cannot wait and we will act boldly now.

Ohio's Foundation for Success

Ohio has been a significant player in turnaround work for the past decade, involving innovative and proven public and private partnerships that have improved the performance of disadvantaged children. RttT funds will be used to scale up this turnaround work and strengthen a system that both prevents and transforms low achieving schools. We are building off lessons learned from two of our turnaround initiatives—one focused on high schools and one focused primarily on K-8 schools.

Ohio High School Turnaround Initiatives. During the course of seven years and nearly \$100 million in leveraged federal, state, local and primarily philanthropic investments, Ohio launched 73 redesigned high schools across 11 urban districts and nine Early College High Schools (ECHS) in eight districts. During these seven years, the high school turnaround and ECHS efforts have narrowed significantly the achievement gaps in some of Ohio's poorest and most academically challenged high schools. The Ohio High School Transformation Initiative

(OHSTI) converts low-performing, traditional comprehensive high schools into multiple small schools or small learning communities. From 2002 to 2008, OHSTI achieved the following results:

- Overall high school graduation rates increased by 32%, while the State graduation rate increased just over 2%.
- The graduation gap between OHSTI high schools and all Ohio high schools closed dramatically, by more than 73%, with 38% of sites now exceeding the State average graduation rate.
- Nearly 8 out of 10 African American students in OHSTI sites are graduating— a 29% increase from 2002 to 2008, surpassing the State’s graduation rate for African American students during the same period. In fact, the graduation rate for African American students at current OHSTI sites was, on average, six percentage points below the State average when they entered the initiative and, today, the graduation rate for African-American students in OHSTI schools is an average of nearly 13 percentage points above the State average.

The OHSTI high schools offer sources of powerful results and rich lessons learned. For example, Cleveland Heights High School, a comprehensive high school of 2,000 students reconstituted into five small learning communities through OHSTI. Following a traditional pattern of ups and downs associated with any major reform initiative, Cleveland Heights High School reached a 94.5% graduation rate for its African American males.

Ohio Early College High Schools encourage and enable students, who otherwise might not be considered college material, to attend high school and college simultaneously— providing support and opportunities that allow them to earn as much as an associate’s degree by the time they leave high school. The majority of Ohio’s ECHS students are first-generation college students and are economically disadvantaged. Results for the ECHSs are significant:

- All Ohio ECHS students earn a range of college credits, with greater than one in three ECHS students graduating high school with both a high school diploma and two years of college credit (60 hours) or an associate’s degree.
- An average of 91% of Ohio’s ECHS students graduate from high school—more than six percentage points above the state average.
- 98% of ECHS 10th graders passed the reading portion of the 2009 Ohio Graduation Test (OGT). More than 90% of ECHS 10th graders scored proficient or higher on the OGT

assessments in reading, writing, mathematics and social studies, outperforming the State in each of these categories.

- 100% of the Ohio Early College High Schools achieved Adequate Yearly Progress.
- 80% of Ohio’s ECHS attained “Excellent” ratings in the State’s accountability system.

Labor-management collaboration was essential to the success of the Ohio High School Transformation Initiative and the Ohio Early College High School Network. The majority of districts involved in these two initiatives developed one or more MOUs to further various activities such as new staffing patterns to teacher

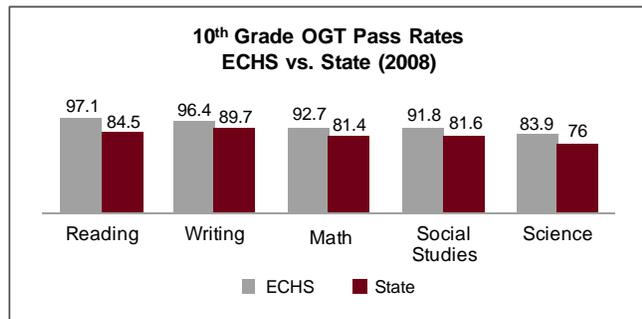
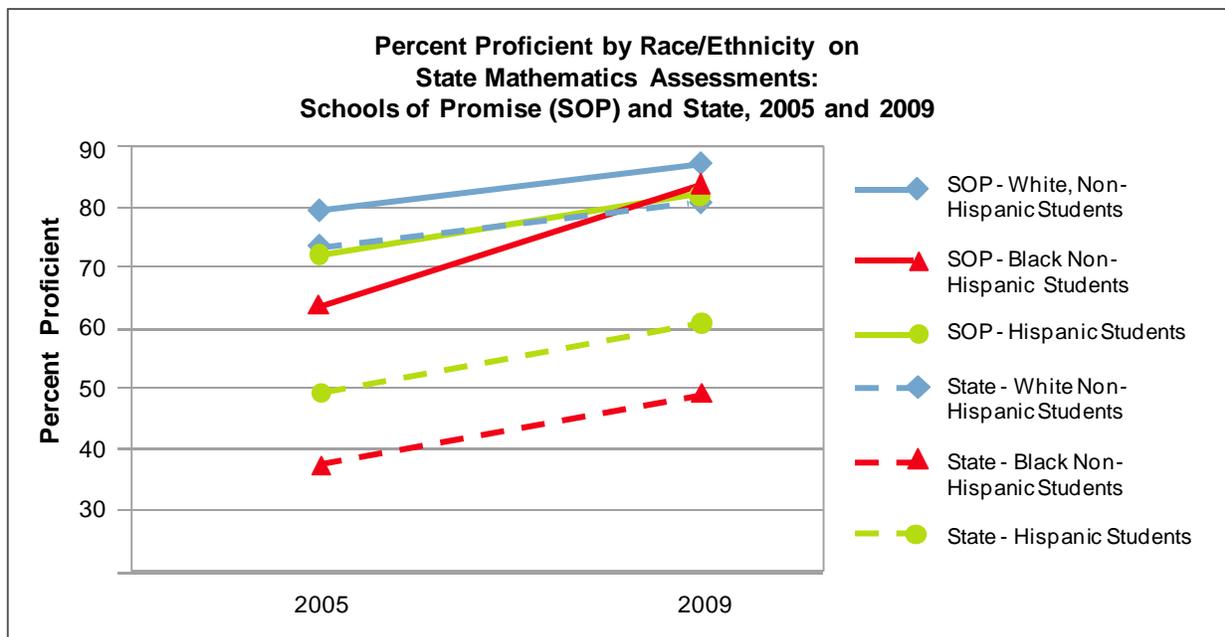


Figure E.2.1. ECHS 10th Grade OGT Pass Rates

professional development within and beyond the school day to strategies for personalization of instruction and planning for students. (See Appendix E.2.1 for specific examples.) These collaborations offer great promise and serve as models for the State’s RttT strategy. Additional results and lessons learned are highlighted in Evidence (E)(2).

Elementary Success: Schools of Promise. Over the past eight years, ODE has identified schools in which the racial/ethnic and economically disadvantaged groups of students are achieving proficiency in schools that have large percentages of economically disadvantaged students, particularly in K-8 settings. Ohio’s 458 *Schools of Promise* demonstrate that *achievement gaps can be eliminated* and that all students can master Ohio’s challenging academic standards.

Between 2005 and 2009, *Schools of Promise* decreased achievement gaps on the State assessments at a rate greater than the State as a whole. In mathematics proficiency between 2005 and 2009, the Black/White achievement gap closed by 12.4 percentage points in Ohio’s Schools of Promise and by 4.3 percentage points in the State as a whole. ODE studied the instructional practices and cultural qualities of Ohio’s *Schools of Promise* and identified five common elements of effective practice: (1) rigorous standards and instruction; (2) strong instructional leadership; (3) instruction designed for all students’ success; (4) parent and community involvement; and (5) a positive school culture. These align with RttT requirements and expectations.



RttT2-21

Figure E.2.2. Ohio’s Schools of Promise Mathematics Assessments

Putting this research into action, ODE developed a Diagnostic Review process that helps districts and schools improve students’ performance by analyzing their current practices against effective research-based practices, identifying areas of strength and areas needing improvement. Districts use the findings from the Diagnostic Review as they complete their needs assessment in Stage 1 of the Ohio Improvement Process (OIP).

Goal

The goal of Ohio’s turnaround strategy is to identify and publicly report Ohio’s lowest achieving schools and significantly improve their performance aligned to the overall goals of the State plan:

- By 2014, decrease the graduation rate gap by 50% between minority students for the 34 lowest-performing high schools and the average graduation rate for white students.
- Decrease the performance gaps between white and minority students in math by 2014 for the 68 lowest-performing schools by 50%, from an average gap of 16.3% to 8.2%.
- Decrease the performance gaps between white and minority students in reading by 2014 for the 68 lowest-performing schools by 50%, from an average gap of 18.5% to 9.3%.

The achievement of these goals require clear expectations, strong systems of support, and aggressive leadership. Ohio will not allow another generation of students to not experience success. *RttT investments will accelerate the pace at which we turn around our lowest-achieving schools.* By 2014, Ohio will have a system of accountability and support that leads the nation in successful school turnarounds based on a set of clearly prescribed performance metrics.

(E)(2)(i) Identifying the Lowest-Achieving Schools

The selection criteria used by ODE to identify the persistently lowest achieving schools directly follows the guidance for RttT and the School Improvement Grant (SIG) 1003(g). ODE placed school buildings open during the 2009-2010 school year into two categories:

1. **Title 1 schools** that are in school improvement status, or
2. **Title 1 eligible secondary schools** that did not receive Title 1 funding, regardless of school improvement status.

As required in the federal guidance, ODE used only two measures of achievement: (1) the school’s current performance in reading and mathematics (2008-2009 school year), and (2) the school’s progress on reading and mathematics over a five year period. Each school’s current performance and its measure of progress over time were weighted equally at 50% each and combined into a single measure. ODE ranked all eligible schools from lowest to highest in each of the two categories by this single measure of achievement. The lowest 5% of schools in each category (Title 1 schools in school improvement or Title 1 eligible secondary schools) were automatically placed into the category of “persistently lowest achieving schools.” In addition to the lowest 5%, any secondary school that had a graduation rate lower than 60% over a number of years was also identified as a “persistently lowest achieving school” for the purpose of RttT and SIG. (See Appendix E.2.2 for more detail.)

ODE identified 68 persistently lowest-achieving schools. Under RttT and SIG, these 68 schools must implement one of four school intervention models: the turnaround model, restart model, school closure, or transformation model.

(E)(2)(ii) Ohio’s Strategy to Transform Lowest-Achieving Schools

1. Clear Targets, Strong Accountability

Ohio has a variety of supports dedicated to addressing issues in low-performing schools that will be complemented by Ohio’s RttT investments. Ohio’s Model of Differentiated Accountability accelerates the direct targeting of resources, technical assistance and

interventions to low-achieving schools and districts. Districts and their schools move through the Ohio Improvement Process (OIP) together, using data to target improvement efforts by identifying their greatest needs and aligning work around a limited number of focused goals. (See Appendix E.2.3 for a description of the OIP.) Through a unified regional infrastructure, districts and their schools are provided with high quality training and support to meet their focused goals for improvement. *This Differentiated Accountability model also authorizes ODE to reconstitute, turn-over or close chronically low-achieving schools* (Appendix E.2.4).

2. ODE Reorganization for Rapid School Improvement

ODE is taking significant organizational actions to address more directly the persistently lowest-achieving schools. These actions, along with targeted tools that support schools, will emphasize ODE's capacity to heighten its role in school turnaround efforts. In the short-term, it will need the assistance of outside partners who have the capacity and expertise to *quickly* begin turning around persistently low-achieving schools. The combination of the changes in ODE and the addition of the expertise provided by these and other experienced non-profit partners will allow the State to prevent low performance, respond swiftly and boldly to the dire needs of low-performing schools and address the ongoing needs of low-performing schools.

The Office of Transforming Schools is a new office that will employ staff with expertise in school turnaround, and maintain regular coordination and communication with Ohio's 68 lowest-achieving schools. The Office of Transforming Schools will intervene if improvement efforts in these schools and districts are unsuccessful. However, rather than serving exclusively as a compliance monitor, the Office will help prevent low achieving schools and drive dramatic school improvement efforts. The Office of Transforming Schools is not designed to host state consultants who visit districts and schools now and then. The "improve from a remote location" strategy does not have a history of much success. Instead, this Office will be fully cognizant of the work transpiring in turnaround schools through routine visitations, regional meetings, conference calls and video conferences. Moreover, this office will highlight the successes of schools engaged in transformation, connect the necessary resources for turnaround schools, and hold districts and schools accountable. Essentially, the primary function of the Office is to ensure that the right systems of support are provided for successful school turnarounds and that clear lines of accountability are followed.

In March 2010, Ohio received \$132 million in School Improvement Grant funds. During March and April, ODE worked with eligible districts and charter schools to understand the four intervention models required by SIG and RttT for the persistently lowest-achieving schools. ODE clearly communicated that the transformation model may only be used for 50% of the schools in districts with more than nine persistently lowest-achieving schools (applies to only one urban district in Ohio) and should be driven by the critical needs of districts, schools, and students as identified in Stage 1 of the OIP and the focused plan that results in Stage 2 of the OIP. This ensures alignment with an already established State process. A description of the OIP process for the 68 lowest-achieving schools is in Appendix E.2.5. The Office of Transforming Schools is working with schools through a competitive grant process to approve funding applications and has vetted a list of experienced school support organizations that districts and schools may use to help implement their intervention models. An orientation meeting will be conducted in June 2010 to support the schools as they begin their improvement efforts. Stakeholders are involved in planning technical assistance and monitoring sessions for the SIG awardees. These sessions will be conducted quarterly by the Office of Transforming Schools.

The Office of Transforming Schools will leverage the expertise that exists within the agency in areas critical to closing achievement gaps and turning around low student performance. These critical areas include:

- Strong instructional leadership.
- Rigorous standards and instruction.
- Data driven decision-making.
- Instruction designed for all students' success.
- Parent and community involvement.
- Positive school culture.
- Coherent professional development.

3. Establishing the Ohio Network for Education Transformation (ONET)

To enable dramatic turnaround in Ohio's 68 lowest achieving schools, significant financial resources, innovation, and local-level collaboration are required to ensure success and attain dramatic results. Ohio proposes an innovative public and private management structure, the Ohio Network for Education Transformation (ONET), to achieve these needs—one that links the expertise of ODE with non-profits that have demonstrated success in turning around low-

performing schools. Incorporated into the Network will be a series of partnerships that evolve over time; each will be developed in response to the goals of RttT, embedded in the strategies for turning around Ohio’s low performing schools, and tailored to address individual school’s context and culture. The State will benefit most from partners who have a successful track record in turning around low performing schools and understand Ohio’s context. The following list, while not intended to be all-inclusive, is offered as an example of the types of ONET partnerships.

Non-Profit	Expertise
Asia Society	In 2003, the Asia Society created the International Studies Schools Network and now works with 23 public schools that are developing globally competent, college-ready high school students. Research shows its model has higher graduation rates and academic achievement than other schools with similar profiles. ISSN schools serve students in grades 6-12 or 9-12; 85% of all students are minorities; 74% are from low-income families.
Battelle Memorial Institute	As the world’s largest independent research and development organization, Battelle provides innovative solutions to the world’s most pressing needs, conducting \$5.6 billion in global research and development. In 2001, Battelle and the Ohio Business Roundtable established Battelle for Kids to champion student achievement. Battelle for Kids has extensive experience in improving teacher effectiveness, using growth measures for educational improvement, designing and implementing strategic compensation initiatives and supporting the use of data for educational transformation. In 2008, Battelle supported the creation of the Ohio STEM Learning Network , a consortium of 10 secondary schools, 26 K-8 Programs of Excellence, and 7 regional hubs.
KnowledgeWorks Foundation	The Cincinnati-based foundation has expertise in Ohio and across the nation in turning around low-performing schools, by focusing on three key factors in learning: individual student achievement and support, teaching practices, and school climate. The Foundation’s high school work led to the creation of EdWorks , a subsidiary that has launched more than 90 small, personalized high schools, ranging from traditional college preparatory arts and humanities academies to innovative STEM and Early College High Schools. The Foundation in 2009 added to its high school initiatives the New Tech Network , a Napa, California based non-profit that operates nationwide with schools, districts, and communities to develop innovative high schools. Currently New Tech includes 40 schools in nine states serving thousands of students. Additionally, KnowledgeWorks helped spur the creation of STRIVE , a Cincinnati P-16 partnership of higher education, LEAs, major employers, philanthropy, and non-profit service providers, which has harnessed and strengthened the community supports for kids and raised communitywide expectations for all stakeholders involved in caring for students’ academic and social well being.
Middle Start	Middle Start is a nationally recognized program of the Academy for Educational Development dedicated to improving teaching and learning and ensuring academic success and healthy development for every middle-grades student. With over a decade of experience, Middle Start helps schools develop the characteristics of high performing middle-grades schools: (1) academically challenging environments that support the diverse needs of ALL learners (2) personalized learning communities informed by the stages of young adolescent development (3) reflective review and self-assessment to ensure continuous improvement and (4) collaborative leadership committed to family and community partnerships to sustain success.
National Middle School Association (NMSA)	Based in Westerville, Ohio, the National Middle School Association (NMSA) is dedicated exclusively to those in the middle level grades. With over 30,000 members representing principals, teachers, central office personnel, professors, college students, parents, community leaders, and educational consultants across the United States, Canada, and 46 other countries, NMSA welcomes and provides support to anyone interested in the health and education of young adolescents and operates the Ohio Middle Schools to Watch program..

Non-Profit	Expertise
Ohio Alliance for Public Charter Schools (OAPCS)	A non-profit, non-partisan and independent membership organization dedicated to the enhancement and sustainability of quality charter schools through standards, values, best practices, business and financing resources and technical assistance programs. OAPCS serves as a center for (1) School improvement planning, (2) Student achievement planning, (3) Financial and human resource management, (4) Training and professional development, (5) Achieving regulatory compliance and accountability, and (6) Sharing and developing innovative ideas and best practices.
Institutions of Higher Education	Ohio's institutions of higher education are involved in numerous ways in support of the goal of turning around schools. Many institutions operate highly regarded partnerships with school districts. These include programs like The Ohio State University's Project ASPIRE, and Miami University's Urban Teaching Cohort program. A number are also partners in Early College High Schools.

The ONET governance structure will include leadership from ODE, the Ohio Board of Regents, the Governor’s Office, State and local education organizations and business partners and will be managed by a school support organization with a history of demonstrated success in this type of work.

Working closely with the Turnaround Specialists in ODE’s Office of Transforming Schools, ONET will work with districts and charter schools and their external partners as they develop and implement plans for turnaround, transformation, or closure, and seek technical assistance to move forward and to ensure student success remains central to their work.

One of the primary responsibilities of ONET is in the area of accountability, which is essential in turnaround work. Too often, the lack of improvement in failing schools stems from a deficient accountability system and an absence of networked improvement strategies. The Office of Transforming Schools will ensure that accountability measures are firmly in place, responsible parties are defined, and progress is measured at, minimum, on a quarterly basis for each turnaround schools. Accountability measures and results will be posted on ODE’s website.

ONET will coordinate support and deepen community engagement to spur shared accountability and ownership of the transformation of these schools. The specific work includes:

- Sharing research on low performing schools that incorporate topics such as school environments, low expectations, maintenance of status quo.
- Supporting the turnaround work of staff in persistently low-achieving schools. Technical assistance will include conducting baseline assessments, building focused work plans, setting benchmarks and metrics consistent with SIG and RttT, and recruiting building level transformation teams.
- Guiding schools in selecting and using effective supports, tools and initiatives.

- Providing immediate training for principals, teacher leaders, and central office staff in the 68 schools to assume turnaround work in schools. Work closely with ODE and Ohio’s universities to build the Ohio School Turnaround Specialist Program (see description below).
- Developing and/or seeking specialized expertise in turning around low-achieving community schools or schools that serve specialized populations (e.g., students with disabilities, dropouts).
- Reporting to the State and public on progress in turning around schools.
- Assisting ODE in developing the expertise and capacity to turnaround schools.
- Coordinating with the Ohio STEM Learning Network (OSLN) to help turnaround schools increase their STEM teaching and learning capabilities and expose students to STEM-related careers.
- Spurring innovative school models across the State to implement new school models of innovation that will provide inspiration and direction for other schools and serve as laboratories in the development and scale-up of proven learning options.

Figure E.2.3, Turnaround System of Supports, highlights the key roles and responsibilities of ONET, ODE and districts and charter schools.

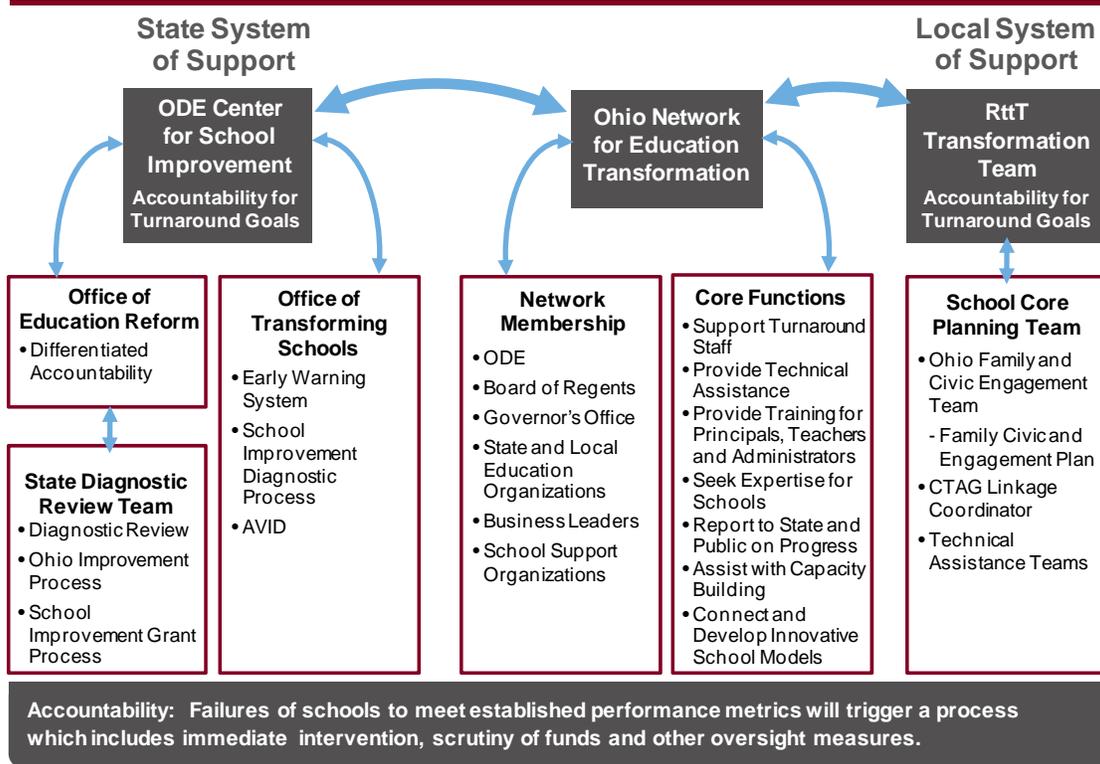
4. Sharing Best Practices: National Connections

Ohio is interested in learning from other states that are working on school turnarounds under the Differentiated Accountability Model. Ohio will work with a national education policy research organization and the nine states using the Differentiated Accountability Model for best practices, lessons learned, and information exchange. This partnership will create a robust network to inform the State’s RttT strategy.

5. Connecting, Supporting, and Learning from Local School Turnaround Leaders

Ohio schools and districts already have begun significant work and planning on turning around the lowest performing schools. With the OIP, the reforms passed in HB 1, and the work underlying the SIG process, districts and charter schools are already developing plans and acting on them – and much of that work is comprehensive and innovative. In Cleveland, for instance, the district and its partners, most especially two foundations, created a multi-dimensional Academic Transformation Plan that is described as the most thorough and ambitious in the district’s history. (See Appendix E.2.6 for an overview of the Cleveland plan.) It is critical that

Turnaround System of Supports



RtT2-27

Figure E.2.3. Turnaround System of Supports Highlights the Key Roles and Responsibilities of ONET, ODE, and Districts and Charter Schools

the Office of Transforming Schools and ONET work diligently to learn from local school turnaround leaders who are truly making a difference in the lives of their students.

6. Targeted College Readiness Assistance for Low Achieving Middle and High Schools

ODE will focus special attention on and provide proven strategies for poorly performing middle and high schools through nationally recognized programs such as AVID (Advancement Via Individual Determination). AVID is a college-readiness system designed to increase the number of students who enroll in four-year colleges. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple—raise expectations of students and, with the AVID support system in place, students will rise to the challenge and be better positioned for college.

Currently, AVID has been adopted by nearly 4,500 schools in 45 states, the District of Columbia and 16 countries/territories, and serves approximately 400,000 students, grades 4-12. Schools and districts have taken AVID methodologies and strategies and implemented them schoolwide and districtwide to impact their entire communities and create articulated programs for college success.

Through RttT funding, ODE will provide AVID to 31 middle and high schools, prioritizing the lowest-achieving schools first and then making it available to other struggling schools. The State will provide AVID to 18 schools in the first year, nine more in the second year, and four in the third year of the RttT strategy. Collecting data on the progress of AVID in Ohio will inform future discussions and expansion of AVID throughout the State.

7. Turning Around the Lowest-Achieving Charter Schools

ODE identifies and categorizes charter schools in the State’s differentiated accountability model, classifying low performing ones in need of high support. Due to Ohio’s new charter school closure law (HB 1), ODE will ramp up the diagnostic process for charter schools—a review that builds on the State’s district process but is customized for the unique needs of charter schools and is informed by the best practices of high-performing charter schools nationally. For example, the *Building Charter School Quality* (BCSQ) Indicators from the Center for Research on Education Outcomes at Stanford University are endorsed by the National Alliance for Public Charter Schools (NAPCS) and the National Association for Charter School Authorizers (NACSA) and align well with the Ohio Improvement Process.

The purpose of the diagnostic process is to highlight gaps – not only in academic performance, but in leadership, governance, fiduciary, control school climate, family engagement, and operations—that prevent a charter school from succeeding. The results of the independent diagnostic review will provide a strategic roadmap to prioritize where technical assistance can be targeted and the specific measures and metrics that need ongoing performance management monitoring in order for the school to successfully “turn around” in a short amount of time.

ONET and ODE will work in partnership with the Ohio Alliance for Public Charter Schools, a non-profit organization aligned with the NAPCS and the NACSA. The mission of OAPCS is to provide children with greater educational opportunities by improving the quality and fostering the growth of Ohio’s public charter schools. OAPCS members agree to quality

values and principles and include operators from Ohio’s high-performing charter schools. This expertise can be used to refine the diagnostic instrument and provide knowledgeable, proven guidance to improve student achievement outcomes. OAPCS is familiar with best practices research on successful charter school operations and is well-positioned and ready to provide performance management support services to the state’s charter schools. Since charter schools were created under State law in 1997, the State has been home to successful charter schools that will serve as turnaround models and serve as catalysts for change in Ohio. Here are two examples:

Citizen’s Academy (K-5): Established in 1999, Citizen’s Academy was rated “Academic Emergency” on the State report card after its first year of operation. Growing progressively better over the years, it earned a rating of “Excellent” in 2009. Serving 100% economically disadvantaged students, and 98% African American students, Citizen’s Academy ranked first in Ohio for 3rd grade African American students’ achievement, and outperformed the statewide average on eight of nine tests, overcoming Ohio’s 30 percentage-point achievement gap. Head of School Perry White, along with three other high performing charter schools in Cleveland, has established “Breakthrough Schools,” to partner with the Cleveland Municipal School District’s portfolio approach (similar to other sites in the nation).

Horizon Science Cleveland (9-12): With a student enrollment of 78% minority students, and 67% economically disadvantaged students, Horizon received the following distinctions: *US News and World Report* Best Schools list 2010, School of Promise Award from ODE for 2007-2008, 2008-2009, Bronze medal for outstanding achievement by *US News and World Report* best Charter School for 2008, and National Title I Distinguished School Recognition 2009. The school had a 100% college acceptance rate for the classes of 2008 and 2009, including acceptances to West Point and MIT.

8. Early Warning System for At-Risk Schools

While Ohio acknowledges that there are 68 persistently low-achieving schools across the State, we also recognize that there are other schools struggling with the same organizational issues and student achievement gaps that lead other schools into their low rating. As part of Ohio’s continuum of supports under differentiated accountability, ODE will employ an Early Warning System using its statewide longitudinal data system to make timely evaluation of all K-12 schools. This system will use data beyond the conventional student achievement and

subgroup data to include additional measures such as non-academic risk indicators, graduation rates, college/career readiness indicators, and fiscal data. This Early Warning System will identify schools that are “at-risk” of being rated as persistently low achieving.

Every school identified as “at-risk” of low achievement will receive a School Improvement Diagnostic Review conducted by the State Diagnostic Team. The Ohio School Improvement Diagnostic Review Process is designed to gain access to observable behaviors and practices that provide information beyond existing data currently available from ODE. The methods and protocols created for this review process are grounded in scientifically-based research practices, are correlated to the themes that emerged from Ohio Schools of Promise case studies, and align to Ohio’s academic standards and guidelines.

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

This diagnostic process relies upon skilled external reviewers who utilize standardized protocols for data collection and analysis. All members of the State Diagnostic Team receive formal training on using the diagnostic indicators, interviewing, observing classrooms, analyzing data and report writing. The focus of the review process is on the educational system and is not an evaluation of individual teachers or administrators. It utilizes student data to identify gaps in practices and strategies that hinder student learning.

A lead member of the State Diagnostic Team remains in close contact with the leadership team in each building to assist with the refinement of the Building Focused Improvement Plan. Based on the results of the School Improvement Diagnostic Review the building leadership team will refine and deepen the strategies and actions steps in the building plan to ensure transformational strategies are implemented to reverse the school’s performance trajectory.

Selected School Intervention Models

Turnaround Model

Ten of Ohio’s 68 persistently lowest-achieving schools selected the Turnaround Model for their schools. Failures of schools to meet established performance metrics will result in clear

and immediate intervention. As mentioned above, one of the primary responsibilities of the Office of Transforming Schools is to manage the intervention process and ensure accountability is followed. Key elements of the Turnaround Model are listed below, along with resources and strategies for the model.

