



State Scope of Work

Presented to the

U.S. Department of Education

October 1, 2014

2010-2015

CFDA Number: 84.395A

Ohio | Investing in Student Success

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. Ohio is once again at the forefront of innovation and is poised to transform its education system through Race to the Top.

This is an exhilarating moment in our state's history. 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 its children. Ohio's children cannot wait and we must act boldly now. Over the next four years, our targeted focus will be on achieving five ambitious goals:

- ❖ Increase high school graduation rates by .5% per year
- ❖ Reduce graduation rate gaps by 50%
- ❖ Reduce performance gaps by 50%
- ❖ Reduce the gap between Ohio and the best-performing states in the nation by 50%
- ❖ More than double the increase in college enrollment for 18 and 19 year olds

Ohio's history of leadership and entrepreneurship provides a strong platform to successfully roll out the state's RttT strategy and assist LEAs to successfully implement their RttT Scopes of Work. Together we will ensure that our transformative work will result in Ohio students realizing greater successes in school and in life.

Approved Amendments To Over All Plan

As of

October 01, 2014

- Application Area A2- Travel and Supplies budget allocations were revised (non-formal approval process with USDoe and approved on 3-9-2011)
- Application Area E2- Ohio Early College High Schools increased from 9 to 10 schools (formal approval process with USDoe and approved on 3-2-2011)
- Application Area D5- Ohio Appalachian Collaborative increased from 20 to 22 districts (non-formal approval process with USDoe and approved on 3-30-2011)
- Application Area C2- Value Added toolkits annual distribution over 4 years was revised (formal approval process with USDoe and approved on 6-24-11)
- Application Area E2- Innovative Grants switched from 4 to 3 years and included a new "Other Proven Model" (formal approval process with USDoe and approved on 6-24-2011)
- Application Area E2- Closing the Achievement Gap Initiative (formal approval process with USDoe and approved on 6-24-2011)
- Application Area D3-D4- Clarify the total amount of budget savings resulting from shifting two salaried positions into three contractual positions and increase the number of teachers through Teach for America (TFA), Board of Regents (BOR) (D)(3) & (D) (4) 12/09/2011
- Application Area D2-D3- Clarify performance measures in section (D)(2) and (D)(3) 12/09/2011
- Application Area D5- Clarify typographical error in (D)(5) related to the length of the new teacher induction program
12/09/2011
- Application Area B3- Implement Kindergarten Readiness Assessments-Revise the approach to the development of
the

KRA through cross-state collaboration. Shift in the implementation of the new assessments, adjustment of the budget allocation 02/09/2012

- Application Area C2- Consolidating data tools and implement web portals. Procurement efforts combined, one RFP
02/09/2012
- Application Area D2- Change OTES/OPES ratings from five to four 04/04/2012
- Application Area A2- Clarified Performance Measures for College Enrollment and College Course Completion
04/04/2012
- Application Area C2- Accessing and Using State Data, revise the State's approach to securing a student-teacher data linkage system
08/03/2012
- Application Area D3- Revise the State's approach to the Teaching, Empowering, Leading and Learning (TELL) Ohio project
08/03/2012
- Year 1 Budget Carry-Over, redirect unused Year 1 funding into Year 2 budget allocations 08/03/2012
- Application Area D3- Ensuring equitable distribution of effective teachers and principals, revision of targets 09/19/2012
- Year 2 Budget Carry-Over, redirect unused year 2 funding into year 3 allocations 03/08/2013
- D4 (Board of Regents): Performance Funding – Amendment to use a limited number of performance metrics for the performance funding incentive to EPPs. Performance Metrics Reporting – Realignment of deliverables for quarterly benchmarks to align with availability of data based on academic year calendar 09/24/2013
- 3yr to 4yr Budget Roll Over: 06/03/2014
- NCE 5yr Application Area D: OTES, SGM, Assessment Literacy, and FIP 06/24/2014
- Application Area D3- Expand Effective Educator Preparation Program- Teach Ohio program 06/24/2014

- NCE 5yr Application Area A- Sustain Capacity to Implement Statewide, Maintain Regional Coordinators and Specialist 06/24/2014
- Application Areas (A)(B)(C)(D)(E)and STEM 5yr funding ; OERC/FAMS/IIS/FIP/BPMP/eTPES/Alt Compensation/AP/LDC/MDC/Innovation and Transformation Specialists/ECHS/Innovation Grants/STEM 08/25/2014
- Application Area (B)(3) 5yr funding; Implementation Common, High Quality Assessments/KRA and HS-HE 08/29/2014
- Application Area (B)(3) (D)(5) 5yr funding; Performance Based Assessments/CTE/STEM 09/15/2014
- Application Area (C)(3) 5yr funding; Personalized Learning Through Formative Instruction, Development of an Early Warning Indicator (EWI) 09/19/2014

Application Criteria A

Build Strong Statewide Capacity to Implement, Scale Up and Sustain Ohio's Education Reform Agenda Engage Stakeholders in Implementation

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 system of 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

KEY PERSONNEL:

Scott Spears, Director RttT

SECTION A TOTAL BUDGET: \$12.1 MILLION

SECTION A PROJECTS:

PROJECT (A)(2) Sustain Capacity to Execute Statewide
PROJECT (A)(3) Engage Stakeholders in Implementation

SECTION A PROJECT MONITORING

ODE will engage participating LEAs, stakeholders and partners in assessing the success of project implementation. The State Reform Steering Committee will review stakeholder input and progress data and make recommendations regarding project adjustments at least once a year.

Approved Amendments to Sub-criterion (A)(2)

- Travel and Supplies budget allocations were revised (non-formal approval process with USDoe and approved on 3-9-2011)
- Clarified Performance Measures for College Enrollment and College Course Completion 04/04/2012

Approved Amendments to Sub-criterion (A)(3)

- N/A

<p style="text-align: center;">Year 1 Activities</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center;">12/24/2010</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center;">03/31/2011</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center;">06/30/2011</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center;">09/24/2011</p>
<p>(A) (2) Activities</p>				
<p>PROJECT A2: SUSTAIN CAPACITY TO EXECUTE STATEWIDE</p>				
<p>Establish the Center for Education Reform and Strategic Initiatives and the Race to the Top Office</p>	<p>Revise ODE job functions to align with RttT responsibilities</p> <p>Create and staff the Center for Education Reform and Strategic Initiatives</p> <p>Identify existing ODE executives and hire new personnel to serve leadership roles in RttT</p>	<p>Ensure all RttT staff are fully executing their new jobs effectively and efficiently</p>	<p>Align ODE RttT staff performance evaluations with new job functions</p>	<p>Conduct performance evaluations and establish Center and Office objectives for Year 2</p>
<p>Establish the state level committees for Race to the Top</p>	<p>Establish State Reform Steering Team for RttT</p>	<p>Establish the Business Coalition for Education System Improvement</p> <p>Convene first meeting of State Reform Steering Team</p>	<p>Convene first meeting of the Business Coalition for Education System Improvement</p>	<p>Create strategic plan to engage local business support for school districts and charter schools [Business Coalition]</p> <p>Convene State Reform Steering Team</p>

<p>Identify and hire external providers to provide a comprehensive system of state-level support</p>	<p>Create RFPs to identify external contractual resources necessary to support Ohio’s RttT efforts</p>	<p>Contract with external partners to provide consulting services and technical assistance in support of RttT projects</p>	<p>Monitor external contractual resources supporting Ohio’s RttT efforts</p>	<p>Monitor external contractual resources supporting Ohio’s RttT efforts</p>
<p>Ensure overall accountability and support for local implementation of RttT</p>	<p>Support school districts and charter schools in developing a Final Scope of Work for RttT</p> <p>Review and approve LEA Scopes of Work</p> <p>Establish six resource teams to ensure successful coordination and knowledge transfer</p>	<p>Provide direction to LEAs whose Scopes of Work were “Approved with Conditions” regarding Scope of Work updates necessary prior to Year 2</p>	<p>Review and approve updated Scopes of Work prior to LEAs accessing Year 2 funds</p>	<p>Review and approve LEA budget plans for Year 2 through the CCIP</p>

PROJECT A3: ENGAGE STAKEHOLDERS IN IMPLEMENTATION

<p>Communications and stakeholder engagement plan and delivery</p>	<p>Hire communications director for RttT</p>	<p>Develop communications and stakeholder engagement plan, leveraging private sector partners' communications and stakeholder engagement expertise</p>	<p>Identify key stakeholders in local areas to engage in RttT communications and stakeholder engagement activities</p> <p>Employ communications outlets for distribution of RttT information</p> <p>Contract with researchers to conduct studies of RttT implementation and support.</p>	<p>Engage communications and stakeholder engagement partners at regional levels</p>
<p>Establish the Education Research Center</p>	<p>Establish director of Education Research at ODE</p>	<p>Issue RFP and select 3rd party partner to manage research agenda</p>	<p>Set research agenda</p>	<p>Issue and manage grants for research</p>

Year 2 Activities	Quarterly Benchmarks 12/24/2011	Quarterly Benchmarks 03/31/2012	Quarterly Benchmarks 06/30/2012	Quarterly Benchmarks 09/24/2012
(A) (2) Activities				
PROJECT A2: SUSTAIN CAPACITY TO EXECUTE STATEWIDE				
Continue the work of the Center for Education Reform and Strategic Initiatives and the Race to the Top Office				Conduct RttT Management Performance Reviews
Continue implementation of the state level committees for Race to the Top	State Reform Steering Team reports State's progress toward RttT goals		State Reform Steering Team reports State's progress toward RttT goals	
Identify and hire external providers to provide a comprehensive system of state-level support	Monitor external contractual resources supporting Ohio's RttT efforts	Monitor external contractual resources supporting Ohio's RttT efforts	Monitor external contractual resources supporting Ohio's RttT efforts	Monitor external contractual resources supporting Ohio's RttT efforts
Ensure overall accountability and support for local implementation of RttT	Complete review of RttT LEA support	Require LEAs to submit progress updates and updated plans for Year 3	Review and approve LEA updated plans for Year 3	Review and approve budget plans for RttT Year 3 through the CCIP

PROJECT A3: ENGAGE STAKEHOLDERS IN IMPLEMENTATION

<p>Communications and stakeholder engagement plan and delivery</p>	<p>Communications team distributes State Reform Steering Team report of school district and State progress toward RttT goals</p>	<p>Identify key stakeholders in local areas to engage in RttT communications and stakeholder engagement activities</p> <p>Employ communications outlets for distribution of RttT information</p>	<p>Communications team distributes State Reform Steering Team report of school district and State progress toward RttT goals</p>	<p>Engage communications and stakeholder engagement partners at regional levels</p>
<p>Establish the Education Research Center</p>	<p>Host annual state-wide research conference</p>	<p>Review and revise research agenda</p> <p>Issue research grants</p>	<p>Monitor implementation of research grants</p>	<p>Monitor implementation of research grants</p> <p>Issue research grants</p>

Year 3 Activities	Quarterly Benchmarks 12/24/2012	Quarterly Benchmarks 03/31/2013	Quarterly Benchmarks 06/30/2013	Quarterly Benchmarks 09/24/2013
(A) (2) Activities				
PROJECT A2: SUSTAIN CAPACITY TO EXECUTE STATEWIDE				
Continue the work of the Center for Education Reform and Strategic Initiatives and the Race to the Top Office				Conduct RttT Management Performance Reviews
Continue implementation of the state level committees for Race to the Top	State Reform Steering Team reports State's progress toward RttT goals	Convene the Business Coalition for Education System Improvement	State Reform Steering Team reports State's progress toward RttT goals	Business Coalition reports progress toward meeting the goals of its Strategic Plan
Identify and hire external providers to provide a comprehensive system state-level support	Monitor external contractual resources supporting Ohio's RttT efforts	Monitor external contractual resources supporting Ohio's RttT efforts	Monitor external contractual resources supporting Ohio's RttT efforts	Monitor external contractual resources supporting Ohio's RttT efforts
Ensure overall accountability and support for local implementation of RttT	Complete review of RttT LEA support	Require LEAs to submit progress updates and updated plans for Year 4	Review and approve LEA updated plans for Year 4	Review and approve budget plans for RttT Year 4 through the CCIP

PROJECT A3: ENGAGE STAKEHOLDERS IN IMPLEMENTATION

<p>Communications and stakeholders engagement plan and delivery</p>	<p>Communications team distributes State Reform Steering Team report of school district and State progress toward RttT goals</p>	<p>Identify key stakeholders in local areas to engage in RttT communications and stakeholder engagement activities</p> <p>Employ communications outlets for distribution of RttT information</p>	<p>Communications team distributes State Reform Steering Team report of school district and State progress toward RttT goals</p>	<p>Engage communications and stakeholder engagement partners at regional levels</p>
<p>Establish the Education Research Center</p>	<p>Host annual state-wide research conference</p>	<p>Review and revise research agenda</p> <p>Issue research grants</p>	<p>Monitor implementation of research grants</p>	<p>Monitor implementation of research grants</p> <p>Issue research grants</p> <p>Develop a repository of research-based “best practices” resulting from RttT</p>

Year 4 Activities	Quarterly Benchmarks 12/24/2013	Quarterly Benchmarks 03/31/2014	Quarterly Benchmarks 06/30/2014	Quarterly Benchmarks 09/24/2014
(A) (2) Activities				
PROJECT A2: SUSTAIN CAPACITY TO EXECUTE STATEWIDE				
Continue the work of the Center for Education Reform and Strategic Initiatives and the Race to the Top Office				Conduct RttT Management Performance Reviews
Continue implementation of the State level committees for Race to the Top	State Reform Steering Team reports State's progress toward RttT goals	Convene the Business Coalition for Education System Improvement	State Reform Steering Team reports State's progress toward RttT goals	
Identify and hire external providers to provide a comprehensive system state-level support	Monitor external contractual resources supporting Ohio's RttT efforts	Monitor external contractual resources supporting Ohio's RttT efforts	Monitor external contractual resources supporting Ohio's RttT efforts	Monitor external contractual resources supporting Ohio's RttT efforts
Ensure overall accountability and support for local implementation of RttT	Complete RttT LEA support review			Require LEAs to submit final performance reports

PROJECT A3: ENGAGE STAKEHOLDERS IN IMPLEMENTATION				
Communications and stakeholder engagement plan and delivery	Communications team distributes State Reform Steering Team report of school district and State progress toward RttT goals	Identify key stakeholders in local areas to engage in RttT communications and stakeholder engagement activities Employ communications outlets for distribution of RttT information	Communications team distributes State Reform Steering Team report of school district and State progress toward RttT goals	Engage communications and stakeholder engagement partners at regional levels
Establish the Education Research Center	Host annual state-wide research conference	Review and revise research agenda Issue research grants	Monitor implementation of research grants	Monitor implementation of research grants

Year 5 Activities	Quarterly Benchmarks 12/24/2014	Quarterly Benchmarks 03/31/2015	Quarterly Benchmarks 06/24/2015	Quarterly Benchmarks <input type="text"/>
(A) (2) Activities				
PROJECT A2: SUSTAIN CAPACITY TO EXECUTE STATEWIDE				
Ensure overall accountability and support for local implementation of RttT	Review and approve LEA budgets for 5yr NCE Delivery Unit and Coordinators provide monitoring and implementation support of 5yr NCE	Delivery Unit and Coordinators provide monitoring and support of 5yr NCE	Delivery Unit and Coordinators provide monitoring and support of 5yr NCE Require LEAs to submit final performance reports	

PROJECT A3: ENGAGE STAKEHOLDERS IN IMPLEMENTATION

Establish the Education Research Center	Monitor implementation of research grants	Monitor implementation of research grants	Monitor implementation of research grants	
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Application Area B: Standards and Assessments

GOAL: (B) (1) 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.

GOAL: (B) (2) 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.

GOAL: (B) (3) 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.

Annual Targets for Key Performance Measures

(B) (3) 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
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.					
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%

KEY PERSONNEL:

James Herrholtz, Associate Superintendent, Division of Learning

Sasheen Phillips, Senior Executive Director, Center for Curriculum and Assessment

APPLICATION AREA B TOTAL BUDGET: \$19.9 MILLION

APPLICATION AREA B PROJECTS:

PROJECT (B)(3) Provide Curriculum Resources to Support Teachers

PROJECT (B)(3) Strengthen Assessment Leadership

APPLICATION AREA B PROJECT MONITORING

ODE will engage participating LEAs, stakeholders and partners in assessing the success of project implementation. The State Reform Steering Committee will review stakeholder input and progress data and make recommendations regarding project adjustments at least once a year.

