



Ohio's Race to the Top Innovative Programs Grant Application

Oak Hills Local School District

Section A

1. General School Information

<p>a) Name of Applicant (LEA): Oak Hills Local School District IRN: 047373</p>	<p>b) Name of School(s): Oak Hills High School IRN: 028217</p>
<p>c) Superintendent of Schools: Name: Todd Yohey Address: 6325 Rapid Run Road Cincinnati, Ohio 45233 Telephone: 513-574-3200 Fax: 513-598-2055 Email: yohey_t@oakhills.hccanet.org</p>	<p>d) LEA RttT Contact: Name: Todd Yohey Address: 6325 Rapid Run Road Cincinnati, Ohio 45233 Telephone: 513-574-3200 Fax: 513-598-2055 Email: yohey_t@oakhills.hccanet.org</p>
<p>e) School Vision: Oak Hills High School will be nationally recognized for innovative programs of study, distinguished faculty, and exceptional student achievement.</p>	<p>f) School Mission: All Oak Hills High School students will achieve success by graduating with a shared sense of global awareness and the critical skills to be career and college ready.</p>
<p>g) Primary Goals of School:</p> <ol style="list-style-type: none"> 1. All students graduate career and college ready. 2. All students develop global competence and critical 21st century thinking skills. 3. Student learning is customized by e-learning opportunities and studying in selected Programs of Study such as, International Studies, STEM, and Creative and Performing Arts. 	<p>h) Teacher/Student Ratio (Oak Hills High): 1/21.1 Teacher/Student Ratio (127.5 FTE/2690 students)</p>

Names and titles of individuals who participated in the March 10th Innovation Symposium:

- Dr. Jay (Harry) Kemen, Assistant Superintendent
- Bob Sehlhorst, Director of Curriculum (Grades 8 –12)
- Jeff Langdon, Director of Curriculum (Grades K– 8)
- Tiffany Coy) Brennan, Assistant Principal, Oak Hills High School
- Jay Phillips, Assistant Principal, Delhi Middle School
- Patti Brenneman, Executive Director of the High AIMS Consortium

2. SCHOOL PROFILE

STUDENT INFORMATION		
Grades served:		
Enrollment (total number of students served in school applying for Innovative Program):		
Grade Level	Enrollment	
Pre K-5		
6		
7		
8		
9	691	
10	646	
11	643	
12	710	
Ethnicity and gender data (% of enrollment):		
Black: 1.4%	White: 93.3%	Male: 51%
Asian/Pacific Islander: 1.3%	American Indian/Alaska Native: 0.3%	
Hispanic: 0.9%	Multi-Racial: 2.8%	Female: 49%
Percent of students eligible for free/reduced lunch: 15.6 %		
Percent of students identified as special education: 13%		
Names of current competitive grants LEA has been awarded (2010-2011): None		
Please attach 2009-2010 school Report Card:		

STUDENT INFORMATION

IRN # 028217



Oak Hills High School

3200 Ebenezer Rd, Cincinnati, OH 45248-4038 - Grades 9-12 - Hamilton County

2009-2010 School Year Report Card

Current Principal: Jeffrey T. Brandt (513) 922-2300

Current Superintendent: Michael Yohey (513) 574-3200



Students enrolled in Title I schools in School Improvement may be eligible for Public School Choice or Supplemental Educational Services. Contact your school for specific options available to your child.

The School Report Card for the 2009-2010 school year shows the progress schools have made based on four measures of performance.



The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

- The six designations are
- Excellent with Distinction
 - Excellent
 - Effective
 - Continuous Improvement
 - Academic Watch
 - Academic Emergency

State Indicators
To meet a test indicator for grades 3-9 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