Key Components of the Turnaround Model		
Area in the Intervention Models	Components of the Model	Ohio's Efforts under SIG and RttT
Teachers and Leaders	<ul style="list-style-type: none"> • Replace the principal • Use locally adopted "turnaround competencies to review and select staff (rehire no more than 50% of existing staff) • Implement strategies to recruit, place, and train staff 	<ul style="list-style-type: none"> • School Turnaround Leader Program (RttT and SIG)
Instructional & Support Strategies	<ul style="list-style-type: none"> • Select and implement an instructional model based on student needs • Provide job-embedded PD designed to build capacity and support staff • Ensure continuous use of data to inform and differentiate instruction • <i>May</i> implement a new school model 	<ul style="list-style-type: none"> • Ohio Network for Education Transformation (ONET) • External Partner List (SIG) • Ohio Improvement Process (OIP) • Diagnostic review • "Deep Dive" data teams
Time and Support	<ul style="list-style-type: none"> • Provide increased learning time • Social-emotional and community-oriented services and supports • Partner to provide social-emotional and community-oriented services and supports 	<ul style="list-style-type: none"> • Family and Civic Engagement (RttT) • The Governor's Closing the Achievement Gap Initiative (CTAG)
Governance	<ul style="list-style-type: none"> • Adopt a new governance structure to report to a "turnaround office" in the LEA or SEA • Hire a "turnaround leader" 	<ul style="list-style-type: none"> • ODE Office of Transforming Schools (SIG) • Ohio Network for Education Transformation (ONET) • Core Planning Team • Turnaround specialists in each school
Number of Turnaround Models = 10		
	<i>School Building</i>	<i>District</i>
1.	Collinwood High School	Cleveland Municipal
2.	East Technical High School	Cleveland Municipal
3.	Franklin D. Roosevelt	Cleveland Municipal
4.	Glenville High School	Cleveland Municipal
5.	John F. Kennedy High School	Cleveland Municipal
6.	Lincoln-West High School	Cleveland Municipal
7.	Mary B. Martin School	Cleveland Municipal
8.	Woodland Hills School	Cleveland Municipal
	<i>Community School</i>	<i>Sponsor</i>
9.	East End Community Heritage School	Educational Resource Consultants of Ohio, Inc.
10.	New City School	Lucas County ESC

The ten schools choosing the Turnaround Model will receive high levels of support and accountability for turning around performance. The State approach, as detailed through this section, is to ensure clear lines of accountability and to provide an unprecedented level of support and focus on achievement, through the Differentiated Accountability System, the Ohio Improvement Process, the Ohio Network for Education Transformation, and School Improvement Grant resources. *Any failure to meet annual progress benchmarks in process or outcomes will result in the withholding of grant funds and ultimately, as provided by State law, closure or takeover by the State.* Schools and districts that enter into State control (closure or takeover) will be subject to State review and oversight pursuant to existing State laws regarding districts that remain in Academic Emergency status.

Transformation Model

Fifty-one persistently lowest-achieving schools selected the Transformation Model. Schools choosing the Transformation Model will also receive high support and face the same consequences as the schools selecting the Turnaround Model should they fail to meet designated progress and outcome benchmarks.

Key Components of the Transformation Model		
Area in the Intervention Models	Components of the Model	Ohio's Efforts under SIG and RttT
Teachers and Leaders	<ul style="list-style-type: none"> • Replace the principal • Implement new evaluation system that's developed with staff and uses student growth as a significant factor • Identify and reward staff who are increasing student outcomes; support and then remove those who are not • Implement strategies to recruit, place, and retain staff 	<ul style="list-style-type: none"> • Ohio's Value Added System (District Value-Added Specialists) • Ohio Network for Education Transformation (ONET) • School Turnaround Leader Program (RttT and SIG) • Great Teachers and Leaders Initiatives
Instructional & Support Strategies	<ul style="list-style-type: none"> • Select and implement an instructional model based on student needs. • Provide job-embedded PD designed to build capacity and support staff. • Ensure continuous use of data to inform and differentiate instruction. • May implement a schoolwide "response to intervention" model. 	<ul style="list-style-type: none"> • Ohio Network for Education Transformation (ONET) • External Partner List (SIG) • Ohio Improvement Process (OIP) • Diagnostic review • "Deep Dive" data teams • Information from Standards and Assessment
Time and Support	<ul style="list-style-type: none"> • Provide increased learning time • Social-emotional and community-oriented services and supports • Partner to provide social-emotional and community-oriented services and supports • May implement approaches to improve school climate and discipline 	<ul style="list-style-type: none"> • Family and Civic Engagement (RttT) • The Governor's Closing the Achievement Gap Initiative (CTAG)

Key Components of the Transformation Model		
Area in the Intervention Models	Components of the Model	Ohio's Efforts under SIG and RttT
Governance	<ul style="list-style-type: none"> • Provide sufficient operating flexibility to implement reform • Ensure ongoing technical assistance and related support from LEA, SEA, or an external partner 	<ul style="list-style-type: none"> • ODE Office of Transforming Schools (SIG) • Ohio Network for Education Transformation (ONET) • Core Planning Team • External Partner List (SIG)
Number of Transformation Models = 41		
<i>School Building</i>		<i>District</i>
11.	Akron Opportunity Center	Akron City
12.	George Hays – Jennie Porter	Cincinnati City
13.	Rothenberg Preparatory Academy	Cincinnati City
14.	South Avondale Elementary School	Cincinnati City
15.	William H. Taft Elementary School	Cincinnati City
16.	Virtual High School	Cincinnati City
17.	Woodward Career Technical High School	Cincinnati City
18.	Carl & Louis Stokes Central Academy	Cleveland Municipal
19.	Luis Munoz Marin School	Cleveland Municipal
20.	Martin Luther King Jr. Career Campus	Cleveland Municipal
21.	Option Complex	Cleveland Municipal
22.	Patrick Henry School	Cleveland Municipal
23.	Bellefaire	Cleveland Heights – University Heights
24.	Alum Crest High School	Columbus City
25.	Champion Middle School	Columbus City
26.	Linden-McKinley High School	Columbus City
27.	Southmoor Middle School	Columbus City
28.	Weinland Park Elementary School	Columbus City
29.	Welcome Center (Columbus Global Academy)	Columbus City
30.	West High School	Columbus City
31.	Belmont High School	Dayton City
32.	Dunbar High School	Dayton City
33.	Meadowdale High School	Dayton City
34.	Progressive Academy	Lima City
35.	Alternative High School	Mansfield City
36.	Keifer Alternative Center	Springfield City
37.	Robinson Middle School	Toledo City
38.	East High School	Youngstown City Schools
39.	Odyssey: School of Possibilities	Youngstown City Schools
<i>Community School</i>		<i>Sponsor</i>
40.	Akron Digital Academy	Akron City School District
41.	Alternative Education Academy	Ohio Council of Community Schools
42.	Crittenton Community School	St. Aloysius Orphanage
43.	Electronic Classroom of Tomorrow	Lucas County ESC
44.	George A. Phillips Academy	Ohio Council of Community Schools
45.	Lion of Judah Academy	Ashe Culture Center, Inc.
46.	Mahoning Valley Opportunity Center	Youngstown City School District
47.	Mansfield Elective Academy	Mansfield City School District
48.	Newark Digital Academy	Newark City School District
49.	Scholarts Prep. and Career Center for Children	Kids Count of Dayton, Inc.
50.	Summit Academy Columbus	Lucas County ESC
51.	Virtual Community School of Ohio	Reynoldsburg City School District

School Closure		
School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.		
Number of School Closures = 5		
School Building		District
1.	Audubon	Cleveland Municipal
2.	East High School	Cleveland Municipal
3.	South High School	Cleveland Municipal
4.	Opportunity	Wooster City
Community School		Sponsor
5.	Academy of Dayton	Ashe Culture Center, Inc.

At the time of this application, the following 12 schools had **not** yet selected an intervention model to implement in SY 2010–2011:

Not Yet Determined		
School Building		District
1.	Hamilton Education Center	Hamilton City
Community School		Sponsor
1.	Goal Digital Academy	Mid-Ohio ESC
2.	Mollie Kessler	Buckeye Hope Foundation
3.	Summit Academy Community School – Painesville	Lucas County ESC
4.	Summit Academy Community School – Toledo	Lucas County ESC
5.	Summit Academy Dayton	Lucas County ESC
6.	Summit Academy Middle School – Lorain	Lucas County ESC
7.	Summit Academy Middle School – Youngstown	Lucas County ESC
8.	Summit Academy – Canton	Lucas County ESC
9.	Summit Academy – Lorain	Lucas County ESC
10.	Toledo Preparatory Academy	Ohio Council of Community Schools
11.	Victory Academy of Toledo	Lucas County ESC

State and Local School Intervention Support Systems

Through the following seven State and local coordinated actions, managed through the ONET, a comprehensive system of accountability and support will drive the transformation of the State’s 68 persistently lowest-achieving schools.

1. Student Data

In support of school turnaround efforts, and to advance better use of data systems and analysis of student performance data Statewide, ODE is enhancing its system for electronic record sharing between districts and schools through its 2009 SLDS grant from the US Department of Education. Currently, when a student transfers into a district or charter school, the most common method for sharing the student’s previous educational data with the new school is photocopying those records and mailing them. By creating electronic records in which the data follows the child, the new school, including classroom teachers, will have each student’s

educational history, including specific information on state assessments and identified areas of strength and weakness. The system will allow for the exchange of this information among charter schools and school districts when students transfer.

With this information, all schools, including charters, can effectively use the State-created data and instructional tools designed to support their work in the classroom and to assure that every student is progressing even in the midst of high mobility. In addition, ODE will evaluate and refine how student longitudinal progress is tracked across districts. The current value-added measure is limited to students within a district, resulting in an incomplete picture of student progress when students transfer. To better assess student progress and quality learning environments, the State will define how student progress changes throughout the education system and use this to better measure school impact and effectiveness and to replicate successful practices.

2. District Transformation Teams

In school districts with schools among the 68 persistently lowest-achieving schools and in persistently low-achieving charter schools, the local RttT Transformation Team will oversee the school turnaround work. Teams will be comprised of teachers, administrators and community stakeholders. Teachers will be appointed by the local teacher's union, where they exist, and administrators by the superintendent. The team will oversee the turnaround work by monitoring the turnaround plans, providing a forum for discussion of the progress and work, and working through and resolving issues that may arise around collective bargaining, central office regulations, or district rules that may be barriers to the turnaround initiatives. Ohio's largest school district, Columbus City Schools (CCS), has had considerable success in creating a similar structure to work through difficult labor and management issues that arose during education reform efforts. CCS's experience will inform the creation and development of Transformation Teams elsewhere.

3. Extend Community Supports to All 68 School Turnaround Communities

Non-academic barriers to learning must be addressed if a turnaround is to transpire. As part of Ohio's effort to ensure excellent learning conditions in every school, Ohio has established a comprehensive set of community supports for schools. HB 1, adopted July 2009, requires districts to have a family and civic engagement team which must include parents, health and human services agencies, businesses and community organizations. The family and civic

engagement team assists in the development of a plan to create a comprehensive system of supports which include strategies and action steps, incorporated into the district improvement plan, that focuses on barriers to student learning including issues of nutrition, physical and mental health, safety, homelessness, family challenges and lack of parental involvement.

Using RttT funding, Ohio will strengthen the existing set of supports to provide professional development, coaching, and customized family and civic engagement tools to each district with persistently lowest-achieving schools. Professional development and coaching will leverage the existing infrastructure of school supports in Ohio, including county teams made up of Educational Service Centers (ESCs), Family and Children First Councils (FCFCs), and district Family and Civic Engagement teams. Professional development topics will include:

- Family and community engagement relationship to student achievement.
- Collaborative leadership and problem solving.
- Dialogue sessions with families and community members to generate a new understanding and commitment to education.
- Conducting needs assessments – examining student risk and protective factors.
- Developing research-based family and civic engagement strategies and actions steps to increase student wellness.
- Creating a comprehensive system of student supports.

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

The training will target the 68 turn around schools. Linkage Coordinators (part of CTAG initiative described below) will work with parent groups to ensure the families of students at greatest risk have access to necessary supports through targeted family engagement activities.

The Governor's Closing the Achievement Gap (CTAG) initiative works intensively with underserved, minority students to improve their academic performance and close achievement gaps. CTAG, which began in October 2007, was designed to engage students who are considered to be at-risk of dropping out of high school, and help them develop a desire to stay in school, to

graduate and pursue a life goal. In less than two years, the Closing the Achievement Gap Initiative has changed the mindset of many targeted students through academic and social/emotional intervention strategies. Each participating high school has a Linkage Coordinator to act as the primary mentor, coach, and academic motivator for the students. Over the course of the Initiative, the targeted students demonstrated an increase in attendance, a decrease in suspensions, a significant increase in promotion rates and an overall improvement in academic achievement. Many of the first-year participants, who are now 11th graders, passed all sections of the Ohio Graduation Test in the 2008-2009 school year while in the 10th grade.

HB 1 requires Ohio's lowest-achieving schools to have a Linkage Coordinator through the Closing the Achievement Gap initiative. Linkage Coordinators oversee students' participation in academic programs, socio-emotional skill development, social service programs, out-of-school cultural and work-related experiences, and in-school and out-of school mentoring programs. CTAG will deliver professional development in cultural competency to 1,000 educators annually, including educators in the 68 lowest-achieving schools. This professional development will enhance educators' ability to operate effectively within the cultural context of students affected by poverty, low expectations, race, and class.

In addition, Ohio is in the beginning stages of creating a partnership with the SEED Foundation and is excited about the potential of creating a SEED School in Cincinnati. In the two SEED schools in Washington, DC, and Maryland, 97% of SEED graduates have been accepted to four-year colleges, 90% of SEED graduates enroll in college immediately, and SEED's first graduating class has a college graduation rate that is three times higher than that of their low-income, first-generation college peers. SEED's impressive results are due to its rigorous academic college-preparatory program, holistic residential approach, and its College Access and Success program, composed of comprehensive college counseling support in grades 6–12 and the College Transition and Support (CTS) program following high school graduation. SEED has formalized an agreement with Cincinnati Public Schools and is working to build the legislative and fiscal foundation for establishing The SEED School of Cincinnati.

4. School Turnaround Leaders Program

In order to immediately assist the 68 lowest performing schools in implementing the turnaround models required by SIG and RtT, ONET will train teams of principals, teacher leaders, and a member of the central office for 68 persistently low-performing schools. In a

partnership with a non-profit corporation that has developed turnaround training programs, research-based professional development will include topics related to coaching, school improvement, curriculum and instruction, stakeholder engagement, social-emotional supports, and leadership.

Recognizing that turning around low performing schools is exhaustive work, it is vital that the Office of Transforming Schools be vigilant in its connection with turnaround leaders and provide support to keep them focused and energized. The challenges, and even turbulence, inherent in some of these school environments will require each school leader to identify procedures, district rules and other ingrained operations that may prevent them from lifting up the school and ensuring their students have a comprehensive system of support and opportunities for success. As part of the local plan, and the SIG plan where applicable, these issues will be detailed with possible solutions. The School Turnaround Leaders Program will be aligned with District Transformation Teams to establish the appropriate site-based autonomy and operational flexibility to enhance the probability for student and educator success.

In order to develop Ohio's capacity to sustain turnaround after RttT, SIG funds are being used by ODE to create a leadership pipeline of "turnaround school specialists" who will be trained to successfully implement education and business principles in turning around the performance of consistently low-performing schools. Collaborating with ONET and the Ohio Board of Regents, ODE will work with one or more Ohio universities to develop and administer this **School Turnaround Leader Program (STLP)**.

The STLP will primarily target Tier 1 and Tier 2 schools. Districts with eligible schools will nominate principals as turnaround specialist candidates or seek assistance in finding qualified candidates to fill principal vacancies in these schools. Eventually, STLP will include opportunities for additional school, district and other personnel such as leadership team members, state and district level staff to be engaged in the program. It is critical for Ohio to develop a cadre of "Turnaround Professionals" capable of achieving turnaround and sustaining results. STLP is scheduled to launch in the 2010-11 school year, with 50 to 75 turnaround specialists trained each year. Training for a specialist will span a two-year period.

5. School Core Planning Teams

Ohio's RttT strategy builds upon existing structures of support and school improvement. Schools will **not** be starting from scratch nor doing something in place of the OIP. Each district and school will follow the structured four-stage process of the OIP. The difference for the 68 lowest-achieving schools will be when they complete a more refined needs assessment, develop a more focused plan with aggressive action steps, and receive more intensive technical assistance. These targeted interventions and innovative strategies will increase student achievement, increase graduation rates and decrease performance gaps between white and minority students. (See Appendix E.2.5 for a more detailed description of the expanded stages of the OIP for the 68 lowest performing schools.)

Four Expanded Stages of the OIP
Stage 1: Identify Critical Needs <ul style="list-style-type: none">• Deep-dive baseline assessment in each school• Formation of Core Planning Team• Assignment of Turnaround Specialist• Decision-making based upon data
Stage 2: Planning <ul style="list-style-type: none">• District plan with two to three focused goals• School plans aligned with district plan and resources• Choose external providers
Stage 3: Implementation and Monitoring <ul style="list-style-type: none">• Set metrics and benchmarks• Ongoing technical assistance
Stage 4: Evaluation <ul style="list-style-type: none">• Complete annual evaluation• Adjust plans and implementation based upon identified needs.

Ohio realizes that the needs of each school differ. However, proven successful practices will be required of all schools that have selected the transformation, turnaround, or restart intervention models and are receiving SIG and/or RttT funds. These practices are consistent with the requirements of the three models and include:

- **A formal project manager** at each school and district to ensure that all turnaround work proceeds as scheduled, and to act as a liaison with ONET and the Office of School Transformation.
- **Formal teacher leaders** in each school to help implement the aggressive goals for the improvement of teaching and learning.
- **Ten days of school-wide professional development** annually for every teacher in the school. The professional development must be sustained, prescribed, scaffolded, and aligned to the critical needs of the school.
- **A minimum of two hours of collaborative planning time each week for teachers.**
- Implementation of **a short-cycle assessment system** and the use of data from that system to differentiate instruction.

- Identification and implementation of **innovative strategies that will bring struggling students to grade level** and will provide acceleration for high performing students.
- Extending time during the school year and/or summer to **bridge student transitions between key grades** (i.e., elementary to middle school, middle school to high school, and high school to college application).

6. Innovations and Low-Achieving Schools: Quality Scalability and Sustainability

Ohio will expand its work in transformation and innovative school start-up to more schools and in more grade levels. With RttT funds, Ohio will invest in existing and proven innovative models that develop and nurture 21st century skills, ensure proficiency in the STEM disciplines, and raise academic expectations for all students.

An issue in scaling up is the spread and endurance of innovations. Geographic proximity is important to transfer the benefits of innovation to a broader group of educators and schools not undergoing the innovative reform. Therefore, Ohio’s proposal plans for enough schools of innovation (Early College, STEM, New Tech, International Studies, or other innovative model) so that there is one such school *within roughly 50 miles of any existing school in Ohio*. This strategy permits frequent in-person visits to innovation schools by other educators; thereby providing ongoing interaction that promotes deep collaboration and the creation of a powerful community of learners. In term of sustainability, always a concern of innovative models, districts and charter schools will be required to submit a five-year financial sustainability plan in order to access these RttT funds.

By design, these schools of innovation will be R&D laboratories for other schools. Innovative schools will host “Learning Exchanges” – planned, purposeful interactions that demonstrate innovative practices and provide the opportunities for educators to brainstorm solutions to their own classroom and operational challenges with colleagues from across the region. The goal of these on-going, regional exchanges, built on in-person and online professional learning communities is to analyze school organization and operations overall as well as specific content area practices. Eventually, this association with innovation will lead to changes that benefit students within a major transformation of their schools. ONET will work with other school innovation networks such as OSLN to promote scalability and sustainability.

With the support of RttT dollars, Ohio will create new schools or convert existing schools to models such as the following through a competitive RFP process:

- The existing nine **Early College High Schools** graduate disadvantaged students who are earning up to two years of college credit while in high school. This proven dual enrollment strategy provides not only the promise of access to higher education, but also the supports the guarantee that students will succeed in college. Some of the existing ECHS have begun expanding to middle grades to better prepare underserved students for the rigorous academic course work in later grades. Two of the existing ECHS are also STEM high schools. RttT funds will support existing ECHS. As one option, New Early College High Schools can be created and some of these new ECHS could also be STEM high schools. Community colleges will be the preferred provider for any new Early College start-up schools. Fourteen Ohio community colleges have already submitted letters of intent to participate. (See Appendix E.2.6.)
- **New Tech Network High Schools** integrate technology with project-based learning to engage students in relevant, rigorous experiences and help them cultivate the 21st century skills needed to succeed in college and the workplace. New Tech Network High Schools could also be STEM schools.
- **International Studies Network Schools** engage students in a global studies program that increases their ability to engage in an interconnected world. The Asia Society has successful elementary, middle and high school models, as well as K-12 instructional resources, world language initiatives, and partnerships that engage classrooms in the United States with their counterparts internationally.
- **Other proven innovative school models** at the elementary, middle and high school levels (e.g., Middle Start, The MET and STEM Schools) also are candidates for development or expansions in Ohio.

Once completed, there will be at least 25 innovative schools across the state: Early College High Schools, New Tech Network High Schools, International Studies Network High Schools, STEM High Schools, or other proven successful models.

Ohio's 68 lowest-achieving schools that select any of these innovative models (i.e., Early College, New Tech, STEM, International Studies, or other models) as part of their transformational plan will have immediate and priority access to the supports, coaching, professional development, and rapid prototyping provided by this network of innovative schools. Funds to support the start-up of innovation schools will come from the State share of RttT.

Ohio has learned through its experience in turnaround schools that deeply sustained support from the community is an outcome that must be achieved so these school improvement strategies become entrenched in the system. For reforms to have staying power, the communities in which they reside must be knowledgeable of the reforms, understand and support them, and ultimately own them. The steps to doing so involve advocacy, outreach, and communications that raise awareness, manage expectations, garner support, and build ownership.

Ohio will engage a two-part strategy to set the stage for broad scale school reform, the first being to highlight the progress of the turn-around efforts through an ongoing process of observation, analyzing data to confirm student growth and sharing the progress so that the public develops a deep understanding of the gains being made and the impact on student success.

The second part of the strategy builds a structure for community support, using tools and strategies developed by P-20 Ohio initiatives such as the STRIVE Education Partnership, EDvention in Dayton and Stark County Partnership. These models transform education systems by developing cradle-to-career partnerships with education, business, nonprofit, philanthropic, and civic sectors. Such partnerships convene networks of funders and providers to develop evidence-based action plans around critical focused strategies to improve student outcomes. In addition, these processes and partnerships provide the community with an ongoing flow of data to review and analyze student achievement and other relevant variables. These successful community organizations will serve as strong models for RttT districts and charter schools to emulate.

TURN AROUND OHIO'S LOWEST ACHIEVING SCHOOLS		INNOVATE	
<i>Budget:</i>	\$46.5 million / 24% of total	<i>Project Home:</i>	E2
<i>Accountability:</i>	Associate Superintendent, Center for School Improvement	<i>Integrates with:</i>	P2
<i>Scope and purpose:</i> ODE will develop and activate a comprehensive reform and support system for its 68 persistently lowest-achieving schools to assume dramatic turnaround efforts in the next 4 years.			
<i>Management's top execution question:</i> How are we promoting shared responsibility and accountability for student success?			
For detailed activities, timelines and responsible parties, please refer to budget .			

7. Evaluation

Using RttT and SIG funds, ODE in affiliation with the Education Research Center, will conduct a comprehensive and rigorous evaluation of the School Turnaround/Transformation initiative that includes an implementation fidelity study and a study of student outcomes. Both qualitative and quantitative data will be used to address two evaluation questions:

1. To what extent has the turnaround model been implemented with fidelity?
2. To what extent has the program had a positive impact on student engagement in their learning, high school graduation, college enrollment, student achievement, on-time grade-level progression, attendance, and behavior, at a minimum?

The evaluation will carefully track program implementation in the 68 lowest-achieving schools as well as new programs being implemented in comparison schools. The focus on implementation fidelity serves three purposes. First, the study will track the implementation of key processes, allowing for replication in other settings. Second, the study will provide formative feedback to program staff on how the initiative is being implemented, allowing for a periodic assessment of program progress. Finally, the data collection in the comparison schools will allow for tracking of whether similar changes are occurring in those schools without the Turnaround model. The study will select other elementary, middle, and high schools in the same or nearby districts that match the nearby schools on key demographic characteristics. The student outcomes study will draw on a variety of data sources to measure various aspects of student performance: student assessment data, graduation rates, attendance data, student learning time, access to advanced coursework, teacher attendance data, student behavior data, and college enrollment and retention data.

Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Party
Complete by September 2010 (All milestones described for 2010 are paid for with SIG dollars)	
• Creation of the ODE Office of Transforming Schools	ODE
• Identify and begin implementing proven models in the 68 lowest-achieving schools	ODE, LEA, ONET
• Train cohort of principal, teacher leaders, and central office representatives from the 68 lowest-achieving schools during summer 2010	ONET, ODE
Complete by September 2011	
• Identify and begin implementing proven models in the 68 lowest-achieving schools	ODE, LEA, ONET
• Design, staff, and execute the Ohio Network for Education Transformation (ONET)	ONET, ODE
• Complete "deep dive" building level needs assessment of the 68 lowest-achieving schools	ONET, ODE
• Provide on-site support to the 68 lowest-achieving schools through ONET	ONET
• Provide technical assistance to the 68 lowest-achieving schools and early warning schools	ODE, ONET
• Complete diagnostic assessment of first cohort of early warning schools	ODE

Timing and Milestones	Responsible Party
• Train turnaround specialists in the 68 lowest-achieving schools through the School Turnaround Leadership Program (STLP)	ONET, ODE
• Complete first cohort of 1,000 educators' Cultural Competency professional development and hold a CTAG conference	CTAG
• Provide community supports to turnaround communities, including readiness assessment and professional development for impacted educators	ODE, CTAG
• Begin creating first cohort of ONET Innovative Schools	ONET, OSLN
• Collect first year of data on implementation and impact from the 68 lowest-achieving schools	LEA, ODE, ONET
• Report publicly the progress in turnaround schools.	ONET, ODE
Complete by September 2012	
• Identify and continue implementing proven models in the 68 lowest-achieving schools	ODE, LEA, ONET
• Provide on-going technical assistance and on-site support for the 68 lowest-achieving schools	ONET, ODE
• Complete diagnostic assessment of second cohort of early warning schools	ODE
• Continued training provided to turnaround specialists in the 68 lowest-achieving schools through the STLP. Train an additional cohort of specialists in early warning schools.	ONET, ODE
• Complete second cohort of 1,000 educators' Cultural Competency professional development and hold a CTAG conference	CTAG
• Provide community supports to turnaround communities, including readiness assessment and professional development for impacted educators	ODE, CTAG
• Begin creating second cohort of ONET Innovative Schools	ONET, OSLN
• Collect second year of data on implementation and impact from the 68 lowest-achieving schools	LEA, ODE, ONET
• Report publicly the progress in turnaround schools.	ONET, ODE
Complete by September 2013	
• Identify and continue implementing proven models in the 68 lowest-achieving schools	ODE, LEA, ONET
• Provide on-going technical assistance and on-site support for the 68 lowest-achieving schools	ONET, ODE
• Complete diagnostic assessment of third cohort of early warning schools	ODE
• Continued training provided to turnaround specialists in the 68 lowest-achieving schools through the STLP. Train an additional cohort of specialists in early warning schools.	ONET, ODE
• Complete third cohort of 1,000 educators' Cultural Competency professional development and hold a CTAG conference	CTAG
• Provide community supports to turnaround communities, including readiness assessment and professional development for impacted educators	ODE, CTAG
• Begin creating third cohort of ONET Innovative Schools	ONET, OSLN
• Collect third year of data on implementation and impact from the 68 lowest-achieving schools	LEA, ODE, ONET
• Report publicly the progress in turnaround schools.	ONET, ODE
Complete by September 2014	
• Identify and continue implementing proven models in the 68 lowest-achieving schools	ODE, LEA, ONET
• Provide on-going technical assistance and on-site support for the 68 lowest-achieving schools	ONET, ODE
• Complete diagnostic assessment of fourth cohort of early warning schools	ODE
• Continued training provided to turnaround specialists in the 68 lowest-achieving schools through the STLP. Train an additional cohort of specialists in early warning schools.	ONET, ODE
• Complete fourth cohort of 1,000 educators' Cultural Competency professional development and hold a CTAG conference	CTAG
• Provide community supports to turnaround communities, including readiness assessment and professional development for impacted educators	ODE, CTAG
• Complete 25 ONET Innovative Schools	ONET, OSLN
• Collect fourth year of data on implementation and impact from the 68 lowest-achieving schools	LEA, ODE, ONET
• Report publicly the progress in turnaround schools	ONET, ODE
• Complete the comprehensive evaluation of the School Turnaround/Transformation initiative with recommendations for replication by other schools	ONET

EVIDENCE (E)(2).

Approach Used	Number of Schools Since SY 2004–2005	Results and Lessons Learned
Ohio High School Transformation Initiative (Whole School Reform)	17 high schools in 11 urban districts	<p>Conversion of low-performing, traditional comprehensive high schools into multiple small schools or small learning communities within a single school showed the following results:</p> <ul style="list-style-type: none"> • Overall high school graduation rates in these schools increased by 32% from 2002 to 2008. During that same time period, the state graduation rate increased just over 2%. • The graduation gap between these high schools and all Ohio high schools closed dramatically between 2002 and 2008, by more than 73%, with 38% of sites now exceeding the state average graduation rate. • Nearly 8 out of 10 African American students in these schools are graduating today, surpassing the state's graduation rate for African American students. The graduation rate for African American students at current OHSTI sites was, on average, six percentage points below the state average when they entered the initiative, and today the graduation rate for African American students in OHSTI schools is an average of nearly 13 percentage points above the state average, effectively closing the achievement gap here. • This increase in OHSTI sites happened in communities where the average moves were 17 to 72% of students eligible for free and reduced price meals. • 100% of schools were in Academic Emergency or Academic Watch when OHSTI began. A full 80% of sites have improved their State ratings over the course of the initiative, with 60% of sites moving into "Continuous Improvement" or "Effective" categories. <p>It is significant that these improvements occurred at time when the poverty level in OHSTI communities rose 300% on average over the course of these initiatives.</p> <p>In only 6 years, the high schools that were part of the OHSTI initiative serving more than 55,000 students have been fundamentally restructured to ensure student success.</p> <p>The lessons learned through the OHSTI process include the following:</p> <ul style="list-style-type: none"> • Changing the status quo is complex work that requires a comprehensive plan engaging internal and external stakeholders. • Student data must drive all decisions. • Students are an essential ingredient to a successful transformation and must have a voice throughout the process. • Student representatives must include both high performing and disengaged students—each has a different perspective. • No matter the framework of the organization, student achievement will not be impacted unless instructional practices and expectations of students change. • Believing in students is the most important catalyst for transformation. • Leadership matters and leadership needs to extend beyond roles traditionally designated as leadership. • The planning for implementation is just as important as the actual implementation.