Approved Amendments to Sub-criterion (B)(2)

- N/A

Approved Amendments to Sub-criterion (B)(3)

- Implement Kindergarten Readiness Assessments-Revise the approach to the development of the KRA through a cross-state Collaboration. Shift in the implementation of the new assessments, adjustment of the budget allocation 02/09/2012

Year 1 Activities	Quarterly Benchmarks 12/24/2010	Quarterly Benchmarks 03/24/2011	Quarterly Benchmarks 06/24/2011	Quarterly Benchmarks 09/24/2011
(B) (1) Activities				
Common Core Standards and revised Ohio social studies and science standards adopted by the State Board of Education on June 8, 2010	Completed	Completed	Completed	Completed
(B) (2) Activities				
Create online resources with the SMARTER Balanced Consortium	Provide progress update on assessment development	Provide progress update on assessment development	Provide progress update on assessment development Complete development of: Test Blueprint; common policies and procedures; vendor selection policy; technology platform; and public outreach plan Initiate Higher Education engagement	Provide progress update on assessment development
Collaborate with the Partnership for Assessment of Readiness for College and Careers to design an online system that simultaneously informs teaching, learning and accountability	Provide progress update on assessment development Attend PARCC Assessment Development planning meeting	Provide progress update on assessment development	Provide progress update on assessment development Complete development of: Test Blueprint; common policies and procedures; vendor selection policy; technology platform; and public outreach plan	Provide progress update on assessment development

			Initiate Higher Education engagement	
(B) (3) Activities				
PROJECT B3: PROVIDE CURRICULUM RESOURCES TO SUPPORT TEACHERS				
Develop and identify high-quality instructional resources	Conduct public online review of the draft model curriculum aligned to the newly adopted standards	Present model curriculum to the Ohio State Board of Education for adoption	Post the model curriculum aligned to the newly adopted standards on the ODE website	Provide regional rollouts on the newly adopted model curriculum for English language arts, mathematics, science and social studies
Continue developing curriculum and instructional supports	Provide K-12 standards crosswalks which compare the existing standards in English language arts, mathematics, social studies and science to the newly adopted standards Conduct fall regional meetings to present newly adopted standards to the field	Develop webcast on the new standards and model curriculum Post standards online Conduct spring regional meetings to present newly adopted standards and model curriculum to the field	Train regional representatives on the standards and model curriculum to present to the field	Provide webcasts on the new standards and model curriculum Conduct fall regional meetings to provide professional development on the relationship between the newly adopted standards and model curriculum
Develop supplementary curriculum and instruction resources	Identify areas in the model curriculum to incorporate 21 skills assisted by the online public review	Develop a framework for the Eye of Integration, a curriculum resource tool that connects 21 st century skills and the new standards to interdisciplinary curriculum and instructional design	Develop an Eye of Integration model	Release an RFP to contract with external provider to support the development of the Eye of Integration that supports ELA, math, science and social studies
Participate in International Database of Evidence-based Resources (Innovative	Secure staff to manage the Innovative Learning Environments project	Create development and implementation plan for identifying and populating the ODE site with	Secure facilities and confirm presenters and participants for the Innovative Learning	Host meeting to share the findings of the Innovative Learning Environments with Ohio educators and

Learning Environments)		Innovative Learning Environment resources	Environments meetings	international experts
Drive alignment of high school exit and higher education entry requirements	Review and validate Standards crosswalks comparing the OBR College and Career Readiness Expectations for English and Mathematics to the newly adopted English language arts and mathematics standards	Standards crosswalks comparing the OBR College and Career Readiness Expectations for English and Mathematics to the newly adopted English language arts and mathematics standards will also be available on the ODE website	Develop plan for gap analysis between high school exit and higher education entry requirements	Host focus groups with high school and higher education to discuss alignment of new standards to college entrance requirements
PROJECT B3: STRENGTHEN ASSESSMENT LEADERSHIP				
Develop aligned formative assessments	Secure staff to manage the formative assessments project	Develop implementation Plan for LEAs interested in piloting and evaluating formative assessments at the middle school level	Identify phase 1 LEAs and schools interested in piloting and evaluating formative assessments for middle-school	Launch and run program at 3 Phase 1 LEAs. Provide ongoing training to teachers on development and evaluation of formative assessments Provide awareness sessions on the new assessments, including formative and performance based assessments
Roll out performance-based assessments	Secure staff to manage the performance-based assessments project	Develop implementation Plan developed to extend the performance-based assessment project to include social studies and additional performance tasks	Identify new LEAs and schools to participate in piloting performance-based assessments	Provide training to educators in new schools participating in the pilots Conduct performance-based assessment pilots in 23 LEAs Provide awareness sessions on the new assessments, including formative and performance

				<p>based assessments</p> <p>Develop a state-level moderation panel to ensure consistency in scoring across performance-based assessments</p> <p>Provide task and scoring training to educators in new schools participating in the pilots</p>
Implement kindergarten readiness assessments	Initiate the creation of common definition and common standards for Kindergarten Readiness Assessment, jointly with consortium of states	Initiate determination of assessment administration procedures and training required for the Kindergarten Readiness Assessment jointly with consortium of states	Select an external provider for the development of the Kindergarten Readiness Assessment	Initiate pilot project opportunities for the expanded Kindergarten Readiness Assessment
Develop additional student growth measures	Meet with BFK leadership to review findings from previously established and ongoing pilot projects that utilize Value-Added in high schools and additional grade-levels/subjects	<p>Select subset of LEAs to participate in the growth measures development project</p> <p>Solicit formal feedback from Value-Added advisory group on additional growth measures</p>	Develop state RFP for Value-Added services, which will include specific deliverables on additional growth measures (high school, non-tested grades and subjects)	Select vendor and finalize state contract for Value-Added services, which will include specific deliverables on additional growth measures (high school, non-tested grades and subjects)

Year 2 Activities	Quarterly Benchmarks 12/24/2011	Quarterly Benchmarks 03/24/2012	Quarterly Benchmarks 06/24/2012	Quarterly Benchmarks 09/24/2012
(B) (1) Activities				
Common Core and revised Ohio social studies and science standards adopted by the State Board of Education on June 8, 2010	Completed	Completed	Completed	Completed
(B) (2) Activities				
Create online resources with the SMARTER Balanced Consortium	Provide progress update on assessment development	Provide progress update on assessment development	Provide progress update on assessment development Conduct initial item development and accommodations manual development Develop performance level descriptors Develop professional development modules Continue technology platform development Conduct pilot testing	Provide progress update on assessment development
Collaborate with the Partnership for Assessment of Readiness for College and Careers to design an online system that simultaneously	Provide progress update on assessment development	Provide progress update on assessment development	Provide progress update on assessment development	Provide progress update on assessment development

<p>informs teaching, learning and accountability.</p>			<p>Conduct initial item development and accommodations manual development</p> <p>Develop performance level descriptors</p> <p>Develop professional development modules</p> <p>Continue technology platform development</p> <p>Conduct pilot testing</p>	
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(B) (3) Activities

PROJECT B3: PROVIDE CURRICULUM RESOURCES TO SUPPORT TEACHERS

<p>Develop and identify high-quality instructional resources</p>	<p>Solicit feedback on the usefulness of the model curriculum</p>	<p>Develop statewide plan for teacher team meetings, in which educators contribute high-quality instructional strategies and resources for inclusion in the model curriculum</p>	<p>Provide opportunities for educators to contribute additional high-quality resources to the model curriculum</p> <p>Convene peer review panel to provide training on evaluating instructional strategies and resources based on evaluation criteria</p>	<p>Peer review panel evaluates submitted instructional strategies and resources in English language arts, mathematics, science and social studies based on evaluation criteria for inclusion in the model curriculum</p>
<p>Continue developing curriculum and instruction supports</p>	<p>Provide webcasts on the new standards and model curriculum</p>	<p>Conduct spring regional professional development on the newly adopted standards, model curriculum and assessments</p>	<p>Develop webcast on the new standards and model curriculum</p>	<p>Provide webcasts on the new standards and model curriculum</p> <p>Conduct fall regional professional development on the newly adopted standards,</p>

				model curriculum and assessment
Develop supplementary curriculum and instruction resources	Contract with external organization to support the development and implementation of the Eye of Integration	Begin work with the external organization to support the development and implementation of the Eye of Integration	Host content review meetings to provide feedback on the Eye of Integration work	Conduct public online review of the draft Eye of integration
Extend participation in International Database of Evidence-based Resources	Identify top innovative learning environment resources for database	Post innovative learning environment resources online		
Drive alignment of high school exit and higher education entry requirements	Host regional focus groups to discuss alignment of new standards to college entrance requirements	Conduct initial gap analysis meeting between high school faculty and college professors in English and mathematics to assure alignment of coursework for college and career readiness	Analyze data generated from gap analysis meeting	Conduct gap analysis meeting between high school faculty and college professors in English and mathematics to assure alignment of coursework for college and career readiness
PROJECT B3: STRENGTHEN ASSESSMENT LEADERSHIP				
Develop aligned formative assessments	Host fall awareness and professional development sessions to provide an understanding of the new assessment system including formative and performance-based assessments	Host spring awareness and professional development sessions to provide an understanding of the new assessment system including formative and performance-based assessments	Complete 2-year formative assessment project with three districts to develop and evaluation formative assessments Identify phase 2 LEAs and schools interested in piloting and evaluating formative assessments for middle school	Launch and run program at three Phase 2 LEAs. Provide ongoing training to teachers on development and evaluation of formative assessments Complete evaluation report on formative assessment.
Roll out performance-based assessments	Host fall awareness and professional development sessions to provide an	Develop scoring practices and procedures for all four	Expand performance assessment pilot to include	Conduct performance-based assessment pilots with LEAs

	understanding of the new assessment system including formative and performance-based assessments	content areas Host spring awareness and professional development sessions to provide an understanding of the new assessment system including formative and performance-based assessments	additional partner districts. Work with state-level moderation panel to ensure consistency in scoring across performance-based assessments	Complete evaluation report on performance based assessment
Implement kindergarten readiness assessments			Select an external provider for the development of the Kindergarten Readiness Assessment	Initiate pilot project opportunities for the expanded Kindergarten Readiness Assessment
Develop additional student growth measures	Launch the growth measures development project at selected LEAs Contract with external experts to develop growth measures (for grades and subjects that Value-Added does not apply)	Monitor progress and support implementation of additional growth measures in selected LEAs	Review findings from selected pilot LEAs Report findings to Value-Added advisory group	Develop informational materials on additional growth measures to be integrated into Value-Added awareness and professional development statewide Begin implementation of developed measures into state standard instructional improvement system (scheduled for completion in December of 2013, see section C3) for easy access by teachers statewide

Year 3 Activities	Quarterly Benchmarks 12/24/2012	Quarterly Benchmarks 03/24/2013	Quarterly Benchmarks 06/24/2013	Quarterly Benchmarks 09/24/2013
(B) (1) Activities				
Common Core and revised Ohio social studies and science standards adopted by the State Board of Education on June 8, 2010	Completed	Completed	Completed	Completed
(B) (2) Activities				
Create online resources with the SMARTER Balanced Consortium	Provide progress update on assessment development	Provide progress update on assessment development	Continue item development Conduct field testing Develop reporting strategy and initial scoring and score quality assurance system	Provide progress update on assessment development
Collaborate with the Partnership for Assessment of Readiness for College and Careers to design an online system that simultaneously informs teaching, learning and accountability	Provide progress update on assessment development	Provide progress update on assessment development	Continue item development Conduct field testing Develop reporting strategy and initial scoring and score quality assurance system	Provide progress update on assessment development

(B) (3) Activities**PROJECT B3: PROVIDE CURRICULUM RESOURCES TO SUPPORT TEACHERS**

Develop and identify high-quality instructional resources	Populate model curriculum with additional high quality instructional strategies and resources	Reconvene peer review panel to provide retraining on evaluation criteria	Provide opportunities for educators to contribute additional high-quality resources to the model curriculum through a peer review panel which includes a juried process	Peer review panel evaluates instructional strategies and resources in English language arts, mathematics, science and social studies based on evaluation criteria for inclusion in the model curriculum
Continue developing curriculum and instruction supports	Conduct fall regional meetings to present newly adopted standards, model curriculum and assessment	Conduct train the trainer sessions on the newly adopted standards and model curriculum that focus on curriculum design and course planning	Develop webcast on the new standards and model curriculum	Provide webcasts on the new standards and model curriculum Conduct train the trainer sessions on the newly adopted standards and model curriculum that focus on curriculum design and course planning
Develop supplementary curriculum and instruction resources		Make Eye of Integration available to the field online		
Drive alignment of high school exit and higher education entry requirements			Host regional focus groups to discuss alignment of new standards to college entrance requirements	

PROJECT B3: STRENGTHEN ASSESSMENT LEADERSHIP

<p>Develop aligned formative assessments</p>	<p>Host spring awareness and professional development sessions to provide an understanding of the new assessment system including formative and performance-based assessments</p>	<p>Host fall awareness and professional development sessions to provide an understanding of formative and performance-based assessments and ways to integrate them into curriculum and course planning</p>	<p>Complete phase 2 formative assessment pilot with three districts to develop and evaluate formative assessments</p> <p>Identify phase 3 LEAs and schools interested in piloting and evaluating formative assessments for middle school</p>	<p>Launch and run program at three Phase 3 LEAs. Provide ongoing training to teachers on development and evaluation of formative assessments</p> <p>Complete evaluation report on formative assessment pilot</p>
<p>Roll out performance-based assessments</p>	<p>Host spring awareness and professional development sessions to provide an understanding of the new assessment system including formative and performance-based assessments</p>	<p>Provide regional professional development on the performance-based assessment design</p>	<p>Work with state-level moderation panel to ensure consistency in scoring across performance-based assessments</p> <p>Complete valuation report on performance-based assessment project</p>	<p>Provide task and scoring training to educators in new schools participating in the pilots</p> <p>Make available statewide sample performance tasks and rubrics (English language arts, mathematics, science and social studies) for high school level courses</p>
<p>Implement kindergarten readiness assessments</p>	<p>Continue Phase 1 Pilot</p>	<p>Continue Phase 1 Pilot</p> <p>Revise Kindergarten Readiness Assessment based on findings from phase 1</p>	<p>Launch Phase 2 pilot of Kindergarten Readiness Assessment</p>	<p>Continue Phase 2 Pilot</p>
<p>Develop additional student growth measures</p>	<p>Finalize informational materials on additional growth measures to be integrated into Value-Added awareness and</p>	<p>Work with selected vendor to finalize web reporting mechanism (reports, formatting, business rules) for additional Value-Added</p>	<p>Continue implementation of additional measures into state standard instructional improvement system (scheduled for completion</p>	<p>Report findings of participating LEAs utilizing additional growth measures to Value-Added advisory</p>

	professional development statewide	measures	in December of 2013, see section C3) for easy access by teachers statewide	group Report findings of participating LEAs utilizing additional growth measures to Education Research Center Annual Meeting
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Year 4 Activities	Quarterly Benchmarks 12/24/2013	Quarterly Benchmarks 03/24/2014	Quarterly Benchmarks 06/24/2014	Quarterly Benchmarks 09/24/2014
(B) (1) Activities				
Common Core and revised Ohio social studies and science standards adopted by the State Board of Education on June 8, 2010	Completed	Completed	Completed	Completed
(B) (2) Activities				
Create online resources with the SMARTER Balanced Consortium	Provide progress update on assessment development	Provide progress update on assessment development	Test Construction	
Collaborate with the Partnership for Assessment of Readiness for College and Careers to design an online system that simultaneously informs teaching, learning and accountability.	Provide progress update on assessment development	Provide progress update on assessment development	Test Construction	
(B) (3) Activities				
PROJECT B3: PROVIDE CURRICULUM RESOURCES TO SUPPORT TEACHERS				
Develop and identify high-quality instructional resources	Populate model curriculum with additional high quality instructional strategies and resources	Reconvene peer review panel to provide retraining on evaluation criteria	Opportunities will be available for educators to contribute additional high-quality resources to the model curriculum through a peer review panel which	Peer review panel evaluates instructional strategies and resources in English language arts, mathematics, science and social studies based

			includes a juried process	on evaluation criteria for inclusion in the model curriculum.
Continue developing curriculum and instructional supports	Webcast on standards, model curriculum and assessment available	Conduct train the trainer sessions on the newly adopted standards and model curriculum that focus on curriculum and course implementation	Conduct train the trainer sessions on the newly adopted standards and model curriculum that focus on curriculum and course implementation	Conduct train the trainer sessions on the newly adopted standards and model curriculum that focus on curriculum and course implementation
Drive alignment of high school exit and higher education entry requirements	Ohio will host focus groups in each of five regions to discuss alignment of new standards to college entrance requirements		High School exit and higher education entry requirements aligned	
PROJECT B3: STRENGTHEN ASSESSMENT LEADERSHIP				
Develop Aligned Formative assessments	Pilot project opportunities, including ongoing teacher training, will be available for formative assessment in the middle grades. Formative assessment strategies and items available to the field		Complete 2-year formative assessment project with third group of three districts to develop and evaluation formative assessments	Final evaluation report on formative assessment pilot
Roll out Performance Based Assessments	Sample performance tasks and rubrics (English language arts, mathematics, science and social studies) for high school level courses will be made available statewide.	Work with regional moderation panels to ensure consistency in scoring across performance-based assessments	Evaluation report on performance based assessment pilot.	