On the Web: reportcard.ohio.gov

State Indicators	Percentage of Students at and above the Proficient Level		
	Your School 2009-2010	Your District 2009-2010	State 2009-2010
3rd Grade Achievement			
The state requirement is 75 percent			
1. Reading	--	89.9 %	78.4 %
2. Mathematics	--	90.8 %	76.9 %
4th Grade Achievement			
The state requirement is 75 percent			
3. Reading	--	84.1 %	81 %
4. Mathematics	--	84.5 %	76.2 %
5th Grade Achievement			
The state requirement is 75 percent			
5. Reading	--	81.6 %	71.8 %
6. Mathematics	--	85.2 %	67 %
7. Science	--	87.5 %	69.9 %
6th Grade Achievement			
The state requirement is 75 percent			
8. Reading	--	91.9 %	84.1 %
9. Mathematics	--	89.2 %	77.4 %
7th Grade Achievement			
The state requirement is 75 percent			
10. Reading	--	89.4 %	80.2 %
11. Mathematics	--	87.7 %	71.1 %
8th Grade Achievement			
The state requirement is 75 percent			
12. Reading	--	91.6 %	80.9 %
13. Mathematics	--	83.2 %	69.2 %
14. Science	--	82.0 %	64.8 %
Ohio Graduation Tests (10th Grade)			
The state requirement is 75 percent			
15. Reading	85.5 % ✓	85.5 %	83 %
16. Mathematics	84.9 % ✓	84.9 %	80.4 %
17. Writing	79.0 % ✓	79.0 %	84.1 %
18. Science	78.9 % ✓	78.9 %	73 %
19. Social Studies	83.8 % ✓	83.8 %	79.6 %
Ohio Graduation Tests (11th Grade)*			
The state requirement is 85 percent			
20. Reading	98.0 % ✓	98.0 %	91.6 %
21. Mathematics	96.6 % ✓	96.6 %	89.2 %
22. Writing	97.7 % ✓	97.7 %	93.2 %
23. Science	91.8 % ✓	91.8 %	85.1 %
24. Social Studies	95.0 % ✓	95.0 %	88.7 %
Attendance Rate			
The state requirement is 93 percent			
25. All Grades	93.2 % ✓	94.5 %	94.3 %
2008-09 Graduation Rate			
The state requirement is 90 percent			
26. School	98.2 % ✓	98.2 %	83 %

Any result at or above the state standard is indicated by a ✓.
 -- = Not Calculated/Not Displayed when there are fewer than 10 in the group.
 * Cumulative results for students who took the tests as 10th or 11th graders.

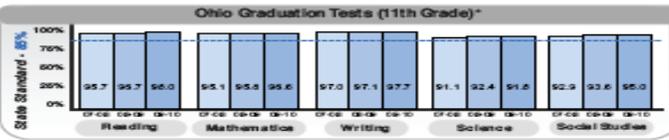
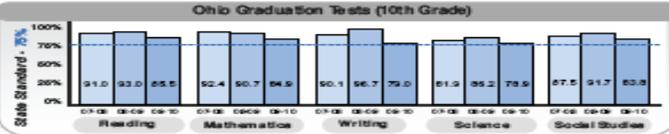
STUDENT INFORMATION

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Your School's Assessment Results Over Time



All students in the school for a full academic year are included in the results.



The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.

*Outside results for students who took the test in 10th or 11th grades.

Oak Hills High School, Hamilton County

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Performance Index



Performance Index Calculations for the 2009-2010 School Year

Performance Level Across Grades 3-8 and 10 for all Tested Subjects (includes every student enrolled in the school for a full academic year)

Performance Level	Percentage	X	Weight	=	Points
Untested	0.4	X	0.0	=	0.0
Limited	5.2	X	0.3	=	1.5
Basic	12.3	X	0.6	=	7.4
Proficient	35.1	X	1.0	=	35.1
Accelerated	25.5	X	1.1	=	28.0
Advanced	21.5	X	1.2	=	25.8

Your School's Performance Index: **97.9**



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show school achievement trends.

Performance Index Over Time

2009-2010	2008-2009	2007-2008
97.9	104.4	101.6

Value-Added Measure



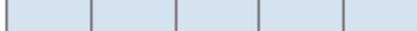
Overall Composite



Scores reflect grade level and overall composite ratings for the 2009-2010 school year.

Grade 4 Grade 5 Grade 6 Grade 7 Grade 8

Reading



Mathematics



Note: Value-Added results are computed only for buildings that include students in grades 4 through 8.



Your school's Value-Added rating represents the progress your school has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved. Value-Added results are computed only for buildings that include sufficient testing data for students in any grade 4 through 8.