Approach Used	Number of Schools Since SY 2004–2005	Results and Lessons Learned
Early College High Schools (New School Startups)	Nine new high schools in eight urban districts; seven high schools are on college campuses; two are in traditional high schools.	<p>The Dayton Early College Academy was established in 2003 as one of the first Early College high schools in the country. Eight others were subsequently launched, with the final one in 2008 in Cleveland. The network, partnering with Ohio urban school districts and higher education partners, created schools that immersed would-be first generation college students in the college experience while still in high school.</p> <p>These schools allow students who otherwise might not be considered college material to attend high school and college at the same time—providing the support and opportunity that allows them to earn as much as an associate degree by the time they leave high school.</p> <p>Results:</p> <ul style="list-style-type: none"> • All Ohio ECHS students earn a range of college credits, with greater than <i>one in three ECHS students</i> graduating high school with both a high school diploma <i>and</i> 2 years of college credit (60 hours) or an associate degree. • 100% of the Ohio Early College High Schools achieved Adequate Yearly Progress. • 80% of Ohio's ECHS attained "Excellent" ratings in the state's accountability system, placing them among the best high schools in their regions. • An average of 91% of Ohio's ECHS students are graduating from high school—<i>more than six percentage points above the state average.</i> • More than 98% of ECHS 10th graders passed the reading portion of the 2009 Ohio Graduation Test (OGT). More than 90% of ECHS 10th graders scored proficient or higher on the OGT assessments in reading, writing, mathematics and social studies, outperforming the state in each of these categories. • 52% of students are on track to complete 60 hours of college credit or an associate degree <p>It is significant that these improvements occurred at time when the poverty level in ECHS communities rose 300% on average over the course of these initiatives.</p> <p>Lessons learned from Early College:</p> <ul style="list-style-type: none"> • Students can rise to higher expectations, even those with a poor record of performance. Believing in students and supporting them is critical to their success. • A system of interventions must be developed to support students as they transition into rigorous and accelerated coursework. • First generation college-going students require "survival" strategies as they learn how to navigate a seemingly unknown culture. • Early Colleges present sustainability issues and these must be addressed at the onset. • Staffing is critical; students need adults who serve as strong advocates for them.

Performance measures follow on the next page.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	NA	55	28*	15	15

*55 schools from Year 1 will continue and 28 schools will be added.

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

US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING

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

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

The extent to which—

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

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

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

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

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

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

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

Recommended maximum response length: Three pages

OHIO'S NARRATIVE RESPONSE TO (F)(1) IS FOUND ON PAGES F1-1 - F1-5.
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.

(F)(1) Making Education Funding a Priority

Overview

Ohio recognizes that the education of its citizens is essential to retooling its workforce and creating a strong economic foundation for the State. Education is key to the creation of a talent pool ready to contribute to Ohio's economic prosperity and social advancement for future generations. The State also has committed to a new vision of higher education, encompassing the ideals of increased access, improved quality, affordability, and efficiency; and asserting higher education's role as integral to Ohio's economic success.

Ohio's Foundation for Success

In the past decade, Ohio experienced diminishing revenue collections but still increased funding for the education system. Despite the most recent economic downturn experienced in Ohio and most states in the nation, a strategic decision was made by the Governor and, subsequently the legislature, to protect K-12 from the onslaught of budget reductions that most Ohio government agencies experienced.

(F)(1)(i) The Percentage of Total Revenues Available to Support Education

Evidence

The percentage of revenues used to support elementary, secondary, and public higher education increased between FY 2008 and FY 2009. In FY 2009, Ohio spent \$11.4 billion to support elementary, secondary, and public higher education. This represented an increase to 52.5% of total state-wide revenue, up from \$11 billion, and 50.4% of state-wide revenue in FY 2008. In July 2009, during one of the greatest financial challenges the State and the nation has experienced in the past 50 years, the Ohio legislature passed HB 1 (FY 2010-2011 biennial budget), which includes comprehensive education funding reform. The comprehensive education reform package included a new school funding method, the Ohio Evidence-Based Model (EBM).

The protection of K-12 funding cemented the State's belief that Ohio's economic resurgence and vitality depend on a world-class education system that is focused on graduating all of Ohio's students and well prepared for college and careers with a sense of purpose.

Goal

Ohio will enhance its commitment to prioritizing funding in support of the development of a world-class education system.

Approach

Through EBM, the new school funding model, Ohio clearly links financial resources to specific educational components that are proven to support student success. The new foundation funding approach shifts State and local funding responsibilities, thus reducing the burden on local districts and increasing the State's share of funding for education to more than 60% when the EBM is fully implemented (FY 2018–FY 2019).

In addition to supporting K-12 education, HB 1 also emphasizes the State's commitment to making higher education accessible and affordable to all residents. This commitment underscores the goal to increase the number of college graduates in Ohio. During unprecedented budget challenges, Ohio dramatically increased higher education funding in FY 2008 and FY 2009 and held student tuition growth flat during those years. During the current biennial budget, public institutions of higher education will limit tuition increases to 3.5% per year. By the end of FY 2011, at a time when most public institutions of higher education in other states have approved dramatic tuition hikes, Ohio will have held tuition growth at the lowest rate for a 4-year period since before 1970. Additionally, Ohio has opened its doors to the nation's veterans and their families by offering them in-state tuition if they choose to relocate to Ohio to pursue higher education. In FY 2009, total revenue available to the State for higher education funding remained level.

RttT funds will accelerate the education reforms codified in HB 1, including the adoption of rigorous internationally benchmarked standards, significant changes in teacher preparation and licensure, and the development of a longitudinal data system. In addition, the Educational Challenge Factor (ECF)—used to address equity of resources—applies a mathematical formula to the State funding allotments in order to push more funding into high-need school districts and charter schools and to provide support systems for Ohio's most challenged students. Currently in its first year of use, the EBM is not yet fully funded, and will be monitored for its impact on schools and students during the next several years. Additionally, a School Funding Advisory Council, also required by HB 1, is charged with making recommendations regarding the EBM and the ECF to the legislature and the State Board of Education. A copy of the statute establishing the School Funding Advisory Council is in Appendix F.1.1. Their report is due in December 2010.

(F)(1)(ii) The State's Policies Lead to Equitable Funding

Goal

Ohio supports policies that lead to equitable funding between high-need LEAs and other LEAs and has a number of mechanisms to provide high-need LEAs with additional funding.

Approach

Ohio's foundation funding formula supports the concept of a financial partnership between the State and local school districts. The State determines the level of adequate funding for districts and the State's share of that funding, based upon the capacity of the district to raise local revenue or property valuations. Through this approach, *high-wealth districts receive less funding* from the State for their adequate funding level *and less-wealthy districts receive more*. Ohio provides, on average, \$1,780 more per pupil in State funding to high-need LEAs than those that are not high-need. Ohio has used a foundation funding methodology as a primary equity tool for nearly 30 years.

To address disparities caused by school districts raising local revenue above the adequate funding level determined by the State, a number of additional State supplements have been used historically to help equalize funding. Before the adoption of HB 1, Ohio provided high-poverty districts with a series of funding supplements through Poverty-Based Assistance (PBA), which is set forth in Section 3317.029 of the ORC. The funding supplements included efforts to fund all-day kindergarten; reduce class sizes in kindergarten through third grade; provide academic intervention, dropout recovery programs, and community outreach; and address limited English proficiency, closing the achievement gap, and professional development. To address disparities in local property tax wealth, Parity Aid was enacted in 2001 to provide less-wealthy school districts with additional State revenue on a formula basis. Parity Aid lessens the difference between revenue generated by districts with greater local property wealth and districts with low to moderate local property wealth. Parity Aid is set forth in Section 3317.0217 of the ORC. These supplements have been replaced by other mechanisms contained in HB 1, which are explained in greater detail below.

The EBM, adopted as part of HB 1, is codified in ORC, Chapter 3306. Whereas the previous funding model based allocations on a minimum per-pupil funding amount and then added supplemental funding to address particular student or district needs, the EBM calculates funding on more student-specific components of a successful educational system. Some of the

EBM funding components are directly focused on economically disadvantaged students (e.g., supplemental teachers per ORC 3306.05, family and community liaisons per ORC 3306.06, and summer remediation per ORC 3306.06), and many components are adjusted by the Ohio ECF. The ECF, set forth in ORC 3306.051, is an index that accounts for differences that exist among school districts in terms of college attainment, wealth, and concentration of poverty. The ECF is adjusted so that school districts with high concentrations of poverty and economic disadvantage, low overall levels of educational attainment, and a limited local resource base receive additional funding to meet the needs of the students. Ohio has a history of studying the resource allocation and practices of schools that better prepare challenged students for academic success. In fact, Ohio's Operating Standards require LEAs to regularly review resource allocations within the district. Specifically, Rule 3301-35-06(J)(2) of the Ohio Administrative Code contains the following requirement:

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

“Stakeholders” as used in this rule, include school staff and employees, parents, students, education organizations, businesses, foundations, Institutions of Higher Education (IHEs), and community organizations.

HB 1 requires that a School Funding Advisory Council, whose members are appointed by the Governor and legislature, study the new funding model. The Council's analysis will be developed into a series of recommendations to the State Board of Education and the General Assembly, due December 2010. This provision of law provides a monitoring system and feedback loop for the EBM.

The knowledge gained from studying Schools of Promise (schools with high-performing economically disadvantaged students) and Schools of Distinction (schools with high-performing special education students) has formed the basis for technical assistance from ODE that is provided to schools that do not meet performance standards established by the State. This

process highlights practices that are effective for students in poverty and creates an effective mechanism for districts' allocation of additional funds to high-poverty schools. Statewide, high-poverty schools spend, on average, \$1,600 more per pupil than schools that are not high-poverty.

Ohio's philosophy of financial data transparency is evidenced by its long history of making expenditure and revenue data for school districts publicly available on its website, a practice that has existed for more than a decade. As a continuation of this philosophy, HB 1 includes requirements for districts to provide more granular and school-specific financial information. These budgets must be made available to the public in a format understandable to the average citizen and will allow the State, districts, and the general public to review the resource allocations among schools within districts in order to more effectively manage the alignment of public resources to student needs (ORC 3301.07(B)(2), 3306.30, and 3306.35).

ODE will release each school district's fiscal benchmark report in June 2010 (HB 1 Section 265.10.60). The report—which is the culmination of more than three years of data gathering, research and analysis, and public engagement with district leadership and other stakeholders—has the potential to improve and increase the level of public discourse regarding school resource allocations. The availability and comparability of school-district-level financial data will allow communities, school boards, and administrators to identify opportunities for cost savings and drive more resources into classrooms to benefit students.

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

US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING

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

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

The extent to which—

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

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

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

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

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

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

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

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

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

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

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

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

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

Recommended maximum response length: Six pages

**OHIO’S NARRATIVE RESPONSE TO (F)(2) IS FOUND ON PAGES F2-1 - F2-7.
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.**

(F)(2) Ensuring Successful Conditions for High-Performing Charter Schools and Other Innovative Schools

Overview

A comprehensive and effective turnaround school strategy demands strong and mutually beneficial partnerships with Ohio's charter school community. Ohio's charter advocacy organizations endorse the State's RttT plan and participated in outreach and partnership activities with other state-wide education organizations, including those representing school boards and educators. Ohio has a long history of support for charter schools, known in Ohio as Community Schools. Ohio passed its first charter law in 1997 as part of an education reform agenda to provide parents with expanded opportunities and choices for students in low-performing schools and districts. Currently, *Ohio has the fifth-largest charter-school enrollment in the nation*, with more than 93,000 students enrolled in 322 charter schools across the State. If charters were viewed as a single, comprehensive school district, it would be the largest district in Ohio. To ensure consistent quality among charter schools in Ohio—which, candidly, has been uneven—Ohio legislators passed the toughest charter school accountability/closure laws in the nation with the support of charter school advocacy organizations—laws that are designed to ensure that charter schools successfully educate Ohio's children to high standards of excellence and deliver on the promise of providing students and parents with improved options for their children. As most of our charter schools are located in urban settings, it is imperative that Ohio monitors the quality of education that charter schools provide to their students. With a State priority on closing achievement gaps, all Ohio schools must have effective teachers and principals who are focused on student success. The student success education reforms in HB 1 will apply equally to charter schools, including changes to standards and assessments, the State's accountability structure, and reforms around teacher licensure. Additionally, charter schools that are identified as among the lowest-achieving schools will benefit from the State's turnaround and achievement-gap-closing plans. Further, ODE will deepen a partnership with the charter school community and engage the highest-performing charter schools to serve as models for other schools.

(F)(2)(i) Opportunities for Charter School Growth

Ohio does not cap the number of bricks-and-mortar charter schools that can open in low-performing districts or in Ohio's eight largest urban districts. Furthermore, there is no cap on

conversion charter schools, which are formerly traditional public schools converted into charter schools. However, Ohio does have a cap on the number of online charter schools. Currently, there are 29 bricks-and-mortar charter schools and 27 online charter schools. *Collectively, these schools represent 9% of all public schools and 5% of all public school students. There are 42 times as many charter school students as there were in the 1998-1999 school year, when Ohio opened its first 15 charter schools.*

Ohio law permits both new start-up and conversion charter schools and does not prohibit or effectively inhibit increasing the number of bricks-and-mortar charter schools in identified regions and districts. There are no limits to how many bricks-and-mortar charter schools may operate in Ohio or how many conversion charter schools may open. Any school district, Educational Service Center, or Joint Vocational School may convert a building or part of a building to a charter school, pursuant to ORC Sections 3314.013, 3314.014, 3314.016, and 3314.017. State law does not prohibit a district from converting its schools into charter schools. These laws align well with the provisions in the RttT turnaround schools strategy. The potential number of conversion charter schools is bounded only by the number of traditional public school buildings in the State.

The State allows new start-up charter schools in Ohio's eight large urban districts (Akron, Canton, Cleveland, Cincinnati, Columbus, Dayton, Toledo, and Youngstown) as well as any district-rated Academic Emergency or Academic Watch by the State's accountability system (seven additional districts in 2009-2010). *These districts cover 97% of the persistently lowest-achieving public schools in Ohio. There are no limits to the number of charters that may open in those districts.* Student enrollment in charter schools is not limited and continues to grow at about 6% per year.

(F)(2)(ii) Charter School Authorization

The rapid expansion of charter schools in Ohio has been accompanied by mixed performance. Because of this, the State has instituted, with the support of charter school advocacy organizations, strong performance accountability standards for charter schools and sponsors. These standards, according to the National Alliance for Public Charter Schools, represent the toughest performance and closure laws in the nation and are effective at culling schools that are chronically underperforming and at ensuring high-quality charter schools for Ohio's students. *Student achievement is a key factor in the renewal of charter schools.* Thus,

Ohio’s commitment to ensuring that all students receive a high-quality education is supported by this accountability system. (See Appendix F.2.1.)

Ohio’s system of charter authorization places an intermediary, called a sponsor, between ODE and individual charter schools. Included in HB 1 is a provision that establishes ODE oversight over all sponsors who, in turn, have responsibility for schools. *ODE has full authority to revoke the sponsoring organization’s approval.* In addition, only sponsors with evidence of success can open new charter schools.

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

Ohio’s academic accountability system applies to all public schools, including charters, and issues annual Local Report Cards (LRCs) at the building level, reporting student and school performance data and assigning a rating scale from “Excellent with Distinction” to “Academic Emergency.” Charters receive LRCs annually, beginning at the end of the school’s first year of operation. Student achievement is a key factor in charter renewals. Under ORC 3314.35, charter schools (excluding those schools specifically targeting dropout recovery or students with disabilities) are subject to closure for continued poor performance if they meet the following student achievement criteria:

- For schools serving grades not higher than grade 3, a rating of Academic Emergency on the Local Report Card for three of the four most-recent school years.

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

Charter school applications are made directly to sponsors rather than the State, as shown in Table F.2.1.

Table F.2.1. Charter School Application and Approval Data by School Year

School Year	Number of Applications Received by Charter School Authorizers	Number of Applications Not Approved By Charter School Authorizers	Application Approved: Applicant Has Operated or Plans to Operate School	Application Approved: Applicant Did Not and Will Not Operate School
2004-2005	71	27	43	1
2005-2006	139	40	82	17
2006-2007	52	32	20	0
2007-2008	35	12	23	0
2008-2009	45	22	23	0
Total	342	133	191	18

During the past five years, 65 charter schools closed. Some closed because the school's Governing Authority chose not to continue operations (voluntary closure) and fewer closed because the sponsor non-renewed the charter for cause or revoked the charter (involuntary closure). Some schools may have more than one reason for closing; these reasons are categorized in Table F.2.2.

Table F.2.2. Reasons for Charter School Closings by School Year

School Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Number Closed	7	19	7	14	18
Ordered	1	8	1	3	8
Voluntary	6	10	6	10	10
Not Applicable	0	1	0	1	0
Academic viability	0	0	0	0	4
Financial viability and low enrollment	5	6	2	3	9
Financial viability and other contractual non-compliance	2	8	0	6	4
Merged or converted school	0	4	4	5	0
Could not find a new location	0	0	0	0	1
Could not find a new sponsor	0	1	1	0	0

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

(F)(2)(iii) Charter School Funding

Charter schools are LEAs in Ohio and, as LEAs, are eligible for their commensurate share of all Federal entitlement and competitive funding. Ohio established State funding levels for all charter schools that are equitable with those for traditional public schools.

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

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

Transportation services for charter schools are provided by the district of residence of attending students. However, charter schools may receive transportation funds directly if they provide transportation services to students.

Ohio has been a recipient of the Federal Public Charter School Program grant for three State award periods. This grant allows Ohio to provide implementation and start-up grants to

new and developing charter schools on a competitive basis. The current average charter school award is \$500,000 over a 3-year period.

The School Funding Advisory Council (detailed in Appendix F.1.1) is tasked in HB 1 with, among other things, developing recommendations for improvements to Ohio's charter school funding. Deliberations and discussions are currently underway and final recommendations from this task force are due by December 2010. Representatives from charter schools sit on the School Funding Advisory Council whose membership is codified in law.

(F)(2)(iv) Charter School Funding for Facilities

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

Charter schools cannot share in traditional school district bond or mill levies.

(F)(2)(v) LEA Ability to Operative Innovative, Autonomous Public Schools

Ohio has a variety of mechanisms for encouraging innovative, autonomous public schools other than charter schools and many districts actively participate in this work. The broadest powers are provided to the Superintendent of Public Instruction and the State Board of Education under the Innovative Education Pilot Program waiver as captured in HB 1 (ORC 3302.07), which allows school districts to apply for exemptions from specific statutory provisions or rules. This authority is extremely broad, though appropriate restrictions to the

flexibility offered relative to funding and special education requirements are not subject to waiver.

The Operating Standards for Ohio Schools, Ohio Administrative Code 3301-35-01 (B)(8), provide flexibility for students to obtain credit through alternative “educational options.” These are defined as learning experiences or activities that are designed to extend, enhance, or supplement classroom instruction and honor individual student needs and talents. Educational options are offered in accordance with local board of education policy and with parental approval, and may include independent study, study abroad programs, tutorial programs, distance learning, and community service, among other options. In addition, the State Board of Education adopted a plan that enables students to earn units of high school credit based on a demonstration of subject area competency instead of or in combination with completing hours of classroom instruction. Students may earn credits by completing coursework; by testing out of or demonstrating mastery of course content; or by pursuing one or more educational options as described above. A summary of Ohio’s Credit Flexibility Plan is in Appendix B.3.4.

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

Forging Alliances. As the RtT strategy and plan unfolds, a deepened partnership between ODE and the Ohio Alliance for Public Charter Schools is being initiated. This partnership will inform future policies on charter schools in Ohio and also assist in the dissemination and sharing of best practices utilized in Ohio’s charter schools that impact student learning. Further, promising practices in Ohio’s traditional schools will also be shared. RtT presents an incredible opportunity to engage all of Ohio’s education partners in meaningful conversations that result in a cohesive commitment to all of Ohio’s children.

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

US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING

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

(F)(3) Demonstrating other significant reform conditions (5 points)

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

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

Evidence for (F)(3):

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

Recommended maximum response length: Two pages

OHIO'S NARRATIVE RESPONSE TO (F)(3) IS FOUND ON PAGES F3-1 - F3-4.
APPENDICES WITH SUPPORTING EVIDENCE ARE REFERENCED AS APPLICABLE.

(F)(3) Demonstrating Other Significant Reform Conditions

Ohio Reform Plan

Ohio is committed to student success and, through the past decade, has increasingly created conditions that have yielded positive results. Ohio is uniquely positioned to accelerate, innovate, and reinforce reform at every level of the education system to increase student achievement, improve graduation rates, and continue progression to narrow achievement gaps.

Ohio's Foundation for Success

While many of Ohio's most prominent reform conditions have been detailed throughout this application, others exist that will complement Ohio's reform agenda. These reform conditions fall into the following categories:

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

A deliberate and refined plan to invest in P-20 systems has yielded increased achievement opportunities for students. Beginning with Ohio's youngest learners, the Center for Early Childhood Development (created through HB 1), will focus on early childhood issues beginning with prenatal care and prepare students and families for the successful transition into kindergarten. There is a joint responsibility for the success of this center. This cross-agency center is comprised of staff from ODE, the Ohio Department of Job and Family Services, and the Ohio Department of Health, and is charged with administering early childhood programs and services for children. HB 1 requires that the progress from all agencies be combined into one cohesive center overseen by ODE. A transition team is working to fulfill this responsibility. All-day, every-day kindergarten is a priority of the Governor's education reform plan and, starting in fiscal year (FY) 2011, all districts are required to offer this opportunity to all students.

Ohio's leaders acknowledge the inextricable link between its education system and the economy. Ohio aggressively and purposefully links college and career readiness to jobs and economic development. Ohio has numerous strategies to promote access to postsecondary education and to grow a talented workforce. Ohio's \$1.6-billion Third Frontier initiative is a comprehensive effort to build world-class research capacity, promote interaction between

educational organizations and industry, commercialize R&D, and incentivize talent development. This includes an internship program to develop a pool of talented workers for Ohio's businesses and assist students in obtaining permanent full-time employment in Ohio after graduation.

Aligned with the Third Frontier are a variety of actions to promote access to postsecondary education through collaborative approaches. Successful reform conditions must encourage, engage, and reward students to achieve at high levels. Seniors-to-Sophomores is a dual-degree program to help high school students aspire to and be successful in college while also making college more affordable. Since 1989, the Postsecondary Enrollment Options (PSEO) policy encourages high school students to take college courses. The Ohio College Access Network provides early outreach to K-12 students and their families. The Ohio STEM Learning Network connects K-12, higher education, and business partners in the five largest metropolitan areas to align STEM education investments to growth.

Ohio is one of six states selected to participate in the Next Generation Learners (NxGL) Initiative to establish an Innovation Lab. The focused work of NxGL seeks to increase engagement for students in school, to reengage students who have left, to close achievement and participation gaps, and to eliminate the lost opportunities that are created when students are not challenged. ODE will establish an Innovation Lab and be part of an Innovation Lab Network. As part of the Innovation Lab Network, the six 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 Council of Chief State School Officers will manage the Innovation Lab Network through a core team connected to the NxGL initiative and work under the direction of the NxGL Partnership, which includes the guidance of Network members through their chiefs. As part of this selection, ODE completed a comprehensive analysis and application to demonstrate readiness and capacity to engage in active research at all levels of the system. Work of the ODE NxGL will inform the RtT strategy and align with Ohio's reform plans. (See Appendix F.3.1 for further information.)

Improvements to structural constraints improve reform conditions. HB 1 includes a number of reforms that collectively improve reform conditions. Conspicuous in these changes is an effort to extend the school year to increase time for classroom instruction. This legislation reduced the annual number of excused calamity days from five to three for SY 2010–2011 and the reduction will continue until the number reaches zero. This reduction guarantees 180

instructional days per school year. Calamity days will have to be made up. It also requires the State Superintendent to provide recommendations on extending the school year up to 20 days (200 total) to the General Assembly by December 31, 2010. Additionally, HB 1 also changed the statutory language related to teacher dismissal, changing the former language requiring evidence of “gross inefficiency or immorality” to “good and just cause” as statutory grounds for termination of a school district teacher employment contract.

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

The Comprehensive System of Learning Support Guidelines are guidelines for school districts in establishing school environments that support all students and assist districts in identifying and intervening with students who are at risk of failure or who may drop out of school. Ohio’s School Climate Guidelines describe how schools can reinforce environments where every student feels welcomed, respected, and motivated to learn.

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

Ohio is the *only* state participating in an international program called Innovative Learning Environments (ILEs), from the Organization of Economic Cooperation and Development (OECD) and the Center for Education Research and Innovation, to understand how students learn and under which conditions and with what dynamics learning can be enhanced. The program includes an international knowledge management repository that provides guidance to teachers about the components of an effective, student-centered learning environment that encourages learning and creativity. This work is also supported by Ohio’s RttT application.

Approach

In spite of the worst national economic crisis since the Great Depression, last year the Governor introduced and the Ohio General Assembly passed HB 1, a comprehensive education reform law strongly aligned with the Race to the Top assurances and the STEM competitive priority. Over the last 20 years, state and local leaders from across sectors and political parties have worked very hard to create an educational infrastructure to increase the odds that every child has access to effective teachers working in schools led by effective principals. Perhaps the most significant reform condition for the success of Ohio’s Race to the Top plan is that we have established the legal, political, professional, and operational authority to act and lead boldly.

Over the last decade, Ohio has moved from the middle of the pack to fifth in the annual *Quality Counts* composite performance index. Over this time, Ohio has established through law, policy, and leadership a number of significant reform conditions.

- A “Best-in-Class” standards and assessment system.
- A performance based longitudinal data system that includes value added measures.
- A vigorous teacher and principal development, support and accountability system.
- A high accountability, high support and high flexibility approach to school turnaround.
- A public and private collaborative approach to STEM education and economic development.

We have made significant progress. However, we are not satisfied with the performance of high need students or the schools that serve them and we feel that much more needs to be done to design and deliver an overall P-20 educational system aligned with the future of learning and earning. The RttT investment is critical to our collective capacity to accomplish both tasks—serve high need students well and advance the prosperity of all our citizens.

STEM education, early learning, expanded longitudinal data systems, P-20 vertical and horizontal alignment, and school level conditions for reform and innovation can significantly shape reform conditions. The next section of this document outlines how Ohio links and leverages these priorities in an overall plan to increase opportunities for success for all Ohio’s students.

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

US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
FROM CFDA NUMBER: 84.395A - RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING

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

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

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

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

US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
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Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)

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

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

Recommended maximum response length, if any: One page

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

Priority 2: Emphasis on STEM

Ohio's Reform Conditions

Ohio is committed to providing a strong STEM foundation for every child – not just those who demonstrate an interest or aptitude in math or science. The State's plan supports high quality STEM education in both low achieving and performing schools by leveraging an established statewide and national STEM learning network to: (a) implement a rigorous course of study in STEM; (b) support teachers in inquiry-based applied learning approaches; and, (c) build student motivation, competence and persistence to pursue advanced STEM academics and careers (Appendix A.1.7).

Goals

Ohio has set ambitious but achievable targets. By 2014, OSLN STEM schools and ONET schools (particularly New Tech High affiliated schools) will serve as the State's innovation platform for the implementation of a rigorous course of study in STEM grounded in applied and inquiry-based learning contexts; Ohio will ensure that science and math teachers and specialists in all of its turnaround schools are engaging students in inquiry-based, applied learning opportunities supported by STEM-capable resource partners; and, Ohio will double the number of students pursuing STEM academic majors in college and quadruple the number of students from underrepresented populations.

Approach

The RttT requirement for a cross-cutting STEM approach encourages states to be systemic and integrative. Ohio will leverage its existing Ohio STEM Learning Network (OSLN) to advance such an approach. Initiated as a public/private partnership in statute in 2007, OSLN now includes 10 STEM platform schools, 28 K-8 programs of excellence, seven regional hubs, and more than 300 K-12, higher education and business partners. More than 100,000 students annually are impacted by OSLN's work in Ohio. More than \$100 million has been deployed – with only 20% from State dollars. OSLN enables regions and districts to build on distinctive assets and simultaneously benefit from the lessons learned and knowledge gained from others. The same design is now being built into networks in six other states with assistance from Ohio. OSLN is part of an emergent multi-state consortium of other statewide STEM networks, several

also engaged in RttT (e.g., California, Colorado, New York, North Carolina, Tennessee, Washington, DC).

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

- Standards and Assessments:** All students must meet the Ohio Core requirements for high school graduation, including four credits in mathematics, at least one of which must be Algebra II, and three credits in science, all of which must be inquiry-based and laboratory-experienced. The established STEM schools serve as research and development laboratories for the introduction of new content and assessments.
- Data Systems to Support Instruction:** Ohio will expand use of instructional improvement systems in the classroom, and, in doing so, inform the technology competency of teachers and their students. This activity is included in the “Personalize Learning Through Formative Instruction” project described in Section (C)(3). As with standards and assessments, STEM schools utilize technology for personalized instruction, connecting students across the world and teacher professional development.

- Great Teachers and Leaders:** Ohio will support innovative models of STEM educator preparation, especially the Woodrow Wilson Foundation STEM Fellows Program described in the “Expand Effective Educator Preparation Programs” project described in Section (D)(3). Ohio STEM platform schools are integrated with institutions of higher education teacher preparation programs participating in the Woodrow Wilson Program.

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

- Turning Around the Lowest-Achieving Schools:** Ohio will support innovative models of transformation. When identified struggling schools select an early college or STEM model for transformation, they will be connected to the OSLN immediately. Coaching, transfer of tools and lessons, and rapid prototyping of new ideas will be mobilized to the selected struggling schools first. They will also receive professional development aligned with

supports from ONET. These innovation schools will be bolstered by a multitude of supports and technical assistance to ensure their growth.

The budget narrative identifies activities for OSLN partner districts and the core OSLN support team to mobilize and respond to the RttT efforts as they proceed. The RttT funds are amplified by an additional \$10 million authorized and defined in HB 1 for STEM education infrastructure. Five million of these funds were awarded in May 2010 to support five existing regional hubs and establish two hubs in rural regions of Ohio (Northwest and Southeast). Inquiry-based learning will be the primary focus of OSLN's work with the 20 high schools involved in the Appalachian Collaborative. Ohio is home to one of the nation's premiere STEM high schools, Metro Early College High School, which is a leader in regionalizing innovation for dozens of schools across the state and nation. (See Appendix P.2.1.) OSLN will connect with networks, such as the Ohio Resource Center, and informal science education organizations to capture and spread STEM teaching and learning support innovations that focus on teacher quality, leadership, curriculum, and applied learning. The OSLN will also continue to connect education and economic development efforts, such as Ohio's Third Frontier Project, to enrich the STEM talent pipeline especially for students from underrepresented populations.