<p>Implement Kindergarten Readiness Assessments</p>	<p>Conclude Phase 2 Pilot</p> <p>Initiate finalization of Kindergarten Readiness Assessment based upon pilot findings</p>	<p>Initiate distribution of Kindergarten Readiness Assessment materials and training to all kindergarten teachers statewide</p>	<p>Provide the expanded Kindergarten Readiness Assessment materials and training to all kindergarten teachers</p>	<p>Provide the expanded Kindergarten Readiness Assessment materials and training to all kindergarten teachers</p> <p>Statewide implementation of Kindergarten Readiness Assessment will occur</p>
<p>Develop Additional Student Growth measures</p>	<p>Incorporate developed measures into state standard instructional improvement system for easy access by teachers statewide</p> <p>Revise Value-Added professional development materials to reflect lessons from implementation of additional measures.</p> <p>Create online professional development module specifically targeted at additional measures.</p>	<p>Work with regional school improvement staff to integrate additional measures into school improvement data framework and support materials</p>	<p>Review state findings from pilot projects, early adaptors, and feedback from advisory group to adjust service contractor’s scope of work as appropriate</p>	<p>Build statewide capacity to address additional growth measures through regional expertise</p>

Year 5 Activities	Quarterly Benchmarks 12/24/2014	Quarterly Benchmarks 03/24/2015	Quarterly Benchmarks 06/24/2015	Quarterly Benchmarks <input type="text"/>
(B) (2) Activities				
<p>Collaborate with the Partnership for Assessment of Readiness for College and Careers to design an online system that simultaneously informs teaching, learning and accountability.</p>	<p>Provide progress update on the assessment development and resources for districts and teachers. Provide update on district participating in the fall administration for block testing. Continue to work with the Partnership for Assessment of Readiness for College and Careers on the development of future test.</p>	<p>Provide progress update on the assessment development and resources for districts and teachers. Provide update on progress of first administration of the new assessments. Continue to work with the Partnership for Assessment of Readiness for College and Careers on the development of future test.</p>	<p>Provide progress report on first administration of the new assessment system. Provide update on progress of first administration of the new assessments. Continue to work with the Partnership for Assessment of Readiness for College and Careers on the development of future test.</p>	
(B) (3) Activities				
PROJECT B3: PROVIDE CURRICULUM RESOURCES TO SUPPORT TEACHERS				
<p>Continue developing curriculum and instructional supports</p>	<p>Posting of the phase III: implementation toolkit on the ODE web site. The office of curriculum and assessment will continue to develop curriculum and instructional supports to Ohio teachers. This work will be completed in conjunction with our Network Regional Leaders and Ohio's Educator Leader Cadre.</p>	<p>The office of curriculum and assessment will continue to develop curriculum and instructional supports to Ohio teachers. This work will be completed in conjunction with our Network Regional Leaders and Ohio's Educator Leader Cadre.</p>	<p>The office of curriculum and assessment will continue to develop curriculum and instructional supports to Ohio teachers. This work will be completed in conjunction with our Network Regional Leaders and Ohio's Educator Leader Cadre.</p>	

Drive alignment of high school exit and higher education entry requirements	Continued development and progress towards the publication of the tool kit. The Ohio Department of Education will work with the Ohio Board of Regents and select consortia members to address the need for high quality 4 th year mathematics courses for non-stem intending students.	Continued development and progress towards the publication of the tool kit. The Ohio Department of Education will work with the Ohio Board of Regents to address the need for high quality 4 th year mathematics courses for non-stem intending students.	Continued development and progress towards the publication of the tool kit. The Ohio Department of Education will work with the Ohio Board of Regents to address the need for high quality 4 th year mathematics courses for non-stem intending students.	
PROJECT B3: STRENGTHEN ASSESSMENT LEADERSHIP				
Roll out Performance Based Assessments (OPAPP)	Professional Learning Series on how to write Learning Tasks will launch. Begin analysis of data on how the program impacted teachers.	Continue professional learning series on writing Learning Tasks around the state. Continue analysis of program data.	Complete statewide professional learning series. Provide facilitator guide to ESCs for continued use. All piloted performance tasks made available to all teachers through the Instructional Improvement System (IIS).	
Formative Assessment in Middle Schools (FAMS)	Review and revise submissions of formative assessment portfolio entries, releasing as finished.	Continue to review and revise submissions of portfolio entries and release as completed.	Complete review and revisions of portfolio submissions and release all entries designated for release.	
Implement Kindergarten Readiness Assessments	Complete first statewide administration of the Kindergarten Readiness Assessment.	Complete final evaluation and report of Kindergarten Readiness Assessment based on census administration data.	Provide training to new Kindergarten teachers, statewide trainers, and district trainers on the Kindergarten Readiness Assessment.	
Develop additional student growth measures	Issue mini-grants for participating LEAs		Participating LEAs verify rosters for extended Value-Added reporting. Summative project report provided by OERC	

Application Criteria C: Using Data to Improve Instruction

GOAL: (C)(2) 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.

GOAL: (C)(3) 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 RtT guidelines.

ANNUAL TARGETS FOR KEY 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
(C)(2) 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.					
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)	7%	30%	60%	100%	100%
(C)(3) 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.					
Participating districts and charter schools with instructional improvement systems	20%	30%	30%	50%	100%
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	NA	5%	15%	60%	90%
Percent of teachers in participating school districts and charter schools who have completed at least one component of the online formative instruction professional development	NA	10%	25%	45%	70%

Key Personnel: Beth Juillerat, Chief Information Officer

APPLICATION AREA C TOTAL BUDGET: \$43 million
APPLICATION AREA C PROJECTS: PROJECT (C)(2) Improve Access to Student Data PROJECT (C)(2) Expand Value-Added Statewide PROJECT (C)(3) Personalize Learning Through Formative Instruction
APPLICATION AREA C PROJECT MONITORING
ODE will engage participating LEAs, stakeholders and partners in assessing the success of project implementation. The State Reform Steering Committee will review stakeholder input and progress data and make recommendations regarding project adjustments at least once a year.
Approved Amendments to Sub-criterion (C)(2)
<ul style="list-style-type: none"> • Value Added toolkits annual distribution over 4 years was revised (formal approval process with USDoE and approved on 6-24-11) • Consolidating data tools and implement web portals. Procurement efforts combined, one RFP (formal approval process with USDoE and approved on 02/09/2012) • Accessing and Using State Data, revise the State’s approach to securing a student-teacher data linkage system (formal approval process with USDoE and approved on 08/03/2012)
Approved Amendments to Sub-criterion (C)(3)
<ul style="list-style-type: none"> • N/A

Year 1 Activities	Quarterly Benchmarks 12/24/2010	Quarterly Benchmarks 03/24/2011	Quarterly Benchmarks 06/24/2011	Quarterly Benchmarks 09/24/2011
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(C) (2) Activities

PROJECT C2: IMPROVE ACCESS TO STUDENT DATA AND EXPAND VALUE-ADDED STATEWIDE

Expand SSID (Statewide Student Identifier number) to include higher education	Include Higher Education requirements in SSID Hosting Request For Proposal (RFP)	Issue RFP for SSID Hosting vendor	Award contract between external provider and ODE for SSID Hosting	Enhance Board of Regents data system to include the SSID and related data elements
Expand Statewide Longitudinal Data System (SLDS) to include early learning and higher education data	Complete initial draft of the P-20 Longitudinal Data System Strategic Plan	Complete initial draft of Memorandum of Understanding (MOU) between Board of Regents and ODE for the exchange of data Document high-level requirements for Early Childhood Data System Integration Plan (ARRA SLDS Grant)	Execute MOU between Board of Regents and ODE for the exchange of data	Issue RFP for Early Childhood Data System Integration Plan (ARRA SLDS Grant)
Consolidate existing data tools for ease of use		Document high-level requirements for Data Tools Consolidation initiative	Issue RFQ for Data Tools and Web Portals Analysis Phase	Award contract between external provider and ODE for Data Tools and Web Portals Analysis

Implement web portals for all stakeholders		Document high-level requirements for Web Portal project	Issue RFQ for Data Tools and Web Portals Analysis Phase	Award contract between external provider and ODE for Data Tools and Web Portals Analysis
Develop ODE Enhanced Student-Teacher Linkage System	Develop Ohio formal Teacher of Record definition and policy	Finalize Ohio Teacher of Record policy and business rules Initiate RFP development for ODE Enhanced Student-Teacher Linkage System	Review best practices in Teacher-student Data Linkage produced by CELT (Gates Grant) Review findings of CELT TSDL project with three Ohio districts	Document high-level requirements for ODE Enhanced Student-Teacher Linkage System
Expand existing value added linkage services		Secure contract between external provider and Information Technology Centers (ITCs) to provide data extractions	Secure contract between to supply linkage services to participating LEAs	Vendor provides linkage services to LEAs
Collect and report value added data	Initiate discussion of business rules for teacher-level Value-Added		Gather stakeholder feedback on business rules for teacher-level Value-Added Develop state RFP for Value-Added services (Assurance Area B: Develop Additional Student Growth Measures) Roster verification completed using existing linkage system	Finalize business rules for teacher-level Value-Added. Select vendor and finalize state contract for Value-Added services (Assurance Area B: Develop Additional Student Growth Measures) External vendor disseminates value added reports to pilot group of schools (utilizing existing

				linkage system)
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<p>Develop and deliver effective and consistent professional development</p>	<p>Identify and convene Value-Added specialists as “design team” to determine new requirements for training based on expansion of use of Value-Added measures</p>	<p>Make online learning courses available to all teachers in Ohio</p> <p>Disseminate value-added toolkit to schools and regional personnel</p> <p>Conduct webinars for administrators on teacher-level reporting; Develop value-added regional trainer competencies and training protocol</p>	<p>Develop linkage system support tools, and professional development materials and protocols</p> <p>Establish support infrastructure for educators (webinars, help lines, online support, help desk)</p> <p>Contract with 3rd party vendor finalized and work initiated on review and update of professional development materials to integrate expanded Value-Added, expanded growth measures, and upgraded data system</p> <p>Finalize contract with third party vendor to deliver professional development to all personnel (grades 4-8) receiving teacher-level data</p>	<p>3rd party vendor will review and update professional development materials to integrate expanded Value-Added, expanded growth measures, and upgraded data system</p>
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(C) (3) Activities

PROJECT C3: PERSONALIZE LEARNING THROUGH FORMATIVE INSTRUCTION

Develop a State Standard Instructional Improvement System (State IIS)	Receive high-level IIS requirements produced by CELT (Gates Grant)	Hold sessions with LEA representatives to gather input on requirements and definitions for the State IIS	Document high-level requirements for the State IIS	
Develop and make available formative instruction professional development	Hire Formative Assessment Assistant Director.-Met Documentation on the Assessment consortia's status on formative assessments within the common assessment structure-Met Deliver PD on formative assessment to teams of teachers from selected schools -In Progress	Develop the content framework for 56 Web-based modules on new standards and formative assessment Release Request for Proposal (RFP) for contractor for development of the Formative Instruction Professional Development module. Anticipate contract completion by April of 2011	Initiate work on formative assessment professional development modules Work collaboratively with assessment consortia on formative assessments	Develop content for 1/3 of the Web-based modules on new standards and formative assessment Develop online segments of professional development Recruit and provide training to formative assessment professional development coaches. Deliver regional professional development on formative assessments

Year 2 Activities	Quarterly Benchmarks	Quarterly Benchmarks	Quarterly Benchmarks	Quarterly Benchmarks
	12/24/2011	03/24/2012	06/24/2012	09/24/2012
(C)(2) Activities				
PROJECT C2: IMPROVE ACCESS TO STUDENT DATA AND EXPAND VALUE-ADDED STATEWIDE				
Expand SSID (Statewide Student Identifier number) to include higher education	Assign SSIDs to all students, including Higher Education	Project closeout activities complete	Project complete as of 3/24/2012	Project complete as of 3/24/2012
Expand Statewide Longitudinal Data System (SLDS) to include early learning and higher education data	Award contract between external vendor and ODE for Early Childhood Data System Integration Plan (ARRA SLDS Grant)	Receive Early Childhood Data System Integration Plan (ARRA SLDS Grant) Project Plan from vendor	Identify agencies included in Early Childhood data System Integration Plan (ARRA SLDS Grant)	Complete initial draft of Early Learning data MOU(s) between identified agencies and ODE for the exchange of data
Consolidate existing data tools for ease of use	Finalize integration of Value-Added diagnostic and accountability portals.	Data Tools Consolidation Plan complete Issue RFQ for Data Tool and Web Portal Implementation Phase	Award contract between external provider and ODE for Data Tools and Web Portals Implementation	
Implement web portals for all stakeholders		Web Portal Implementation Plan complete Issue RFQ for Data Tool and Web Portal Implementation Phase	Award contract between external provider and ODE for Data Tools and Web Portals Implementation	
Develop ODE Enhanced Student-Teacher Linkage System		Select pilot LEAs and ITCs for LINK-CE LINK-CE installed at pilot host sites	Pilot LEAs completed roster verification utilizing LINK-CE	Finalized implementation and support model

Expand existing value added linkage services			Vendor provides Linkage services to participating LEAs Review Teacher of Record policy and business rules, and update accordingly in light of initial implementation	
Collect and report value added data		Create and disseminate executive summary reports and tools for administrators	Finalize reporting mechanism (reports, formatting, business rules) for classroom-level Value-Added data Roster verification completed using existing linkage system	Utilize research and development deliverable in Value-Added contract to examine practice and policy issues with Teacher-level implementation External vendor disseminates teacher reports to eligible teachers
Develop and deliver effective and consistent professional development	Conduct regional meetings to train regional staff regarding teacher-level reporting	Deliver professional development to all personnel (grades 4-8) receiving teacher-level data	Deliver professional development to all personnel (grades 4-8) receiving teacher-level data	Review professional development to insure integration of “additional student growth measures”

(C)(3) Activities

PROJECT C3: PERSONALIZE LEARNING THROUGH FORMATIVE INSTRUCTION

Develop a State Standard Instructional Improvement System (State IIS)	Issue RFP for State IIS	Award contract between external provider and ODE for Development of State IIS	Receive State IIS project plan from vendor	
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<p>Develop and make available formative instruction professional development</p>	<p>Complete vendor selection for formative instruction professional development</p> <p>Deliver training sessions for coaches</p> <p>Hold sessions with LEAs on the collaborative to develop formative assessments</p> <p>Begin professional development with teams of teachers in selected schools</p>	<p>Begin professional development with teams of teachers in selected schools</p> <p>Develop content for second 1/3 of the Web-based modules on new standards and formative assessment</p> <p>Hold sessions with LEAs on the collaborative to develop formative assessments</p> <p>Provide support and technical assistance to coaches and teachers</p> <p>Deliver regional PD on formative assessments</p>	<p>Provide PD for teams of teachers in selected schools</p> <p>Provide support , technical assistance and continued professional development to coaches and teachers</p>	<p>Develop content for last 1/3 of the Web-based modules on new standards and formative assessment.</p> <p>Develop online segments of professional development</p>
<p>Support Information Technology Centers (ITCS), districts, and charter schools in rolling out the State Standard Instructional Improvement System and associated professional development</p>	<p>Provide tool to help LEAs determine if an existing IIS meets the definition of a Qualifying Instructional Improvement System as defined in the RttT application</p>		<p>Identify pilot LEAs</p>	

Year 3 Activities	Quarterly Benchmarks 12/24/2012	Quarterly Benchmarks 03/24/2013	Quarterly Benchmarks 06/24/2013	Quarterly Benchmarks 09/24/2013
(C)(2) Activities				
PROJECT C2: IMPROVE ACCESS TO STUDENT DATA AND EXPAND VALUE-ADDED STATEWIDE				
Expand SSID (Statewide Student Identifier number) to include higher education	Project complete as of 3/24/2012	Project complete as of 3/24/2012	Project complete as of 3/24/2012	Project complete as of 3/24/2012
Expand Statewide Longitudinal Data System (SLDS) to include early learning and higher education data	Early Childhood Data System Integration Plan (ARRA SLDS Grant) completed by vendor	Execute Early Learning data MOU(s) between identified agencies and ODE for the exchange of data	Add Early Learning data to ODE SLDS data warehouse Add Higher Ed data to ODE SLDS data warehouse (ARRA SLDS Grant)	Project closeout activities complete Project complete as of 6/24/2013
Consolidate existing data tools for ease of use	Complete consolidation of identified data tools	Project closeout activities complete	Project complete as of 3/24/2013	Project complete as of 3/24/2013
Implement web portals for all stakeholders	Complete development of web portals for non-IIS user stakeholders	Project closeout activities complete	Project complete as of 3/24/2013	Project complete as of 3/24/2013
Develop ODE Enhanced Student-Teacher Linkage System	Kickoff for regional Train-the-Trainer for LINK-CE	Regional training on LINK-CE completed	Selected LEAs completed roster verification utilizing LINK-CE	
Expand existing value added linkage services			Provide linkage services to participating LEAs	

Collect and report value added data		Work with selected vendor to finalize web reporting mechanism (reports, formatting, business rules) for additional Value-Added measures Create and disseminate executive summary reports and tools for administrators	Roster verification completed	External vendor disseminates teacher reports to eligible teachers
Develop and deliver effective and consistent professional development	Review and update materials for Ohio coaches and teachers Conduct regional meetings to train regional staff regarding teacher-level reporting	Deliver professional development to all personnel (grades 4-8) receiving teacher-level data	Deliver professional development to all personnel (grades 4-8) receiving teacher-level data	Deliver professional development to all personnel (grades 4-8) receiving teacher-level data

(C) (3) Activities

PROJECT C3: PERSONALIZE LEARNING THROUGH FORMATIVE INSTRUCTION

Develop a State Standard Instructional Improvement System (State IIS)	Complete development of the core State IIS Complete integration with identified pilot LEAs	Receive LEA integration plan from vendor		
Develop and make available formative instruction professional development	Deliver formative instruction professional development	Provide support and technical assistance to coaches and teachers		Develop online segments of professional development
Support Information Technology Centers (ITCS), districts, and charter schools in rolling out the State Standard Instructional Improvement System and	Complete training materials and training plan for State IIS	Receive LEA integration plan from vendor (State IIS) Complete Train the Trainer		

associated professional development		sessions with ITCs		
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Year 4 Activities	Quarterly Benchmarks	Quarterly Benchmarks	Quarterly Benchmarks	Quarterly Benchmarks
	12/24/2013	03/24/2014	06/24/2014	09/24/2014