Legend

- + = Above Expected Growth
- ✓ = Met Expected Growth
- = Below Expected Growth

On the Web: reportcard.ohio.gov

Oak Hills High School, Hamilton County

STUDENT INFORMATION

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Adequate Yearly Progress (AYP)

Adequate Yearly Progress		All Students										Economically Disadvantaged			Students with Disabilities			Limited English Proficient			
Grades 3-9 and 10 Reading and Mathematics		All Students										Economically Disadvantaged			Students with Disabilities			Limited English Proficient			
		All Students										Economically Disadvantaged			Students with Disabilities			Limited English Proficient			
Annual Indicator	Reading	Met	NR	Met	Not Met	NR	Met	Not Met	NR	Met	Not Met	NR									
	Mathematics	Met	NR	Met	Not Met	NR	Met	Not Met	NR	Met	Not Met	NR									
Parent Total	Reading	Met	NR	Met	Met	NR	Met	Met	NR	Met	Met	NR									
	Mathematics	Met	NR	Met	Met	NR	Met	Met	NR	Met	Met	NR									
Graduation Rate*		Met																			
Attendance Rate*		N/A																			
AYP Determination by Subgroup		Met	NR	Met	Not Met	NR	Met	Not Met	NR	Met	Not Met	NR									

Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals. For each indicator, AYP can be met in one of four ways: 1) meeting the AYP targets with current year results; 2) meeting the AYP targets with two-year combined results; 3) meeting the improvement requirements of State Notice; 4) meeting the AYP targets with projected results.

N/A Not Applicable.
NR Not Reported - This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 20 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators.
Met This subgroup met AYP for this indicator with current year, two-year combined, State Notice, or growth measure results.
Not Met This subgroup did not meet AYP for this indicator.

Adequate Yearly Progress (AYP) is a federally required measure. Every school and district must meet AYP goals for each year for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to each student group. All Students, Economically Disadvantaged Students, American Indian/Alaska Native Students, Black, non-Hispanic Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (SWD), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating assignment.

2008-2009 Graduation Rate Information

American Indian/ Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Enroll. Disabled
---	---	---	---
Hispanic	Limited English Proficient	Multi-Racial	Students with Disabilities
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The state reported graduation rates of your school are provided for informational purposes only and are not used for your AYP determination.

Oak Hills High School, Hamilton County

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State and Federally Required School Information

Your School's Percentage of Students at Each Performance Level

	State, non-Hispanic	State, Hispanic	State, Black, non-Hispanic	State, Asian or Pacific Islander	State, American Indian/Alaska Native	State, Multi-Racial	State, White, non-Hispanic	State, Economically Disadvantaged	State, Limited English Proficient	State, Students with Disabilities	Federal	Met
Percentage of Students Scoring Limited												
Reading	27.3	33.3	9.3	4.4	1.8	22.4	4.9	4.2	2.2	5.0	4.0	4.0
Writing	18.2	27.3	9.3	3.8	1.9	17.3	4.2	2.2	2.2	3.6	4.6	4.6
Mathematics	18.2	27.3	9.3	3.7	2.2	32.7	6.8	4.2	2.2	5.9	7.5	7.5
Science	---	---	9.3	3.5	2.4	13.4	4.0	4.0	---	4.0	4.1	4.1
Social Studies	10.0	---	9.3	5.9	3.5	20.4	8.0	4.0	---	6.3	5.8	5.8
Percentage of Students Scoring Basic												
Reading	18.2	27.3	9.3	9.8	8.4	27.8	9.8	18.8	---	7.6	11.3	11.3
Writing	27.3	33.3	9.3	17.2	12.5	40.8	18.8	19.3	---	7.9	24.6	24.6
Mathematics	54.5	63.3	9.3	17.5	7.4	13.9	19.3	19.3	---	16.9	17.2	17.2
Science	---	---	9.3	17.0	14.0	34.0	19.3	19.3	---	16.9	17.2	17.2
Social Studies	30.0	---	9.3	10.3	8.7	18.4	10.2	10.2	---	7.9	12.2	12.2
Percentage of Students Scoring Proficient												
Reading	33.3	40.0	9.3	47.5	43.9	35.7	47.9	49.5	---	42.6	52.3	52.3
Writing	38.4	46.7	9.3	49.3	52.1	34.7	49.5	49.5	---	45.9	52.6	52.6
Mathematics	0.0	9.3	9.3	21.7	19.8	25.6	21.3	21.3	---	18.8	23.4	23.4
Science	---	18.7	9.3	31.0	31.1	30.9	31.1	31.1	---	29.5	32.6	32.6
Social Studies	40.0	---	9.3	25.1	25.1	35.7	28.7	28.7	---	26.1	27.2	27.2
Percentage of Students Scoring Accelerated												
Reading	9.1	18.7	9.3	27.5	29.9	11.2	27.1	27.1	---	30.4	24.3	24.3
Writing	18.2	27.3	9.3	29.4	33.8	5.1	29.9	29.9	---	42.6	17.6	17.6
Mathematics	9.1	18.7	9.3	23.2	24.5	15.3	23.1	23.1	---	21.8	24.3	24.3
Science	---	---	9.3	27.0	30.1	7.2	26.8	26.8	---	27.8	26.6	26.6
Social Studies	0.0	---	9.3	21.9	24.0	10.2	21.9	21.9	---	35.4	18.8	18.8
Percentage of Students Scoring Advanced												
Reading	9.1	18.7	9.3	10.8	12.0	3.1	10.8	10.8	---	14.5	7.2	7.2
Writing	0.0	0.0	9.3	0.0	0.0	2.0	0.0	0.0	---	0.0	0.6	0.6
Mathematics	18.2	27.3	9.3	4.0	4.1	0.0	4.0	4.0	---	4.2	3.6	3.6
Science	---	---	9.3	21.4	22.4	14.4	21.2	21.2	---	21.9	20.6	20.6
Social Studies	20.0	---	9.3	35.8	36.7	15.3	35.2	35.2	---	34.3	35.9	35.9