At a time when many of the world's greatest challenges require that all students become more STEM proficient, it remains increasingly vital that more students choose advanced studies and careers in STEM. Ohio is proud to be a national leader in STEM.

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

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

(not scored)

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

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

Recommended maximum response length, if any: Two pages

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

Priority 3: Invitational Priority—Innovations for Improving Early Learning Outcomes

Through Ohio's School Readiness Solutions Group (chaired by executives from Ohio business) recommendations and the continued work of the Early Childhood Cabinet, Ohio is moving toward the creation of a comprehensive and fully integrated early childhood system. Governor Strickland added strength to this goal in 2009 by introducing language in HB 1 to create the Center for Early Childhood Development. The Center is authorized to become Ohio's single administrative structure with the responsibility for state-funded early childhood programs and services for children pre-natal through entry into kindergarten. The Center integrates programs previously administered by five different state agencies into one, the Ohio Department of Education. A significant number of stakeholders, including representatives of each agency have been working since January 2010 to design a comprehensive transition plan. By receiving public comments through forums and web-based programs, the early child transition team is engaged deeply with this large reorganization. From HR processes to technology-related issues to redesigning a physical location to accept all staff, the transition is proceeding through a series of actions that will result in the grand opening of a new Early Childhood Center in April 2011. By combining all programs into one agency, families and educators will be served well as the programs and services will be aligned and coherent.

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

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

Districts participating in State-funded early education programs of Early Childhood Education Entitlement (for children in poverty) and Preschool Special Education (for children with disabilities) share the accountability for progress. Participating districts agree to collect program, teacher, and child data from their public preschool programs and report it to the State through the PK-12 centralized data collection system, Education Management Information System (EMIS). With the new Center, the early-learning accountability framework will be expanded to include young children participating in state services and funding, along with children ages 3–5 participating in such programs such as subsidized child care. RttT funding discussed in the Ohio application adds improvements to existing accountability and data collection systems which focus on providing information and data at the State, community, and local levels for improvements in instruction to support young children, educational outcomes for high need students, quality of preschool programs, and transition between preschool and kindergarten. Conducting the RttT project in Ohio lays the foundation to weave in four cross-cutting initiatives for improving early learning outcomes.

1. Development of a comprehensive kindergarten readiness assessment.
2. Expansion of a data warehouse to include prekindergarten child outcomes from public preschools and workforce data.
3. Inclusion of public preschool children ages in the State’s unique identification number system.
4. Integration and development of a common workforce data system to support early childhood educators and service providers of preschool children that will link to child outcomes.

Progress in the core plans for RttT will establish the natural points for moving ahead with these initiatives over the course of the next four years using a combination of State, Federal, and private funding. Effective early learning strategies and systems provide a firm foundation for addressing the problem of low-achieving elementary schools. Ohio will place particular attention on improving early learning outcomes for students connected to low achieving schools. Ohio has applied for an Early Childhood Advisory grant established through ARRA to support a state-wide council that will focus on increasing the alignment of early childhood development programs particularly related to the growth of young high-need learners.

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

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

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

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

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

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

Priority 4: Invitational Priority—Expansion and Adaptation of Statewide Longitudinal Data Systems

The Ohio RttT application describes a comprehensive and aggressive plan to improve longitudinal data systems. The restructuring of the ODE centers and the formal partnerships with other Ohio agencies, districts and charter schools establishes a base for data to be accessible for many other critical purposes. At meetings of the State Reform Steering Team, a standing agenda item will be a synthesis of the data trends as they relate to issues of culture and climate. This information will be the driver for informed system-wide questions that can be asked by stakeholders, and also data to understand what solutions or actions are most likely to have the biggest impact on student achievement. A transparent P-20 SLDS allows Ohio to gather information and perform longitudinal analysis for students across their entire academic history. Ohio's SLDS contains data for preschool students participating in state programs. Ohio will add data to its existing data warehouse for children participating in publicly funded early childhood programs not administered by ODE. This will enable more effective tracking of the impact of services and programs on early learning students. Ohio's ability to track and analyze the effectiveness of teacher professional development longitudinally for all types of teachers will increase.

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

In Ohio, human resources data for teachers, principals and other staff has traditionally been stored locally at school districts and charter schools. Ohio is expanding its SLDS to include teacher and principal effectiveness data. The data gathered by school districts and charter schools will be integrated into SLDS to analyze and report on the correlation between teacher

effectiveness and student achievement. Most importantly, this will enhance the support the state teams provide for school districts and charter schools to rapidly infuse practice and progress data.

Through RttT Ohio will create a much improved, robust architecture for supporting the anticipated future growth of the SLDS. For example, ODE will convert from a third-party operated job application system to a new in-house system that enables integration of teacher and district data into the SLDS. This will allow districts to gather longitudinal data on teacher certification, employment history and professional development, resulting in a more efficient candidate selection process and more informed hiring decisions. The SLDS will be very useful to conduct research, evaluate programs and inform policy making. These processes will be deeply embedded into the lowest-performing schools work as we provide multiple data to make informed decision throughout the turnaround work.

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

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

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

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

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

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

Recommended maximum response length, if any: Two pages

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

Priority 5: Invitational Priority—P-20 Coordination, Vertical and Horizontal Alignment

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

Vertical Alignment

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

The Cincinnati Strive Council’s “*Roadmap to Success: Critical Benchmarks and Transition Years*” has become a national model and is being used in five major metropolitan areas across the country (Appendix P.5.1). The Stark Education Partnership in northeast Ohio also is a nationally benchmarked effort focused on the rapid acceleration of student college-going rate. Stark notes that 600 additional bachelor degrees in their county each year results in an additional 1% income increase each year.

Ohio recently joined the national Partnership for 21st Century Learning as a partner state and will use this framework to establish a P-20 advisory group focused on an alignment of college and career ready learning skills. EDvention, a P-16 council entered in the Dayton region, focuses on how Ohio’s economic development is based on driver industries (e.g., advanced avionics), regional differentiation and educational transformation, especially STEM.

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

Horizontal Alignment

The Ohio Public-Private Collaborative Commission (P2C2) was established by Governor Strickland and the legislature to make recommendations for promoting high levels of student achievement with a strong focus on non-academic barriers. The group's report, "*Supporting Student Success: A New Learning Day in Ohio*," includes four recommended priorities to assist with the personalization, extension and acceleration of learning for students: (1) create a new culture of learning in which entire communities share responsibility for the well-being and educational performance of every student; (2) meet the learning needs of all students through a system of extended, accelerated, and connected learning; (3) make dropout prevention, early intervention, and recovery a priority in every Ohio school and school district, beginning in the early grades; and, (4) enhance school leaders' willingness and capacity to build strategic bridges with families and communities.

Ohio was one of the first states in the nation to establish state and local Family and Children First Councils to enhance the opportunities for high-need students to have access to the broad array of services they need to succeed beyond what a school can provide. The Ohio Family and Children First Council (OFCF) is statutorily defined as the Governor's Cabinet for children and families that was established in 1993 by Ohio Revised Code (ORC) 121.37. The OFCF Cabinet Council is comprised of 11 state agencies and the Governor's Office. They are responsible for advising the Governor, General Assembly, and local government regarding the State's provision of services and the needed alignment of resources to build a coordinated service delivery system for children and families.

County Family and Children First Councils (FCFC) are responsible for mobilizing community agencies to address the needs of children and families through comprehensive planning to identify, prioritize, and implement needed services to fill the gaps and policies/rules to reduce the duplication of services. HB 1 requires each district to create a Family and Civic Engagement team that must create five-year strategic plans aligned with FCFC. This structure is designed to better align the social, emotional, and non-academic needs of students with the services available through the county FCFC system.

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

US DEPARTMENT OF EDUCATION - APPLICATION INSTRUCTIONS
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Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning *(not scored)*

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

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

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

Recommended maximum response length, if any: Two pages

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

Priority 6: Invitational Priority—School-Level Conditions for Reform, Innovation, and Learning

Ohio has created conditions that enable reform, innovation, and learning at the school level. Ohio’s status as a local-control state and Ohio’s robust cohort of charter schools have fostered a culture of locally driven innovation to improve student results. Ohio’s RttT plan leverages existing statutes, regulations, and policies to accelerate schools’ adoption of innovative best practices for student success. Districts seeking to provide schools with more autonomy in school staffing, resource allocation, and overall operations may elect to operate buildings under an alternate administrative structure authorized in Ohio statute. ORC 3314.20 allows any school district with a total student enrollment of more than 5,000 “to designate one school building to be operated by a site-based management council.” The site-based management council is detailed and clarified in Ohio Administrative Code (OAC) 3301-35-10. Districts seeking additional autonomy, relative to the use of time and school schedules, may elect to operate for more than the State’s minimum school year of 180 days or, with approval from ODE, they may institute an alternate schedule (for example, year-round sessions), per ORC 3313.481.

In 2010, all Ohio school districts are adopting local plans to comply with *Ohio’s Credit Flexibility Plan* (Appendix B.3.4). Per ORC 3313.603(J) the State Board of Education, in consultation with the Chancellor of the Ohio Board of Regents, adopted a state-wide plan implementing methods for students to earn units of high school credit based on a demonstration of subject-area competency, instead of or in combination with completing hours of classroom instruction. Ohio’s “Credit Flex” plan shifts the focus from evaluating student learning based on “seat time” to assessing students’ demonstrated academic and skill level or performance. Under *Ohio’s Credit Flexibility Plan*, school districts will retain seat time as one option and expand the number of options for earning credit by adding demonstration of subject-area competency and structures that support it irrespective of any time requirements.

ORC 3313.6012 requires public schools to identify students who might not pass Ohio Achievement or Graduation Tests and help them acquire grade-level skills by providing necessary interventions. To assist schools in meeting this requirement, Ohio adopted the *Comprehensive System of Learning Support Guidelines* to assist school districts and charter schools in establishing a Comprehensive System of Learning Supports (CSLS), a collection of resources, strategies, and practices—as well as environmental and cultural factors extending

beyond the classroom—that together provide the physical, cognitive, social, and emotional support that every student needs to succeed in school and in life. (See Appendix P.6.1 for the Guidelines.) Participating school districts and charter schools will have the opportunity to enhance their local CSLS through activities outlined in Assurance E.

The fundamental document establishing school-level reform conditions is the *Operating Standards for Ohio's Schools*. Following revisions mandated in HB1, all of Ohio's districts make a commitment to focus on the:

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

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

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

Budget Volume



submitted by:

Ted Strickland
Governor of Ohio

Deborah S. Delisle
Superintendent of Public Instruction

Deborah Cain
President, State Board of Education

submission date: June 1, 2010

BUDGET NARRATIVE

Instructions

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

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

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$3,177,000	\$3,682,715	\$3,713,736	\$3,555,372	\$14,128,823
2. Fringe Benefits	750,680	765,985	777,747	789,694	3,084,106
3. Travel	435,140	269,640	257,140	244,640	1,206,560
4. Equipment	199,600	1,026,760	211,760	211,760	1,649,880
5. Supplies	361,800	330,600	392,000	330,600	1,415,000
6. Contractual	36,137,218	35,136,170	31,367,983	27,155,078	129,796,449
7. Training Stipends	1,125,600	4,875,600	4,875,600	4,895,700	15,772,500
8. Other	1,628,170	3,376,828	3,265,835	2,771,758	11,042,591
9. Total Direct Costs (lines 1-8)	43,815,208	49,464,298	44,861,801	39,954,602	178,095,909
10. Indirect Costs*	374,053	381,576	387,330	393,170	1,536,129
11. Funding for Involved LEAs	5,181,200	3,089,413	2,654,533	1,989,533	12,914,679
12. Supplemental Funding for Participating LEAs	0	0	701,519	701,518	1,403,037
13. Total Costs (lines 9-12)	49,370,461	52,935,287	48,605,183	43,038,823	193,949,754
14. Funding Sub granted to Participating LEAs (50% of Total Grant) (I)	51,512,562	51,512,562	51,512,561	51,512,561	206,050,246
15. Total Budget (lines 13-14)	\$100,883,023	\$104,447,849	\$100,117,744	\$94,551,384	\$400,000,000

(I) Funding is currently allocated evenly over 4 years pending further guidance on USDOE requirements and release of funds.

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

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

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

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

Note: The State has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36. All RttT funds will be disbursed in compliance with the procedures of the State of Ohio’s Controlling Board (ORC 127.12). Cost of living adjustments identified in the budget will only be provided if the State enacts those adjustments for State employees.

Budget Part I: Budget Summary Narrative

Overview

Ohio is requesting **\$400 million** in funding from Race to the Top (RttT), of which participating LEAs and charter schools will receive 52% and the state's share will be 48%. The reform plan articulated in this application is comprehensive and the aggressive goals we have set are achievable with the contemplated funding. Ohio fully recognizes the one-time nature of the RttT opportunity and the corresponding bias towards structural reform and investments with a clear path to sustainability. This plan reflects that preference and Ohio believes that the fiscal discipline reflected in these budgets is an important contributor to our long-term success. It will be a leveraged investment in education reform, complementing the approximately \$300 million invested annually by philanthropic partners in the state of Ohio and the ongoing commitment of state resources dedicated to education.

Philosophy

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

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

Investment Area	Primary Section	Project	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	D5	E1	E2	F2	F3	P2
Reinforce	A2	Sustain Capacity to Execute Statewide		█			█	█		█	█	█	█	█	█	█	█	█			█
Reinforce	A2	Engage Stakeholders in Implementation		█						█	█										
Accelerate	B3	Strengthen Assessment Leadership				█	█		█		█	█	█	█		█		█			
Innovate	B3	Provide Curriculum Resources to Support Teachers				█		█			█	█	█	█		█		█			
Accelerate	C2	Expand Value-Added Statewide								█	█	█	█	█		█		█			
Reinforce	C2	Improve Access to Student Data								█	█	█	█	█		█		█			
Accelerate	C3	Personalize Learning Through Formative Instruction						█		█	█		█	█		█		█			█
Innovate	D2	Support Educators Through Evaluation Results										█	█	█		█		█			
Accelerate	D2	Redesign Educator Performance Management Systems										█	█	█		█		█			
Innovate	D3	Expand Effective Educator Preparation Programs										█	█	█		█		█			
Accelerate	D3	Ensure Equitable Distribution of Educators										█	█	█		█		█			
Innovate	D4	Increase Higher Education Accountability										█	█	█		█		█			
Accelerate	D5	Support Educators to Increase Student Growth										█	█	█		█		█			
Innovate	E2	Turn Around Ohio's Lowest Achieving Schools																█			█
Innovate	P2	Leverage STEM Capacity		█												█		█			█

Project Relationship to Assurance Plans █ Primary █ Secondary RRT2-12

Administration

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

Assurance Criteria	Project	Responsible Party
A2	Sustain Capacity to Execute Statewide	Deputy Superintendent of Public Instruction
	Engage Stakeholders in Implementation	
B2	Strengthen Assessment Leadership	Associate Superintendent, Center for Curriculum and Assessment
B3	Provide Curriculum Resources to Support Teachers	
C3	Personalize Learning Through Formative Instruction	
C2	Expand Value Added Statewide	Executive Director, Policy and Accountability
C2	Improve Access to Student Data	Chief Information Officer
D2	Support Educators through Evaluation Results	Associate Superintendent, Center for the Teaching Profession
D2	Redesign Educator Performance Management Systems	
D3	Ensure Equitable Distribution of Educators	
D5	Support Educators to Increase Student Growth	
D3	Expand Effective Educator Preparation Programs	Associate Superintendent, Center for the Teaching Profession & Associate Vice Chancellor, Academic Quality & Assurance
D4	Increase Higher Education Accountability	Chancellor of the Board of Regents
E2	Turn Around Ohio's Lowest Achieving Schools	Associate Superintendent, Center for School Improvement
P2	Leverage STEM Capacity	Associate Superintendent, Center for Curriculum and Assessment

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

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

The sustainability of RttT investments is of paramount concern and encompasses three essential dimensions: leadership, capacity to execute the work, and finances. Ohio is well positioned across each of these dimensions and believes that the reforms articulated in this application will extend far beyond the horizon of this grant. In fact, sustainability was a key factor in deciding how best to leverage RttT funds. Political leaders and stakeholders across Ohio share agreement on the importance of education to Ohio's economic vitality. Their commitment to continue support of educational excellence into the future is evidenced by Ohio's two decades of historical cooperation on these issues. Ohio has consistently invested in capacity at all levels of the education system and, most especially, in the classroom. The State expects that the benefits of these investments will persist long into the future. The investments included in the plan emphasize one-time costs wherever possible, prioritizing structural improvements that yield an enhanced and high performing future system. The projects devoted to standards development, data systems, and human capital reforms are good examples of this principle. Some investments necessarily have a tail, as the work of education reform will not occur overnight. Ohio's leading longitudinal data and financial management systems ensure that an infrastructure is in place to monitor performance and target investments on activities that have the greatest impact on student achievement.

Complementary Resources

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

Ohio will participate in all related federal educational grant programs:

- **School Improvement Grant (SIG):** Ohio will use a combination of RttT and SIG funds to support the turnaround of its persistently low-achieving schools. SIG funds will also support other low-achieving schools in their efforts to improve education for their students.
- **Teacher Incentive Fund (TIF):** Ohio has received TIF funding for the last five years and will apply in the next round as well. These funds will further encourage the adoption of performance-based systems for educators, complementing the performance management investments of RttT. The compensation reform initiative defined in Ohio's RttT grant application will be supplemented by TIF grants and will focus on LEAs that are committed to exploring comprehensive, structural reform. Ohio has worked closely with four of its eight

major urban LEAs to implement TIF programs and all four LEAs have contributed significant local funds to this effort.

- **American Recovery and Reinvestment Act (ARRA) State Longitudinal Data Systems (SLDS) grant:** Ohio has been awarded three ARRA SLDS grants to support the further development of its SLDS. The scope of the SLDS work is complementary to the work outlined in the RttT application. If funded, Ohio will achieve 100% compliance with the America COMPETES Act.
- **Education Technology Grants:** Ohio has received nearly \$24M to support districts and charter schools to improve student academic achievement through the effective integration of technology in schools. These investments are also designed to ensure that every student is technologically literate by the end of eighth grade. They will complement the extensive STEM work already underway in Ohio, as well as the substantial STEM projects in the state's plan.

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

- HB 1 established the Ohio Evidence-Based Model (EBM), a new funding system that defines educational adequacy based on educational components that support successful student outcomes. The new funding approach also allocates additional funding based on student-specific and other community demographic factors in order to direct more dollars into Ohio's most challenged districts and schools. This funding system establishes more accurate estimates of funding needs for each school district and more closely connects need to dollars provided. Over time, EBM will increase the state's share of funding for public education.
- Foundation partners invested approximately \$300M in 2009 on education in Ohio and these partners are committed to the goals of Ohio's RttT plan.

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

Budget Part II: Project-Level Budget Narrative

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

Key	Department
LEAs	School districts and charter schools
ODE-CCA	Center for Curriculum and Assessments
ODE-CSI	Center for School Improvement
ODE-CTP	Center for the Teaching Profession
ODE-OIT	Office of Information Technology
ODE-OSI	Office of Strategic Initiatives
OBR	Ohio Board of Regents
ONET	Ohio Network of Education Transformation

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$1,015,000	\$1,030,225	\$1,045,678	\$1,061,364	\$4,152,267
2. Fringe Benefits	284,200	288,463	292,790	297,182	1,162,635
3. Travel	27,500	27,500	27,500	27,500	110,000
4. Equipment	13,200	2,640	2,640	2,640	21,120
5. Supplies	110,000	110,000	110,000	110,000	440,000
6. Contractual	300,000	300,000	300,000	300,000	1,200,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	1,749,900	1,758,828	1,778,608	1,798,685	7,086,022
10. Indirect Costs*	141,613	143,737	145,893	148,081	579,324
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$1,891,513	\$1,902,565	\$1,924,501	\$1,946,767	\$7,665,346

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

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

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

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

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

Goal

Ohio’s overarching goal is to assure that capacity is never the limiting factor in implementing, scaling up and sustaining meaningful reform, while providing highly effective grant administration and comprehensive support to participating districts and charter schools.

Activities/Rationale

- Provide sustained leadership, advocacy and high-level problem solving through the creation of a State Reform Steering Committee, chaired by the Ohio Superintendent of Public Instruction and engaging key public and private sector stakeholders.
- Create the Center for Education Reform and Strategic Initiatives (ERSI) dedicated to RttT program management and integration with ongoing reform efforts over time, assuring sustainability and becoming the incubator for innovative reform efforts derived from multiple sources.
- Identify existing ODE executives and/or hire new ODE executives to serve leadership roles in ERSI.
- Identify external contractual resources necessary to support Ohio’s RttT efforts.

Activity	Responsible Parties	Timing
Establish the Office of Strategic Initiatives and Supporting Committees		
Establish a State Reform Steering Team	ODE	September-December 2010
Establish clear guidelines and mandate for the Office of Strategic Initiatives	ODE	September-December 2010
Create and staff the Center for Education Reform and Strategic Initiatives	ODE	September-December 2010
Identify existing ODE executives and/or hire new ODE executives to serve leadership roles in the RttT project	ODE	September-December 2010
Form ODE district and charter school support teams and align each LEA with an ODE support team	ODE-OSI	September-December 2010
Identify and Hire External providers to Provide State-level Support		
Contract with external partners to design and deliver appropriate performance metrics for charter organizations	ODE-OSI	December 2010-December 2014
Identify external contractual resources necessary to support Ohio’s RttT efforts (as they arise)	ODE-OSI	December 2010-July 2014
Ensure Overall Accountability		
Review LEA-submitted reform plans	LEAs, ODE-ERSI*	September-October 2010
Develop accountability metrics for individual LEAs	LEAs, ODE-ERSI*	September-October 2010
Complete RttT management performance review	ODE-ERSI	12, 24, 36 months after RttT project begins
Complete RttT LEA support review	LEAs, ODE-ERSI*	12, 24, 36 months after RttT project begins

* Denotes primary responsible party where multiple parties have responsibility.

Cost Description	Cost Assumption	Total
Personnel		
1 ODE FTE to be the Director of RttT to manage RttT and work with Assurance Managers to ensure the success of RttT for 4 years	1 FTE at \$135K base salary x 4 years with a 1.5% annual cost of living adjustment each year after the first year	\$552K
1 ODE FTE to be Budget/Accountability Manager and ensure that the individual project managers and LEAs are held accountable to the budget outlined	1 FTE at \$85K base salary x 4 years with a 1.5% annual cost of living each year after the first year	\$348K
1 ODE FTE to be Communications Manager and be responsible for all communication regarding Ohio's RttT efforts	1 FTE at \$85K base salary x 4 years with a 1.5% annual cost of living adjustment each year after the first year	\$348K
1 ODE FTE to be Federal Liaison Manager and manage the relationship with USDOE on RttT, particularly with reporting requirements	1 FTE at \$85K base salary x 4 years with a 1.5% annual cost of living adjustment each year after the first year	\$348K
6 ODE FTEs to be the Regional Coordinators to liaise with LEAs and ESCs across the state on RttT activities	6 FTEs at \$90K base salary x 4 years with a 1.5% annual cost of living adjustment each year after the first year	\$2.2M
1 ODE FTE to be the Professional Development (PD) manager to manage all the PD activities across the state and with participating LEAs and charter schools to ensure clear and tight coordination	1 FTE at \$85K base salary x 4 years with a 1.5% annual cost of living adjustment each year after the first year	\$348K
Fringe Benefits		
Fringe benefits for ODE FTE to be the Director of RttT to manage RttT and work with Assurance Managers to ensure the success of RttT for 4 years	28% of base salary x 4 years	\$155K
Fringe benefits for 1 ODE FTE to be Budget/Accountability Manager and ensure that the individual project managers and LEAs are held accountable to the budget outlined	28% of base salary x 4 years	\$97K
Fringe benefits for 1 ODE FTE to be Communications Manager and be responsible for all external communication regarding Ohio's RttT efforts	28% of base salary x 4 years	\$97K
Fringe benefits for 1 ODE FTE to be Federal Liaison Manager and manage the relationship with USDOE on RttT, particularly around reporting	28% of base salary x 4 years	\$97K
Fringe benefits for 6 ODE FTEs to be the Regional Coordinators to liaise with LEAs and ESCs across the state on RttT activities	28% of base salary x 4 years	\$619K
Fringe benefits for 1 ODE FTE to be the Professional Development manager to manage all the PD activities across the state and with participating LEAs to ensure clear and tight coordination	28% of base salary x 4 years	\$97K
Travel		
Travel costs for ODE FTE to the Director of RttT to manage RttT and work with Assurance Managers to ensure the success of RttT for 4 years	\$2.5K per year x 4 years	\$10K
Travel costs for 1 ODE FTE to the Budget/Accountability Manager and ensure that the individual project managers and LEAs are held accountable to the budget outlined	\$2.5K per year x 4 years	\$10K
Travel costs for 1 ODE FTE to the Communications Manager and be responsible for all external communication regarding Ohio's RttT efforts	\$2.5K per year x 4 years	\$10K

Cost Description	Cost Assumption	Total
Travel costs for 1 ODE FTE to the Federal Liaison Manager and manage the relationship with USDOE on RttT, particularly around reporting	\$2.5K per year x 4 years	\$10K
Travel costs for 6 ODE FTEs to the Regional Coordinators to liaise with LEAs and ESCs across the state on RttT activities	\$2.5K per year x 4 years	\$60K
Travel costs for 1 ODE FTE to the Professional Development manager to manage all the PD activities across the state and with participating LEAs to ensure clear and tight coordination	\$2.5K per year x 4 years	\$10K
Equipment		
Computer costs for ODE FTE to the Director of RttT to manage RttT and work with Assurance Managers to ensure the success of RttT for 4 years	1 computer @ \$1.2K (first year includes warranty and no maintenance costs assumed) with \$240 maintenance cost x 3 years(effective after year one)	\$2K
Computer costs for 1 ODE FTE to the Budget/Accountability Manager and ensure that the individual project managers and LEAs are held accountable to the budget outlined	1 computer @ \$1.2K with \$240 (first year includes warranty and no maintenance costs assumed) maintenance cost x 3 years (effective after year one)	\$2K
Computer costs for 1 ODE FTE to the Communications Manager and be responsible for all external communication regarding Ohio's RttT efforts	1 computer @ \$1.2K(first year includes warranty and no maintenance costs assumed) with \$240 maintenance cost x 3 years(effective after year one)	\$2K
Computer costs for 1 ODE FTE to the Federal Liaison Manager and manage the relationship with USDOE on RttT, particularly around reporting	1 computer @ \$1.2K (first year includes warranty and no maintenance costs assumed) with \$240 maintenance cost x 3 years(effective after year one)	\$2K
Computer costs for 6 ODE FTEs to the Regional Coordinators to liaise with LEAs and ESCs across the state on RttT activities	6 computers @ \$1.2K (first year includes warranty and no maintenance costs assumed) with \$240 maintenance cost x 3 years(effective after year one)	\$12K
Computer costs for 1 ODE FTE to the Professional Development manager to manage all the PD activities across the state and with participating LEAs to ensure clear and tight coordination	1 computer @ \$1.2K (first year includes warranty and no maintenance costs assumed) with \$240 maintenance cost x 3 years(effective after year one)	\$2K
Supplies		
Supplies for ODE FTE to the Director of RttT to manage RttT and work with Assurance Managers to ensure the success of RttT for 4 years	\$10K per person x 4 years (includes standard support and misc. consumables)	\$40K
Supplies for 1 ODE FTE to the Budget/Accountability Manager and ensure that the individual project managers and LEAs are held accountable to the budget outlined	\$10K per person x 4 years (includes standard support and misc. consumables)	\$40K
Supplies for 1 ODE FTE to the Communications Manager and be responsible for all external communication regarding Ohio's RttT efforts	\$10K per person x 4 years (includes standard support and misc. consumables)	\$40K
Supplies for 1 ODE FTE to the Federal Liaison Manager and manage the relationship with USDOE on RttT, particularly around reporting	\$10K per person x 4 years (includes standard support and misc. consumables)	\$40K
Supplies for 6 ODE FTEs to the Regional Coordinators to liaise with LEAs and ESCs across the state on RttT activities	\$10K per person x 4 years (includes standard support and misc. consumables)	\$240K
Supplies for 1 ODE FTE to the Professional Development manager to manage all the PD activities across the state and with participating LEAs to ensure clear and tight coordination	\$10K per person x 4 years (includes standard support and misc. consumables)	\$40K

Cost Description	Cost Assumption	Total
Contractual		
Contract with external provider to provide consulting services/technical assistance in support of RttT projects	\$150K/year x 4 years	\$600K
Contract with external provider to conduct legal review of sponsoring organization's legal contracts	\$150K/year x 4 years	\$600K
Indirect Costs		
Indirect costs for ODE FTE(s)	10.9% of salary and fringe benefits	\$579K

ENGAGE STAKEHOLDERS IN IMPLEMENTATION	Accountability: Marilyn Troyer, Deputy Superintendent of Public Instruction
	Completion Date: September 2014
Associated with Criteria: Primary: (A)(2); Secondary: (B)(3), (C)(3)	

Part II: Project-Level Budget Table
Project Name: Engage Stakeholders in Implementation
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$135,000	\$137,025	\$139,080	\$141,167	\$552,272
2. Fringe Benefits	37,800	38,367	38,943	39,527	154,636
3. Travel	2,500	2,500	2,500	2,500	10,000
4. Equipment	1,200	240	240	240	1,920
5. Supplies	10,000	10,000	10,000	10,000	40,000
6. Contractual	1,135,000	1,055,000	1,055,000	925,000	4,170,000
7. Training Stipends	0	0	0	0	0
8. Other					0
9. Total Direct Costs (lines 1-8)	1,321,500	1,243,132	1,245,763	1,118,433	4,928,828
10. Indirect Costs*	18,835	19,118	19,404	19,696	77,053
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$1,340,335	\$1,262,250	\$1,265,167	\$1,138,129	\$5,005,881

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

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

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

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

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

Goals

The education reforms enacted by Ohio in recent years have benefited substantially from investments in stakeholder consensus building. Ohio will develop a range of strategies to engage stakeholders and communicate broadly about RttT and its progress. Ohio will also develop a system to measure the effectiveness of RttT investment on student achievement.