(C)(2) Activities

PROJECTS C2: IMPROVE ACCESS TO STUDENT DATA AND EXPAND VALUE-ADDED STATEWIDE

Expand SSID to Include Higher Education	Project complete as of 3/24/2012	Project complete as of 3/24/2012	Project complete as of 3/24/2012	Project complete as of 3/24/2012
Expand Statewide Longitudinal Data System (SLDS) to include early learning and higher education data	Project complete as of 9/24/2013	Project complete as of 9/24/2013	Project complete as of 9/24/2013	Project complete as of 9/24/2013
Consolidate existing data tools for ease of use	Project complete as of 3/24/2012	Project complete as of 3/24/2012	Project complete as of 3/24/2012	Project complete as of 3/24/2012
Implement web portals for all stakeholders	Project complete as of 3/24/2012	Project complete as of 3/24/2012	Project complete as of 3/24/2012	Project complete as of 3/24/2012
Develop ODE Enhanced Student-Teacher Linkage System		Kickoff of teacher training on LINK-CE by regional system	Roster verification completed using LINK-CE	Project closeout activities completed
Expand existing value added linkage services			Dependent upon completion of ODE Enhanced Student-Teacher Linkage System, ODE provides Linkage services to participating LEAs	Project closeout activities complete
Collect and report value added data		Create and disseminate executive summary reports and tools for administrators	Review findings from expanded Value-Added and additional growth measures, and feedback	External vendor disseminates teacher reports to eligible teachers

			from advisory group to adjust service contractor's scope of work as appropriate	
Develop and deliver effective and consistent professional development	Review and update materials for Ohio coaches and teachers Conduct regional meetings to train regional staff regarding teacher-level reporting	Deliver professional development to all personnel (grades 4-8) receiving teacher-level data	Deliver professional development to all personnel (grades 4-8) receiving teacher-level data	Deliver professional development to all personnel (grades 4-8) receiving teacher-level data
(C) (3) Activities				
PROJECT C3: PERSONALIZE LEARNING THROUGH FORMATIVE INSTRUCTION				
Develop a State Standard Instructional Improvement System (State IIS)		Complete rollout and deployment of State IIS to all participating districts	Project closeout activities complete	Project complete as of 6/24/2014
Develop and make available formative instruction professional development	Deliver formative instruction professional development	Provide support and technical assistance to coaches and teachers	Deliver formative instruction professional development	Develop online segments of professional development
Support Information Technology Centers (ITCS), districts, and charter schools in rolling out the State Standard Instructional Improvement System and associated professional development				

Year 5 Activities

Quarterly Benchmarks

12/24/2014

Quarterly Benchmarks

03/24/2015

Quarterly Benchmarks

06/24/2015

Quarterly Benchmarks

(C) (3) Activities

PROJECT C3: PERSONALIZE LEARNING THROUGH FORMATIVE INSTRUCTION

Develop and make available formative instruction professional development	Develop online resources; continue providing training and technical assistance	Develop online resources; continue providing training and technical assistance	Develop online resources; continue providing training and technical assistance	
Make enhancements to the State Standard Instructional Improvement System (IIS)	IIS-Release 1.6 and IIS-Release 1.7	Complete development of IIS-Release 1.8	Create link in the IIS to the EWI Dashboard for Dropout Intervention	
Make parent/student portal available in the State Standard Instructional Improvement System	Complete development of the Ohio Specific Release			
Support districts and charter schools in rolling out the State Standard Instructional Improvement System and associated professional development	Hold quarterly Regional IIS Community Meetings Complete certification of ITC/ESC/EdTech staff	Hold quarterly Regional IIS Community Meetings	Hold quarterly Regional IIS Community Meetings	
Evaluate effectiveness of the State Standard Instructional Improvement System	Perform site visit Conduct survey	Perform site visit	Perform site visit Conduct survey	
Develop the Early Warning Indicator (EWI) Dashboard for Dropout intervention to be linked with the State Standard Instructional Improvement System	Initiate EWI pilot development with participating LEA.	Identify resources for clearinghouse	Public release of clearinghouse website EWI technical development completed Protocols finalized for statewide launch of EWI	

Application Criteria D: Great Teachers and Leaders

GOAL: (D) (2) Ohio’s 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.

GOAL: (D) (2) Ohio will establish clear approaches to measuring student growth and measure it for each individual student.

GOAL: (D) (3) 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.

GOAL: (D)(4) Ohio’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.

GOAL: (D)(5) 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.

ANNUAL TARGETS FOR KEY PERFORMANCE MEASURES

(D)(2) Performance Measures		Actual Data: Baseline (Current school year or	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<i>Note: 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).</i>						
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	NA	10	35	100

(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	NA	NA	10	35	100
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	—	—	—	—	—
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals. 	NA	NA	10	35	100
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 	NA	NA	10	35	75
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	NA	NA	10	35	100
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	NA	NA	10	35	100
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 	NA	NA	10	35	100
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	NA	NA	10	35	100
General data to be provided at time of application:						
Total number of participating LEAs.		467				
Total number of principals in participating LEAs. *2010-11 Counts in Participating LEAs		2,026*				
Total number of teachers in participating LEAs. *2010-11 Counts in Participating LEAs		58,933*				
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 proficient 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 proficient 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)	Numbers 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 proficient and ineffective, for Department reporting purposes.

(D)(3)(i) Performance Measures <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 low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	NA	10	15
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	NA	NA	5	≤5
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	NA	NA	10	≤5
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	NA	NA	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	NA	NA	5	10
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective (as defined in this notice).	NA	NA	NA	5	≤5
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective.	NA	NA	NA	5	10
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective.	NA	NA	NA	10	15
[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 <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	NA	NA	45	≥50
Percentage of science teachers who were evaluated as effective or better.	NA	NA	NA	45	≥50
Percentage of special education teachers who were evaluated as effective or better.	NA	NA	NA	45	≥50
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	NA	NA	NA	45	≥50
[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.					
(D)(4) 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
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.					
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.					

(D)(5) 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
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.					
Percentage of participating LEAs professional development plans that meet state high-quality professional	NA	25	50	100	100

development standards					
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).	1	1	4	4	4

KEY PERSONNEL:

James Herrholtz, Associate Superintendent, Division of Learning
Lori Lofton, Senior Executive Director, Center for the Teaching Profession
Julia Simmerer, Director, Center for the Teaching Profession
Judith Monseur, Associate Director, Center for the Teaching Profession

APPLICATION AREA D TOTAL BUDGET: \$67 million

APPLICATION AREA D PROJECTS:

PROJECT (D)(2) Redesign Educator Performance Management Systems
PROJECT (D)(2) Support Educators Through Evaluation Results
PROJECT (D)(3) Expand Effective Educator Preparation Programs
PROJECT (D)(3) Ensure Equitable Distribution of Educators
PROJECT (D)(4) Increase Higher Education Accountability
PROJECT (D)(5) Support Educators to Increase Student Growth

APPLICATION AREA D PROJECT MONITORING

ODE will engage participating LEAs, stakeholders and partners in assessing the success of project implementation. The State Reform Steering Committee will review stakeholder input and progress data and make recommendations regarding project adjustments at least once a year.

Approved Amendments to Sub-criterion (D)(2)

- Application Area D2-D3- Clarify performance measures in section (D)(2) and (D)(3) 12/09/2011
- Application Area D2- Change OTES/OPES ratings from five to four 04/04/2012

Approved Amendments to Sub-criterion (D)(3)

- Application Area D3-D4- Clarify the total amount of budget savings resulting from shifting two salaried positions into three contractual positions Board of Regents (BOR) and increase the number of teachers through Teach for America (TFA), (D)(3) & (D)(4) 12/09/2011
- Application Area D2-D3- Clarify performance measures in section (D)(2) and (D)(3) 12/09/2011
- Application Area D3- Revise the State’s approach to the Teaching, Empowering, Leading and Learning (TELL) Ohio project (08/03/2012)

Approved Amendments to Sub-criterion (D)(4)
<ul style="list-style-type: none">Application Area D3-D4- Clarify the total amount of budget savings resulting from shifting two salaried positions into three contractual positions Board of Regents (BOR) and increase the number of teachers through Teach for America (TFA) (D)(3) & (D)(4) 12/09/2011
Approved Amendments to Sub-criterion (D)(5)
<ul style="list-style-type: none">Ohio Appalachian Collaborative increased from 20 to 22 districts (non-formal approval process with USDoE and approved on 3-30-2011)Application Area D5- Clarify typographical error in (D)(5) related to the length of the new teacher induction program 12/09/2011

Year 1 Activities	Quarterly Benchmarks	Quarterly Benchmarks	Quarterly Benchmarks	Quarterly Benchmarks
	12/24/2010	03/31/2011	06/30/2011	09/24/2011
(D) (2) Activities				
PROJECT D2: REDESIGN EDUCATOR PERFORMANCE MANAGEMENT SYSTEMS				
Teacher evaluation model	Continue to design components of the teacher evaluation model Conduct awareness and information sessions with interested LEAs	Develop and conduct validity studies on the teacher evaluation model (field testing) Release GAP analysis tool for use by LEAs	Develop the evaluation training and credentialing program Analyze outcome results for RttT LEA's	Begin to implement and train teacher evaluation system in early adopters SBOE approves model teacher evaluation system
Principal evaluation model	Initiate development of performance rating rubric for the Principal Evaluation System	Launch training and credentialing of principal evaluators in selected LEAs (February, April, June)	Finalize rating rubric Identify LEAs to participate in training during year 2. Analyze outcome results for participating LEAs	Implement training and provide technical assistance
Electronic evaluation system	Develop Teacher and Principal Evaluation System Project Charter	Identify Project Stakeholders; Select, Engage Business Analyst; Begin formal requirements collection	Select/engage IT Project team; Define Project Scope; Create Work Breakdown Structure	Estimate IT project activity sequence and durations and develop IT Project schedule, Deliver Teacher and Principal Evaluation System Product version #1
Resident educator formative assessment system	Complete Phase 1 of field test with participating LEAs	Conduct information sessions Initiate Phase 2 of Field testing	Finalize all tools and protocols	Continue to develop program components for years 2-4
PROJECT D2: SUPPORT EDUCATORS THROUGH EVALUATION RESULTS				

Statewide peer review model	Complete draft of state peer review model	Design modifications and adaptations for different levels of implementation by LEAs	Complete the Peer Assistance Review Model and submit recommendations to state legislature	Develop training to participating LEAs on the peer assistance and review model
Resident Educator Program	Continue to develop the framework for years 2-4 of the Resident Educator Program Finalize plans for technical assistance meetings	Design training and credentialing process for mentors who will support resident educators	Train and credential mentors in all LEAs for resident educator program	Launch Resident Educator Program
Statewide tenure review	Research and review National Models on Tenure Systems for K-12 educators	Continue to research and review National Models on Tenure Systems for K-12 educators	Identify representatives from teacher unions, administrator associations and school boards for collaboration	Establish stakeholder writing team

(D) (3) Activities

PROJECT D3: EXPAND EFFECTIVE EDUCATOR PREPARATION PROGRAMS

Establish programs to increase the supply of effective teachers and principals through three programs: Teach Ohio, Woodrow Wilson Foundation STEM Teacher Fellowship Program, and the Turnaround Principal and Teacher Leader Programs	Identify IHEs and non-IHE educational providers to operate Teach Ohio sites	Identify additional sites for expansion of Woodrow Wilson STEM fellowship Identify LEAs to partner with Teach Ohio providers	Recruit STEM teachers into the WW STEM program Recruit 150 mid-career professionals into the Teach Ohio Program Hold Teach Ohio Consortium meetings	Set up WW STEM program at selected sites Launch WW STEM program for 200 participants Launch the Teach Ohio Program Hold Teach Ohio Consortium meetings
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PROJECT D3: ENSURE EQUITABLE DISTRIBUTION OF EDUCATORS

Implement effective practices for recruiting, hiring and strategically placing effective educators	Begin RFP process to secure potential vendors to provide best in-class recruitment and retention tools/strategies	Contract with external providers to license best-in-class recruitment and retention tools	Provide professional development to districts and charter schools on recruitment and retention tools/strategies	Provide access to best-in-class recruitment and retention strategies and tools to districts and charter schools via web links and resources
Improve teaching and learning conditions in high-minority and high-poverty schools	Begin RFP process to secure potential vendors to provide working conditions diagnostic assessments and strategic tools	Contract with external provider to provide working conditions diagnostic assessments and strategic tools	Review, revise, and approve working conditions diagnostic assessment and strategic tools in collaboration with selected vendor	Bring external provider to work with turnaround schools to assess working conditions and to provide diagnostic and strategic tools
Provide intensive and differentiated high quality mentoring and induction support to new teachers in low-achieving schools	See Section D (5) for details	See Section D (5) for details	See Section D (5) for details	See Section D (5) for details
Refine the State’s monitoring system to determine the distribution of effective and highly effective teachers and principals annually	Establish timeline for completing required refinements to collect statewide educator effectiveness data	Secure staff to manage equitable distribution data, system and process	Develop protocols and tools for conducting the Equitable Distribution of Effective/Highly Effective Educators (EDEHE) analysis	Field test EDEHE analysis tool in selected districts

(D) (4) Activities
PROJECT D4: INCREASE HIGHER EDUCATION ACCOUNTABILITY

<p>Establish high quality program standards</p>	<p>The Ohio Board of Regents (OBR) will work with the Ohio Department of Education (ODE) to enhance licensure rules and develop new standards with its work with the Standards Board (ESB) – In Process</p> <p>The OBR will work with deans and select faculty groups to examine state program review standards and develop a new process to align any new ODE requirements to the new program review process</p>	<p>OBR works to develop a process of compliance for higher education institutions as they implement new standards</p> <p>OBR begins to develop a new process to review programs and include any new enhancements made to licensure requirements or new standards</p> <p>New standards and licensure enhancements will be given to program review committee (described in third section) and the requirements will be added to the new program review process</p> <p>The ODE and the ESB will continue to identify elements related to the achievement gap and turnaround low-performing schools to incorporate into the new licensure rules and standards in which higher education programs must include into their preparation program</p> <p>The OBR will work to ensure the process includes any new requirements set forth by ODE</p>	<p>OBR finalizes the new process for ensuring that institutions are meeting new ODE requirements</p> <p>OBR will share new requirements with higher education programs</p> <p>OBR develops the final process used to ensure alignment to new standards is part of the new program review process</p>	<p>Compliance with new licensure rules and standards is implemented at all institutions of higher education</p> <p>A new program review process that includes the new enhanced licensure requirements and program standards are piloted at select institutions</p> <p>All institutions not piloting the new program review process must submit alignment to the new licensure rules and standards and be reviewed by the beginning to Year 2 of RttT</p>
<p>Create a system of metrics for educator</p>	<p>Work with higher education deans to select representatives</p>	<p>Create teams to help develop the standards, assessments and</p>	<p>Work with the Ohio Department of Education to</p>	<p>Standards and assessments are finalized and metric system is</p>

<p>preparation programs</p>	<p>to serve on teams to develop a new metric system for teacher educator preparation accountability</p> <p>Engage a wide range of stakeholder for meetings to discuss outcome measures to include in a new metric system</p> <p>Invite P-12 teachers as well as students and community organizations into the discussion</p> <p>Examine other states that have reported on the success of candidates on a wide range of metrics including P-12 student achievement and student growth measures (Tennessee, Colorado, etc.)</p> <p>Select dates and venues for the meetings. Include teacher and principal associations to the team meetings</p>	<p>metrics teams for teacher preparation programs</p> <p>Teams will review new metric system components and break into groups to develop the components and/or rules under each area of evaluation</p> <p>Teams refine metric components and take input from leadership at ODE and OBR</p> <p>Teams align metric components with the Ohio Standards for the Teaching Profession</p> <p>Determine how teacher performance data will be collected and work with the Ohio Department of Education processes related to data storage and sharing</p>	<p>develop a process for collecting student data from recent graduates of educator preparation programs</p> <p>ODE and OBR will work together to link specific student data back to principals, metric teams and the preparation programs</p> <p>Share data with teams to refine metric system and determine how to include outcomes into a state-wide report</p> <p>Develop final document that includes the new assessments, standards, and processes process to be used to report on the quality or educator preparation programs</p> <p>OBR begins to draft a report card template based on the outcomes assessment outcomes identified in the metric system</p>	<p>piloted in selected institutions in major areas of teacher preparation</p> <p>Institutions of higher education are trained on the new metric system and all institutions begin reporting on selected areas of the system where data is available</p> <p>Institutions of higher education are using assessment data for program improvement</p> <p>Draft report card is developed based on indicators and data collected as part of the work of the metrics committee</p> <p>Report card is shared with stakeholder groups for feedback</p> <p>Report format is finalized.</p>
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<p>Provide rigorous program review and approval</p>	<p>Coordinate with Deans and select a group of representatives to serve on committees related to a new program review process that includes new rigorous standards</p> <p>Select meeting venues and dates</p> <p>Committee will examine national and state models for program review</p>	<p>Begin meeting with the newly formed program review committee</p> <p>Examine other state program review protocols and review what elements are included such as state testing, internship requirements, etc.</p> <p>Establish new sections of the program review template to include additional information on student services, governance, school-based partnerships, program delivery, and program need (to meet teacher shortages esp. in math and science areas)</p> <p>Work with NCATE and other experts to examine how to incorporate a new field and clinical study component of the program review template (Ohio is a selected state by NCATE to pilot new clinical models and partnerships with P-12 schools)</p> <p>Work with the committee to develop a new template for assessments related to educator preparation in line with the metrics being developed by metrics team (see next section for</p>	<p>Continue working with team to develop new program review template</p> <p>Invite experts to the meeting to discuss the draft template and make recommendations to the committee</p> <p>Create a new draft template for program review that includes new field and clinical requirements as well as other components outlined in quarterly activity in Year 1-Quarter 2</p> <p>Develop a new assessment chart for program review that incorporates student learning feedback, P-12 student growth measures (at levels and subjects where testing occurs), and new measures of teacher pedagogical content knowledge such as the new Teacher Performance Assessment at the program level</p> <p>Align assessment chart with national SPAs and outcome measures related to the new metrics</p> <p>Present final document to Chancellor and Superintendent for approval</p>	<p>Finalize draft document for new program review including process, procedures and template</p> <p>Present final document to Chancellor and Superintendent for approval</p> <p>Begin the pilot new process in select schools for new program and continuing program review cycles</p> <p>Select a wide array of licensure areas to pilot including major areas of teaching licensure such as early and middle childhood</p> <p>Train readers on the new program approval process, new standards, and new assessments</p>
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		<p>explanation of metrics team)</p> <p>Ensure all new requirements are aligned with the Ohio Standards for the Teaching Profession, any national applicable standards, and Ohio residency requirements</p>		
<p>Create performance-based funding for public colleges of education</p>	<p>Select stakeholders to serve on consultation for the new performance-based funding model</p> <p>Investigate other models of performance based funding and compile readings and sources for new committee to meet next quarter</p>	<p>Performance-based Funding Consultation Committee (PFCC) meets and reviews research on performance funding models</p> <p>PFCC continues to meet and discuss strategies for implementation</p> <p>PFCC invites selected guests</p>	<p>The PFCC continues to meet to develop and refine protocols</p> <p>A performance funding model is drafted and presented to Chancellor and Superintendent for review</p> <p>Feedback is shared with the</p>	<p>Protocol for the performance model is initiated at pilot institutions</p> <p>Protocol is shared with all institutions available for performance funding</p> <p>Performance of higher education preparation programs is shared with</p>