Your School's Students 2009-2010

Average Daily Enrollment	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
2709	1.6%	---	1.5%	0.4%	2.0%	94.3%	0.5%	---	14.4%	---

--- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

Federally Required School Teacher Information

Your Building's Poverty Status:	Your Building	District
Low Poverty		
Percentage of teachers with at least a Bachelor's Degree	100.0	100.0
Percentage of teachers with at least a Master's Degree	74.1	70.6
Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers	0.0	0.2
Percentage of core academic subject elementary and secondary classes taught by properly certified teachers	100.0	100.0
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/colleagues	0.0	0.0

*High-achieving students are those students in the top quartile based on percentage of economically disadvantaged students. Low-poverty schools are those schools in the bottom quartile based on the percentage of economically disadvantaged students. --- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

Oak Hills High School, Hamilton County

STUDENT INFORMATION

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Determining Your School's Designation

Determining your school's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.

Indicators Met	or	Performance Index	and	AYP Designation	-	Preliminary Designation
94%-100%		100 to 120		Met or Not Met		Excellent
75%-93.9%		90 to 99.9		Met or Not Met		Effective
0%-74.9%		0 to 89.9		Met		Continuous Improvement
50%-74.9%		80 to 89.9		Not Met		Academic Watch
31%-49.9%		70 to 79.9		Not Met		Academic Emergency
0%-30.9%		0 to 69.9		Not Met		Academic Emergency

The preliminary designation results from identifying the higher value between the percentage of indicators met by your school and your school's performance index.

AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a school meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a school does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the school's final designation.

1. If your school's designation is restricted to Continuous Improvement due to AYP, Value-Added has no impact on the designation and the preliminary designation becomes the final designation.
2. If your school experiences above expected growth for at least two consecutive years, your school's final designation will increase by one designation.
3. If your school experiences below expected growth for at least three consecutive years, your school's final designation will decrease by one designation.

Preliminary Designation	and	Value-Added Measure*	Final Designation
Excellent		Above expected growth for at least 2 consecutive years	Excellent with Distinction
		or Below expected growth for at least 3 consecutive years	Effective
Effective		Above expected growth for at least 2 consecutive years	Excellent
		or Below expected growth for at least 3 consecutive years	Continuous Improvement
Continuous Improvement		Above expected growth for at least 2 consecutive years	Effective
		or Below expected growth for at least 3 consecutive years	Academic Watch
Academic Watch		Above expected growth for at least 2 consecutive years	Continuous Improvement
		or Below expected growth for at least 3 consecutive years	Academic Emergency
Academic Emergency		Above expected growth for at least 2 consecutive years	Academic Watch
		or Below expected growth for at least 3 consecutive years	Academic Emergency

*In all other cases, including if your school's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.