Activities/Rationale

- Develop and deliver communications and engagement plans that meaningfully inform and involve stakeholders in RttT and in supporting systemic education reform in Ohio.
- Establish the Education Research Center to execute research studies that specifically address the goals and objectives of the state’s overall reform plan and to liaise with other educational researchers nationwide.

Activities	Responsible Parties	Timing
Communications plan and delivery		
Develop communications plan, leveraging private sector partners’ communications expertise	ODE-OSI	December 2010
Contract with researchers to conduct studies of RttT implementation and impact.	ODE-OSI	March-May 2011
Establish the Education Research Center		
Hire/assign Director-level FTEs at ODE and OBR to share responsibility over setting research agenda and coordinating with third-party partner	ODE*, OBR	October-December 2010
Issue RFP and select third-party partner to manage research agenda	ODE*, OBR	January-March 2011
Set research agenda	ODE*, OBR, third-party partner	March-April 2011 and annually thereafter
Issue and manage grants for research	Third-party partner	September 2011 and every 6 months thereafter
Hold annual state-wide research conference	Third-party partner	Fall 2011 and annually thereafter
Develop partnerships	Third-party partner	Continuous, beginning March 2011

* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
Personnel		
1 ODE FTE at Director level to be responsible for the overall coordination and project management of the Education Research Center (ERC) with 0.5 FTE from OBR (see contractual below). He/she will work in conjunction with third party manager to ensure alignment of ERC activities and serve as ODE Liaison for all Center activities	1 FTE at \$135K base salary x 4 years with a 1.5% annual cost of living adjustment each year after the first year	\$552K
Fringe Benefits		
Fringe benefits for ODE FTE at Director level to be responsible for the overall coordination and project management of the Education Research Center	28% of base salary x 4 years	\$155K

Cost Description	Cost Assumption	Total
Travel		
Travel for ODE FTE at Director level to be responsible for the overall coordination and project management of the Education Research Center	\$2.5K per year x 4 years	\$10K
Equipment		
Computer costs for ODE FTE at Director level to be responsible for the overall coordination and project management of the Education Research Center	1 computer @ \$1.2K (first year includes warranty and no maintenance costs assumed) with \$240 maintenance cost x 3 years (effective after year one)	\$2K
Supplies		
Supplies for ODE FTE at Director level to be responsible for the overall coordination and project management of the Education Research Center	\$10K per year x 4 years	\$40K
Contractual		
Contract with a third-party to direct Education Research Center activities, coordinate annual in-state conferences, disseminate grant money, strategically develop sustainability plan, coordinate grant-seeking, and provide overall leadership in coordination with the ODE and OBR directors	\$200K per year x 4 years	\$800K
Competitive contract with in-state researchers to evaluate specific milestones on student success	Year 1: \$600K in research grants Year 2: \$520K in research grants Year 3: \$600K in research grants Year 4: \$520K in research grants	\$2.2M
Contract with external provider to provide team collaboration tool for ODE-OSI communications	\$40K/year x 4 years	\$160K
Contract with resources to develop and deliver RttT communication plan	\$50K/year x 3 years	\$150K
Contract with researchers to conduct studies of RttT implementation and impact	\$160K/year x 4 years	\$640K
Contract with external provider to produce and distribute research summaries that focus on practical application of research findings	\$80K/year x 2 years	\$160K
Contract with external provider to host annual one-day conference for policymakers, university/college researchers, and interested stakeholders (i.e., LEA directors of research) to review and discuss research findings, receive feedback and plan for future activities	\$5K per conference x 4 conferences	\$20K
Indirect Costs		
Indirect costs for ODE FTE(s)	10.9% of salary and fringe benefits	\$77K

STRENGTHEN ASSESSMENT LEADERSHIP	Accountability: Associate Superintendent, Center for Curriculum and Assessment
	Completion Date: July 2014
Associated with Criteria: Primary: (B)(3); Secondary: (C)(3), (D)(2), (D)(3), (D)(5), (E)(2)	

Budget Part II: Project-Level Budget Table
Project Name: Strengthen Assessment Leadership
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$145,000	\$844,130	\$846,292	\$648,486	\$2,483,908
2. Fringe Benefits	39,760	40,356	40,962	41,576	162,654
3. Travel	8,000	5,000	5,000	5,000	23,000
4. Equipment	2,400	480	480	480	3,840
5. Supplies	20,000	20,000	81,400	20,000	141,400
6. Contractual	3,725,000	2,712,500	3,496,700	2,712,500	12,646,700
7. Training Stipends	0	0	0	0	0
8. Other	0	512,000	512,000	512,000	1,536,000
9. Total Direct Costs (lines 1-8)	3,940,160	4,134,466	4,982,834	3,940,043	16,997,503
10. Indirect Costs*	19,812	20,109	20,411	20,717	81,048
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$3,959,972	\$4,154,575	\$5,003,244	\$3,960,759	\$17,078,551

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

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

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

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

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

Goal

Ohio will develop and disseminate a portfolio of assessments linked to new standards that will help teachers and students better understand student progress against multiple measures.

Activities/Rationale

A. Performance-Based Assessments

- Ohio will expand its current pilot performance-based assessments project developed in partnership with Stanford University School Redesign Network (SRN), the Regional Education Laboratory (REL) and the Educational Service Center of Central Ohio (ESCCO). The expansion will occur into new subjects (social studies) and into new grades. New schools will be identified each year to be added to the program.
- Teachers in partnering districts and charter schools will develop new performance-based assessment tasks associated with the new grades and subjects. Ohio will disseminate these tasks, sample student work, and training activities for students to educators online via the instructional improvement system.
- The State will create and train one state and 16 regional performance-based assessment moderation panels to ensure consistency in scoring.

B. Formative Assessments

- Identify districts and charter schools interested in developing and evaluating formative assessments for middle school using research-based models and best practices (including the ATLAST model developed by Horizon Research in collaboration with the National Science Foundation).
- Launch the two-year middle school formative assessments program in three districts and charter schools each year for three years and provide ongoing training and support to participating teachers.
- Incorporate the formative assessment strategies developed through the program into Ohio's state standard instructional improvement system to provide access to these assessment tools statewide.

C. Kindergarten Readiness Assessments

- Ohio will engage with the Early Childhood Assessment Consortium of the Council of the Chief State School Officers (CCSSO) State Collaboration on Assessment and Student Standard and other states to identify and develop a first-time kindergarten student assessment that incorporates literacy, mathematics, social and emotional skills.

- After the most appropriate assessment has been identified, Ohio will develop and implement the assessment statewide for all first-time kindergarten students.

D. Growth Measures

- Ohio will work with national experts, external organizations, and Ohio educators to develop measures of student growth in grades and subjects outside of fourth through eighth grade mathematics and reading.
- Ohio will select a subset of interested districts and charter schools, potentially through the structure of a mini-competition, to work with experts and teachers to create the appropriate growth measures.
- The developed measures will be incorporated into Ohio’s state standard instructional improvement system and made available to teachers statewide.

Activity	Responsible Parties	Timing
Performance-based Assessments		
Hire 1 additional ODE FTE to help manage the performance-based assessments project	ODE-CCA	September 2010-July 2011
Identify new LEAs and schools to participate in piloting performance-based assessments	ODE-CCA*, LEAs, SRN, REL, ESCs	September 2010-July 2014; ongoing
Provide training to educators in new schools participating in the pilots	Teachers, LEAs, SRN, REL, ESCs*	September 2010-July 2014; ongoing
Conduct performance-based assessment pilots in 23 LEAs	LEAs*, SRN, REL, ESCs	September 2010-July 2011
Select statewide moderation panelists for performance-based assessments	ODE-CCA*, SRN, REL, ESCs	August 2011-July 2012
Provide training to moderation panelists	SRN, REL, ESCs*	August 2011-July 2012
Launch and operate a moderation panel at state level	SRN, REL, ESCs, ODE-CCA*	August 2011-July 2014
Expand moderation panels to all 16 regions	SRN, REL, ESCs, ODE-CCA*	August 2013-July 2014
Formative Assessments		
Identify LEAs and schools interested in developing and evaluating formative assessments for middle-school	ODE-CCA*, LEAs	September 2010
Hire 1 additional ODE FTE to manage the formative assessments project	ODE-CCA	September 2010
Launch and run program at 3 Phase 1 LEAs. Provide ongoing training to teachers on development and evaluation of formative assessments	LEAs*, ODE-CCA, external experts	October 2010-July 2012
Launch and run program at 3 Phase 2 LEAs. Provide ongoing training to teachers on development and evaluation of formative assessments	LEAs*, ODE-CCA, external experts	August 2011-July 2013

Activity	Responsible Parties	Timing
Launch and run program at 3 Phase 3 LEAs. Provide ongoing training to teachers on development and evaluation of formative assessments	LEAs*, ODE-CCA, external experts	August 2012-July 2014
Incorporate assessment strategies onto state standard instructional improvement system (to be developed with RttT funds)	ODE-CCA	August 2012-July 2014; ongoing
Kindergarten Readiness Assessment		
Create common definition and common standards for Kindergarten Readiness Assessment, jointly with consortium of states	ODE, SCASS*, other states	August 2010-July 2011
Determine assessment administration procedures and training required for the Kindergarten Readiness Assessment jointly with consortium of states	ODE-CCA, SCASS*, other states	August 2010-July 2011
Select a external provider for the development of the Kindergarten Readiness Assessment	ODE-CCA, SCASS*, other states	August 2010-July 2011
Conduct Phase 1 pilot of Kindergarten Readiness Assessment	ODE-CCA*, SCASS, other states, LEAs	August 2011-July 2012
Develop technical manual, assessment materials, training on administration procedures for teachers and professional development for the Kindergarten Readiness Assessment	ODE-CCA, SCASS*, other states	August 2011-July 2012
Conduct Phase 2 pilot of Kindergarten Readiness Assessment	ODE-CCA*, SCASS, other states, LEAs	August 2012-July 2013
Finalize Kindergarten Readiness Assessment based on findings from pilots	ODE-CCA, SCASS*, other states	August 2012-July 2013
Distribute all Kindergarten Readiness Assessment materials and training to all kindergarten teachers statewide	ESCs*, LEAs, ODE, teachers	August 2012-July 2013
Implement Kindergarten Readiness Assessment statewide	LEAs*, teachers	August 2013-July 2014
Growth Measures		
Develop the framework for mini-competition amongst interested LEAs to develop additional student growth measures for grades and subjects beyond 4 th -8 th grade mathematics and reading	ODE-CCA*, external experts, ORC	August-December 2010
Conduct mini-competition to select subset of LEAs to participate in the growth measures development project	ODE-CCA*, LEAs, external experts, ORC, ESCs	January-July 2011
Launch the growth measures development project at selected LEAs	ODE-CCA*, LEAs, ESCs, ORC	August 2011-July 2014
Contract with external experts develop growth measures at selected LEAs	LEAs*, external experts	August 2011-July 2014
Incorporate developed measures into state standard instructional improvement system for easy access by teachers statewide	ODE-CCA	August 2012-July 2014

* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
Personnel		
1 ODE FTE full time at Associate Director level with content expertise in English language arts (ELA), mathematics, science or social studies to manage the development of formative assessments in middle schools for 4 years. This FTE will be responsible for managing the relationships between schools, external experts and external providers that will be supporting this effort and ensuring knowledge sharing across various school sites.	1 FTE at \$71K base salary x 4 years with a 1.5% annual cost of living adjustment made each year after the first year	\$290K
1 ODE FTE full time at Associate Director level to manage the development of performance assessments moderation panels. This FTE will be instrumental to coordinating the efforts across the moderation panels and ensuring consistency in moderation approach across the sites.	1 FTE at \$71K base salary x 4 years with a 1.5% annual cost of living adjustment made each year after the first year	\$290K
Stipend for state-level 20-person moderation panel for the performance-based assessment initiative to ensure inter-rater reliability across the state when scoring student performance. Annual panel will be held in years 2 through 4.	\$200/stipend x 20 panelists x 25 days x 3 years	\$300K
Stipend for regional 20-person moderation panels for the performance-based assessment initiative to ensure inter-rater reliability across the state when scoring student performance. Sixteen panels will be held in year 4.	\$200/stipend x 20 panelists x 25 days x 16 panels	\$1.6M
Stipend for teachers that will take part in the development of the framework that will be used in a mini-competition among LEAs to develop growth measures for non-core subjects	\$200/stipend x 5 teachers x 3 meetings	\$3K
Fringe Benefits		
Fringe benefits for ODE FTE at Associate Director level to manage the development of formative assessments in middle schools for 4 years	28% of base salary x 4 years	\$81K
Fringe benefits for ODE FTE at Associate Director level to manage the development of performance assessments moderation panels for 4 years	28 of base salary x 4 years	\$81K
Travel		
Travel costs for ODE FTE at Associate Director level to manage the development of formative assessments in middle schools for 4 years	\$2.5K per year x 4 years	\$10K
Travel costs for ODE FTE at Associate Director level to manage the development of performance assessments moderation panels for 4 years	\$2.4K per year x 4 years	\$10K
Travel costs for teachers that will work on the development of the framework that will be used in a mini-competition among LEAs to develop growth measures for non-core subjects	\$200/teacher x 5 teachers x 3 meetings	\$3K
Equipment		
Computer costs for ODE FTE at Associate Director level to manage the development of formative assessments in middle schools for 4 years	1 computer @ \$1.2K (with first year maintenance included in the purchase price)\$240 maintenance cost x 3 years (incurred after the first year)	\$2K

Cost Description	Cost Assumption	Total
Computer costs for ODE FTE at Associate Director level to manage the development of performance assessments moderation panels for 4 years	1 computer @ \$1.25K (with first year maintenance included in the purchase price) with \$240 maintenance cost x 3 years (incurred after the first year)	\$2K
Supplies		
Supplies for ODE FTE at Associate Director level to manage the development of formative assessments in middle schools for 4 years	\$10 K per year x 4 years (includes standard support and misc. consumables)	\$40K
Supplies for ODE FTE at Associate Director level to manage the development of performance assessments moderation panels for 4 years	\$10K per year x 4 years (includes standard support and misc. consumables)	\$40K
Supplies for training Kindergarten teachers in LEAs on the new kindergarten readiness assessments	\$100/training supplies x 614 LEAs	\$61K
Contractual		
Contract with external provider to develop, implement, and evaluate the formative assessment development program in middle schools. 9 LEAs will implement the development program in 4 subjects for 2-year cycles	\$50K/ per subject x 9 subjects x 4 LEAs x 2 years	\$3.6M
Contract with external provider to pilot performance-based assessment development in 23 LEAs or groups of LEAs for math, science, ELA, and social studies in 2010-2012	\$65K/pilot x 23 LEA pilots	\$1.5M
Contract with external provider to develop new performance-based assessment tasks items in 2012-14	\$600K/year x 2 years	\$1.2M
Contract with external provider to develop and operate professional development network for performance-based assessments in 2011-14	\$500K/year x 3 years	\$1.5M
Contract with external provider to conduct external evaluation on the performance-based assessment pilots	\$163K/year x 4 years	\$650K
Contract with external education experts to help contribute to the development of the performance-based assessments	\$135K/year x 4 years	\$540K
Contract with university to provide support on the development of the performance-based assessments	\$213K/year x 4 years	\$850K
Contract with ESCs to provide regional training support for performance-based assessments	\$218K/year x 4 years	\$870K
Contract with external provider to provide coaching support for teachers who are developing performance-based assessments	\$135K/year x 4 years	\$540K
Contract with external provider to develop a comprehensive Kindergarten Readiness Assessment and to evaluate the assessments	\$754K/year x 1 years	\$754K
Contract with ESCs to provide training to Kindergarten teachers in LEAs on the new Kindergarten Readiness Assessments	\$300/LEA x 614 LEAs	\$184K
Contract with external experts to help the development of the framework that will be used in a mini-competition among LEAs to develop performance assessments for non-core subjects (including travel costs)	(((\$400 stipend + \$500 travel costs)/expert) x 3 experts x 3 meetings	\$8K

Cost Description	Cost Assumption	Total
Contract with external research firms to provide research support to teams that win the mini-competition among LEAs to develop growth measures for non-core subjects to help the LEA better evaluate teachers (including travel costs)	\$150K/year x 3 years	\$450K
Other		
Awards for mini-competition among LEAs to develop growth measures for non-core subjects	\$512K/year x 3 years	\$1.5M
Indirect Costs		
Indirect costs for ODE FTE(s)	10.9% of salary and fringe benefits	\$81K

PROVIDE CURRICULUM RESOURCES TO SUPPORT TEACHERS	Accountability: Associate Superintendent, Center for Curriculum and Assessment
	Completion Date: July 2014
Associated with Criteria: Primary: (B)(3); Secondary: (C)(3), (D)(2), (D)(3), (D)(5), (E)(2)	

Budget Part II: Project-Level Budget Table
Project Name: Provide Curriculum Resources to Support Teachers
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$340,000	\$120,000	\$120,000	\$120,000	\$700,000
2. Fringe Benefits	0	0	0	0	0
3. Travel	100,000	0	0	0	100,000
4. Equipment	0	0	0	0	0
5. Supplies	31,200	0	0	0	31,200
6. Contractual	519,200	519,200	519,200	319,200	1,876,800
7. Training Stipends	0	0	0	0	0
8. Other	104,000	0	0	0	104,000
9. Total Direct Costs (lines 1-8)	1,094,400	639,200	639,200	439,200	2,812,000
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$1,094,400	\$639,200	\$639,200	\$439,200	\$2,812,000

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

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

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

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

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

Goal

Ohio will leverage the knowledge of local, national and global networks to identify and create access to effective instructional supports to educators statewide.

Activities/Rationale

A. Peer Review Panel

- Ohio will create 16 regional peer review panels responsible for evaluating instructional supports made available by Ohio teachers, multi-state consortia and other national developers to determine which supports are best aligned to the new standards and use these to provide effective curricula support.
- The State will develop rigorous guidelines/rubrics to guide the panel and teachers to determine what curricula support is effective and aligned to standards.
- Once the panels have been trained on the guidelines, they will evaluate instructional supports. After receiving approval, the instructional supports and materials will be posted online for quick, real-time access by teachers and principals.

B. Contracted Supplementary Resources

- Ohio will contract with external organizations to develop supplementary components of curricular and instructional resources aligned to specific goals (i.e. materials focused on developing 21st century skills like creativity and reasoning).
- Developed resources will be integrated into Ohio's state standard instructional improvement system.

C. International Database of Evidence-Based Resources

- As a participant of the program, Ohio will have access to a database of evidence-based resources and will incorporate best practices from the Innovative Learning Environments (ILEs) into Ohio's state standard instructional improvement system (to be developed with RttT funds).
- Ohio will host a four-day meeting to share the findings of the ILEs with Ohio educators and international experts. ILE is an international program developed by the Organization of Economic Cooperation and Development (OECD)'s Center for Education Research and Innovation to better understand how people learn and under which conditions and dynamics they can learn better. During this meeting, global experts will share with Ohio educators on how to best incorporate innovations on learning into school structures and learning activities.

D. Align New Standards to College-Entrance Requirements and Educator Preparation Program Standards

- Ohio will host seven days of focus groups over a period of three years (three meetings in year one and two meetings in each of years two and three) in each of five regions to discuss the alignment of new standards to (1) college-entrance requirements, and (2) educator preparation programs.
- Work with external providers to analyze outcomes of the focus groups and develop curricula supports for Institutes of Higher Education (IHEs) to ensure alignment of educator preparation programs to new standards

Activity	Responsible Parties	Timing
Create Peer Review Panel		
Develop standards and guidelines on evaluating effective curriculum supports	Educators, university faculty, educators, ODE-CCA*	September-December 2010
Adopt proposed guidelines/rubrics on evaluating effective curriculum supports	ODE-CCA	September-December 2010
Select regional peer review panels based on regional interest	ODE-CCA*, ESCs	September 2010; ongoing
Provide training to peer review teams on guidelines/rubrics and peer review process	ODE-CCA, ESCs, university faculty	September 2010; ongoing
Collect, review and disseminate teacher submissions of instructional resources	Peer review panels (regional coordinators, teachers, university faculty)	September 2010-July 2014
Access to Contracted Supplementary Resources		
Contract with external provider to develop supplementary curricular supports such as resources aligned to 21 st century skills	ODE-CCA	September-December 2010
Integrate supplementary supports with web-based standards, curriculum and assessment portal and instructional improvement system	ODE-CCA	January 2011-August 2012
International Database of Evidence-based Research on Learning		
Host a four-day international meeting to present findings from ILE	ODE-CCA*, external experts, educators	September-December 2010
Disseminate ILE best practices online	ODE	January-July 2011
Align new standards to college-entrance requirements and educator preparation program standards		
Host seven days of focus groups over a period of three years in each of five regions to discuss the alignment of new standards to (1) college-entrance requirements, and (2) educator preparation program for three years	ODE-CCA*, OBR, external experts, educators	August 2011-July 2014

Activity	Responsible Parties	Timing
Contract with external provider to analyze focus group outcomes and develop curricula adjustments to educator preparation programs to ensure alignment to new standards	ODE-CCA*	August 2011–July 2014

* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
Personnel		
Stipend for Lead Content Experts (LCE) to lead subject- and grade-specific peer review teams to review curricula developed by teachers statewide (math, English, science and social sciences). 60 LCEs per content area	\$500 stipend/year x 4 years x 240 LCEs (60 LCSs x 4 content areas)	\$480K
Costs for substitute teachers for the 500 teachers to attend four-day meeting to disseminate international ILE findings	\$110/substitute teacher x 500 teachers x 4 days	\$220K
Travel		
Travel for 500 teacher participants to four meetings to disseminate international ILE findings	\$50 travel allowance/per teacher x 500 teachers x 4 days	\$100K
Supplies		
Supplies for four meetings to disseminate international findings from ILEs to 500 teacher participants and 20 international experts	\$15 supply allowance/day x 520 attendees x 4 days	\$31K
Contractual		
Contract with ESCs to provide regional support for curricular peer review teams	\$1.2K/region x 16 regions x 4 years	\$77K
Contract with external providers to augment the model curricula in key 21st century skills	\$100K/contract x 5 contracts	\$500K
Contract with external provider to plan and facilitate focus group meetings and analyze focus group outcomes on the alignment of new standards to (1) college-entrance requirements, and (2) educator preparation programs for 3 years	\$300K/year x 3 years (These costs will include facilitation, venue, supplies and substitute reimbursement.)	\$900K
Contract with external provider to recommend changes to IHEs educator preparation programs curriculum based on focus group outcomes on the alignment of new standards to (1) college-entrance requirements, and (2) educator preparation programs for 3 years	\$200K/year x 2 years	\$400K
Other		
Venue cost for four meetings to disseminate international findings from ILEs to 500 teacher participants and 20 international experts	\$8K venue cost/day x 4 days	\$32K
Stipend and travel cost for 20 international experts and educators to discuss ILE findings	\$900/stipend/day x 20 experts x 4 days	\$72K

EXPAND VALUE ADDED STATEWIDE	Accountability: Executive Director, Policy and Accountability
	Completion Date: September 2014
Associated with Criteria: Primary: (C)(2); Secondary: (C)(3), (D)(2), (D)(3), (D)(5), (E)(2)	

Part II: Project-Level Budget Table
Project Name: Expand Value Added Statewide
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	75,000	75,000	23,000	23,000	196,000
5. Supplies	0	0	0	0	0
6. Contractual	3,316,288	3,960,480	3,878,313	2,693,722	13,848,803
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	3,391,288	4,035,480	3,901,313	2,716,722	14,044,803
10. Indirect Costs	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$3,391,288	\$4,035,480	\$3,901,313	\$2,716,722	\$14,044,803

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

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

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

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

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

Goal

To aggressively accelerate value-added student growth reporting at the classroom level to provide all eligible reading and mathematics teachers in grades 4 through 8 with student progress and with the professional development required to use these reports to strengthen their capacity as educators.

Activities/Rationale

A. Develop Accurate Student-Teacher Linkages

- Ohio is partnering with the Bill & Melinda Gates Foundation and the Center for Educational Leadership and Technology (CELТ) to develop a standard process for student-teacher linkages. On the heels of this work, the state will implement this best practice, reduce reliance on an external provider for student-teacher linkages, and increase the self-sufficiency of the model.
- Until the state has enhanced its student-teacher linkage system, Ohio will work with an external provider to deliver accurate student-teacher linkages.

B. Collect and Analyze Data

- ODE will contract with an external provider to conduct value-added analysis, resulting in teacher reports.

C. Develop and Deliver Effective and Consistent Professional Development

- Value-added toolkits and training materials will support a train-the-trainer approach to this professional development.
- A network of trained personnel distributed throughout the state will support the effective use of value-added analysis at the teacher level.
- School administrators and staff will have access to online value-added learning courses.

D. Create and implement communications plans and change management plans:

- A local-level communication plan will be developed and implemented to increase knowledge on the use of value-added information. The communication plan will include strategies focusing on advocacy and public relations, Web content and portal design and community outreach.

Activities	Responsible Parties	Timing
Develop accurate student-teacher linkages		
Enhance ODE student-teacher linkage system		
Procure external provider for ODE student-teacher linkage system development	ODE-OIT	January 2011 – December 2011
Procure infrastructure hardware/software for ODE student-teacher linkage	ODE-OIT	January 2011 – June 2011
Complete installation of infrastructure hardware/software for ODE student-teacher linkage	ODE-OIT	June-July 2011
Procure application hardware/software for ODE student-teacher linkage	ODE-OIT	October-December
Complete installation of application hardware/software for ODE student-teacher linkage	ODE-OIT	January-February 2012
Complete development of ODE student-teacher linkage system	ODE-OIT*, Technology External provider	January 2012-December 2013
Use external provider student-teacher linkage system		
Secure contract between external provider and regional entities to support linkage system and processes	External provider, regional providers	February-March 2011
Train regional providers to support linkage process	External provider	May-June 2011
Conduct linkage process to verify data	External provider	June-September 2011 and each summer
Collect and analyze data		
Secure contract between external provider and Information Technology Centers (ITCs) to provide data extractions	External provider, ITCs	January 2011
Collect and analyze data	External provider	October 2011 and each October
Disseminate teacher reports	External provider	January 2012 and each January
Create and disseminate executive summary reports and tools for administrators	External provider	January-February 2012 and annually
Develop and deliver efficient and consistent professional development		
Make online learning courses available to all teachers in Ohio	External provider	October 2010
Disseminate value-added toolkit to schools and regional personnel	External provider*, regional providers	October-December 2010
Conduct webinars for administrators on teacher-level reporting	External provider	October-December 2010
Develop value-added regional trainer competencies and training protocol	External provider*, regional providers	November-December 2010
Establish support infrastructure for educators (webinars, help lines, online support, help desk)	External provider	December 2010-January 2011
Develop linkage system support tools, and professional development (PD) materials and protocols	External provider	December 2010-January 2011
Review of materials, creation of new tools and products for Ohio trainers and teachers	External provider	January 2011 and ongoing through 2014
Deliver PD to all personnel (grades 4-8) receiving teacher-level data	Regional providers	January-February 2011 and ongoing

Activities	Responsible Parties	Timing
Conduct regional meetings to train regional staff regarding teacher-level reporting	External provider*, regional providers	September-November 2011 and each fall
Create and implement communications plans and change management plans		
Develop communications plan and materials	External provider	January-March 2011
Deliver communications plan and materials	External provider	April-May2011

* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
Equipment		
Application server to host ODE's new student-teacher linkage system	\$10K one-time cost	\$10K
Database server to host the database for ODE's new student-teacher linkage system	\$10K one-time cost	\$10K
Database software for ODE's new student-teacher linkage database servers	\$40K one-time cost	\$40K
Database software maintenance for ODE's new student-teacher linkage system	\$8K one-time cost	\$16K
Expand network capacity with an additional core switch for ODE's student-teacher linkage system	\$75K one-time cost	\$75K
Core switch maintenance	\$15K/year x 3 years	\$45K
Contractual		
Contract with a Project Manager to manage overall project development and implementation	1 FTE at \$192K/year x 2 years	\$384K
Contract with a Business Analyst to document the functionality of the existing systems and develop the requirements for the new student-teacher linkage system	1FTE at \$130.5K/year x 2 years	\$261K
Contract with a System Architect to determine the optimal architecture that will be used for the new student-teacher linkage system	1FTE at \$172.5K/year x 1.5 years	\$259K
Contract with two Developers to develop code required for the new student-teacher linkage system	2 FTEs at \$163.5K/year/FTE x 2 years	\$653K
Contract with a Data Modeler to develop analysis tools and reports that will be used to review and analyze data in the new student-teacher linkage system	1 FTE at \$163K for 1 year	\$163K
Contract with a Technical Trainer to develop training materials for the new student-teacher linkage system	1 FTE at \$73K for 7 months	\$73K
Contract with external provider to manage overall value-added project development and implementation, and communicate and collaborate with ODE and regional entities	((0.4 FTE at \$122.50/hour x 2000 hours/year)) x 4 years x 56.7%** for state portion of funding	\$222K
Contract with external provider to provide a Project Manager to manage the value-added project budget, implementation, schedules, performance measures and work plans	((0.33 FTE at \$59.50/hour x 2000 hours/year)) x 4 years x 56.7%** for state portion of funding	\$89K

Cost Description	Cost Assumption	Total
Contract with external provider to provide a Project Coordinator to coordinate schedules and activities	((0.5 FTE at \$119/hour x 2000 hours/year) x 4 years x 56.7%** for state portion of funding	\$270K
Contract with external provider to provide a Technical Support Manager to manage the data and online systems, and to support the linkage processes	((0.4 FTE at \$87.50/hour x 2000 hours/year) x 4 years x 56.7%** for state portion of funding	\$159K
Contract with external provider to provide 1 FTE to oversee professional development, including developing training materials and online courses and conducting training sessions with regional service providers who will work directly with principals to train staff	((1 FTE at \$119/hour x 2000 hours/year) x 4 years x 56.7%** for state portion of funding	\$540K
Contract with external provider to provide a Graphic Designer to design materials, Web content and portal design, research findings and community outreach documents	((0.25 FTE at \$87.50/hour x 2000 hours/year) x 4 years x 56.7%** for state portion of funding	\$99K
Contract with external provider to provide a Communications Specialist to develop a communications plan and work with the communications team to implement the plan that will include strategies for increasing understanding and use of formative assessment strategies. This resource will also oversee delivery of web content and portal design, research findings and community outreach	((0.5 FTE at \$87.50/hour x 2000 hours/year) x 4 years x 56.7%** for state portion of funding	\$198K
Contract with external provider to train regional ITCs to support teacher linkage and verification processes necessary for teacher-level value added reporting and meet with regional entities to support and monitor value-added training to teachers and administrators	((16 regional support centers + 5 major urban centers) x 5 visits/year + 30 regional providers x 2 visits/year) x \$250/visit x 4 years x 56.7%** for state portion of funding	\$94K
Contract with external provider to provide hosting equipment (rack space, hardware, software)	\$108K/year x 4 years to support and host the linkage application software and hardware x 56.7%** for state portion of funding	\$245K
Contract with external provider to provide materials to support professional development, training and up-to-date value-added toolkit and communications tools (includes printing and production costs). Materials will also be provided electronically through the portal	(\$200/toolkit x 6200 toolkits) + (\$40K/year for supporting communications tools x 4 years) x 56.7%** for state portion of funding	\$794K
Contract with external provider to provide incentives to educators who receive intensive coaching training to secure their commitment to sustain the value-added work each year	\$1K/award x 30 awards/region x 16 regions x 4 years x 56.7%** for state portion of funding	\$1.1M
Contract with external provider to provide support, in collaboration with existing regional support systems, for linkage process through user guides, Webcasts, support tickets, and phone support	(16 Regional provider centers + 5 urban districts) x \$10K/site for training and tools for the LINK process x 4 years x 56.7%** for state portion of funding	\$476K

Cost Description	Cost Assumption	Total
Contract with external provider to provide a subsidy to state regional technology center staff (ITCs) to provide data collections and extractions	\$5K/ITC for data collections and extractions x 23 Regional ITCs x 4 years x 56.7%** for state portion of funding	\$261K
Contract with external provider to develop a network of trained personnel distributed throughout the state who will support the understanding of value-added analysis at the teacher level	.5 FTE x 21 trainers x \$100K/year subsidy for 4 years, x 56.7%** for state portion of funding	\$2.5M
Contract with external provider to provide training to regional staff	64 training participants/location x \$30/person x 5 locations x 4 years x 56.7%** for state portion of funding	\$22K
Contract with external provider to provide school administrators and staff with the student-teacher linkage application in order to verify, update and approve student-teacher linkage data	(\$720K/full licensing fee x (0.25 allocation for 1 year + 1.0 allocation for 2 years) x 56.7%** for state portion of funding	\$918K
Contract with external provider to provide all Ohio school administrators and staff access to online value-added learning courses	\$1.48M cost/annual license x 4 years (becomes perennial license thereafter) x 56.7%** for state portion of funding	\$3.4M
Contract with external provider to expand value-added analysis, including school-level value-added reports, teacher-level value-added reports and service fees for teacher reports	Assumption: # of 4 th -8 th grade math & ELA teachers = 37.4K Year 1: # of 4 th -8 th grade math & ELA teachers x \$18 fee/teacher x 30% reporting x 56.7%** for state portion of funding + Year 2: # of 4 th -8 th grade math & ELA teachers x \$12 fee/teacher x 60% reporting x 56.7%** for state portion of funding + Year 3: # of 4 th -8 th grade math & ELA teachers x \$12 fee/teacher x 90% reporting x 56.7%** for state portion of funding + Year 4: # of 4 th -8 th grade math & ELA teachers x \$12 fee/teacher x 95% reporting x 56.7%** for state portion of funding	\$738K

** Note: This project requires statewide implementation across all LEAs. In accordance with the LEA MOU, participating LEA funds will support release time for professional development and general implementation resources for teacher-level value-added reporting. Participating LEAs represent 53% of LEAs in Ohio; therefore, participating LEA funds will support 53% of the budget outlined below to implement value-added for their teachers. The remaining 47% of the budget outlined below will be supported by the state's RttT funds to implement value-added reporting in non-participating LEAs.