	Select venues and dates for funding consultation committee to meet	to present on performance-based funding topics and selected models	committee and draft is refined. Members of the PFCC meet with the metrics committee and review assessments to coordinate into protocol	Chancellor Chancellor begins identifying programs at specific institutions that appear to be producing excellent candidates
Expand excellence	Examine models of state report cards and begin to develop a draft for reporting the assessments related to the new metric system Meet with Woodrow Wilson Foundation and begin to identify how to best provide incentive funding for programs preparing math and science teachers	Metrics committee begins meeting to develop the indicators that will later be used in the annual report OBR continues to work with Woodrow Wilson Foundation to ensure that the metrics being collected will be ones that will differentiate programs that produce excellent teachers in high need areas	Data is gathered for fall reporting on the quality of teacher education programs Protocol is developed for selection of highly effective programs rewards based on the outcome data developed by metrics committee	Funding protocol is examined in light of the data results and Chancellor begins to review the report to determine how expansion funds will be used in the future

(D) (5) Activities
PROJECT D5: SUPPORT EDUCATORS TO INCREASE STUDENT GROWTH

Comprehensive professional development model and implementation of a professional development credentialing system	Develop system components that LEAs will be required to include as part of comprehensive plan for professional development	Provide information and technical assistance	Deploy web based tools and exemplars of HQPD plans Review submitted professional development plans	Provide feedback and technical assistance to LEAs
Intensive support to beginning teachers and principals		Provide low-performing schools with: Mentor standards Roles and responsibilities Selection criteria Selection tools Identify potential mentors	Gather and post research on teaching models for low performing schools	Identify and poll low performing schools using co-teaching; provide technical assistance
Regional professional development coaches		Identify key support personnel for LEA coaching in each of the 16 regions of the state	Provide training to 16 regional coaches and guide them in assisting LEAs	Provide training to 16 regional coaches and guide them in assisting LEAs
Core curriculum support	See Section B for details	See Section B for details	See Section B for details	See Section B for details
Professional development for advanced placement teachers		Hire full-time coordinator for Advanced Placement network	Conduct competitive selection process to identify high schools to participate in AP network	Launch professional development for selected high schools to use AP diagnostic tool and develop action plan
Enhance leadership quality		Work with the Buckeye Association of School Administrators to develop the new training program for LEA central office leaders Identify participants for the first cohort of central office leadership training	Launch the leadership training program for central office leaders	
Support to career-technical teachers	Release RFP for the development of CTE STEM curriculum designed for locals to grant simultaneous academic and technical credit	Participate with LEAs in developing criteria for simultaneous granting of academic and technical credit for CTE STEM curriculum	Recommended criteria for simultaneous granting of academic and technical credit for CTE STEM curriculum produced	Course descriptions developed for CTE STEM curriculum with skeletal projects representing the content outlined

<p>Establish the Appalachian Collaborative</p>	<p>Finalize LEAs participating in Ohio Appalachian Collaborative (OAC)</p> <p>Work with OAC LEAs to align local Scopes of Work</p>	<p>Host a 2-day OAC meeting</p> <p>Provide professional development on assessment and formative instructional practices</p>	<p>Provide support and training for OAC staff to access and use both achievement and value-added results</p>	<p>Battelle for Kids will provide monthly OAC events, access to coaches and content experts, weekly communications to leadership teams, opportunities for innovative subgroups and research pilots</p>
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Year 2 Activities	Quarterly Benchmarks	Quarterly Benchmarks	Quarterly Benchmarks	Quarterly Benchmarks
	12/24/2011	03/24/2012	06/24/2012	09/24/2012
(D)(2) Activities				
PROJECT D2: REDESIGN EDUCATOR PERFORMANCE MANAGEMENT SYSTEMS				
Teacher evaluation model	Training on Module 1 for early adopters Provide technical assistance to LEAs	Training on Module 2 for early adopters Provide technical assistance to LEAs	Training on Module 3 for early adopters Provide technical assistance to LEAs	Publicly report percent of LEAs with qualifying evaluation systems
Principal evaluation model	Collaborate with external partners such as the Buckeye Association of School Administrators to scale the Ohio Principal Evaluation System statewide	Finalize web based resources to support the principal evaluation system	Provide final reporting requirements and dates for reporting aggregated data	Publicly report evaluation data for principals aggregated by school in participating and involved LEAs Monitor percent of LEAs with qualifying evaluation systems
Electronic evaluation system	Collect feedback from TPES #1 and use that information to upgrade and deliver Teacher and Principal Evaluation System Product version #2	Collect feedback from TPES#2 and use that information to upgrade and deliver Teacher and Principal Evaluation System Product version #3	Collect feedback from TPES #3 and use that information to upgrade and deliver Teacher and Principal Evaluation System Product version #4	Collect feedback from TPES #4 and use that information to upgrade and deliver Teacher and Principal Evaluation System Product version #5
PROJECT D2: SUPPORT EDUCATORS THROUGH EVALUATION RESULTS				

Statewide peer review model	Identify LEAs interested in training	Initiate training Post resource documents on website	Provide training to participating LEAs on the Peer Assistance and Review model	Continue training for LEAs on the Peer Assistance and Review model
Resident Educator Program and assessments	Collect registration data for Resident Educators and their certified mentor Provide technical assistance for LEAs	Begin development of summative evaluation components	Continue development of summative evaluation components	Begin reliability and validity studies for summative evaluation
Statewide tenure review	Develop framework for statewide tenure review model	Continue to develop framework and bring to the Educator Standards Board for review	Final drafts completed Develop guidelines and sound practices for rigorous tenure review	Final input on Tenure Review Model by stakeholder writing team
Compensation reform	Selected LEAs identify a development team who will work with ODE and national experts to study alternative compensation systems	Selected LEAs develop guiding principles for high quality compensation and reform systems	Organize team visits to TIF districts who are implementing performance-based compensation systems	Interested LEAs submit proposals to ODE to design and implement performance-based compensation systems

(D)(3) Activities

PROJECT D3: EXPAND EFFECTIVE EDUCATOR PREPARATION PROGRAMS

<p>Establish programs to increase the supply of effective teachers and principals through three programs: Teach Ohio, Woodrow Wilson Foundation STEM Teacher Fellowship Program, and the Turnaround Principal and Teacher Leader Programs</p>	<p>Expand the Woodrow Wilson STEM teacher preparation program</p> <p>Recruit 175 professionals into the Teach Ohio program</p> <p>Hold Teach Ohio Consortium meetings</p>	<p>Implementation of WW STEM and Teach Ohio programs</p>		<p>Implementation of WW STEM and Teach Ohio programs</p>
<p>PROJECT D3: ENSURE EQUITABLE DISTRIBUTION OF EDUCATORS</p>				

<p>Implement effective practices for recruiting, hiring and strategically placing effective educators</p>	<p>Provide access to best-in class recruitment and retention strategies and tools to districts and charter schools via web links and resources</p> <p>Refine state’s Teacher-Exit Survey tool</p>	<p>Provide access to Teacher-Exit Survey tool to districts and charter schools to collect teacher attrition and retention data (results used to refine equity plans)</p>	<p>Provide technical assistance to districts using Teacher-Exit Survey tool</p>	<p>Review summative reports from districts using tool</p> <p>Provide guidance in the use of effective retention strategies to include in equity plan</p>
<p>Improve teaching and learning conditions in high-minority and high-poverty schools</p>	<p>Conduct working conditions assessments at persistently lowest achieving schools</p>	<p>Submit electronically completed assessments to external provider to produce summative reports</p>	<p>Conduct review analysis of summative reports</p> <p>Develop strategy and action plan for improving working conditions at persistently lowest achieving schools</p>	<p>Bring external provider to work with turnaround schools and additional low-achieving schools to assess working conditions and develop/refine strategies to address gaps</p>
<p>Provide intensive and differentiated high quality mentoring and induction support to new teachers in low-achieving schools</p>	<p>See Section D (5) for details</p>	<p>See Section D (5) for details</p>	<p>See Section D (5) for details</p>	<p>See Section D (5) for details</p>
<p>Refine the State’s monitoring system to determine the distribution of effective and highly effective teachers and principals annually</p>	<p>Finalize EDEHE protocols and analysis tool</p>	<p>Provide EDEHE communications tools and guidance document to districts and charter schools</p>	<p>Launch EDEHE analysis tool via web for districts and charters to complete</p>	<p>Publicly report educator distribution data and incorporate educator effectiveness data into report (post on Educator Equity Longitudinal Data webpage)</p> <p>Review local equity plans that show evidence of inequitable distribution to ensure effective strategies are implemented</p>

(D)(4) Activities

PROJECT D4: INCREASE HIGHER EDUCATION ACCOUNTABILITY

<p>Establish high quality program standards</p>	<p>The Ohio Board of Regents (OBR) meets with the Ohio Department of Education (ODE) to examine new program review process to determine if the process is adequate to ensure compliance to new regulations</p> <p>Particular attention will be paid to any licensure enhancements made to leadership programs</p>	<p>OBR continues to revise program review process to include licensure enhancements and new standards</p> <p>OBR trains institutions on new requirements at spring conferences of education deans and faculty</p>	<p>OBR compliance process has completed first year and results are examined by staff</p> <p>Audits are randomly performed at institutions to ensure that any new licensure regulation and/or standard has been incorporated into the programs</p>	<p>Results of the random audit performed during the summer are shared with the leadership of OBR and ODE</p> <p>Any institutions not complying with the new regulations will be identified and reported to the leadership of both agencies</p>
<p>Create a system of metrics for educator preparation programs</p>	<p>Work with leadership associations and deans to identify stakeholders to serve on a leadership committee devoted to creating a new accountability system for Principals. The new system will be based on similar outcome measures identified in the educator preparation metrics for teachers</p>	<p>Create teams to help develop the standards, assessments and metrics teams for leadership preparation programs</p> <p>Teams will review new metric system components and break into groups to develop the components and/or rules under each area of evaluation.</p> <p>Have teams develop a draft</p>	<p>Work with the ODE to develop a process for collecting student data from recent graduates of any approved leadership program</p> <p>ODE and OBR will work together to link specific student data back to principals, metric teams and the preparation programs</p>	<p>Pilot report card is fully developed and implemented</p> <p>Report will include data on select measures where reliable and accurate data is available</p> <p>Report will indicate a data and year when each metric component will have data to report</p>

	<p>Examine any state models that report on principal preparation program effectiveness</p> <p>Select dates and venues for the meetings. Include teacher and principal associations to the team meetings</p>	<p>metric system to present to leadership in both agencies</p> <p>Align metric components with the Ohio Principal Standards.</p> <p>Determine how leadership performance data will be collected and work with the Ohio Department of Education processes related to data storage and sharing</p>	<p>Share data with teams to refine metric system and determine how to include outcomes into a state-wide report</p> <p>Develop final document and process to be used to report on progress of education preparation programs.</p> <p>Data collection for teacher education metric system is collected and aggregated for fall report</p>	<p>Standards and assessments are finalized and metric system for leadership is piloted at selected institutions that prepare principals and superintendents</p> <p>Institutions of higher education are trained on the new system and all institutions begin reporting on selected areas of the metric system where data is available.</p> <p>Institutions of higher education are using data from assessments for program improvement.</p>
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<p>Provide rigorous program review and approval</p>	<p>Program review template created for teacher education programs and piloted last year is examined for use in evaluating leadership programs</p> <p>OBR will work with select faculty and deans to review documents and make recommendations in light of leadership program review protocol</p>	<p>Establish any new sections of the program review template to include any additional process related to principal and superintendent preparation</p> <p>Work with the Ohio Blue-Ribbon Panel's recommendations for field and clinical work related to leadership preparation. Include those recommendations into the program review template for leadership programs</p> <p>Examine the metrics for leadership preparation programs and incorporate into the program review process</p> <p>Ensure all new requirements are aligned with Ohio's leadership standards developed by ODE</p> <p>Incorporated student learning feedback, P-12 student growth measures (at levels and subjects where testing occurs)</p>	<p>Continue working with team to revise new program review template</p> <p>Send program review process template to the blue-ribbon panel for feedback</p> <p>Present final leadership review document to Chancellor and Superintendent for approval</p> <p>Teacher education program review is completed for second year.</p> <p>Report passage rates and review outcomes to the leadership of OBR and ODE</p>	<p>Finalize document for new leadership program review including process, procedures and template</p> <p>Begin the pilot new process in select schools for new program and continuing program review cycles</p> <p>Select a wide array of licensure areas to pilot including major areas of teaching licensure such as early and middle childhood as well as principal ship</p> <p>Train program evaluators on the new program approval process, new standards, and new assessments</p>
<p>Create performance-based funding for public colleges of education</p>	<p>Performance-based Funding Consultation Committee (PFCC) meets and reviews first year of metric data</p>	<p>PFCC works in collaboration with metrics committee to help incorporated leadership metrics into the funding protocol</p>	<p>PFCC reviews final draft metrics document and makes any changes in the funding protocol based on the metrics assessments</p>	<p>Examine results of the pilot metrics report card for teacher education programs and make funding recommendations to the leadership of OBR</p>

	The PFCC analyses metric report card and makes recommendations based on first round of data			Chancellor reviews data on teacher education and makes decisions for future action
Expand excellence	OBR will continue to meet with Woodrow Wilson Foundation as they begin their implementation of STEM fellows	OBR will continue to collect data on initiatives that improve the quality of teacher education programs and consider how to promote excellent programs through incentive funding	OBR will examine the end of year data in light of performance funding.	Chancellor reviews data on pilot metrics and continues to refine protocol for future funding and expansion

(D)(5) Activities

PROJECT D5: SUPPORT EDUCATORS TO INCREASE STUDENT GROWTH

Comprehensive professional development model and implementation of a credentialing system for professional development	Develop a series of training sessions for LEAs on collection of implementation and impact data	ODE sponsors training sessions for LEAs on collection of implementation and impact data	ODE sponsors training sessions for LEAs on collection of implementation and impact data Review LEA year 3 plans	Provide feedback to LEAs on year 3 plans
Intensive support to beginning teachers and principals	Create 15-member team to develop the Beginning Principal Mentorship model	Develop the Beginning Principal Mentorship program	Provide training and incentives to LEAs to adopt the Beginning Principal Mentorship Program	Launch Beginning Principal Mentorship Program
Regional professional development coaches	16 coaches facilitate regional learning communities for participating LEAs and provide technical assistance on implementation of RtT strategies	16 coaches facilitate regional learning communities for participating LEAs and provide technical assistance on implementation of RtT strategies	16 coaches facilitate regional learning communities for participating LEAs and provide technical assistance on implementation of RtT strategies	16 coaches facilitate regional learning communities for participating LEAs and provide technical assistance on implementation of RtT strategies
Core curriculum support	See Section B for details			
Professional development for advanced placement teachers	Work with selected high schools to complete diagnostic tool and action plan	Provide technical assistance to AP network schools	Provide Advanced Placement Summer Institutes	Launch additional AP courses in selected high schools
Enhance leadership quality	Implement the leadership training program for central office leaders (first cohort)	Implement the leadership training program for central office leaders (first cohort)	Launch the leadership training program for central office leaders (second cohort)	Implement the leadership training program for central office leaders (second cohort)
Support to career-technical teachers	Teacher training program for Course I and II of CTE STEM curriculum outlined	Course I and Course II of CTE STEM curriculum ready for piloting	Teacher training program for Course I and II of CTE STEM curriculum scheduled for August 2012	Teachers begin piloting Course I and II of CTE STEM curriculum in classrooms
Ohio Appalachian Collaborative	Provide professional development related to	Host OAC teacher collaboration sessions for	Provide support and training for staff to access	Host OAC Summer Leadership and Learning