Oak Hill High School, Hamilton County

Section B

1. Please check circle(s) next to the specific Innovative Program(s) for which you are applying. Prioritize your preference order to the right of the program, with "1" being your first priority. **A separate application must be submitted for each Innovative Program.**

- | | | |
|-------------------------------------|---|----------|
| <input checked="" type="checkbox"/> | Asia Society (International Studies Schools Network) | <u>1</u> |
| <input type="checkbox"/> | AVID * | _____ |
| <input type="checkbox"/> | Early College High School | _____ |
| <input type="checkbox"/> | New Tech Network | _____ |
| <input type="checkbox"/> | STEM* | _____ |

***Priority may be given to the lowest-achieving schools**

Section C:

1. Identify your selected Innovative Program and the reasons for selection.

After careful consideration and analysis Oak Hills High School selected Asia Society's International Studies School Network (ISSN) Innovative Program. Our goal is to implement this program at Oak Hills High School (OHHS). This selection process involved our entire instructional leadership team at district office, key building principals, and a variety of teachers from multiple disciplines.

There are many reasons why ISSN was selected. During the 2010-11 school year OHHS students, faculty, and parents were actively involved in developing a new mission and vision statement and core beliefs. Our belief supported by compelling research is that a clear and focused mission is a strong component of a high achieving school. After a variety of engagements, surveys and discussion groups, the following mission statement was selected by the OHHS community: **“All Oak Hills High School students will achieve success by graduating with a shared sense of global awareness and the critical skills to be career and college ready.”** Clearly, ISSN has a strong alignment with our mission. In addition to this mission alignment, the curriculum, professional development, framework and tools associated with ISSN represent a continuation of the journey and the profound work that our district and OHHS started two to three years ago. After examining the twenty-seven public schools affiliated with the ISSN we saw a vision and clear picture of what we want our high school to be in the next three to five years. By adopting this Innovative Program we feel that we do not have to completely change the trajectory of our school improvement efforts. Our administrative and teacher leaders see ISSN as a vehicle for deeply embedding the skills, content and values associated with global competence in our curriculum, instruction, and assessment.

The Oak Hills High School community understands that our country's national security, economic vitality and the future success of our graduates will require that we educate all students with a firm sense of their role in the world and the many global connections. Starting in the 2010-2011 school year our sophomore students were given the opportunity to select from four Programs of Study, International Studies, STEM, Creative and Performing Arts, and Integrated Studies to customize their learning opportunities. We see membership in the ISSN as a means for expanding, strengthening and improving the International Studies Program in particular and other Programs of Study at OHHS.

Our faculty and leadership has a strong commitment to building a system of learning that connects the economic, cultural, technological and environmental components associated with global competence. Our understanding of global competence was taken directly from the definition articulated by the Global Competence Task Force, under the auspices of the Council of Chief State School Officers and Asia Society's Partnership for Global Learning. **“Global competence is the capacity and disposition to understand and act on issues of global significance.”**

We have a strong infrastructure in place to ensure that the implementation of Asia Society's ISSN is successful. Teachers have regular opportunities for collaboration and professional development both in and out of the school day. We have a fifty year commitment to a strong world language program, grades 6 – 12. We have started the work for building an e-portfolio system for all students, grades K-12. Our students' access to technology and e-learning opportunities is robust and embedded across all of our schools and academic disciplines.

For our students to succeed they must be productive workers and informed citizens. We have some elements in place. Implementing this Innovative Program and joining Asia Society's ISSN will enable us to build a strong system of learning that results in all of our students graduating with the necessary knowledge, abilities, and opportunities to thrive in a global society.

2. **In what other school transformation strategies has your school been engaged and its/their status.**

For the last two to three years the Oak Hills High School community has been engaged in transforming our school from a school where most of our students graduate and meet the requirements of the Ohio Graduation Test to a school where all students graduate career and college ready. We call this transformation "**Oak Hills On The Move.**" We understand that there is an enormous gap between meeting Ohio Academic Content Standards and the skills and content associated with career and college readiness. We also understand that career and college skills and content are one and the same. After reviewing our college data from the National Student Clearinghouse we were able to determine that 60% of our graduates attend a two or four year college after high school graduation and on average 31% graduate from college. We know that we need to improve the number of our students attending and graduating from college. "**Oak Hills On The Move**" is designed to build the curriculum, instruction, and assessments for meeting this goal.