IMPROVE ACCESS TO STUDENT DATA	Accountability: Chief Information Officer
	Completion Date: December 2012
Associated with Criteria: Primary: (C)(2); Secondary: (C)(3), (D)(1), (D)(2), (D)(3), (D)(4), (D)(5), (E)(2)	

Part II: Project-Level Budget Table
Project Name: Improve Access to Student Data
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	940,000	177,000	177,000	1,294,000
5. Supplies	0	0	0	0	0
6. Contractual	250,000	1,967,680	409,280	200,000	2,826,960
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	250,000	2,907,680	586,280	377,000	4,120,960
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$250,000	\$2,907,680	\$586,280	\$377,000	\$4,120,960

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

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

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

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

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

Goal

Ohio will fully comply with the America COMPETES Act, enhance the breadth of data in the SLDS available to stakeholders and simplify and improve accessibility of effective data for all constituents.

Activities/Rationale

- Ohio will expand the existing Statewide Student Identifier (SSID) system to include higher education students. This activity will enable Ohio’s SLDS to meet all of America

COMPETES Act elements and meaningfully increases the breadth of data available through the system.

Activities	Responsible Parties	Timing
Expand Statewide Student Identifier to students in higher education		
Add Ohio Board of Regents (OBR) as an end user for Statewide Student Identifier (SSID) system and set up file transfer capabilities between OBR and technology external provider	ODE-OIT*, OBR, Technology External provider	October-November 2011
Store SSID in OBR data systems	OBR	November-December 2011
Expand SLDS Data Warehouse to include additional early learning data		
Procure contract resources for Data Warehouse expansion	ODE-OIT	January-March 2012
Complete activities to expand the Data Warehouse	ODE-OIT*, Technology External provider	April 2012-February 2013
Simplify access to SLDS		
Procure contract resources for Web Portal development	ODE-OIT	October-December 2011
Complete activities to develop Web Portals	ODE-OIT*, Technology External provider	January-December 2012
Enhance system architecture for D3A2		
Procure hardware/software for Data Driven Decisions for Academic Achievement (D3A2) infrastructure expansion	ODE-OIT, Northern Buckeye Education Council (ITC)	January-June 2012
Complete installation and upgrades for D3A2 Infrastructure expansion	ODE-OIT*, Northern Buckeye Education Council (ITC), Technology External providers	February 2012-January 2013
Consolidate existing data tools		
Procure contract resources for data tool consolidation project	ODE-OIT	January-December 2011
Complete analysis and development for data tool consolidation project	ODE-OIT*, Technology External provider	January-December 2012

* Denotes primary responsible party where multiple parties have responsibility

A. Expand Statewide Longitudinal Data System

- Ohio will expand its SLDS Data Warehouse to include additional early learning data. Including this data in the SLDS will make it available to stakeholders for use in decision making and continuous improvement efforts.

B. Improve Access and Usability

- Addressing the core inhibitor to increased usage of the SLDS, Ohio will also simplify access to data by developing a series of Web portals designed for constituent groups. Importantly,

this upgrade will include single sign-on capabilities, substantially increasing the usability of Ohio's available data tools.

- The system architecture that supports Data Driven Decisions for Academic Achievement (D3A2, Ohio's platform for educators to use data to inform instruction) will be enhanced to support the significant increase in usage that is expected to result from the above efforts.
- Ohio is partnering with CELT and the Florida USDOE in a project-funded by a Momentum Grant provided by the Bill and Melinda Gates Foundation- to gather and document the business requirements and technical specifications for an IIS based upon best practices. This includes analyzing existing data tools and developing a plan to streamline functionality where duplication may exist. Ohio will begin this summer to engage stakeholders in the process.
- Finally, the existing data tools the state provides will be analyzed to determine where redundant functionality exists and then consolidated where applicable to reduce confusion and increase efficiency.

Cost Description	Cost Assumption	Total
Equipment		
4 additional CPUs (up to eight CPU cores) of OBIEE Suite	\$493K for 4 CPUs	\$493K
8 CPU licenses (up to 16 CPU cores) of the Enterprise Edition database software	\$222K for 8 CPU licenses	\$222K
6 additional processor licenses (up to 12 CPU cores) of Oracle Internet Application Servers, to run the D3A2 production application and web portal	\$90K for 6 processor licenses	\$90K
16 GB of additional memory for existing servers	\$35K for 16 GB of memory	\$35K
Software servers to increase capacity and run all new software	\$100K for software servers	\$100K
Database software maintenance	\$177K/year x 2 years	\$354K
Contractual		
IBM will expand the use of the existing system that is used to verify and generate Statewide Student Identifier (SSID) numbers for Ohio K-12 students enrolled in public schools to include the Ohio Board of Regents (OBR). The maintenance and support will be sent out for competitive bid to external providers prior to IBM's contract expiration in June 2011.	\$50K to add additional system users + \$200K/year for maintenance x 4 years	\$850K
Contract with 2 Project Managers to manage overall project development and implementation	2 FTEs at \$192K/year x 1 year	\$384K
Contract with 1 Data Warehouse Architect to determine the modifications to the structure of the existing Data Warehouse that will be needed to accommodate the new data	1 FTE at \$163K/year x 1 year	\$163K

Cost Description	Cost Assumption	Total
Contract with 2 Business Analysts to document the requirements of the new data systems and any changes needed to existing data systems	2 FTEs at \$130.5K/year x 1 year	\$261K
Contract with 1 ETL Developer to develop the code that will be used to load the new data into the Data Warehouse from the feeder systems	1 FTE at \$111K for 9 months	\$111K
Contract with 1 Business Intelligence Tool Developer to develop analytical tools and reports that will make use of the new data available in the Data Warehouse	1 FTE at \$111K for 9 months	\$111K
Contract with 3 Technical Trainers to develop training materials and conduct training sessions	1 FTE at \$42K for 4 months 1 FTE at \$31K for 3 months 1 FTE at 62K for 6 months	\$135K
Contract with 1 System Architect to determine the optimal architecture that will be used for the new portals	1 FTE at \$173K annual salary x 1 year	\$173K
Contract with 3 Developers to develop any code needed for new data systems or changes to the existing data systems	1 FTE at \$122K for 8 months 2 FTEs at \$82K each for 6 months	\$286K
Contract with 1 Systems Integration Analyst to determine the optimal method of integration for any consolidated systems	1 FTE at \$288K/year x 1 year	\$288K
Contract with 1 Tester to test any consolidated systems	1 FTE at \$65K for 6 months	\$65K

PERSONALIZE LEARNING THROUGH FORMATIVE INSTRUCTION	Accountability: Associate Superintendent, Center for Curriculum and Assessment
	Completion Date: September 2014
Associated with Criteria: Primary: (C)(3); Secondary: (B)(3), (C)(2), (D)(3), (D)(5), (E)(2), Priority 2	

Part II: Project-Level Budget Table
Project Name: Personalize Learning Through Formative Instruction
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	8,558,730	6,093,940	4,843,940	3,943,940	23,440,550
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	8,558,730	6,093,940	4,843,940	3,943,940	23,440,550
10. Indirect Costs	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	701,519	701,518	1,403,037
13. Total Costs (lines 9-12)	\$8,558,730	\$6,093,940	\$5,545,459	\$4,645,458	\$24,843,587

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

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

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

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

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

Goal

Ohio will develop and roll out technology and professional development to support the use of effective data by teachers, principals and administrators in improving instruction, decision-making and overall effectiveness. Ohio will provide access to instructional improvement systems for all educators and formative instruction professional development for all teachers.

Activities/Rationale

A. Identify and Define Best Practice Instructional Improvement Systems and Formative Instruction Professional Development in the State

- ODE will use student growth measures to identify a group of districts and charter schools that are using effective instructional improvement systems and formative instruction in the classroom.
- Using a proof-of-practice, field-based approach, ODE will define the gold standard in instructional improvement systems and formative instruction professional development

B. Create a State Standard Instructional Improvement System, Available to any LEA in the State

- The state standard instructional improvement system will include, but is not limited to, the following key components: online access to electronic curriculum and tools aligned to the standards; curriculum customization for differentiated instruction; electronic formative assessments; data analysis capabilities and early warning/off-track indicators for teachers, administrators, parents and students.

C. Develop and Make Available Formative Instruction Professional Development

- In partnership with an external provider, ODE will roll-out to all districts and charter schools formative instruction professional development that is oriented around the new standards and assessments
- The professional development will be delivered to teachers in a blended face-to-face and online mode.
- An external evaluation will provide formative and summative feedback on the effectiveness of the professional development.

D. Support Information Technology Centers (ITCs) and Districts and Charter Schools in Rolling Out the State Standard Instructional Improvement System and Associated Professional Development

- ODE IT will provide access to the state-standard instructional improvement system to all districts and charter schools.
- The IIS will provide access to all LEAs the online formative instruction professional development modules.

Activities	Responsible Parties	Timing
Identify and define best-practice instructional improvement system		
Procure contract resource for definition of best-practice system and development of technology and business rules	ODE-OIT	January-March 2011
Develop technology and business rules for state standard instructional improvement system that reflects the needs and preferences of participating LEAs, in particular the needs of persistently lowest-achieving schools	ODE-OIT*, ITCs	April-September 2011
Procure external provider for instructional improvement system development	ODE-OIT	October 2011-September 2012
Create state standard instructional improvement system		
Work with external provider to develop and implement instructional improvement system	ODE-OIT*, Technology External provider	September 2011-September 2012
Provide access to instructional improvement system to all LEAs	ODE-OIT*, ITCs, Technology External provider	November 2012-December 2014
Support ITCs and LEAs in rolling out formative instruction professional development in association with the instructional improvement system		
Develop professional development materials		
Develop content for 56 Web-based modules on new standards and formative assessment	External provider	September 2010-September 2013
Develop online segments of professional development	External provider	September 2010-September 2013; ongoing
Deliver professional development through coaching model		
Develop and produce training materials	External provider	October 2010; ongoing
Recruit formative instruction professional development coaches	External provider	October 2010; ongoing
Deliver training sessions for coaches	External provider	December 2010; ongoing
Begin professional development with teams of teachers in selected schools	External provider, coaches	February 2011
Provide support and technical assistance to coaches and teachers	External provider	October 2010 and ongoing through 2014
Review and update of materials for Ohio coaches and teachers	External provider	January 2011 and ongoing through 2014
Create and implement communications plans		
Coordinate communication strategies with ODE, regional entities and coaching network	External provider	November 2010; ongoing
Roll out new Standards and Assessments		
Conduct awareness and buy-in campaign for new standards	ESCs & SSTs, ORC, ODE-CCA*	September 2010-June 2012
Upload new standards and related information and supports onto ODE's website and integrate with instructional improvement system	ODE-CCA	September 2010; ongoing through 2014

Activities	Responsible Parties	Timing
Develop assessments aligned to new standards through consortia of state and within Ohio [refer to “Strengthen Assessment Leadership” project for more details]	ODE-CCA*, educators, multi-state consortia	Ongoing
Develop curricula supports aligned to new standards through consortia of state and within Ohio [refer to “Strengthen Assessment Leadership” project for more details]	ODE-CCA*, educators, multi-state consortia	Ongoing

* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
Contractual		
Contract with instructional improvement system external provider to provide teacher licenses for the system	120K teachers x \$30/perpetual license	\$3.6M
Contract with instructional improvement system external provider to provide ongoing project management and professional development services	\$450K annual fee x 4 years	\$1.8M
Contract with instructional improvement system external provider to provide installation of instructional improvement system on state’s production servers and perpetual licenses for required software	\$10K for installation + \$55K for perpetual software	\$65K
Contract with instructional improvement system external provider to provide state content integration	\$50K annual fee x 4 years	\$200K
Contract with instructional improvement system external provider to provide annual support and maintenance	\$57K annual fee (includes single sign on fee of \$35K) x 4 years	\$228K
Contract with PD external provider to develop content for 56 web-based PD modules on new standards and assessments over 3 years	\$50K/module x 56 modules	\$2.8M
Contract with PD external provider to develop online segments for 56 web-based PD modules on new standards and assessments over 3 years	\$20K/module x 56 modules	\$1.1M
Contract with external provider to provide a Project Manager to manage the budget, implementation, schedules, performance measures and work plans for the formative instruction project	\$125K/year x 4 years	\$500K
Contract with external provider to provide formative assessment expertise to oversee PD, including developing and delivering training materials, endorsement criteria and competencies and online courses, and conducting training sessions with coaches	\$250K/year x 4 years	\$1.0M
Contract with external provider to provide a Graphic Designer to design materials, Web content and portal design, research findings and community outreach documents	\$35K/year x 4 years	\$140K

Cost Description	Cost Assumption	Total
Contract with external provider to provide a Communications Specialist to develop a communications plan and work with the communications team to implement the plan that will include strategies for increasing understanding and use of formative assessment strategies. This resource will oversee delivery of web content and portal design, research findings and community outreach	\$50k/year x 4 years	\$ 200K
Contract with external provider to deliver training and support to formative instruction coaches	\$125K/year x 4 years	\$500K
Stipend to coaches to deliver formative instruction professional development and coaching	\$8.5K/district x 614 districts	\$5.2M
Contract with external provider to provide a network of trained personnel distributed throughout the state to support the understanding of and informed use of effective formative instruction strategies at the teacher level	\$425K /year x 4 years	\$1.7M
Contract with external provider to provide access for all Ohio school administrators and staff to online formative instruction courses	\$600K/annual license x 4 years	\$2.4M
Contract with an external evaluator to provide formative and summative feedback on the effectiveness of the professional development	\$150,000/year x 4 years	\$600K
Contract with a Project Manager to manage the IIS development project	1 FTE at \$192K/ year x 4 years	\$768K
Contract with a Business Analyst to develop IIS development project documentation	1 FTE at \$130K/ year x 4 years	\$520K
Supplemental Funding for Participating LEAs		
Per pupil funding to support adoption of instructional improvement systems in participating LEAs receiving less than \$150K in RttT LEA funding	\$5 per student/year x 2 years	\$1.4M

SUPPORT EDUCATORS THROUGH EVALUATION RESULTS	Accountability: Associate Superintendent, Center for the Teaching Profession
	Completion Date: July 2013
Associated with Criteria: Primary: (D)(2); Secondary: (D)(3), (D)(5)	

Budget Part II: Project-Level Budget Table
Project Name: Support Educators Through Evaluation Results
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$15,000	\$0	\$0	\$0	\$15,000
2. Fringe Benefits	0	0	0	0	0
3. Travel	57,500	25,000	12,500	0	95,000
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	1,500,000	1,200,000	400,000	200,000	3,300,000
7. Training Stipends	0	0	0	0	0
8. Other	10,000	0	0	0	10,000
9. Total Direct Costs (lines 1-8)	1,582,500	1,225,000	412,500	200,000	3,420,000
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	3,737,800	1,120,760	1,086,200	421,200	6,365,960
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$5,320,300	\$2,345,760	\$1,498,700	\$621,200	\$9,785,960

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

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

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

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

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

Goal

Ohio will use student performance data to inform decisions around support provided to educators, retention decisions and compensation.

Activities/Rationale

A. Statewide Peer Assistance and Review Model

- HB 1 requires the State Board of Education to adopt a model Peer Assistance and Review (PAR) program to assist teachers who need additional support. This program will be an

option that districts and charter schools can implement as part of the intensive coaching support provided with the teacher evaluation model.

- Ohio’s three large urban districts (Cincinnati, Columbus and Toledo) have developed successful PAR programs in collaboration with their unions. These programs have demonstrated effectiveness at providing significant support to underperforming teachers.
- A state-led team of Ohio’s educators (teachers, administrators, higher education, and teacher unions) is working to leverage these experiences and develop a statewide PAR model.
- For districts and charter schools interested in incorporating the PAR program as part of their evaluation, RttT will provide funding to train evaluators on the usage of the program. RttT will accelerate district adoption of PAR programs and will enable the training of evaluators statewide.

B. Resident Educator Program

- The Resident Educator Program includes a strong component of professional development in the form of feedback and coaching from mentors and evaluators. Mentors will provide coaching support that is informed by the resident educator assessments.
- In collaboration with districts and stakeholders, ODE and ESCs will provide startup training to mentors and support an independent evaluation of the success of Resident Educator Program. These investments will ensure that this critical reform is implemented quickly and correctly so that its full impact can be felt.

C. Statewide Tenure Review Model

- Through HB 1, the tenure review period for teachers in Ohio has been extended from three to seven years—the longest in the nation.
- In collaboration with teachers associations’ and other stakeholders, ODE will develop guidelines for rigorous tenure review, train districts to implement the guidelines, and provide financial support to districts implementing the model. Because of the importance of the tenure decision, Ohio believes this represents a significant opportunity to increase the overall quality of the State’s pool of educators.
- ODE will analyze tenure data centrally to determine patterns and trends and will work towards publicly reporting aggregate data that links educator effectiveness to tenure decisions.

- Participating districts will adopt these protocols or adapt them to their local context, and ODE will encourage all other districts to consider them as well.

D. Compensation Reform

- Districts and charter schools interested in pursuing structural compensation reform will work with ODE, national experts and key stakeholders to assess existing compensation structures, explore other practices, and develop a plan and budget to implement a new compensation system.
- ODE will serve a supporting role during this process, providing project oversight and technical assistance. ODE will also seek other sources of capital to help fund the implementation. The work will be the responsibility of the district, charter school, and the union, working together, and will be supported by external providers.

Activity	Responsible Parties	Timing
Statewide Peer Assistance Review Model		
Develop the Peer Assistance Review model	ODE-CPT*, teachers, unions	August 2010-July 2011
Provide training to participating LEAs on the PAR model	ODE-CTP*, ESCs, LEAs, unions, teachers	August 2011-July 2012
Provide training to involved LEAs on the PAR model	ODE-CTP*, ESCs, LEAs, unions, teachers	August 2012-July 2013
Resident Educator Program		
Design training and credentialing process for mentors who will serve resident educators	ODE-CTP*, teachers, unions, contractor	June-December 2010
Train and credential mentors in all LEAs for resident educator program	ESCs, LEAs, ODE-CTP*, teachers	January-July 2011
Launch Resident Educator Program	LEAs, teachers	August 2011
Statewide Tenure Review		
Develop statewide tenure review model	ODE-CTP*, teachers, unions	Fall 2010-July 2011
Make training available to all LEAs on tenure review process	ESCs*, ODE-CTP, LEAs, educators, unions	August 2011-July 2013
Launch tenure review process in participating LEAs	LEAs*, ESCs, ODE-CTP	August 2011-July 2012
Compensation Reform		
Identify LEAs interested in pursuing structural compensation reform	LEAs, ODE-CTP*	January June 2011
LEAs will identify a development team who will work with ODE and national experts to study alternative comp systems	LEAs, ODE-CTP	June 2011 – December 2011

Activity	Responsible Parties	Timing
LEAs, through the collective bargaining process, will design alternative compensation systems and begin a phased implementation	LEAs, ODE-CTP	January 2012 – January 2013, ongoing

* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
Personnel		
Stipend for tenure review process development team members who are educators	\$200 stipend/person x 15 team members x 5 meetings	\$15K
Travel		
Travel costs for tenure review development team meetings	\$200/day travel cost x 20 team members x 5 meetings	\$20K
Travel expenses for compensation reform teams (10 people) to visit LEAs around the country to learn best practices in implementing compensation reform	\$500/day x 15 days x 10 team members	\$75K
Contractual		
Contract with external provider to design Resident Educator mentor training program and implementing credentialing process	\$300K/year x 1 year	\$300K
Contract with external provider for consulting support to help interested LEA compensation reform teams analyze potential compensation structures, develop strategy and plan for implementation (over 4 years), and provide funds for initial start-up	\$200K/month x 15 months	\$3M
Other		
Venue rental for tenure review development team meetings	\$2K/day x 5 meetings	\$10K
Funding for Involved LEAs		
Provide training and support to Residency mentors in involved LEAs. [Each mentor works with 2 beginning teachers. Involved LEAs have an average of 4.2K beginning teachers a year]	\$1.3K/mentor x 2.1K mentors plus support costs	\$3.7M
Provide ongoing training to Residency mentors in involved LEAs. [Each mentor works with 2 beginning teachers. Involved LEAs have an average of 4.2K beginning teachers a year]	\$200/mentor x 2.1K mentors x 3 years	\$1.3M
Cost for ESCs to train trainers in involved LEAs on tenure review model. The 16 ESCs can each train 15 LEAs	\$1.8K/ESC x 10 ESCs (for 144 involved LEAs)	\$17K
Stipends to help involved LEAs implement the PAR models	\$10K per LEAs x 133 involved LEAs	\$1.3M
Cost for ESCs to train trainers in involved LEAs on PAR model. The 16 ESCs can each train 15 LEAs.	\$1.8K/ESC x 10 ESCs (for 144 involved LEAs)	\$17K

REDESIGN EDUCATOR PERFORMANCE MANAGEMENT SYSTEMS	Accountability: Associate Superintendent, Center for the Teaching Profession
	Completion Date: July 2013
Associated with Criteria: Primary: (D)(2); Secondary: (D)(3), (D)(4), (D)(5), (E)(2)	

Budget Part II: Project-Level Budget Table
Project Name: Redesign Educator Performance Management Systems
(Evidence for selection criterion A(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$71,000	\$72,065	\$73,146	\$74,243	\$290,454
2. Fringe Benefits	19,880	20,178	20,481	20,788	81,327
3. Travel	2,500	2,500	2,500	2,500	10,000
4. Equipment	1,200	240	240	240	1,920
5. Supplies	10,000	10,000	10,000	10,000	40,000
6. Contractual	2,750,000	500,000	500,000	500,000	4,250,000
7. Training Stipends	0	0	0	0	0
8. Other	0	500,000	500,000	0	1,000,000
9. Total Direct Costs (lines 1-8)	2,854,580	1,104,983	1,106,367	607,771	5,673,701
10. Indirect Costs*	9,906	10,055	10,205	10,358	40,524
11. Funding for Involved LEAs	309,400	383,040	0	0	692,440
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$3,173,886	\$1,498,078	\$1,116,572	\$618,130	\$6,406,665

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

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

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

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

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

Goal

In collaboration with districts, charter schools, and stakeholders, ODE will develop the foundation for a rigorous performance management system for all educators that will incorporate student growth as a metric.

Activities/Rationale

A. Evaluation System for Teachers

- The development of a model evaluation system for teachers is a core initiative that is already in process and spearheaded by a team of Ohio’s educators, including representatives from Ohio’s teacher unions. The model evaluation framework will:
 - Be standards-based.
 - Differentiate teacher effectiveness across five summative rating categories (ineffective, satisfactory, proficient/effective, accomplished/highly effective, and distinguished).
 - Incorporate student growth measures as a significant input.
 - Be adaptable to changes in a teacher’s career development.
 - Provide intensive professional development and support to underperforming teachers to propel them to higher levels of performance.
- The Educator Standards Board will recommend the evaluation system to the State Board of Education for Fall 2010 adoption.
- ODE and practicing educators from across the State will develop and implement an evaluator training and credentialing program that will be deployed by spring 2011.
- ODE will begin implementation of the Model Teacher Evaluation System with schools across the state during 2010-11 and conduct validity studies on the evaluation system.
- As a condition of participating in RttT, Ohio is requiring that participating districts and charter schools examine their current teacher evaluation systems to determine the degree of alignment to the State model and either adopt or adapt the model to their local context.
- Another condition of RttT participation is the requirement that districts and charter schools evaluate their teachers annually, satisfying the explicit requirement of the RttT grant as described in (D)(2)(iii). Understanding that comprehensive evaluations with multiple observations and reviews of student performance data can be very time consuming, participating districts and charter schools will have discretion around the structure of annual evaluations as long as feedback is provided in a timely and constructive fashion. The “Expanding Value-Added Statewide” project [Ref: (C)(3)] will provide all eligible teachers and principals with student growth results on an annual basis.

B. Principal Evaluation Model

- Ohio has already developed a model principal evaluation system that differentiates effectiveness using multiple measures of performance, including student growth.
- This model is being piloted at 140 schools in 19 districts statewide, and over 90 educators from the 19 districts have participated in a year-long training and certification program. By the beginning of RttT, Ohio expects 100 districts to have adopted the principal evaluation model.
- Through RttT, all participating districts and charter schools will implement the statewide principal evaluation model if they have not done so already and training will be provided statewide. ODE will also provide training to all districts and charter schools that are interested in implementing the system.

C. Electronic Evaluation System

- ODE will implement a software system for teacher and principal evaluation which will facilitate educator effectiveness analysis and inform recommendations around continued employment, dismissal, promotion, tenure and compensation of educators, as well as capture data for state level analysis.
- As required in the State Fiscal Stabilization Fund II application, ODE will require the submission of summative education evaluation data aggregated at the building level.
- ODE will provide technical assistance to help districts and charter schools implement the system and will provide additional funding for training.

D. Residency Teacher Assessment

- HB 1 requires that starting in the fall of 2011, beginning teachers will participate in the Four Year Resident Educator Induction program.
- Beginning teachers, known as “resident educators,” will undergo rigorous interim assessments three to four times per year against Ohio’s Educator Standards and will receive intensive support from mentors, especially in the first year. An annual summative assessment, employing multiple measures of performance including student growth, will be conducted each year of the residency and will differentiate teacher performance across five rating categories.

- Beginning teachers who are underperforming will be referred to an intensive coaching program (e.g. PAR program) and receive rigorous evaluation and intensive support.
- By year four (2013-14), all teachers must receive a rating of effective, highly effective, or distinguished as a condition to advance to a five-year professional license.