	<p>analyzing and using teacher-level value-added data</p> <p>Evaluate existing strengths and areas for growth in current formative assessment programs and learn from best practices across the OAC</p> <p>Establish pilots across the OAC to identify and field test additional measures of student growth</p>	<p>professional learning on new curriculum standard alignment and assessments</p> <p>Provide professional development on formative assessment and the use of IIS systems</p> <p>Initiate research on highly effective teachers and principals</p>	<p>and use both achievement and value-added results</p>	<p>Institute</p>
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Year 3 Activities	Quarterly Benchmarks	Quarterly Benchmarks	Quarterly Benchmarks	Quarterly Benchmarks
	12/24/2012	03/24/2013	06/24/2013	09/24/2013
(D) (2) Activities				
PROJECT D2: REDESIGN EDUCATOR PERFORMANCE MANAGEMENT SYSTEMS				
Teacher evaluation model	Continue to implement and train participating LEAs on model teacher evaluation system	Provide training and technical assistance	Provide training and technical assistance	Publicly report evaluation data for teachers aggregated by school in participating and involved LEAs
Principal evaluation model	Continue to implement and train participating LEAs on model principal evaluation system	Provide training and technical assistance	Provide training and technical assistance	Publicly report evaluation data for principals aggregated by school in participating and involved LEAs
Electronic evaluation system	Collect feedback from TPES #5 and use that information to upgrade and deliver Teacher and Principal Evaluation System Product FINAL version	Maintenance and minor upgrades to Teacher and Principal Evaluation System Product	Maintenance and minor upgrades to Teacher and Principal Evaluation System Product	Provide support to LEAs in implementing electronic evaluation system Provide training on using the electronic evaluation system Maintenance and minor upgrades to Teacher and Principal Evaluation

				System Product
PROJECT D2: SUPPORT EDUCATORS THROUGH EVALUATION RESULTS				
Statewide peer review model	Provide technical assistance to LEAs implementing Peer Assistance and Review Model	Provide cross-site visitation opportunities	Provide training to involved LEAs on the Peer Assistance and Review model	Continue training for LEAs on the Peer Assistance and Review model
Resident Educator Program and Resident Educator Assessment	Implement year 2 teacher residency program at all LEAs	Continue design of summative evaluation system	Finalize summative evaluation system	Provide training on summative evaluation system
Statewide tenure review	Identify selected group of LEAs to pilot the Tenure Review process	Train selected LEAs who will pilot the Tenure Review process	Launch Tenure Review process pilot and field test	Adjust/approve final version of Tenure Review Process
Compensation reform		LEAs design alternative compensation systems		
(D) (3) Activities				
PROJECT D3: EXPAND EFFECTIVE EDUCATOR PREPARATION PROGRAMS				
Establish programs to increase the supply of effective teachers and principals through three programs: Teach Ohio, Woodrow Wilson Foundation STEM Teacher Fellowship Program, and the Turnaround Principal and Teacher Leader Programs	Expand the Woodrow Wilson STEM teacher preparation program by adding additional cohort Recruit 200 professionals into the Teach Ohio program	Implementation of WW STEM and Teach Ohio programs	Hold 2 Teach Ohio Consortium meetings	Implementation of WW STEM and Teach Ohio programs
PROJECT D3: ENSURE EQUITABLE DISTRIBUTION OF EDUCATORS				
Implement effective practices for recruiting, hiring and strategically placing effective educators	Provide access to best-in-class recruitment and retention strategies and tools to districts and charter schools via web		Provide technical assistance to districts using Teacher-Exit Survey tool	Review summative reports from districts using tool Provide guidance in the use of effective retention

	links and resources			strategies to include in equity plan
Improve teaching and learning conditions in high-minority and high-poverty schools	Conduct working conditions assessments at 50 additional low achieving schools	Submit electronically completed assessments to external provider to produce summative reports	Conduct review analysis of summative reports Develop strategy and action plan for improving working conditions at 50 low achieving schools	Continue contract with external provider to work with turnaround schools and additional low-achieving schools to assess working conditions and develop strategies to address gaps
Provide intensive and differentiated high quality mentoring and induction support to new teachers in low-achieving schools	See Section D (5) for details	See Section D (5) for details	See Section D (5) for details	See Section D (5) for details
Refine the State’s monitoring system to determine the distribution of effective and highly effective teachers and principals annually			Launch EDEHE analysis tool via web for districts and charters to complete Develop and refine plans to address educator inequities according to findings	Publicly report educator distribution data and incorporate educator effectiveness data into report (post on Educator Equity Longitudinal Data webpage) Review local equity plans that show evidence of inequitable distribution to ensure effective strategies are implemented

(D)(4) Activities

PROJECT D4: INCREASE HIGHER EDUCATION ACCOUNTABILITY

<p>Establish high quality program standards</p>	<p>OBR continues to revise program review process to include licensure enhancements and new standards.</p>	<p>OBR ensures that new standards and licensure rules are being implemented in the higher education programs.</p>	<p>OBR randomly audits higher education programs to ensure that up-to-date licensure rules are being implemented.</p>	<p>OBR reports audit results to leadership at OBR and ODE.</p> <p>OBR provides training on new licensure requirements and any changes of standards at fall meeting of deans and faculty.</p>
<p>Create a system of metrics for educator preparation programs</p>	<p>All metric areas for teacher and leadership preparation programs are implemented and data is collected at the institutional level on all parts of the metric assessment system.</p>	<p>Institutions continue to implement all areas of the metric system and collect the data for reporting in June.</p>	<p>Institutions collect and aggregate data to report to OBR for the Fall annual report. Teacher preparation data is in the second full year of implementation and leadership data is ready to submit to the OBR.</p>	<p>Chancellor’s office gives annual report (higher education report card) on the effectiveness of Ohio’s principal and superintendent preparation programs based on the metrics defined in the evaluation system. Report is made to the public.</p> <p>Chancellor receives metric data related to teacher education programs and begins to evaluate effectiveness.</p>
<p>Provide rigorous program review and approval</p>	<p>Programs are reviewed based on the new program review process for both teacher and leadership education.</p> <p>Outcome of the program approval process are shared with leadership of both agencies.</p>	<p>Program approval process is updated and includes any new assessment and licensure requirements as needed.</p>	<p>Programs receiving conditional approval in first year will be notified that a final submission of required data is due at the end of next year or program will be recommended for termination.</p>	<p>OBR conducts program writing training at yearly conference.</p> <p>OBR continues to update and train program evaluators on the new rigorous program review process and new ODE licensure requirements.</p>

<p>Create performance-based funding for public colleges of education</p>	<p>Performance funding protocol is completed and approved by the leadership of OBR</p>	<p>Performance funding protocol shared with higher education institutions at annual meeting.</p> <p>OBR provides workshops on how the funding protocol will impact their leadership programs this year.</p>	<p>OBR staff examines data on leadership programs and begins to make funding recommendations to the Chancellor.</p>	<p>Chancellor links funding decisions to principal and superintendent programs and reports publicly.</p>
<p>Expand excellence</p>	<p>Chancellor’s staff continues to review metrics data based on previous two years of RttT implementation.</p>	<p>OBR begins process of data collection based on incentive funding protocol.</p>	<p>OBR staff reviews all data reports and consults with ODE and Woodrow Wilson representatives to make funding recommendations to the Chancellor of the Board of Regents.</p>	<p>Reward superior preparation programs with funds for expansion or replication</p>

(D) (5) Activities**PROJECT D5: SUPPORT EDUCATORS TO INCREASE STUDENT GROWTH**

Comprehensive professional development model and implementation of a credentialing system for professional development	Begin reporting evidence indicators from professional development programs			
Intensive support to beginning teachers and principals				
Regional professional development coaches	16 coaches facilitate regional learning communities for participating LEAs and provide technical assistance on implementation of RttT strategies	16 coaches facilitate regional learning communities for participating LEAs and provide technical assistance on implementation of RttT strategies	16 coaches facilitate regional learning communities for participating LEAs and provide technical assistance on implementation of RttT strategies	16 coaches facilitate regional learning communities for participating LEAs and provide technical assistance on implementation of RttT strategies
Core curriculum support	See Section B for details			
Professional development for advanced placement teachers	Provide technical assistance and professional development to AP network schools	Provide technical assistance and professional development to AP network schools	Provide Advanced Placement Summer Institutes	Launch additional AP courses in selected high schools
Enhance leadership quality	Implement the leadership training program for central office leaders (second cohort)	Implement the leadership training program for central office leaders (second cohort)	Launch the leadership training program for central office leaders (third cohort)	Implement the program for central office leaders (third cohort)

<p>Support to career-technical teachers</p>	<p>Teacher training program for Course III and IV of CTE STEM curriculum outlined</p>	<p>Course III and IV of CTE STEM curriculum ready for piloting; mid-year evaluation of Course I and II of CTE STEM curriculum</p>	<p>Teacher training program for Course III and IV of CTE STEM curriculum scheduled for August 2013</p>	<p>Teachers begin piloting course III and IV of CTE STEM curriculum in classrooms; Course I and II revised based on piloting data</p>
<p>Ohio Appalachian Collaborative</p>	<p>Share progress on aligning curriculum targets among LEAs and teacher level teams in the OAC</p> <p>Continue formative assessment professional development and online training for new state assessments</p> <p>Revise or expand pilots of student growth measures</p> <p>Provide learning sessions on use of student growth and other data to inform decisions about professional development and team planning for improvement</p> <p>Host OAC sessions to share data and review best practices</p>	<p>Provide professional development regarding best practices in recruitment, placement and retention of highly effective teachers and principals</p> <p>Facilitate regional higher education partnerships regarding teacher preparation of highly effective teachers and recruitment</p>	<p>Analyze end of year value-added data to identify teachers with three years of highly effective growth who will participate in research to uncover highly effective practices</p>	<p>Host OAC Summer Leadership and Learning Institute</p>

Year 4 Activities	Quarterly Benchmarks 12/24/2013	Quarterly Benchmarks 03/24/2014	Quarterly Benchmarks 06/24/2014	Quarterly Benchmarks 09/24/2014
(D) (2) Activities				
PROJECT D2: REDESIGN EDUCATOR PERFORMANCE MANAGEMENT SYSTEMS				
Teacher evaluation model	Assure that 100% of participating LEAs are implementing teacher evaluation systems aligned to state and federal requirements	Continue technical assistance and training	Continue technical assistance and training	Publicly report evaluation data for teachers aggregated by school in participating and involved LEAs
Principal evaluation model	Assure that 100% of participating LEAs are implementing principal evaluation systems aligned to state and federal requirements	Continue technical assistance and training	Continue technical assistance and training	Publicly report evaluation data for principals aggregated by school in participating and involved LEAs
Electronic evaluation system	Maintenance and minor upgrades to online Teacher and Principal Evaluation System	Maintenance and minor upgrades to online Teacher and Principal Evaluation System	Maintenance and minor upgrades to online Teacher and Principal Evaluation System	Provide support to LEAs in implementing electronic evaluation system Provide training on using the electronic evaluation system Maintenance and minor upgrades to online Teacher and Principal Evaluation System
PROJECT D2: SUPPORT EDUCATORS THROUGH EVALUATION RESULTS (\$621,200)				
Statewide peer review model	Document implementation of Peer Assistance and Review models	Share successful implementation practices	Provide written resources on successful implementation sites	Provide written resources on successful implementation sites

Resident Educator Program and resident educator assessment	Implement year 3			
Statewide tenure review	Provide training statewide to all LEAs on Tenure Review process Implement process statewide	Continue to provide training, technical assistance and professional development to all LEAs as they implement the statewide process	Collect and analyze data to determine patterns and trends	Publicly report Tenure Review data aggregated by school in participating and involved LEAs
Compensation reform	LEAs implement alternative compensation systems	LEAs implement alternative compensation systems	LEAs implement alternative compensation systems	LEAs implement alternative compensation systems

(D) (3) Activities**PROJECT D3: EXPAND EFFECTIVE EDUCATOR PREPARATION PROGRAMS**

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	Expand the Woodrow Wilson STEM teacher preparation program by adding additional cohort Recruit 200 additional professionals into the Teach Ohio program	Implementation of WW STEM and Teach Ohio program	Hold 2 Teach Ohio Consortium meetings	Implementation of WW STEM and Teach Ohio program
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PROJECT D3: ENSURE EQUITABLE DISTRIBUTION OF EDUCATORS

Implement effective practices for recruiting, hiring and strategically placing effective educators	Provide access to best-in-class recruitment and retention strategies and tools to districts and charter schools via web links and resources		Provide technical assistance to districts using Teacher-Exit Survey tool	Review summative reports from districts using tool Provide guidance in the use of effective retention strategies to include in equity plan
Improve teaching and learning conditions in high-minority and high-poverty schools	Conduct working conditions assessments in turnaround schools and low-achieving schools	Submit electronically completed assessments to external provider to produce summative reports	Conduct review analysis of summative reports Refine strategy and action plan for improving working conditions	Continue contract with external provider to work with participating LEAs' turnaround schools and additional low-achieving schools to refine strategies to address gaps
Provide intensive and differentiated high quality mentoring and induction support to new teachers in low-achieving schools	See Section D (5) for details	See Section D (5) for details	See Section D (5) for details	See Section D (5) for details
Refine the State's monitoring system to determine the distribution of effective and highly effective teachers and principals Annually			Launch EDEHE analysis tool via web for districts and charters to complete Develop and refine plans	Publicly report educator distribution data and incorporate educator effectiveness data into report (post on Educator

			to address educator inequities according to findings	Equity Longitudinal Data webpage) Review local equity plans that show evidence of inequitable distribution to ensure effective strategies are implemented
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(D) (4) Activities

PROJECT D4: INCREASE HIGHER EDUCATION ACCOUNTABILITY

<p>Establish high quality program standards</p>	<p>OBR continues to revise program review process to include licensure enhancements and new standards</p> <p>OBR will continue to initiate any program changes that need to be made in higher education based on the successes to turn around low performing schools and closing the achievement gap</p>	<p>OBR ensures that new standards and licensure rules are being implemented in the higher education programs</p>	<p>OBR randomly audits higher education programs to ensure that up-to-date licensure rules are being implemented</p>	<p>OBR reports audit results to leadership at OBR and ODE</p> <p>OBR provides training on new licensure requirements and any changes of standards at fall meeting of deans and faculty</p>
<p>Create a system of metrics for educator preparation programs</p>	<p>Data is collected on a regular basis for report card to be released in fall</p>	<p>Assessments are being fully implemented in all areas including Teacher Performance Assessments and student growth scores</p>	<p>Data is analyzed and compiled for fall reporting</p> <p>Institutions submit all teacher and leadership education data to OBR for annual report</p>	<p>Chancellor publishes annual report card for all programs</p> <p>Chancellor reports on effectiveness of teacher preparation programs, including data on graduates' impact on student achievement and growth</p> <p>Chancellor reports on effectiveness of principal preparation programs, including data on graduates' impact on student achievement and growth</p>

Provide rigorous program review and approval	Program review process is fully implemented and programs continue to be reviewed against rigorous new standards and any updates in licensure enhancements	Program review process is fully implemented and programs continue to be reviewed against rigorous new standards and any updates in licensure enhancements	OBR staff reports to chancellor on the outcome of program reviews for entire year	Chancellor reports on the status of program review as part of the fully implemented annual report card
Create performance-based funding for public colleges of education	Metric system is fully operational and providing data for all program areas and will be used as part of funding protocol	Institutions complete their assessments and begin to submit data to OBR for funding review	OBR staff reviews data and makes recommendations to Chancellor on programs eligible for performance based funding	Chancellor implements performance based funding for all educator preparation areas based on all areas of the metric system
Expand excellence	Data continues to be collected on programs preparing students to teach in high need areas	Institutions submit data for excellence funding review	OBR staff reviews data and makes recommendations to the Chancellor on programs showing multiple years of successful outcomes on metrics, program review results, and funding protocols	Chancellor identifies specific programs that show multiple years of successful outcomes and provide financial incentives to program to expand/replicate

(D) (5) Activities**PROJECT D5: SUPPORT EDUCATORS TO INCREASE STUDENT GROWTH**

Comprehensive professional development model and implementation of a credentialing system for professional development	Report evidence indicators from professional development programs			
Regional professional development coaches	16 coaches facilitate regional learning communities for participating LEAs and provide technical assistance on implementation of RtT strategies	16 coaches facilitate regional learning communities for participating LEAs and provide technical assistance on implementation of RtT strategies	16 coaches facilitate regional learning communities for participating LEAs and provide technical assistance on implementation of RtT strategies	16 coaches facilitate regional learning communities for participating LEAs and provide technical assistance on implementation of RtT strategies
Core curriculum support	See Section B for details			
Professional development for advanced placement teachers	Receive reports from high schools in AP network	Provide technical assistance and professional development to AP network schools	Provide Advanced Placement Summer Institutes	Provide technical assistance and professional development to AP network schools
Enhance leadership quality	Implement the leadership training program for central office leaders (third cohort)	Implement the leadership training program for central office leaders (third cohort)	Implement the leadership training program for central office leaders (third cohort)	
Support to career-technical teachers	State and/or national presentations made to disseminate grant results	Mid-year evaluation of Course III and IV pilot of CTE STEM curriculum	Teacher training program for Course I, II, III and IV of CTE STEM curriculum scheduled for June through August 2014	Course III and IV of CTE STEM curriculum revised based on piloting data
Ohio Appalachian Collaborative	Revise or expand pilots of student growth measures for teachers for whom value-added is not	Continue research around highly effective teachers and principals, as identified through multiple measures of	Provide support and training on accessing and using both achievement and value-added results	Host annual OAC Summer Leadership and Learning Institute