To ensure that all students are career and college ready we have partnered with Battelle For Kids and ACT to become one of 31 districts in Ohio to join the ACT Quality Core initiative. Using the ACT Quality Core resources and embedded professional development our teachers have aligned the curriculum and assessments in English, math, and science to the ACT College Readiness standards. Our high school students take end of course exams in English 9, 10, 11, Algebra I and II, Geometry, Pre-Calculus, Chemistry, Biology, and American History. This data is used to help students determine if they are on the trajectory for college readiness. A careful analysis of data helps students and families to see strengths and weaknesses and to select courses that will enable them to graduate career and college ready. All of our English, math, and science teachers completed 24 hours of ACT Quality Core online training called Deep Dive. This training provided teachers with the content and skills to increase the rigor of student work, align curriculum and objectives to college readiness standards, and to use formative assessments to adjust the way instruction was delivered to students. These teachers then trained the other teachers outside of the three content areas. In addition to this work we now administer the grade 8 ACT Explore Test and the grade 10 Plan Test to those grade level students. Starting next year all of our 11th grade students will take a full ACT practice test. This data is shared with students and parents in a post-secondary conference in November. Families and students use this data to plan for post-secondary training.

In addition to our partnership with ACT Quality Core we have dramatically increased the number of College Board Advanced Placement courses to 27. Over the last three years, we have more than doubled the number of students earning a 3, 4, or 5 on AP Tests. At the same time we have dramatically increased the number of students successfully completing AP courses. We have also made a serious commitment to improving our world language courses. During the 2010 -11 school year all of our world language teachers completed two days of vertical articulation training provided by College Board. After completing that training, teachers aligned the curriculum for German, French, and Spanish to College Board Standards and those objectives outlined by the National Council of Teachers of Foreign Languages. The World Language Department has also partnered with Wright State University to offer dual college credit for our students that complete AP French, AP German, and AP Spanish. This is just one example of how we have partnered with nearby universities to offer our students dual high school and college credit. We have partnered with the University of

Cincinnati to offer our students dual credit in math, science, and several other courses. This career and college readiness work has resulted in a substantial increase in the number of students earning dual college credit and AP credit.

Along with the career and college readiness work we have started to put in place structures and partnerships for strengthening our global education for students. For the last 25 years OHHS has hosted a student and faculty exchange program with Dingolfing High School in Germany. Since June of 2009 our superintendent, assistant superintendent and director of secondary curriculum and three of our building principals have traveled to China as participants in the Chinese Bridge Delegation trip sponsored by Hanban. This has opened our eyes to need to increase both the scope and the quality of our Chinese Studies program. Oak Hills High School was recently awarded a grant by College Board and Hanban to hire a Chinese guest teacher for the 2011/12 school year. This will enable us to teach Mandarin I for world language credit. Our goal is to expand our Mandarin offerings to five years culminating with AP Mandarin.

We have also partnered with Cincinnati English & Cultural Enrichment, LLC to begin the first steps with forming a partnership with Junior High School #39 in Liuzhou, Guangxi, China. This will result in 20 to 25 students from School #39 visiting Cincinnati in the summer of 2012 where they will be hosted by our middle school students and parents. We plan to offer a middle school Chinese Cultural Camp to our students in three middle schools. Our middle school students will visit China in the summer of 2013. We have also started the first steps of forming a partnership with Liu Gao High School in Liuzhou, China. Our high school students will host 15 to 20 students from Liu Gao in February of 2012. Our Bridgetown Middle School has signed a memorandum of understanding to partner with Hanchuan Experimental Middle School in the Province of Hubei. Administrators from both buildings have participated in an shadowing exchange program sponsored by the Ohio Department of Education.

Oak Hills High School and Delhi Middle School has signed a statement of intention to partner with Boston Colegio Middle School and High School in Antigua, Guatemala. In the fall of 2010 OHHS hosted 20 Guatemalan students and two teachers. The exchange program was an enormous success. This summer OHHS will send the secondary curriculum director, two teachers and twenty students to stay with host families from Boston Colegio. In the fall of 2011 a total of 50 to 60 Guatemalan students will visit two of our middle schools and OHHS. OHHS teachers and middle school teachers have formed an interdisciplinary team called the Guatemalan Bridge Project. The goal of this team is to identify a joint problem or inquiry based project that the faculty and students at Boston Colegio can work on with students and faculty at OHHS. We plan to use our student's e-portfolios and telecommunications to facilitate this work.

We have also started the preliminary steps of working with The Ohio Department of Education to build a partnership with a French school through the Academie de Rouen. By the end of the 2011-12 school year we plan to have partnerships and student and faculty exchanges with two Chinese schools, two Guatemalan schools and one French school and one German school. In each instance the model for this partnership is to design high level interdisciplinary projects that faculty and students in both sites can jointly complete. This work will also be facilitated by face to face student and faculty exchanges. Our students and families are keenly interested in these partnerships and exchanges. Every student at OHHS that hosted a Guatemalan student in fall of 2010 is traveling to Guatemala this summer.