Activity	Responsible Parties	Timing
Teacher Evaluation Model		
Develop and gain approval for the teacher evaluation model	ODE-CTP*, teachers, LEAs, unions	August-December 2010
Hire 1 additional FTE to manage the performance-based assessment system	ODE-CTP*	Fall 2010
Develop and conduct validity studies on the teacher evaluation model	ODE-CTP*, LEAs, teachers	September 2010-April 2011
Develop the evaluator training and credentialing program	ESCs*, ODE-CTP, teachers, unions, LEAs	January 2011-March 2011
Train and credential evaluators in all participating LEAs	ESCs*, ODE-CTP, teachers, unions, LEAs	March -December 2011
Implement the teacher evaluation model in all participating LEAs	Participating LEAs*, ESCs, ODE-CTP, teachers,	August 2011-July 2012
Train involved LEAs on teacher evaluation model	ESCs*, ODE-CTP, teachers, unions, LEAs	August 2011-July 2013
Publicly report aggregated evaluation data for teachers aggregated by school in participating LEAs	ODE-CTP	January-July 2012, ongoing
Publicly report aggregated evaluation data for teachers aggregated by school in involved LEAs	ODE-CTP	January-July 2013, ongoing
Principal Evaluation Model		
Train and credential principal evaluators in all participating LEAs	ESCs, ODE-CTP*, principals, participating LEAs	Fall 2010-December 2011
Implement principal evaluation model in all participating LEAs	Participating LEAs*, ESCs, ODE-CTP, teachers,	Fall 2010-July 2011
Train involved LEAs on principal evaluation model	ESCs*, ODE-CTP, principals, LEAs	Fall 2011-July 2012
Publicly report aggregated evaluation data for principals aggregated by school in participating LEAs	ODE-CTP	January-July 2011, ongoing
Publicly report aggregated evaluation data for principals aggregated by school in involved LEAs	ODE-CTP	January-July 2012, ongoing
Electronic Evaluation System		
Hire external provider to develop electronic evaluation system	ODE-CTP*, educators, external contractor	Fall 2010-July 2011
Support LEAs in implementing electronic evaluation system	External contractor, ODE-CTP*	August 1 2011-July 2013
Provide training on using electronic evaluation system	ESCs*, ODE-CTP, educators, LEAs	Fall 2011-July 2013

Activity	Responsible Parties	Timing
Resident Educator Assessment		
Develop resident educator assessments	ODE-CTP*, teachers, unions, external providers	January-December 2010
Contract with external provider to develop performance assessment	OBR*, ODE-CTP, external provider	Fall 2010 – March 2011
Design and conduct validity studies on resident educator assessments	ODE-CTP*, external vendor, teachers	January-July 2011

* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
Personnel		
1 ODE FTE at Associate Director level to manage the Teacher and Principal Evaluation process for 4 years. This FTE will be responsible for providing support to LEAs, coordinating with the ESCs and contracting with external providers to ensure successful implementation of the educator performance management system	1 FTE at \$71K base salary/year with a 1.5% annual cost of living adjustment x 4 years	\$290K
Fringe Benefits		
Fringe benefits for ODE FTE at Associate Director level to manage the Teacher and Principal Evaluation process for 4 years	28% of base salary x 4 years	\$81K
Travel		
Travel costs for ODE FTE at Associate Director level to manage the Teacher and Principal Evaluation process for 4 years	\$2.5K per FTE x 4 years	\$10K
Equipment		
Computer costs for ODE FTE at Associate Director level to manage the Teacher and Principal Evaluation process for 4 years	1 computer @ \$1.2K with \$240 maintenance cost x 3 years	\$2K
Supply		
Supply costs for ODE FTE at Associate Director level to manage the Teacher and Principal Evaluation process for 4 years	\$10K per year x 4 years (includes standard support and misc. consumables)	\$40K
Contractual		
Contract with external provider to conduct validity studies on the statewide teacher evaluation model	\$200K/year x 1 year	\$200K
Contract with external provider to develop and maintain an electronic evaluation system for statewide usage	\$2M for development + \$300K/year for maintenance x 3 years	\$2.9M
Contract with external provider to develop Resident Educator assessments and protocols	\$80K/year x 1 year	\$80K
Contract with external provider to develop and maintain PACT (used in pre-service and continues into Residency)	\$300K development cost + (\$50K maintenance cost/year x 3 years)	\$450K
Contract with external provider to design and conduct validity studies for Resident Educator assessments	\$20K/year for 1 year	\$20K
Contract with external provider to license Resident Educator assessment tools	\$30K/ year for 4 years	\$120K

Cost Description	Cost Assumption	Total
Contract with external provider to evaluate Resident Educator assessment annually	\$120K/year for 4 years	\$480K
Other		
Technical assistance costs to LEAs to help implement the statewide electronic evaluation system	\$500K/year x 2 years	\$1M
Funding for Involved LEAs		
Cost for ESCs to train and credential evaluation trainers at involved LEAs for the statewide teacher evaluation model. The 16 ESCs can each train 15 LEA. Total number of LEAs that will implement a new evaluation system excludes approximately 60 LEAs that have a comparable teacher evaluation model.	\$39K/ ESC x 10 ESCs (for 144 involved)	\$374K
Cost for ESCs to train and credential evaluation trainers at involved LEAs for the statewide principal evaluation model. The 16 ESCs can each train 15 LEAs. 25 involved LEAs are currently part of the pilot already.	\$39K/ESC x 8 ESCs (for 119 involved LEAs)	\$309K
Cost for ESCs to train involved LEAs on usage of the statewide electronic evaluation system. The 16 ESCs can each train 15 LEAs.	\$900/ ESC x 10 ESCs (for 144 involved LEAs)	\$9K
Indirect Costs		
Indirect costs for ODE FTE(s)	10.9% of salary and fringe benefits	\$41K

EXPAND EFFECTIVE EDUCATOR PREPARATION PROGRAMS	Accountability: Associate Superintendent, Center for the Teaching Profession & Associate Vice Chancellor, Academic Quality & Assurance
	Completion Date: July 2014; ongoing
Associated with Criteria: Primary: (D)(3); Secondary: (D)(4), (D)(5), (E)(2)	

Budget Part II: Project-Level Budget Table
Project Name: Expand Effective Educator Preparation Programs
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$71,000	\$72,065	\$73,146	\$74,243	\$290,454
2. Fringe Benefits	19,880	20,178	20,481	20,788	81,327
3. Travel	10,500	10,500	10,500	10,500	42,000
4. Equipment	1,200	240	240	240	1,920
5. Supplies	10,600	10,600	10,600	10,600	42,400
6. Contractual	123,250	123,250	123,250	123,250	493,000
7. Training Stipends	1,125,600	4,875,600	4,875,600	4,895,700	15,772,500
8. Other	719,585	721,500	724,417	727,379	2,892,881
9. Total Direct Costs (lines 1-8)	2,081,615	5,833,933	5,838,234	5,862,700	19,616,482
10. Indirect Costs*	9,906	10,055	10,205	10,358	40,524
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$2,091,521	\$5,843,987	\$5,848,440	\$5,873,058	\$19,657,007

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

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

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

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

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

Goal

Ohio will expand effective educator preparation programs to focus on high-need shortage areas.

Activities/Rationale

A. Woodrow Wilson Foundation STEM Teacher Fellowship Program

- The Chancellor of the Ohio Board of Regents (OBR) has committed \$2.5M for four higher education institutions to implement the Woodrow Wilson Foundation STEM Teacher Fellowship Program. This program is focused on preparing STEM educators to effectively practice in low-achieving schools. Ohio's participation in the program was announced by President Obama on January 6, 2010. Through RttT funding, Ohio will expand the program to three more sites for a total of seven sites.
- The program is an 18-month program that includes: admission to a Master's Degree Program, support and mentoring for three years post-program completion and support for teacher certification. The participants are new graduates in the field of math, science and technology or are professionals in those careers who desire a career change into teaching.
- Site selection has not been finalized; however, to ensure that the unique needs of rural districts are addressed, one of the partnership sites will be the Ohio Appalachian Educators Institute, an organization focused on change management necessary to reduce the achievement gap in rural settings.

B. Teach Ohio

- To address local gaps in teacher supply, Ohio is creating Teach Ohio, an alternative teacher certification program, to recruit mid-career professionals to fill vacancies in hard to staff subjects (mathematics, science, foreign language, special education, TESOL) and in low-achieving schools.
- Qualified providers, including both institutions of higher education (IHE) and non-IHEs, will work with neighboring districts to develop training programs for the participants that include extensive clinical experiences in low-achieving schools.
- The program will train, place and support 675 participants in hard to staff subjects during the four year grant period. Teachers completing the program will enter the Resident Educator Program.
- ODE will create a Teach Ohio consortium to encourage idea sharing between the various Teach Ohio sites by holding regular meetings (2 per year) and provide technical assistance.

C. Alternative Principal Preparation Program

- Recruit national programs such as New Leaders for New Schools
- Support candidate fees in year one and two

Activity	Responsible Parties	Timing
Woodrow Wilson Foundation STEM Teacher Fellowship Program		
Identify additional sites for further expansion	OBR*, IHEs, Woodrow Wilson Foundation, LEAs	October 2010 – March 2011
Hire 1 additional staff to help manage the Woodrow Wilson Foundation program	OBR	Fall-July 2011
Recruit STEM teachers into the program	OBR, IHEs*, LEAs	January-July 2011; ongoing
Set-up the program at each of the selected sites	IHEs*, Appalachian Educators Institute, Woodrow Wilson Foundation	April-August 2011
Launch Woodrow Wilson Foundation STEM Teacher Fellowship Program for 200 participants	IHEs, Appalachian Educators Institute, LEAs	August 2011-July 2012;
Teach Ohio		
Identify IHEs and non-IHE educational providers to operate Teach Ohio sites	ODE-CTP*, IHEs, non-IHEs educational providers, LEAs	September-November 2010 (cohort 1); ongoing
Identify LEAs to partner with Teach Ohio providers	ODE-CTP*, IHEs, non-IHEs educational providers, LEAs	September-November 2010 (cohort 1); ongoing
Recruit mid-career professionals into the program	Teach Ohio operators*, LEAs, ODE	November/2010 – January/2011 (cohort 1); ongoing
Set-up the program at each of the selected sites	Teach Ohio operators*, LEAs, external experts	October 2010 – January 2011
Hire 1 additional staff to help manage the Teach Ohio Program	OBR	September 2010-July 2011
Launch Teach Ohio at new sites for 150 participants in year 1, 175 in year 2 and onwards	Teach Ohio operators, LEAs, ODE-CTP*	January 2011; ongoing
Hold Teach Ohio consortium meetings regularly (at least 2 per year)	ODE-CTP*, Teach Ohio operators, LEAs	Winter 2011, ongoing

*Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
Personnel		
1 ODE FTE at Associate Director level to manage the Teach Ohio program for 4 years. This FTE will be responsible for coordinating the relationship between Teach Ohio providers and LEAs and provide support to the Teach Ohio consortium	1 FTE at \$71K base salary/year with a 1.5% annual cost of living adjustment x 4 years	\$291K

Cost Description	Cost Assumption	Total
Fringe Benefits		
Fringe benefits for ODE FTE at Associate Director Level to manage the Teach Ohio program for 4 years	28% of base salary x 4 years	\$81K
Travel		
Travel for ODE FTE at Associate Director Level to manage the Teach Ohio program for 4 years	\$2.5K per year x 4 years	\$10K
Travel for Teach Ohio Statewide Consortium meetings twice a year for 4 years	\$200/day x 20 participants x 2 meetings/year x 4years	\$32K
Equipment		
Computer costs for ODE FTE at Associate Director Level to manage the Teach Ohio program for 4 years	1 computer at \$1.2K and 20% maintenance cost for 3 years	\$2K
Supplies		
Supplies for ODE FTE at Associate Director Level to manage the Teach Ohio program for 4 years	\$10K per year x 4 years (includes of \$3K and misc. consumables)	\$42K
Contractual		
Contract with external provider to evaluate the Teach Ohio program annually	\$35K per year x 4 years	\$140K
Contract with external provider for Alternative Principal Program and consortium meetings	\$6.7K x 50; plus costs for bi-annual consortium meetings (\$18K)	\$353K
Training Stipends		
Training stipend for 675 mid-career professionals participating in the Teach Ohio program	\$6.7K tuition x 675 participants	\$4.5M
Training stipend for Woodrow Wilson Foundation STEM teacher participants for 3 years (3 sites)	\$25K x 450participants	\$11.3M
Other		
1 OBR FTE to manage the Woodrow Wilson Foundation program for 4 years. FTE will be responsible for managing the overall recruitment of the program and coordinating the activities across the various sites	1 FTE at \$135K base salary/year with a 1.5% cost of living adjustment x 4 years, with 30% fringe benefits, \$10K travel expenses, and \$40K for supply expenses. \$2for equipment and indirect costs of 10.9% of salary and fringe	\$836K
Administrative program costs for the Teach Ohio program. (Includes technical assistance, facility cost, program development, and program administration costs)	\$3K/participant x 675 participants	\$2.0M
Venue rental for Teach Ohio consortium meetings twice a year for 4 years	\$2K/day x 2 meetings x 2 years	\$16K
Indirect Costs		
Indirect costs for 1 ODE FTE(s)	10.9% of salary and fringe benefits	\$41K

ENSURE EQUITABLE DISTRIBUTION OF EDUCATORS	Accountability: Associate Superintendent, Center for the Teaching Profession
	Completion Date: July 2014; ongoing
Associated with Criteria: Primary: (D)(3); Secondary: (E)(2)	

Budget Part II: Project-Level Budget Table
Project Name: Ensure Equitable Distribution of Educators
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$63,000	\$63,945	\$64,904	\$65,878	\$257,727
2. Fringe Benefits	17,640	18,169	18,714	19,276	73,799
3. Travel	2,500	2,500	2,500	2,500	10,000
4. Equipment	1,200	240	240	240	1,920
5. Supplies	10,000	10,000	10,000	10,000	40,000
6. Contractual	602,950	929,200	358,200	25,000	1,915,350
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	697,290	1,024,054	454,558	122,893	2,298,796
10. Indirect Costs*	8,790	8,950	9,114	9,282	36,136
11. Funding for Involved LEAs	1,134,000	1,125,000	1,125,000	1,125,000	4,509,000
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$1,840,080	\$2,158,005	\$1,588,673	\$1,257,175	\$6,843,932

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

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

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

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

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

Goals

- Immediately update Ohio’s 2006 Teacher Equity Plan to transition from a focus on highly qualified teachers to a focus on highly effective teachers and principals.
- Provide data to districts and charter schools statewide regarding the distribution of highly qualified teachers in 2010 and transition to data on effective and highly effective teachers by 2012.

- Work with participating districts that have high-poverty and high-minority schools to create local systems that will place effective and highly effective teachers and principals in such schools by 2011.
- Provide proven recruitment tools and training to participating districts and charter schools by 2011.

Activities/Rationale

A. Refine the State’s Monitoring System through Educator Analysis and Development of Local Equity Plans

- ODE will enhance its current Teacher Distribution Data Analysis tool to reflect improved multi-level definitions of educator effectiveness. Using this tool, participating districts in collaboration with the State will identify patterns of inequity.
- Participating districts have committed to addressing issues of inequitable distribution of educators as a condition of participating in RttT. Districts that show evidence of inequitable distribution have committed to develop equity plans that include alternatives to seniority-based placement, and research-based strategies such as differentiated incentives, professional development, and working condition improvements.
- Districts will work with ODE’s Office of Educator Equity to ensure that the plan is high quality and can achieve the goal.

B. Implement Effective Recruitment, Hiring, and Retention Practices and Supported by a Comprehensive Incentive System

- As participating districts collaborate with their teacher unions to develop equity plans, they will develop differentiated incentive packages to recruit and retain effective teachers in low-achieving high-poverty and high-minority schools. Such incentives may include differentiated compensation, additional time for collaboration, opportunities for teacher leadership, and job-embedded professional development.
- In addition, districts will also be encouraged to provide financial incentives for principals who take on the task of turning around Ohio’s persistently lowest achieving schools.
- ODE will work with an external provider to enhance its Web-based Recruitment System (WBRS) to provide more refined online recruitment services for Ohio’s school districts.
- ODE will provide proven recruitment tools (such as Gallup and Ventures for Excellence) and training to participating districts and charter schools so that they can adopt aligned, multi-

tiered policies and strategies focused on recruitment, hiring, and retention of highly effective educators. These tools will be accessible online.

C. Improve Teaching and Learning Conditions

- In addition, ODE will contract with an external provider to work with interested districts and charter schools to develop plans to improve working conditions in schools. The focus will initially be on providing these assessment tools to persistently lowest achieving schools.
- ODE, in partnership with districts with persistently lowest achieving schools, will identify an external provider with expertise in conducting working conditions assessments to partner with the districts over a period of three years to develop and execute a plan to improve working conditions. All staff, from teachers to principals to administrative assistants, will take part in the process.

Activity	Responsible Parties	Timing
Educator Distribution Analysis and Development of Local Equity Plans		
Hire 1 additional FTE to help manage the equitable distribution data, system and process	ODE-CTP	January 2010-July 2011
Incorporate principal and teacher effectiveness data into teacher distribution data analysis tool	ODE-CTP*, LEAs	August 2011-July 2012
Publicly report educator distribution data	ODE-CTP	August 2012-July 2013
Develop plans to address educator inequities	Participating LEAs*, ODE-CTP	August 2012-July 2013; ongoing
Recruitment and Retention Practices and a Comprehensive Incentive System		
Contract with external providers to license best in class recruitment tools	External provider, ODE-CTP*	January – December 2011
Provide all LEAs with access to the licensed recruitment tools	LEAs, ODE-CTP*	January – December 2011
Provide training to all LEAs on use of tools	LEAs, ESCs*, ODE_CTP*	January – December 2011
Provide financial incentives to beginning teachers willing to work in shortage areas in low achieving schools in interested LEAs	LEAs*, teachers, ODE-CTP, unions	January-August 2011; ongoing
Provide financial incentives to effective teacher leaders transferring to work in a turnaround school after completing the School Turnaround Leader Program (STLP)	LEAs*, teachers, ODE-CTP, unions	January-August 2011; ongoing
Provide financial incentives to Turnaround Principals transferring to work in a turnaround school after completing the School Turnaround Leader Program (STLP)	LEAs*, principals, ODE-CTP	January-August 2011; ongoing

Activity	Responsible Parties	Timing
Improve Teaching and Learning Conditions		
Contract with external providers to license best in class recruitment tools and strategies	External provider, ODE-CTP*	January-December 2010
Provide all LEAs with access to the licensed recruitment tools	LEAs, ODE-CTP*	January-December 2010
Provide training to all LEAs on recruitment strategies	LEAs, ESCs*, ODE-CTP	January-December 2010
Contract with external provider to provide working conditions diagnostic assessments and strategic tools	External provider, ODE-CTP*	January-July 2010
Bring external provider to work with participating LEAs turnaround schools to assess working conditions and develop strategies to address gaps	LEAs*, external providers, unions, teachers, ODE-CTP	August 2011-July 2013
Bring external provider to work with participating LEAs on additional low achieving schools to assess working conditions and develop strategies to address gaps	LEAs,* external providers, unions, teachers, ODE-CTP	August 2012-July 2014

*Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
Personnel		
1 ODE FTE at Consultant 3 level to manage the equitable distribution process for 4 years. FTE will be responsible for analyzing the data and ensuring that it is made available for public access	1 FTE at \$63K base salary/year with a 1.5% annual cost of living adjustment x 4 years	\$258K
Fringe Benefits		
Fringe benefits for ODE FTE at Consultant 3 level to manage the equitable distribution process for 4 years	28% of base salary x 4 years	\$74K
Travel		
Travel costs for ODE FTE at Consultant 3 level to manage the equitable distribution process for 4 years	\$2.5K per year x 4 years	\$10K
Equipment		
Computer costs for ODE FTE at Consultant 3 level to manage the equitable distribution process for 4 years	\$1.2K for computer and 20% maintenance costs for 3 years	\$2K
Disk drives to expand storage for new documents loaded into new system	\$15K for disk drives	\$15K
Supplies		
Supplies costs for ODE FTE at Consultant 3 level to manage the Equitable Distribution process for 4 years	\$10K per year x 4 years (includes standard support and misc. consumables)	\$40K
Contractual		
Contract with external provider to conduct teaching and learning conditions assessment at select LEAs to (1) diagnose existing teaching and learning conditions; (2) develop strategy to address existing gaps; (3) create action plan to address strategies; and (4) monitor progress over 3 years. This will be provided to persistently lowest achieving schools. Phase 1: turnaround schools (2011-13). Phase 2: additional low	\$4.9K/school/year x 68 schools x 3 years	\$1 M

Cost Description	Cost Assumption	Total
achieving schools (2012-14)		
Contract with external provider to license best-in-class recruitment tools	\$25K/ year x 4 years	\$100K
Contract with external provider to provide a business analyst responsible for documenting the functionality of the enhancements to the existing Web-based Recruitment system	\$104K/year x 1.5 years	\$156K
Contract with external provider to provide a system architect responsible for determining the optimum architecture that will be used for the enhanced Web-based Recruitment System	\$173K/year x 1.5 years	\$260K
Contract with external provider to provide a tester responsible for testing the enhancements to the Web-based Recruitment System	\$131K/year x 1.5 years	\$197K
Contract with external provider to provide a developer responsible for developing code required for the enhancements to the Web-based Recruitment System for 15 months	\$163K/year x 1.25 years	\$204K
Funding for Involved LEAs		
Cost for ESCs to train HR directors at involved LEAs on best-in-class recruitment tools. The 16 ESCs can each train 15 LEAs	\$560/ESC x 16 ESCs (for 144 involved LEAs)	\$9K
Customize teacher incentive program; eligible for up to \$7.5K per qualifying teacher	750 Teachers @\$6K average	\$4.5M
Indirect Costs		
Indirect costs for ODE FTE(s)	10.9% of salary and fringe benefits	\$36K

INCREASE HIGHER EDUCATION ACCOUNTABILITY	Accountability: Chancellor of the Ohio Board of Regents
	Completion Date: July 2014; ongoing
Associated with Criteria: Primary: (D)(4); Secondary: (D)(1), (D)(3), (E)(2)	

Budget Part II: Project-Level Budget Table
Project Name: Increase Higher Education Accountability
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$10,000	\$20,000	\$10,000	\$10,000	\$50,000
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	244,585	1,113,328	999,417	1,002,379	3,359,709
9. Total Direct Costs (lines 1-8)	254,585	1,133,328	1,009,417	1,012,379	3,409,709
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$254,585	\$1,133,328	\$1,009,417	\$1,012,379	\$3,409,709

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

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

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

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

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

Goal

Ohio will hold its educator preparation programs accountable for the impact their graduates have on student learning and growth.

Activities/Rationale

- Ohio will link student achievement and growth data to their teachers, principals and superintendents and the in-state programs that prepared them. The legal authority to link this data is provided by HB 290 which authorized the creation and operation of a data repository

that links K-12 data to higher education data for the purposes of evaluation, and that allows sharing of value-added student data between the Ohio Department of Education and the Ohio Board of Regents.

- The Ohio Board of Regents (OBR) will develop rigorous standards, assessments and metrics by which to measure the effectiveness of educator preparation programs (teachers, principals and superintendents).
- OBR will also develop a performance funding protocol that will link the funds provided to specific programs within state colleges of education to their overall performance, including student growth metrics of their graduates. For private colleges, the Chancellor will use program performance as an input into decisions around approval to operate. These decisions will help drive greater accountability in IHEs and improve the overall quality of Ohio’s educators.
- OBR will report the performance of educator preparation programs (aggregated at the program level) publicly.
- For programs that have shown continual success in preparing highly effective educators, the Chancellor will provide funds for expansion or replication of these excellent programs.

Activity	Responsible Parties	Timing
Hire 1 OBR staff to help manage the standards, assessment, metrics development process for teacher and principal preparation programs	OBR	January 2010-July 2011
Link student data to principals and teams and their preparation program (technology focused)	ODE-OIT*, OBR, IT developers, IHEs, principals	August 2010-July 2011
Create teams to help develop the standards, assessments and metrics teams for teacher preparation programs	OBR*, educators, external experts, IHEs, ODE-CTP	August 2010-July 2014
Create teams to help develop the standards, assessments and metrics teams for principal and superintendent preparation programs	OBR*, educators, external experts, IHEs, ODE-CTP	August 2011-July 2012
Develop performance funding protocol to link performance of state-operated preparation programs to funding the program receives	OBR*, external experts	August 2011-December 2012
Begin to evaluate principal and superintendent preparation programs based on outcomes and provide results to the public	OBR*, IHEs	August 2012-July 2013; ongoing
Begin to evaluate teacher preparation programs based on outcomes and provide results to the public	OBR*, IHEs	August 2013-July 2014; ongoing
Link funding decisions to principal and superintendent preparation programs	OBR*, IHEs	August 2013-July 2014; ongoing

Activity	Responsible Parties	Timing
Reward superior preparation programs with funds for expansion or replication	OBR	August 2013-July 2014; ongoing

* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
Personnel		
Stipend for 10 teachers and principals who are on the standards, metrics, assessment development team (1 4-year team for teacher standards, metrics, assessment development and 11-year team for principal standards, metrics, assessment development)	\$200/day stipend x 10 people x 5 meetings x 5 years	\$50K
Other		
1 OBR FTE to manage the development of standards, metrics, assessments for teacher, principal and superintendent prep programs for 4 years	1 FTE at \$135K base salary/year with a 1.5% annual cost of living adjustment x 4 years, with 28% fringe benefits, \$2.5K travel expenses, and \$10K supply expenses (includes standard support). \$1.2K for computer, \$240 for maintenance each year thereafter, and indirect costs of 10.9% of salary and fringe	\$836K
50% OBR FTE to develop the performance funding program for 1 year	50% FTE at \$90K/year x 1 year	\$78K
Travel costs for standards, metrics, assessment development team (1 4-year team for teacher preparation and 1 1-year team for principal preparation)	\$50/day x 27 team members/team x 5 meetings x 4 years + \$50/day x 27 team members/team x 5 meetings x 1 year	\$34K
Stipend and travel cost for external experts on the standards, metrics, assessment development team (1 4-year team for teacher preparation and 1 1-year team for principal preparation)	\$900/day x 5 experts x 5 meetings x 4 years + \$900/day x 5 experts x 5 meetings x 1 year	\$113K
Venue rental for meeting for the standards, metrics, assessment development team	\$2K/day x 5 meetings x 4 years for teacher preparation + \$2K/day x 5 meetings x 1 year for principal preparation	\$50K
Financial incentives to College of Ed programs that demonstrate superior outcomes. Incentives are provided to encourage the Colleges of Education to expand those specific programs	\$750K x 3 years	\$2.3M

SUPPORT EDUCATORS TO INCREASE STUDENT GROWTH	Accountability: Associate Superintendent, Center for the Teaching Profession
	Completion Date: July 2013; ongoing
Associated with Criteria: Primary: (D)(5); Secondary: (D)(2), (D)(3), (D)(4), (E)(2)	

Budget Part II: Project-Level Budget Table
Project Name: Support Educators to Increase Student Growth
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$295,000	\$277,505	\$280,048	\$282,628	\$1,135,181
2. Fringe Benefits	46,760	47,461	48,173	48,896	191,291
3. Travel	145,500	115,500	115,500	115,500	492,000
4. Equipment	3,600	720	720	720	5,760
5. Supplies	30,000	30,000	30,000	30,000	120,000
6. Contractual	3,042,500	4,117,500	4,117,500	4,117,500	15,395,000
7. Training Stipends	0	0	0	0	0
8. Other	520,000	500,000	500,000	500,000	2,020,000
9. Total Direct Costs (lines 1-8)	4,083,360	5,088,686	5,091,941	5,095,244	19,359,232
10. Indirect Costs*	23,300	23,649	24,004	24,364	95,317
11. Funding for Involved LEAs	0	460,613	443,333	443,333	1,347,280
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$4,106,660	\$5,572,949	\$5,559,278	\$5,562,942	\$20,801,829

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

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

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

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

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

Goal

Ohio will provide comprehensive support and collaborate with districts and charter schools to provide high quality professional development that is data-driven, coherent, ongoing and meets the needs of educators at all stages of their careers to enhance educator effectiveness needed to support high levels of student achievement and learning.

Activities/Rationale

A. Require Participating Districts and Charter Schools to Implement a Comprehensive Model for Professional Development

- ODE will require participating districts and charter schools to use the Ohio Standards for Professional development to design and implement a comprehensive model for professional development along with necessary supports that require the use of data to improve instruction through developing teachers and principals.
- Professional development programs must be based on the analysis of data to inform goals and objectives and measure the impact of professional development on educator's practice and student achievement.
- The Ohio Appalachian Collaborative serves as a best practice model and includes 20 rural districts.
- Provide comprehensive regional support to districts and charter schools by enhancing the capacity of 16 Educational Service Centers.

B. Provide Intensive Support to Beginning Teachers and Principals

- Resident Educator Program and Co-Teaching Model: Beginning teachers at persistently lowest achieving schools will be provided with additional mentor support. Beginning teachers at these schools will be placed with a highly effective teacher for their first year of teaching and provided with extensive opportunities to analyze and monitor student progress, modify instructional strategies based on student learning needs, and create a learning environment that promotes high levels of learning and achievement for all students.
- In this model, districts will determine the needs of the beginning teacher and provide mentors at a ratio no higher than one highly effective teacher to six beginning teachers.
- Training will be provided to all mentors, who will be selected through a performance-based selection process.
- Ohio will develop a peer assistance and review program to provide constructive feedback and support for teachers (beginning and experienced educators).
- Training and technical assistance will be provided to LEAs to support development of models at the local level.

- A team of educators and external experts will partner to develop a new statewide two-year beginning principal mentorship model. The development team will review existing research and meet with program officers of successful programs across the country, including the New Teacher Center Leadership Institute in Ohio.
- ODE will provide training to help educators understand the scope of the program. To encourage widespread adoption, districts and charter schools will be provided with “start-up” funds to adapt the program to their specific needs.
- Principals will receive intensive coaching from a trained and certified coach who is selected based on a proven record of successful practice. The coach will also receive training by ODE and ESCs.

C. Core Curriculum Support

- The Ohio Network for Education Transformation will provide technical assistance in implementing new innovative instructional models.
- Formative instruction is instruction based on standards and formative assessments, with constant adjustments based on individual student progress. Ohio will develop and make available formative instruction professional development. The State will develop 56 professional development modules (one module per grade per subject area) that combine content and formative assessment training for teachers. Each module will focus on one important concept per grade to model how to (1) engage students deeply in the content they are to learn; (2) infuse formative assessments throughout instruction to probe for student thinking; and (3) modify instruction based on the information gleaned from the formative probes. The professional development will be delivered to teachers in a blended face-to-face and online mode. In addition, the online components will be accessible for just-in-time professional development by individual teachers, groups, or principals. (See Section C (3)).
- Provide professional development for Advanced Placement teachers to ensure rigorous instruction.

D. Enhance Leadership Quality

- Ohio will build on the successful Ohio School Leadership Institute run by the Buckeye Association of School Administrators (BASA) to develop a leadership training program.
- Professional development will be provided to central office staff in districts that have low-achieving schools. The District Leadership Training Program will develop individual

leadership skills, focus on systemic change, and develop strategies for working with turnaround schools.

- The goal is to provide leadership training to approximately 30 district leaders per year.

E. Implement a State Credentialing System for Professional Development

- ODE will require that participating districts and charter schools develop comprehensive programs for professional development and those programs are credentialed by ODE.
- Programs must demonstrate: participant learning (skills and knowledge); organizational change; participant use of knowledge and skills through demonstrated practice; and impact on student learning.

F. Support the development of the Ohio Appalachian Collaborative

- Collaborate with 20 Appalachian school districts to create building and district leadership teams in 20 Appalachian districts and implement assessment and value-added systems and training; partner these districts with higher education to increase course alignment and rigor; share best practices and recognize/reward high levels of performance.