	<p>available</p> <p>Provide learning sessions on the use of student growth data to inform instruction and improvement planning</p> <p>Convene LEAs to share data and review best practices</p>	<p>effectiveness, and share best practices</p>	<p>Conduct end-of-year review regarding implementation of various pilots and report out to OAC</p>	
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Year 5 Activities	Quarterly Benchmarks <div style="border: 1px solid black; padding: 2px; display: inline-block;">12/24/2014</div>	Quarterly Benchmarks <div style="border: 1px solid black; padding: 2px; display: inline-block;">03/24/2015</div>	Quarterly Benchmarks <div style="border: 1px solid black; padding: 2px; display: inline-block;">06/24/2015</div>	Quarterly Benchmarks <div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>
(D) (2) Activities				
PROJECT D2: REDESIGN EDUCATOR PERFORMANCE MANAGEMENT SYSTEMS				
Teacher and Principal evaluation models and Student Growth Measurers	Provide technical assistance and professional development to LEAs around all aspects of the Ohio Teacher and Principal Evaluation Systems (OTES and OPES) with a significant focus on Student Growth Measures (SGMs), Student Learning Objectives (SLOs), and the electronic Teacher and Principal Evaluation System (eTPES)	Continue to provide technical assistance and professional development to LEAs around all aspects of the Ohio Teacher and Principal Evaluation Systems (OTES and OPES) with a significant focus on Student Growth Measures (SGMs), Student Learning Objectives (SLOs), and the electronic Teacher and Principal Evaluation System (eTPES)	Continue to provide technical assistance and professional development to LEAs around all aspects of the Ohio Teacher and Principal Evaluation Systems (OTES and OPES) with a significant focus on Student Growth Measures (SGMs), Student Learning Objectives (SLOs), and the electronic Teacher and Principal Evaluation System (eTPES)	
Assessment Literacy Training	Provide Assessment Literacy Specialists and regional trainings in Assessment literacy to build capacity at the local level Develop training materials on Cognitive Rigor and Data Analysis	Provide Assessment Literacy Specialists and regional trainings in Assessment literacy to build capacity at the local level Develop training materials on Cognitive Rigor and Data Analysis	Provide Assessment Literacy Specialists and regional trainings in Assessment literacy to build capacity at the local level	
Beginning Principal Mentorship	Record professional development trainings for principal mentors. Create an online principal networking system. Train a cohort of lead mentors. Deliver a comprehensive	Create an online principal networking system. Train a cohort of lead mentors. Deliver a comprehensive Beginning Principal Mentorship program across the state.	Deliver a comprehensive Beginning Principal Mentorship program across the state.	

	Beginning Principal Mentorship program across the state.			
Electronic Teacher and Principal Evaluation System (eTPES)	Maintain, extend, and upgrade the online electronic Teacher and Principal Evaluation System	Maintain, extend, and upgrade the online electronic Teacher and Principal Evaluation System	Maintain, extend, and upgrade the online electronic Teacher and Principal Evaluation System	
PROJECT D2: SUPPORT EDUCATORS THROUGH EVALUATION RESULTS				
Alternative Compensation reform	Implementation of the Educational Service Center of Central Ohio (ESCCO) alternative compensation system focused on student outcomes	Implementation of the Educational Service Center of Central Ohio (ESCCO) alternative compensation system focused on student outcomes		

(D) (5) Activities**PROJECT D5: SUPPORT EDUCATORS TO INCREASE STUDENT GROWTH**

Professional development for advanced placement teachers	Work with selected schools on action plans	Provide support, technical assistance and professional development	Deliver Advanced Placement Summer Institutes Collect Data on professional development and areas of need for AP programs	
Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC)	Establish and identify three ESC's for hiring of project coaches	Monitor and review cohorts	Monitor and review cohorts	
Support to career-technical teachers	<p>Increase capacity of PBL centers for sustainability by</p> <ul style="list-style-type: none"> Adding a fourth location in underserved area of Ohio Developing marketing models for professional development Using the centers' courses developed using PBL pedagogy to demonstrate the effectiveness of PBL Offering professional development services at PBL centers to other districts <p>Develop teacher network for improved delivery of curriculum</p>	<p>Align curriculum to the eight essential elements of the Buck Institute model for PBL as used by the Buck Institute trainers conducting professional development workshops for Health Informatics teachers.</p> <p>Additional professional development for implementation of PBL centers for professional development through the use of Buck Institute and educational leaders who have successfully implemented PBL as the pedagogy of choice in their district</p> <p>Create teacher network for health informatics professional development</p> <p>Summer teacher training institute</p>	Refine and improve the curriculum, the pedagogy used in delivering the curriculum and the system of PBL centers based on pilot test feedback	

Application Criteria E: Turning Around the Lowest-Achieving Schools

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%

ANNUAL TARGETS FOR KEY PERFORMANCE MEASURES

(E) 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	35	28*	15*	15*
<p><i>Note: 35 schools funded in Year 1; 24 can reapply in Spring; 8 schools closed and one school is out of School Improvement</i></p> <p><i>* Grant Application: Narrative; Mandatory Tables (E)(2) Estimates</i></p>					
<p>KEY PERSONNEL: Adrian Allison, Senior Executive Director, Center for Accountability and Continuous Improvement Cynthia Lemmerman, Director of Federal Programs</p>					
<p>APPLICATION AREA E TOTAL BUDGET: \$46 million</p>					
<p>APPLICATION AREA E PROJECT: PROJECT (E) (2) Turn Around Ohio's Lowest Achieving Schools</p>					

APPLICATION AREA E PROJECT MONITORING

ODE will engage participating LEAs, stakeholders and partners in assessing the success of project implementation. The State Reform Steering Committee will review stakeholder input and progress data and make recommendations regarding project adjustments at least once a year.

Approved Amendments to Sub-criterion (E)(2)

- Ohio Early College High Schools increased from 9 to 10 schools (formal approval process with USDoE and approved on 3-2-2011)
- Innovative Grants switched from 4 to 3 years and included a new "Other Proven Model" (formal approval process with USDoE and approved on 6-24-2011)
- Closing the Achievement Gap Initiative (formal approval process with USDoE and approved on 6-24-2011)

Year 1 Activities	Quarterly Benchmarks 12/24/2010	Quarterly Benchmarks 03/24/2011	Quarterly Benchmarks 06/24/2011	Quarterly Benchmarks 09/24/2011
(E) (1) Activities				
PROJECT E2: TURN AROUND OHIO'S LOWEST-ACHIEVING SCHOOLS				
Identify and diagnose the State's persistently lowest-achieving schools	<p>Create of the ODE Office of Transforming Schools</p> <p>Identify and begin implementing proven models in the 35 schools funded in Year 1; 24 can reapply in Spring; 8 schools closed and one school is out of School Improvement</p> <p>Complete "deep dive" building level needs assessment of the 35 lowest-achieving schools (8 closed)</p>	Provide technical assistance of the remaining PLAs not funded in year 1 of the School Improvement Grant	Award SIG funding through the competitive grant process to PLAs not funded in Year 1	<p>Collect first year data on implementation and impact from the 35 lowest-achieving schools</p> <p>Continue implementing proven models in the 35 PLAs</p> <p>Begin implementing proven models in the newly funded schools</p>
Establish the Ohio Network for Education Transformation (ONET)	<p>Complete ONET design</p> <p>Initiate work with Department of Administrative Services to expedite RFP process</p>	Develop and post a Request for Proposal for an external provider for the ONET(contract completion expected by May 2011)	Select external provider to implement the deliverables identified in the RFP	<p>Develop ONET organization</p> <p>Create first cohort of ONET Innovative Schools</p> <p>Identify best practice school turnaround models for dissemination</p> <p>Report on progress of turnaround schools.</p>

Create and implement the school turnaround leader program	Conduct and review input from focus groups of principals, external and internal providers of PLAs. Data will provide input to OSU School Turnaround Leader Program	Select first cohort of School Turnaround Leader Program Complete first of 4 sessions at OSU for 41 (35 Tier I & II – 6 Tier III) principals of turnaround schools and 8 transformation specialists	Complete OSU training and graduate 41 principals and 8 transformation specialists	Complete second of 4 sessions of first cohort with 51 participants
Early warning system for at-risk schools	Identify the first cohort of at-risk schools in the early warning system	State System of Support will review and revisit the comprehensive needs assessment with District Transformation team and school leadership teams in the identified early warning schools	Identify the additional data elements to inform the level of support in each early warning school cohort Complete training on ODE Diagnostic Process for ONET	Begin “deep dive” building level needs assessment of the first cohort of early warning schools
District transformation teams	Teams are established as reported in the scopes of work from each district The District Transformation Teams will oversee the school turnaround work in the PLAs	The District Transformation Teams will oversee the school turnaround work in the PLAs	The District Transformation Teams will oversee the school turnaround work in the PLAs	The District Transformation Teams will oversee the school turnaround work in the PLAs
Extend community supports to all school turnaround communities	All PLA districts have established a Family Civic Engagement Team All PLAs have a Family Civic Engagement Plan to meet established criteria outlined in House Bill 1	Develop and post Request For Proposal for an external provider to provide professional development and coaching to each district with PLAs	Selection of External partner for professional development and coaching Selection of external provider for parent leadership training and materials Develop the RFP for evaluation of the Family Civic Engagement process to include Family Civic	External partner provides community supports for 10 county core teams External provider will continue to develop materials for parent leadership training and content of training sessions Select external provider (through the Request for

			Engagement Plans and team effectiveness	Proposal process) for evaluation of the Family Civic Engagement process
Closing the Achievement Gap (CTAG) program	All districts that are required to have linkage coordinators have a written plan with timeline for compliance	Conduct gap analysis to determine strengths and weaknesses of current CTAG initiative; merge CTAG initiative with ODE vision Post RFP for cultural competency professional development	CTAG taskforce/committee identified and meeting Select cultural competency professional development vendor	Ensure that linkage coordinator is in place at each persistently-lowest achieving school Convene stakeholders to learn from the work of the Minority Student Achievement network Hold a statewide CTAG conference Provide cultural competency professional development to first cohort of teachers
Innovations and low-achieving schools	LEAs through their RttT scope of work identify interest in pursuing opportunities to apply for Innovative School Models	LEAs will participate in the competitive Response To Proposal process for Innovative School Model	Select and fund LEAs to participate and implement the Innovative School Models. (STEM, Early College High Schools, New Tech High Network High Schools, International Studies Network Schools, other proven school models at the elementary, middle and high school levels ONET will identify 18 schools through a competitive grant process to implement AVID	Begin implementation at the 18 funded AVID schools with monitoring by ONET ONET provides Technical assistance to innovative models Report publicly the progress of turnaround schools

Year 2 Activities	Quarterly Benchmarks 12/24/2011	Quarterly Benchmarks 03/24/2012	Quarterly Benchmarks 06/24/2012	Quarterly Benchmarks 09/24/2012
(E) (1) Activities				
PROJECT E2: TURN AROUND OHIO'S LOWEST-ACHIEVING SCHOOLS				
Identify and diagnose the State's persistently lowest-achieving schools	<p>Monitor the implementation of proven models in the lowest-achieving schools</p> <p>Provide on-going technical assistance and on-site support for the lowest-achieving schools</p> <p>Complete "deep-dive" building-level diagnostic surveys and develop preliminary building plans</p>	<p>Provide technical assistance for all PLAs during implementation of revised building plans</p> <p>Monitor the implementation of proven models in the lowest achieving schools</p>	<p>Apply for continuation SIG funding.</p> <p>Provide technical assistance for all PLAs during implementation of revised building plans</p> <p>Monitor the implementation of proven models in the lowest achieving schools</p>	<p>Provide technical assistance for all PLAs during implementation of revised building plans</p> <p>Monitor the implementation of proven models in the lowest achieving schools</p>
Ohio Network for Education Transformation (ONET)	<p>Begin on-site support to the early warning schools through ONET</p> <p>Provide support to PLAs</p> <p>Provide support and technical assistance to the first cohort of Innovative Schools</p>	<p>Continue support to early warning schools</p> <p>Conduct "deep dive" building level needs assessment of the early warning schools</p> <p>Provide support and technical assistance to the first cohort of Innovative Schools</p> <p>Provide support to PLAs</p>	<p>Continue to provide technical assistance and support to the first cohort of Innovative Schools</p> <p>Create second cohort of Innovative Schools</p> <p>Complete "deep dive" building level needs assessment of the early warning schools</p> <p>Provide support to PLAs</p>	<p>Report publically the progress of turnaround schools and early warning schools</p> <p>Continue work with first cohort of Innovative Schools</p> <p>Begin to provide support and technical support to the second cohort of Innovative Schools</p> <p>Continue support to early warning schools and PLAs</p>

<p>Implement the School Turnaround Leader Program</p>	<p>Complete and graduate second cohort program for 50 turnaround specialists</p> <p>Select 50 participants for third cohort of Turnaround Leader Specialists</p>	<p>Monitor ongoing supports and resources to Turnaround Leader graduates(cohort 1 & 2)</p> <p>Continue program for training turnaround specialists in the third cohort</p>	<p>Complete and graduate third cohort of 50 Turnaround Specialists.</p> <p>Select 50 participants for the fourth cohort of Turnaround Leader Specialists.</p>	<p>Continued training of fourth cohort of 50 turnaround specialists in the Turnaround Leader Program</p> <p>Select and train an additional cohort of specialists in early warning schools</p>
<p>Early warning system for at-risk schools</p>	<p>Identify the second cohort of at-risk schools in the early-warning system</p>	<p>Complete diagnostic assessment of second cohort of early warning schools</p> <p>State System of Support will review and revisit the comprehensive needs assessment with District Transformational team and school leadership teams in the identified early warning schools</p>	<p>Identify the additional data elements to inform the level of support in each early warning school cohort</p>	<p>Continue support and technical assistance to cohort one and two of at-risk schools</p>
<p>Extend community supports to all school turnaround communities</p>	<p>Monitor professional development and coaching sessions.</p> <p>Monitor facilitation of parent leadership training and review materials for selected PLAs and districts</p> <p>Review data from on-site visits conduction for evaluation of Family Civic Engagement process</p>	<p>Continue to provide professional development and coaching sessions</p> <p>Continue to provide parent leadership training and materials to selected PLAs and districts</p> <p>External provider continues to conduct on-site visits for evaluation</p>	<p>Continue to provide professional development and coaching sessions</p> <p>Continue to provide parent leadership training and materials to selected PLAs and districts</p> <p>External provider completes a cross case analysis and report of progress to date.</p>	<p>Continue to provide professional development and coaching sessions</p> <p>Continue to provide parent leadership training and materials to selected PLAs and districts</p> <p>Use evaluation of cross case analysis and provider deliverables to date to determine effectiveness of professional development and FCE model. Summary report developed and distributed to stakeholders</p>

Closing the Achievement Gap (CTAG) program	Review achievement data to identify additional LEAs meeting criteria for linkage coordinator	Monitor LEA implementation of linkage coordinator plan	CTAG taskforce/committee provides ODE with report of first year activities and/or findings	Complete second cohort of cultural competency professional development and hold a CTAG leadership conference
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Year 3 Activities	Quarterly Benchmarks 12/24/2012	Quarterly Benchmarks 03/24/2013	Quarterly Benchmarks 06/24/2013	Quarterly Benchmarks 09/24/2013
(E) (1) Activities				
PROJECT E2: TURN AROUND OHIO’S LOWEST-ACHIEVING SCHOOLS				
Identify and diagnose the State’s persistently lowest-achieving schools	<p>Monitor the implementation of proven models in the lowest-achieving schools</p> <p>Provide on-going technical assistance and on-site support for the lowest-achieving schools</p> <p>Complete “deep-dive” building-level diagnostic surveys and develop preliminary building plans</p>	<p>Provide technical assistance for all PLAs during implementation of revised building plans</p> <p>Monitor the implementation of proven models in the lowest achieving schools</p>	<p>Provide technical assistance for all PLAs during implementation of revised building plans</p> <p>Monitor the implementation of proven models in the lowest achieving schools</p>	<p>Provide technical assistance for all PLAs during implementation of revised building plans</p> <p>Monitor the implementation of proven models in the lowest achieving schools</p>
Ohio Network for Education Transformation (ONET)	<p>Continue to monitor on-site support to the early warning schools and PLAs</p> <p>Monitor support and technical assistance to the first and second cohort of Innovative Schools</p>	<p>Continue to monitor support to early warning schools and PLAs</p> <p>Conduct “deep dive” building level needs assessment of the newly identified early warning schools</p> <p>Monitor support and technical assistance to the first and second cohort of Innovative Schools</p>	<p>Continue to provide technical assistance and support to the first and second cohort of Innovative Schools</p> <p>Complete “deep dive” building level needs assessment of the newly identified early warning schools</p> <p>Continue support to early warning schools and PLAs</p>	<p>Begin third cohort of Innovative Schools</p> <p>Collect third year data on implementation and impact from the early warning schools</p> <p>Report publicly the progress in turnaround schools and early warning schools</p> <p>Continue support to early warning schools and PLAs</p>
Implement the School Turnaround Leader Program	<p>Complete and graduate the fourth cohort of 50 Turnaround Specialists</p>	<p>Monitor on-going supports and resources to Turnaround Leader graduates (Cohort 1,</p>	<p>Complete and graduate the fifth cohort of 50 Turnaround Specialists</p>	<p>Continued training of the sixth cohort of 50 Turnaround leader Specialists 100</p>

	Select 50 participants for the fifth cohort of 50 Turnaround Leader Specialists	2, & 3) Continue program for Turnaround Leader Specialist in the fifth cohort	Select 50 participants for the sixth cohort of Turnaround Leader Specialists	Train an additional cohort of specialists in early warning schools
Early warning system for at-risk schools	Identify the third cohort of at-risk schools in the early warning system	Complete diagnostic assessment of third cohort of early warning schools State System of Support will review the comprehensive needs assessment with District Transformation team and School Leadership Teams the identified early warning schools	Identify the additional data elements to inform the level of support in each early warning school's cohort	Continue support and technical assistance to all cohorts of at-risk schools
Extend community supports to all school turnaround communities	Monitor professional development and coaching sessions Monitor facilitation of parent leadership training and review materials for selected PLAs and districts Review data from on-site visits conduction for evaluation of Family Civic Engagement process	Continue to provide professional development and coaching sessions Continue to provide parent leadership training and materials to selected PLAs and districts External provider continues to conduct on-site visits for evaluation	Continue to provide professional development and coaching sessions Continue to provide parent leadership training and materials to selected PLAs and districts External provider completes a cross case analysis and report of progress to date.	Continue to provide professional development and coaching sessions Continue to provide parent leadership training and materials to selected PLAs and districts Use evaluation of cross case analysis and provider deliverables to date to determine effectiveness of professional development and FCE model. Summary report developed and distributed to stakeholders
Closing the Achievement Gap (CTAG) program	Review achievement data to identify additional LEAs meeting criteria for linkage coordinator	Monitor LEA implementation of linkage coordinator plan	CTAG taskforce/committee provides ODE with report of second year activities and/or findings	Complete third cohort of cultural competency professional development and hold a CTAG leadership conference

Year 4 Activities	Quarterly Benchmarks 12/24/2013	Quarterly Benchmarks 03/24/2014	Quarterly Benchmarks 06/24/2014	Quarterly Benchmarks 09/24/2014
(E) (1) Activities				
PROJECT E2: TURN AROUND OHIO’S LOWEST-ACHIEVING SCHOOLS				
Identify and diagnose the State’s persistently lowest-achieving schools	<p>Monitor the implementation of proven models in the lowest-achieving schools</p> <p>Provide on-going technical assistance and on-site support for the lowest-achieving schools</p> <p>Complete “deep-dive” building-level diagnostic surveys and develop preliminary building plans</p>	<p>Provide technical assistance for all PLAs during implementation of revised building plans</p> <p>Monitor the implementation of proven models in the lowest achieving schools</p>	<p>Provide technical assistance for all PLAs during implementation of revised building plans</p> <p>Monitor the implementation of proven models in the lowest achieving schools</p>	<p>Provide technical assistance for all PLAs during implementation of revised building plans</p> <p>Monitor the implementation of proven models in the lowest achieving schools</p>
Ohio Network for Education Transformation (ONET)	<p>Continue providing on-site support to the early warning schools through ONET</p> <p>Provide support and technical assistance to the first, second, and third cohort of Innovative Schools</p>	<p>Continue support to early warning schools.</p> <p>Conduct “deep dive” building level needs assessment of the newly identified early warning schools</p> <p>Monitor and support technical assistance to the first, second, and third cohort of Innovative Schools</p>	<p>Continue to provide technical assistance and support to all cohorts of Innovative Schools</p> <p>Complete “deep dive” building level needs assessment of the newly identified early warning schools</p> <p>Continue support to early warning schools and PLAs</p>	<p>Complete creation of 25 Innovative Schools</p> <p>Collect fourth year data on implementation and impact from the early warning schools</p> <p>Report publicly the progress in turnaround schools and early warning schools.</p>
Implement the School Turnaround Leader Program	<p>Complete and graduate the sixth cohort of 50 Turnaround Specialists</p>	<p>Monitor on-going supports and resources to Turnaround Leader</p>	<p>Monitor support and technical assistance to all cohorts</p>	<p>Continued training provided to turnaround specialists in the lowest-achieving schools</p>
Early warning system for at-risk	<p>Identify the forth cohort of at-risk schools in the early</p>	<p>Complete diagnostic assessment of fourth cohort</p>	<p>Identify the additional data elements to inform</p>	<p>Continue support and technical assistance to all</p>

Schools	warning system	of early warning schools	the level of support in each early warning school cohort	cohorts
Extend community supports to all school turnaround communities	<p>Monitor professional development and coaching sessions</p> <p>Monitor facilitation of parent leadership training and review materials for selected PLAs and districts</p> <p>Review data from on-site visits conduction for evaluation of Family Civic Engagement process</p>	<p>Continue to provide professional development and coaching sessions</p> <p>Continue to provide parent leadership training and materials to selected PLAs and districts</p> <p>External provider continues to conduct on-site visits for evaluation</p>	<p>Continue to provide professional development and coaching sessions</p> <p>Continue to provide parent leadership training and materials to selected PLAs and districts</p> <p>External provider completes a final cross case analysis and reports outcomes of FCE projects</p>	<p>Continue to provide professional development and coaching sessions</p> <p>Continue to provide parent leadership training and materials to selected PLAs and districts</p> <p>Use evaluation of final cross case analysis and provider deliverables to date to determine effectiveness of professional development and FCE model. Summary report developed and best practices distributed to stakeholders</p>
Closing the Achievement Gap (CTAG) program	Review achievement data to identify additional LEAs meeting criteria for linkage coordinator	Monitor LEA implementation of linkage coordinator plan	CTAG taskforce/committee provides ODE with report of third year activities and/or findings	Complete fourth cohort of cultural competency professional development and hold a CTAG leadership conference

Year 5 Activities	Quarterly Benchmarks <div style="border: 1px solid black; padding: 2px; display: inline-block; color: red;">12/24/2014</div>	Quarterly Benchmarks <div style="border: 1px solid black; padding: 2px; display: inline-block; color: red;">03/24/2015</div>	Quarterly Benchmarks <div style="border: 1px solid black; padding: 2px; display: inline-block; color: red;">06/24/2015</div>	Quarterly Benchmarks <div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>
(E) (1) Activities				
PROJECT E2: TURN AROUND OHIO'S LOWEST-ACHIEVING SCHOOLS				
Identify and diagnose the State's persistently lowest-achieving schools	Monitor the implementation of proven models in the lowest-achieving schools Provide on-going technical assistance and on-site support for the lowest-achieving schools	Provide technical assistance for all PLAs during implementation of revised building plans Monitor the implementation of proven models in the lowest achieving schools	Provide technical assistance for all PLAs during implementation of revised building plans Monitor the implementation of proven models in the lowest achieving schools	
Ohio Network for Education Transformation (ONET)	Provide support and technical assistance to the first, second, and third cohort of Innovative Schools	Monitor and support technical assistance to the first, second, and third cohort of Innovative Schools	Continue to provide technical assistance and support to all cohorts of Innovative Schools Continue support to PLAs Report publicly the progress in turnaround schools	

Application Criteria P2/STEM

GOAL: 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.

KEY PERSONNEL:

Pam Van Horn, Director, Ohio Network of Innovation and Improvement

PRIORITY P2 TOTAL BUDGET: \$4.9 MILLION

PRIORITY P2 PROJECTS:

PROJECT (P)(2) Leverage Stem Capacity

SECTION P2 PROJECT MONITORING

ODE will engage participating LEAs, stakeholders and partners in assessing the success of project implementation. The State Reform Steering Committee will review stakeholder input and progress data and make recommendations regarding project adjustments at least once a year.

Approved Amendments to Sub-criterion (P)(2)

- N/A

Year 1 Activities	Quarterly Benchmarks	Quarterly Benchmarks	Quarterly Benchmarks	Quarterly Benchmarks
	12/24/2010	03/24/2011	06/24/2011	09/24/2011

(P) (2) Activities

PROJECT P2: LEVERAGE STEM CAPACITY

<p>Enhance the capacity of STEM schools to offer support services to the persistently-lowest achieving schools</p>	<p>Develop an invitational RFP process to establish the state’s external STEM provider and include pre-conditions that formulates a collaborative structure with ODE’s Office of Transformation and ONET to formalize the infrastructure necessary to offer support services to the persistently lowest-achieving schools and develop Innovative Schools models</p>	<p>Grant awarded to external STEM provider. Scope of Work determined and contract completed</p> <p>Develop a strategic plan in collaboration with ONET, STEM provider, and the Office of Transformation that includes a needs assessment of the persistently-lowest achieving schools and defines a plan to determine how the Office of Transformation and external providers (ONET/STEM) can build capacity within existing STEM schools (including STEM Early Colleges) to offer support services to the persistently-lowest achieving schools and implement Innovative School models</p>	<p>Develop a protocol with the Office of Transformation and ONET to identify persistently low- performing schools that will utilize STEM (including STEM and Early College) as a transformational model</p> <p>Through a granting process, equip 5 STEM schools to be training centers for schools around the state that want to bring STEM best practices to their buildings with priority to the persistently lowest achieving schools/districts implementing Innovative School models</p>	<p>Through a collaborative process defined by the Office of Transformation, ONET and STEM external provider to present solutions to Ohio’s persistently lowest - achieving schools using STEM models</p> <p>Implement the infrastructure (dedicated staff time/technology platform) to connect schools participating in STEM learning and activities to each other and the statewide STEM network</p> <p>Through a grant process, fund release time for the 2011-12, 2012-13 school years for STEM school leaders and lead teachers to mentor participants in the School Turnaround Leader Program and the Woodrow Wilson</p>
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				Fellowship
Strengthen and spread STEM-oriented Early College High School Options		*See above	<p>Through a grant process, equip two STEM-oriented Early College High Schools to be training centers for schools around the state that want to bring STEM-oriented ECHS “best practices” to their buildings with priority to the persistently lowest-achieving schools and districts implementing Innovative School models</p> <p>ODE releases RFP for schools/districts to implement Innovative school models including STEM/ECHS options</p>	Grants awarded to those schools/districts that will use STEM/ECHS as an Innovative Schools model
Accelerate the capacity of STEM schools to serve as teacher and leader residence and professional development field sites			*See above	*See above

<p style="text-align: center;">Year 2</p> <p style="text-align: center;">Activities</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center;">12/24/2011</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center;">03/24/2012</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center;">06/24/2012</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center;">09/24/2012</p>
<p>(P) (2) Activities</p>				
<p>PROJECT P2: LEVERAGE STEM CAPACITY</p>				
<p>Enhance the capacity of STEM schools to offer support services to the persistently-lowest achieving schools</p>	<p>Operational protocol established by Office of Transformation, ONET and implemented with STEM external provider and identified first cohort of persistently lowest-achieving schools utilizing STEM as a transformational model</p>	<p>Work plans developed with identified first cohort of persistently lowest-achieving schools utilizing STEM as a transformational model submitted for approval to the Office of Transformation and ONET</p> <p>Benchmarks proposed</p> <p>Summer convening with Office of Transformation, ONET, and STEM external provider and identified first cohort of persistently lowest-achieving schools utilizing STEM as a transformational model planned</p>	<p>Summer convening with Office of Transformation, ONET, STEM external provider and identified first cohort of persistently lowest-achieving schools utilizing STEM as a transformational model</p> <p>Work plans reviewed and benchmarks established</p> <p>Operational protocol established by Office of Transformation, ONET and implemented with STEM external provider and identified second cohort of persistently lowest-achieving schools utilizing STEM as a transformational model</p> <p>Report on progress of 5 STEM schools serving as training centers for schools around the state that want to bring STEM best practice to their buildings</p>	<p>Implementation begins for identified first cohort of persistently lowest-achieving schools and quarterly reporting on the established benchmarks to the Office of Transformation and ONET is formalized</p> <p>Work plans developed with identified second cohort of persistently-lowest achieving schools utilizing STEM as a transformational model submitted for approval to the Office of Transformation and ONET.</p> <p>Benchmarks proposed</p>

			with priority to the persistently lowest achieving schools/districts implementing Innovative School models	
Strengthen and spread STEM-oriented Early College High School Options	Operational protocol established by Office of Transformation, ONET and implemented with STEM external provider and identified persistently lowest-achieving schools utilizing STEM as a transformational model. Development of Individual work plans for each site begins	Work plans implemented with identified schools/districts utilizing STEM/ECHS options for Innovative School model Benchmarks established. Summer convening with Office of Transformation, ONET, and STEM external provider and identified Innovative school models utilizing STEM planned	Summer convening with Office of Transformation, ONET, STEM external provider with identified schools/districts utilizing STEM/ECHS options for Innovative School model Work plans reviewed and benchmarks established	Quarterly monitoring progress to established benchmarks of individual schools/districts to Office of Transformation and ONET
Accelerate the capacity of STEM schools to serve as teacher and leader residence and professional development field sites	*See above	*See above	*See above	*See above

Year 3 Activities	Quarterly Benchmarks	Quarterly Benchmarks	Quarterly Benchmarks	Quarterly Benchmarks
	12/24/2012	03/24/2013	06/24/2013	09/24/2013

(P) (2) Activities

PROJECT P2: LEVERAGE STEM CAPACITY

<p>Enhance the capacity of STEM schools to offer support services to the persistently-lowest achieving schools</p>	<p>Fall convening with Office of Transformation, ONET, STEM external provider and identified first and second cohort of persistently lowest-achieving schools utilizing STEM as a transformational model</p> <p>Work plans reviewed and benchmarks established/monitored</p> <p>Operational protocol established by Office of Transformation, ONET and implemented with STEM external provider and identified third cohort of persistently lowest-achieving schools utilizing STEM as a transformational model</p>	<p>Implementation begins for identified second cohort of persistently lowest-achieving schools and quarterly reporting on the established benchmarks to the Office of Transformation and ONET is formalized</p> <p>Work plans developed with identified third cohort of persistently lowest achieving schools utilizing STEM as a transformational model submitted for approval to the Office of Transformation and ONET.</p> <p>Benchmarks proposed</p>	<p>Summer convening with Office of Transformation, ONET, STEM external provider and identified first, second and third cohort of persistently lowest-achieving schools utilizing STEM as a transformational model</p> <p>Work plans reviewed and benchmarks established/monitored</p> <p>Report on progress of 5 STEM schools serving as training centers for schools around the state that want to bring STEM best practice to their buildings with priority to the persistently lowest achieving schools/districts implementing Innovative School models</p>	<p>Full implementation for all three cohorts of persistently low-performs schools in three stages (1st, 2nd, 3rd) of implementation</p> <p>Process moves to monitoring progress to established benchmarks of individual schools</p>
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<p>Strengthen and spread STEM-oriented Early College High School Options</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools/districts to Office of Transformation and ONET</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools/districts to Office of Transformation and ONET</p>	<p>Summer convening with Office of Transformation, ONET, STEM external provider with identified schools/districts utilizing STEM/ECHS options for Innovative School model.</p> <p>Work plans reviewed and benchmarks monitored</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools/districts to Office of Transformation and ONET</p>
<p>Accelerate the capacity of STEM schools to serve as teacher and leader residence and professional development field sites</p>				

<p style="text-align: center;">Year 4</p> <p style="text-align: center;">Activities</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center;">12/24/2013</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center;">03/24/2014</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center;">06/24/2014</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center;">09/24/2014</p>
<p>(P) (2) Activities</p>				
<p>PROJECT P2: LEVERAGE STEM CAPACITY</p>				
<p>Enhance the capacity of STEM schools to offer support services to the persistently-lowest achieving schools</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools to Office of Transformation and ONET</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools to Office of Transformation and ONET</p>	<p>Summer convening of cohorts one, two, and three</p> <p>Quarterly monitoring progress to established benchmarks of individual schools to Office of Transformation and ONET</p> <p>Report on progress of 5 STEM schools serving as training centers for schools around the state that want to bring STEM best practice to their buildings with priority to the persistently lowest achieving schools/districts implementing Innovative School models</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools to Office of Transformation and ONET</p>
<p>Strengthen and spread STEM-oriented Early College High School Options</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools/districts to Office of Transformation and ONET</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools/districts to Office of Transformation and ONET</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools/districts to Office of Transformation and ONET</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools/districts to Office of Transformation and ONET</p>

Accelerate the capacity of STEM schools to serve as teacher and leader residence and professional development field sites				
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<p style="text-align: center;">Year 5 Activities</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center; border: 1px solid black; color: red;">12/24/2014</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center; border: 1px solid black; color: red;">03/24/2015</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center; border: 1px solid black; color: red;">06/24/2015</p>	<p style="text-align: center;">Quarterly Benchmarks</p> <p style="text-align: center; border: 1px solid black;"> </p>
<p>(P) (2) Activities</p>				
<p>PROJECT P2: LEVERAGE STEM CAPACITY</p>				
<p>Enhance the capacity of STEM schools to offer support services to the persistently-lowest achieving schools</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools to Office of Improvement and Innovation and ONET</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools to Office of Improvement and Innovation and ONET</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools to Office of Improvement and Innovation and ONET Report on progress of 5 STEM schools serving as training centers for schools around the state that want to bring STEM best practice to their buildings with priority to the persistently lowest achieving schools/districts implementing Innovative School models</p>	
<p>Strengthen and spread STEM-oriented Early College High School Options</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools/districts to Office of Improvement and Innovation and ONET</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools/districts to Office of Improvement and Innovation and ONET</p>	<p>Quarterly monitoring progress to established benchmarks of individual schools/districts to Office of Improvement and Innovation and ONET</p>	