G. Regional Professional Development Coaches

- Provide comprehensive regional support to participating districts and charter schools by enhancing the capacity of 16 Education Service Centers.

H. Career Technical Education

- Provide competitive grants to consortia of joint vocational schools and career technical organizations to: develop a career-technical STEM network; integrate program and academic standards through credit flexibility options; further career-ready assessments; develop gifted programs; provide professional development aligned with RttT initiatives; and/or other special programs.

Activity	Responsible Parties	Timing
Co-teacher Model		
Identify co-teachers in low achieving schools in participating LEAs that can take on a mentorship role for at most 5 beginning teachers	LEAs*, ODE-CTP	Fall -June 2011
Provide training to the mentors (likely integrated closely with Residency mentor training)	LEAs, ESCs*, external experts, ODE-CTP	April -July 2011; ongoing
Launch the co-teacher model at low achieving schools in participating LEAs	LEAs*, external experts	August 2011; ongoing

Activity	Responsible Parties	Timing
Beginning Principal Mentorship Program		
Create 15-member team to develop the Beginning Principal Mentorship Model	ODE-CTP*, LEAs	October 2011
Develop the Beginning Principal Mentorship Program model	LEAs, ODE-CTP*, external experts	October – May 2011
Provide training and incentives to LEAs to adapt and adopt the Beginning Principal Mentorship Program	ODE-CTP*, LEAs	August 2011-July 2013
Launch Beginning Principal Mentorship Program	LEAs	September 2011-July 2013; ongoing
Leadership Training for LEA Staff		
Work with the BASA to develop the new training program for all LEA level leaders	BASA*, ODE-CTP, LEAs	October 2010 – March 2011
Launch LEA Leadership Training Program	BASA*, ODE-CTP, LEAs	Spring 2011
Enhance the capacity of 16 Educational Service Centers to provide comprehensive regional support to LEAs	ESCs, ODE-OSI*	A September-December 2010
Educator Induction Program Capacity		
Hire 2.5 additional FTEs to help manage the various induction programs	ODE-CTP	Fall 2010
Appalachian Collaborative		
Funds to support 20 Appalachian districts' school improvement efforts	ODE, external provider, ESCs	Fall 2010; ongoing

* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
Personnel		
2 ODE FTEs at Consultant 3 level to manage the Resident Educator Program for 4 years. These 2 FTEs will be responsible for the launch of the program and will liaise with the LEAs to ensure smooth operations	2 FTEs at \$71K base salary/year with a 1.5% annual cost of living adjustment x 4 years	\$581K
50% of 1 ODE FTE at Administrative Support level to support the Resident Teacher Program for 4 years. This FTE will provide administrative support to the 2 FTEs managing the Resident Teacher program	50% of 1 FTE at \$50K salary/year with a 1.5% annual cost of living adjustment x 4 years	\$102K
Stipends for 10 educators in the 15-person team to develop the Beginning Principal Mentorship Program	\$200 stipend/person x 10 team members x 10 meetings	\$20K
Stipends for 120 LEA leaders (e.g. superintendents, treasurers, SPED coordinator, etc.) in the 30-person cohort to participate in the LEA Leadership Program over 4 years	\$200 stipend/day x 18 days x 120 LEA leaders over 4 years	\$432K
Fringe Benefits		
Fringe benefits for 2 FTEs at Associate Director level to manage the Resident Teacher Program for 4 years	2 FTEs x 28% of base salary x 4 years	\$163K
Fringe benefits for 1 FTE at Administrative Support level to support the Resident Teacher Program for 4 years 50% of the time	50% of 1 FTE x 28% of base salary x 4 years	\$29K
Travel		
Travel costs for 2 FTEs at Associate Director level to manage the Resident Teacher Program for 4 years	2 FTEs x \$2.5K per year x 4 years	\$20K
Travel costs for 1 FTE at Administrative Support level to support the Resident Teacher Program for 4 years 50% of the time	50% of 1 FTE x \$2.5K per year x 4 years	\$10K
Travel costs for 15-person team developing the Beginning Principal Mentorship Program for 10 meetings	\$200/meeting x 15 team members x 10 meetings	\$30K
Travel costs for 120 LEA leaders (e.g. superintendents, treasurers, SPED coordinator, etc.) in the 30-person cohort to participate in the LEA Leadership Program over 4 years	\$200 stipend /day x 18 days x 120 LEA leaders	\$432K
Equipment		
Computer costs for 2 FTEs at Associate Director level to manage the Resident Teacher Program for 4 years	2 computers at \$1.2K + \$240 maintenance cost for 3 years	\$4K
Computer costs for 1 FTE at Administrative Support level to support the Resident Teacher Program for 4 years 50% of the time	1 computer at \$1.2K + \$240 maintenance cost for 3 years	\$2K
Supplies		
Supplies for 2 FTEs at Associate Director level to manage the Resident Teacher Program for 4 years	2 FTEs x \$10K per year x 4 years (includes standard support and misc. consumables)	\$80K
Supplies for 1 FTE at Administrative Support level to support the Resident Teacher Program for 4 years 50% of the time	50% of 1 FTE x \$10K per year x 4 years (includes standard support and misc. consumables)	\$40K

Cost Description	Cost Assumption	Total
Contractual		
Stipend and travel costs for 5 external experts to help develop the Beginning Principal Mentorship Program	\$900/expert x 5 experts x 10 meetings	\$45K
Contract with external provider to develop and provide the LEA Leadership Program over 4 years	\$1.8K/participant x 120 participants over 4 years	\$210K
Contract with external provider to provide professional development for advanced placement teachers	\$75K per year x 4	\$300
16 ESC Facilitators to help provide support and training to LEAs on statewide RttT initiatives	16 facilitators at \$115K per year x 3.5 years ; plus travel @\$25K / year	\$7.8M
Funds to support and develop 20 Appalachian districts' school improvement efforts as part of the Ohio Appalachian Collaborative	Average of \$350K x 20 districts x 4 years	\$7 M
Other		
Venue rental for 10 development team meetings for the Beginning Principal Mentorship Program	\$2K/meeting x 10 meetings	\$20K
Competitive grants for consortia of joint vocational schools and career technical organizations	\$500K per year x 4 years; to provide for competitive grants	\$2 M
Indirect Costs		
Indirect costs for ODE FTE(s)	10.9% of salary and fringe benefits	\$95K
Funding for Involved LEAs		
Cost for ESCs to train HR directors at participating LEAs on beginning principal mentorship model. The 16 ESCs can each train 15 LEAs	\$1.8K/ESC x 10 ESCs (for 144 involved LEAs)	\$17K
Stipends to assist participating LEAs to implement the Beginning Principal Mentorship Program over 3 years (2011-14)	\$10K/LEA x 133 involved LEAs	\$1.3M

TURN AROUND OHIO'S LOWEST-ACHIEVING SCHOOLS	Accountability: Associate Superintendent, Center for School Improvement
	Completion Date: September 2014
Associated with Criteria: Primary: (E)(2); Secondary: Priority 2	

Part II: Project-Level Budget Table
Project Name: Turn Around Ohio's Lowest-Achieving Schools
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$1,017,000	\$1,045,755	\$1,061,441	\$1,077,363	\$4,201,559
2. Fringe Benefits	284,760	292,811	297,204	301,662	1,176,437
3. Travel	78,640	78,640	78,640	78,640	314,560
4. Equipment	100,600	6,960	6,960	6,960	121,480
5. Supplies	130,000	130,000	130,000	130,000	520,000
6. Contractual	9,914,300	9,961,420	9,954,420	9,676,420	39,506,560
7. Training Stipends	0	0	0	0	0
8. Other	30,000	30,000	30,000	30,000	120,000
9. Total Direct Costs (lines 1-8)	11,555,300	11,545,586	11,558,665	11,301,045	45,960,596
10. Indirect Costs*	141,892	145,904	148,092	150,314	586,202
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	\$11,697,192	\$11,691,490	\$11,706,757	\$11,451,358	\$46,546,797

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

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

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

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

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

Goals

Ohio will dramatically increase the quality of education benefitting over 33,500 students in the state's 68 persistently lowest-achieving schools. In the next four years, all of Ohio's persistently lowest-achieving schools will continue the work they began in the School Improvement Grant (SIG) process which requires the lowest performing schools to implement

one of the four turnaround/transformational models. An intensive “deep dive” assessment conducted through the Ohio Network for Education Transformation (ONET) partnership will accelerate the turnaround process utilizing the four intervention models defined in the RttT notice.

Every year, turnaround schools will be assessed for both academic achievement and school climate progress, including a baseline assessment at the beginning of the first turnaround year. It is expected that these schools will make substantial academic gains by year 3 of turnaround and substantial school climate gains by year 2 of turnaround. Those schools that do not demonstrate significant progress by year 3 of turnaround will implement a new school intervention model, as defined in the RttT notice, including closure, and will be subject to all provisions of Ohio’s Differentiated Accountability System.

Activities/Rationale

A. Identify and Diagnose the State’s Persistently Lowest-Achieving Schools

- Using a methodology consistent with the definitions in the RttT and School Improvement Grant notices, ODE will annually identify the state’s persistently lowest-achieving schools and notify them of their status.
- ODE and districts will collaboratively implement the Diagnostic Teams recommendations to extend the work that began with School Improvement grants. Evaluations of student academic achievement and school climate will be major components of all school plans. The Transformational Specialists from the Office of Transforming Schools will also support the planning process for turnaround and assisting with the foundation for the new improvement model and hold schools accountable for progress.

B. Establish the Ohio Network for Education Transformation (ONET) to Support Dramatic Turnaround in the 68 Persistently Lowest-Achieving Schools Annually, Which will Benefit Over 33,000 Students and Hold Turnaround Schools Accountable for Performance

- Ohio will create a public-private partnership, the Ohio Network for Education Transformation (ONET), run by a non-profit partner with demonstrated success in turnaround contexts for which the state already has expressions of strong interest.
- The responsibilities of ONET include, but are not limited to, the following:
 - Collaborate with the Ohio Department of Education, Center for School Improvement, Office of Transforming Schools, districts, and turnaround schools to provide technical

assistance to support persistently lowest-achieving schools' adoption of school turnaround models.

- Identify proven intervention models (consistent with the definition in the RttT notice) and share best practices with districts, charter schools, State Support Teams (SSTs), and turnaround school leaders.
- Measure performance of turnaround schools and determine effectiveness of intervention models.
- Manage the School Turnaround Leader Program (STLP) (described below).
- Develop a strong network of local and national partners who will invest resources, time and funds in this work.
- Monitor and hold resource providers, such as providers of data systems and training, accountable to supporting turnaround schools.

C. Create and Implement the School Turnaround Leader Program (STLP) and Produce Prepared Leadership Teams Annually in the 68 Persistently Lowest-Achieving Schools

- Ohio will purposefully recruit, screen and select high-potential licensed principals and teacher leaders (in building level teams) to participate in this year-long preparation program.
- ONET will develop and oversee the program, depending heavily on the expertise resident in Ohio's universities (supported through the School Improvement Grant 1003g funds) and building on the national models, such as the University of Virginia Turnaround Specialist Training Program, the New York City Leadership Program, the Chicago Leadership Academy, and New Leaders for New Schools.
- Candidates successfully completing the clinically based training will be deployed in teams to turnaround Ohio's persistently lowest-achieving schools.

D. Extend Community Supports to All 68 School Turnaround Communities

- ODE will provide professional development and coaching to enhance core county teams made up of the Educational Service Centers (ESCs), Family and Children First Councils (FCFCs) and Family and Civic Engagement teams.
- RttT grant funds will also be used to develop a common set of student-focused data tools to assess school climate and individual and community risk factors.

E. Accelerate the Governor’s Closing The Achievement Gap Program to Reduce Gaps in Student Graduation Rates and Performance

- Ohio will deliver Cultural Competency professional development to 1,000 educators annually. This professional development will enhance and shape educators’ ability to operate efficiently within the cultural and gender context of students affected by poverty, gendered expectations, race, and class.
- All 68 persistently lowest-achieving schools in participating LEAs will have a Linkage Coordinator through the Closing The Achievement Gap (CTAG) initiative. These Linkage Coordinators will serve the important role of ensuring horizontal alignment across academic and non-academic areas.

F. Support Emerging Innovations and Low-Achieving Schools

- Included in Ohio’s plan are investments in emerging innovations that show promise in turnaround settings, such as New Tech, Early College, and International Studies Network High Schools.
- Expand virtual learning options to reach underserved student populations through Advanced Placement course offerings online from a high-quality provider who has been authorized through the AP course Audit.
- ONET will support activities designed to spur expansion of innovations. Existing and new innovative schools will support these models through a laboratory concept which demonstrates examples of research based teaching strategies, has onsite visits, promotes professional learning communities, and has available other professional development activities.

G. Expand Existing Support Structures that are Funded by Other Means

- The Ohio Department of Education will expand and build upon the efforts of the Office of Transforming Schools in the Center for School Improvement through collaboration with external partners to provide direct services to the 68 persistently lowest achieving schools in the form of transformation specialists. Job-embedded professional development will enhance Ohio’s State System of Support.

H. Expansion and Support of AVID Program

- Provide the Advancement Via Individual Determination (AVID) program in 31 middle and high schools, including training costs, licensing fees, and program development

Activities	Responsible Parties	Timing
Identify and diagnose persistently lowest-achieving schools		
Identify persistently lowest-achieving schools and notify LEAs of the buildings' status	ODE-CSI	September 2010 and each January thereafter
Complete "deep-dive" building-level diagnostic surveys and develop preliminary building plans	ODE transformational Specialists and External Partner	Sequentially by building, September-August each year, initial assessment of all schools by September 2011
Design and activate the School Innovation Support Network (ONET)		
Select third-party partner to manage ONET	ODE-CSI	By October 2010
Develop ONET and staff up the organization	ONET	October 2010 - September 2011
Identify best-practice school turnaround models to adapt school turnaround models	ONET	December 2010 - May 2011, continuous basis thereafter
Provide the AVID program in middle and high schools	ONET	Beginning January 2011 and ongoing
Expand Advanced Placement course offerings to LEAs	ONET	Spring 2011
Provide technical assistance to LEAs and school buildings	ONET-ODE	Continuous, beginning in December 2010 or sooner if possible to build upon technical assistance provided through the School Improvement Grant
Measure and report baseline progress and annual progress of turnaround schools	ONET, ODE	June-July 2010 and each summer thereafter
Provide ONET with regular reports on progress of providing resources to turnaround schools	Resource providers	June-July 2010 and quarterly thereafter work begins with SIG and CSI
Create and implement the School Turnaround Leader Program (STLP)		
Develop the School Turnaround Leader Program	ONET*, in partnership with OBR and national experts	May-July 2010 for "quick win" training through SIG Sustainability built through partnership with institutes of higher education and Great Teachers/Leaders work
Select STLP cohort	ONET-ODE	May-July each year
Launch STLP	ONET-ODE	August 2010 and each August thereafter
STLP cohort begins leadership of turnaround schools	ONET_ODE	August- 2010 for SIG, August 2011 and each August thereafter
Roll-out community supports		
Professional development on community supports for 10 county core teams	ODE-CSI	August-May each year
Customize tools for specific LEAs and schools	ODE-CSI*, LEAs	2011-2014

Activities	Responsible Parties	Timing
Expand the Closing The Achievement Gap initiative		
Place 6 regional resources in the field to coordinate the program	ODE-CSI	October-December 2010
Support each persistently lowest-achieving school with a Linkage Coordinator	ODE-CSI*, regional resources, LEAs	October-December 2010
Hold 1 leadership conference each year for the students in the Closing The Achievement Gap Program	ODE-CSI*, regional resources	Annual

* Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
Personnel		
4 FTE at Ed Consultant 3 level to serve as regional Transforming Schools Specialists	4 FTEs at \$75K base salary x 4 years with a 1.5% cost of living adjustment each year beginning in the second year	\$1.2M
1 ODE FTE at Director level with turnaround school experience to serve as liaison between ODE and ONET	1 FTE at \$93.5K base salary x 4 years with a 1.5% cost of living adjustment each year beginning in the second year	\$382K
1 ODE FTE at Director level to serve as Closing The Achievement Gap Director	1FTEs at \$93.5K base salary x 4 years with a 1.5% cost of living adjustment each year beginning in the second year	\$382K
6 ODE FTE's at Ed Consultant 3 level to serve as Closing The Achievement Gap Regional Coordinators. These resources will cover the state in order to coordinate the CTAG program at a local level	6 FTEs at \$75K base salary x 4 years with a 1.5% cost of living adjustment each year beginning in the second year	\$1.8M
1ODE FTE at Ed Consultant level 3 to serve as coordinator for Advanced Placement Network	1 FTE at \$80K base salary x4 years with a 1.5% cost of living adjustment each year beginning in the second year	\$327K
Fringe Benefits		
Fringe benefits for 4 ODE FTE at Ed Consultants level 3 with turnaround school experience to serve as regional transforming schools specialists	28% of base salary x 4 years	\$344K
Fringe benefits for 1 ODE FTE at Director level with turnaround school experience to serve as liaison between ODE and ONET	28% of base salary x 4 years	\$107K
Fringe benefits for 1 ODE FTE at Director level to serve as Closing The Achievement Gap Directors	28% of base salary x 4 years	\$107K
Fringe benefits for 6 ODE FTE's at Ed Consultant 3 level to serve as Closing The Achievement Gap Regional Coordinators	28% of base salary x 4 years	\$515K
Fringe benefits for 1 ODE Ed Consultant level 3to serve as coordinator for Advance Placement Network	28% of base salary x 4 years	\$92K

Cost Description	Cost Assumption	Total
Travel		
Travel costs for Transforming Schools Specialists site reviews	(\$150 auto mileage + ((\$85/night lodging + \$40 per diem) x 5 days)) x 6 weeks x 4 people/team x 4 years	\$112K
Travel costs for Transforming Schools Specialists for planning and assessment visits	(\$150 auto mileage + \$40 per diem) x 16 meetings x 4 people/team x 4 years	\$73K
Travel costs for ODE FTE at Director level with turnaround school experience to serve as liaison between ODE and ONET	\$2.5K per year x 4 years	\$10K
Travel costs for 1 ODE FTE at Director level to serve as Closing The Achievement Gap Director	\$2.5K per year x 4 years	\$10K
Travel costs for 6 ODE FTE's at Ed Consultant 3 level to serve as Closing The Achievement Gap Regional Coordinators	\$2.5K per year x 4 years	\$60K
Travel costs for 1 ODE Ed Consultant level 3 to serve as coordinator for Advanced Placement Network	\$2.5K per year x 4 years	\$10K
Travel for 4 ODE FTE at Ed Consultants level 3 with turnaround school experience to serve as regional transforming schools specialists	\$2.5K per year x 4 years	\$40K
Equipment		
Computer costs for 4 FTE at Ed Consultant 3 level to serve as regional Transforming Schools Specialists	4 computers @ \$1.2K (first maintenance included in the purchase price) with \$240 maintenance cost x 3 years	\$8K
Computer costs for 1 ODE FTE at Director level with turnaround school experience to serve as liaison between ODE and ONET	1 computer @ \$1.2K (first maintenance included in the purchase price) with \$240 maintenance cost x 3 years	\$2K
Computer costs for 1 ODE FTE at Director level to serve as Closing The Achievement Gap Director	1 computer @ \$1.2K (first maintenance included in the purchase price) with \$240 maintenance cost x 3 years	\$2K
Computer costs for 6 ODE FTE's at Ed Consultant 3 level to serve as Closing The Achievement Gap Regional Coordinators	6 computers @ \$1.2K (first maintenance included in the purchase price) with \$240 maintenance cost x 3 years	\$12K
Computer costs for 1 ODE FTE at Ed Consultant 3 level to serve as coordinator for Advanced Placement Network	1 computer @ \$1.2K (first maintenance included in the purchase price) with \$240 maintenance cost x 3 years	\$2K
Database for Closing The Achievement Gap	\$95K for equipment and development	\$95K
Supplies		
Supplies for transformation specialists	\$10,000/year/team for supplies x 4 specialists x 4 years; includes basic office supplies and copying expenses, purchase of supplemental training materials and copyright required for duplication of training materials	\$160K

Cost Description	Cost Assumption	Total
Supplies for 1 ODE FTE at Director level with turnaround school experience to serve as liaison between ODE and ONET	\$10K per year x 4 years (includes standard support and misc. consumables)	\$40K
Supplies for 1 ODE FTE at Director level to serve as Closing The Achievement Gap Directors	\$10K per year x 4 years (includes standard support and misc. consumables)	\$40K
Supplies for 6 ODE FTEs at Ed Consultant 3 level to serve as Closing The Achievement Gap Regional Coordinators	\$10K per year x 4 years (includes standard support and misc. consumables)	\$240K
Supplies for 1 ODE FTE at Ed Consultant level to serve as coordinator for Advanced Placement Network	\$10K per year x 4 years (includes standard support and misc. consumables)	\$40K
Contractual		
Contract with external provider to provide professional development sessions for county/ district team to include district leadership, family and civic engagement teams, ESCs, SSTs, and Family and Children First Council teams	4 PD sessions (1 per geographic quadrant) per year x \$8,000 per session x 4 years	\$128K
Contract with external provider to provide coaching sessions for county/district teams	10 coaching sessions per county per year @\$1,000 per session for 16 counties x 4 years	\$640K
Contract with external provider to provide parent leadership training and materials	\$200K to develop materials in year 1; \$50K to deliver materials x 5 years	\$400K
Contract with external provider to provide evaluation consultants: meetings with all county/district teams	6 meetings with core teams @ \$800 per meeting x 4 years	\$19K
Contract with evaluation consultants to do on-site visits as part of evaluating core teams	3 8-hour on-site visits per county (16 counties) @ \$100 per hour x 4 years	\$154K
Contract with evaluation consultants to do cross-case analysis as part of evaluating and reporting on county/ district teams	\$50,000 of cross-case analysis per year x 4 years	\$200K
1 contracted FTE at Executive Director level with turnaround school experience to serve as director of Ohio Network for Education Transformation (ONET)	1 - 100% FTE with \$115K base salary per year x 4 years, \$10K travel expenses, and \$40K supply expenses \$1.2K for computer (first year maintenance included in the purchase price) with \$240 maintenance cost x 3 years	\$512K

Cost Description	Cost Assumption	Total
4 contracted FTEs at Director level at ONET with relevant experience to manage the following: Knowledge Management (responsibilities include identifying best-practice turnaround models and sharing best practices with LEAs, State Support Teams (SSTs), and turnaround school leadership), School Turnaround Leadership Program (responsibilities include developing and delivering the program, recruiting and placing turnaround leaders into persistently lowest-achieving schools), Local Partnerships (responsibilities include developing a strong network of local partners, including heads of business, community, and philanthropy, with the goal of sustaining the public/private partnership without state/federal funds by the end of the RttT grant), and National Partnerships (responsibilities include fostering partnerships with national turnaround experts, including attracting these experts to work with Ohio's persistently lowest-achieving schools)	4 - 100% FTEs with \$93.5K base salary per year x 4 years, \$10K travel expenses, and \$40K supply expenses. \$1.2K for each computer (first year maintenance included in the purchase price) with \$240 maintenance costs for each computer x 3 years	\$2.0M
5 contracted FTEs at Associate Director level at ONET to serve as the Technical Assistance Team for LEAs and buildings. These contracted FTEs will have experience at the LEA and/or building level in turning around schools and will work directly with LEAs (primarily) and buildings (secondarily) to provide technical assistance and execution support for turnaround.	5 - 100% FTE with \$85K base salary per year x 4 years, \$2.5K travel expenses, and \$10K supply expenses. \$1.2K for each computer (first year maintenance included in the purchase price) with \$240 for maintenance costs for each computer x 3 years	\$2.1M
Licensing fee, program development, teacher training in the AVID program	Year 1 – 18 schools x \$14K startup costs and training Year 2 - 18 schools x \$7K for ongoing costs plus 9 startup schools x \$14K Year 3 – 27 schools x \$7K ongoing costs plus 4 startup schools x \$14K Year 4 – 31schools x \$7K ongoing costs	\$1M
Contract to hold annual regional meetings of State Support Teams, LEA Turnaround Specialists (LEA supported), and ONET Technical Assistance Team to ensure turnaround best practices and lessons learned are shared across various state and local responsible parties	\$50,000 per convening x 4 years	\$200K
Contract with external provider to provide training for School Turnaround Leader Program participants	\$12K per teacher leader or principal - Cohort of 50 principals and 50 teacher leaders x 4 years	\$4.8M
Contract with external provider to develop and maintain an online Community of Practice for School Turnaround Leader Program participants	\$20,000 for Community of Practice website development. \$5,000 annual website maintenance.	\$40K
Contract with external provider to hold semi-annual conferences to promote best-practice sharing and learning for School Turnaround Leader Program participants and Building Level Teams of the Persistently Lowest Achieving Schools and Schools in Early Warning Status	\$1.2K x 60 participants x 4 years	\$288K
Contract with external provider to provide Closing The Achievement Gap Cultural Competency professional development to 1,000 educators per year	1,000 trainees per year x \$650 per trainee 4 years	\$2.6M

Cost Description	Cost Assumption	Total
Provide funding to schools to select and implement one of the following models or other approved proven models: 1. New Tech Model 2. International Studies Schools Network 3. Early College High School	\$750K - \$1M technical assistance beginning in Year 2 and ongoing	\$13.5M
Support 9 existing Early College High Schools to act as laboratories of innovation for startups and traditional schools.	\$389K per school. Support covers ongoing operations and additional costs of site visits, outreach, and professional development.	\$3.5M
Support the activities around turn-around schools, existing and new innovative schools. These will act as laboratories to further the learning of educators through site visits, meetings, and other professional development.	\$12,500 per region per year to support costs of meetings, travel, materials, supplies and release time.	\$2.5M
Expand virtual learning options to reach underserved student populations with on-line AP courses and provide grants to schools to strengthen AP programs.	On-line courses \$400K x 4 years; grant program \$250 K in Year 2 and Year 3	\$2.1M
Contract to provide incentives to support innovative practice in participating LEAs, such as alternative school models	\$250K per school or LEA x 3 schools or LEAs per year x 4 years	\$3.0M
Other		
Hold 1 conference per year for Closing The Achievement Gap initiative participants and other state stakeholders	\$30K per conference x 1 conferences per year x 4 years	\$120K
Indirect Costs		
Indirect costs for ODE FTE(s)	10.9% of salary and fringe benefits	\$672K

LEVERAGE STEM CAPACITY	Accountability: Associate Superintendent, Center for Curriculum and Assessment
	Completion Date: September 2014
Associated with Criteria: Primary: Priority 2; Secondary: (A)(2), (D)(3), (D)(5), (E)(2)	

Part II: Project-Level Budget Table
Project Name: Leverage STEM Capacity
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$400,000	\$1,696,000	\$1,412,180	\$1,418,545	\$4,926,725
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$400,000	\$1,696,000	\$1,412,180	\$1,418,545	\$4,926,725
10. Indirect Costs*	\$0	\$0	\$0	\$0	\$0
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$400,000	\$1,696,000	\$1,412,180	\$1,418,545	\$4,926,725

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.

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

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

Goal

As the pre-eminent source of STEM expertise nationally, Ohio will continue to push forward in preparing Ohio’s children to compete in the 21st century by putting into place educational models that more fully develop science, technology, engineering and math skills.

Activities/Rationale

- Enhance the capacity of STEM schools to offer support services to low-achieving schools
- Strengthen and spread STEM-oriented Early College High School Options (i.e., Metro Early College High School)
- Accelerate the capacity of STEM schools to serve as teacher and leader residence and professional development field sites

Activities	Responsible Parties	Timing
Enhance the capacity of STEM schools to offer support services to low-achieving schools		
Immediately mobilize and engage STEM external provider to support persistently lowest-achieving schools	STEM external provider*	Summer 2010
Explore common needs among persistently lowest-achieving schools and prototype solutions in STEM schools	STEM external provider*	September 2010-August 2011 and as needed thereafter
Offer STEM solutions to Ohio's persistently lowest-achieving schools using STEM models	STEM external provider*, ONET	October 2011-August 2014
Equip 5 STEM schools to be training centers for schools around the state that want to bring STEM best practices to their buildings	STEM external provider*, ONET	January 2011-August 2014
Connect schools participating in STEM learning and activities to each other and the statewide STEM network	STEM external provider*, ITCs	October 2011-December 2011 and continuously thereafter
Strengthen and spread STEM-oriented Early College High School Options		
Equip STEM-oriented Early College High Schools to be training centers for schools around the state that want to bring STEM-oriented Early College High School best practices to their buildings	STEM external provider*, ONET	October 2011-August 2014
Accelerate the capacity of STEM schools to serve as teacher and leader residence and professional development field sites		
Fund release time for STEM school leaders and lead teachers to mentor participants in the School Turnaround Leader Program and the Woodrow Wilson Fellowship	STEM external provider*, OBR	October 2010-June 2011

*Denotes primary responsible party where multiple parties have responsibility

Cost Description	Cost Assumption	Total
Contractual		
Contract with STEM external provider to provide STEM supports to turnaround external providers, including school readiness assessments (including talent, facility, and fiscal assessments) and implementation plans	\$250K/year x 3 years	\$750K

Cost Description	Cost Assumption	Total
Contract with STEM external provider to support the STEM model in 7 turnaround schools. Costs include school design/consulting services, teacher professional development, on-site coaching, and leadership development	\$250K/school x (3 schools in yr 2 + 2 schools in year 3 + 2 schools in year 4)	\$2.5M
Contract with STEM external provider to equip 5 STEM schools to be training centers for schools around the state that want to bring STEM best practices to their buildings	\$20K/school/year x 5 schools x 4 years	\$400K
Contract with STEM external provider to connect participating schools to each other and the statewide STEM network via technology and STEM conferences	\$10K one-time technology expense + \$10K/year x 3 years for STEM conference attendance	\$40K
Contract with STEM external provider to equip STEM-oriented Early College High Schools to be training centers for schools around the state that want to bring STEM-oriented Early College High School best practices to their buildings	\$40K/school/year x 5 schools x 3 years	\$600K
Contract with STEM external provider to fund release time for STEM school leaders and teacher leaders to support residency opportunities for teachers and leaders in the School Turnaround Leader Program	\$50K/year x 3 years	\$150K
Contract with STEM external provider to fund release time for STEM school leaders and teacher to support residency opportunities for Woodrow Wilson STEM fellows	\$100K/year x 4 years	\$400K
Contract with STEM external provider to provide 2 FTE Network Orchestration Personnel to document and spread promising practices, facilitate one-to-one school partnering, and connections to state STEM network	\$100K annual salary including benefits, with a 3% cost of living adjustment	\$837K