3. Describe the capacity your LEA/school has to ensure a successful implementation.

OHHS has taken some important first steps to ensuring the success of implementing Asia Society's ISSN. We have developed a clear and focused mission and vision that supports the programmatic

goals of ISSN. We are two years into the process of aligning our curriculum, instruction, and assessment to career and college readiness standards. Our World Language teachers have been trained by College Board and their curriculum and materials are now tightly aligned with the standards articulated by Advanced Placement. We will be hosting a Chinese guest teacher in 2011-12 and offering Mandarin I for world language credit. In the area of global partnerships and sister school relationships OHHS is recognized as a leader in the state.

The number and structure of our sister school partnerships in China, Guatemala, France, and Germany will greatly enhance the opportunities to bring the world to the steps of OHHS. OHHS has developed a variety of partnerships with local colleges and organizations located around Ohio. In October of 2011 OHHS hosted an ACT Invitational that was attended by teachers, college professors, admission directors and administrators from thirty different districts and colleges. We are currently partnering with Dr. Quanya Huang, the Director of the Confucius Institute at Miami University to increase exchanges and discussions with Chinese national students studying at Miami. In 2010 we partnered with the Cincinnati Council of World Affairs to host a symposium on the Middle East. Both the University of Cincinnati and Wright State University has partnered with OHHS to offer dual high school and college credit. OHHS has clearly put into place a number of key partnerships that will enable it to successfully implement Asia Society's ISSN.

The creation of our Programs of Study will be a tremendous support and structure for successfully implementing ISSN. Starting in the 2011-12 school year students will have the opportunity to enroll in four concentrations or Programs of Study, International Studies, STEM, Creative and Performing Arts, and Integrated Studies. Students will take a concentration of courses that will allow them to customize and individualize their learning experiences. Students enrolled in a Program of Study will need to complete a capstone project that demonstrates mastery of skills and content learned in their Program of Study. This capstone work will be housed in a student's e-portfolio and reviewed by peers, faculty and community professionals. The Programs of Study, capstone projects, and e-portfolios will help to facilitate the successful implementation of ISSN.

4. **How will you integrate the specific Innovative Program into your school culture and current transformation plan/Scope of Work?**

This is where the real work is. We strongly believe that we have the institutional culture and will to successfully implement this Innovative Program. While OHHS has started to build the foundation for ensuring that all students graduate with a shared sense of global awareness and career and college ready, there is much work to be done. Asia Society's ISSN is a great fit with all of the career and college readiness work and the Programs of Study. Our first cohort of students enrolled in the International Studies Program of Study will start their course work in 2011-12. ISSN will dramatically improve student learning experiences in this concentration. We are looking for resources to support this area of study. Student capstone projects and e-portfolios will enable students to work across a variety of academic disciplines. All of these initiatives are in their infancy and a great deal of professional development is needed to facilitate this work. Our teachers and administrators are committed and willing to take on this challenge. ISSN will provide the framework and structure for embedding global competence in the high school curriculum, instruction, and assessments.

We need considerable assistance training our staff to integrate and embed the effective instructional strategies for increasing global competence. While our curriculum is tightly aligned to ACT College Readiness Standards there is a great demand to integrate global themes across all disciplines. This is especially true in math and science. Our sister school partnerships will be enhanced and broadened by the skills and content offered by the ISSN program. We see ISSN as a natural continuation of our work.

5. **How will implementation of this Innovative Program increase student achievement and progress in your LEA/school for ALL students?**

Through a series of engagements two to three years ago with OHHS parents, students, and staff, "Measures of Success" were developed for all graduating students. These "Measures of Success" were based on academic achievement and value added scores. Listed below are a few of those defined criteria:

- ACT Score of 24
- OGT Scores – Accelerated, Advanced in all five areas
- 22 Credits Completed

Since that time we have largely eliminated tracking and encouraged all students to enroll in rigorous and challenging course work based on college readiness skills and content. Asia Society's ISSN Innovative Program is squarely based on higher level thinking skills, real life global connections and engaging curriculum, instruction, assessment and materials. We see this implementation as natural seamless integration into our academic work and our first steps into global competence.

OHHS has adopted the definition of college readiness from David Conley's report entitled "Redefining College Readiness." College readiness can be defined as the ability to enroll and succeed in a college credit course. In the past college readiness was defined as courses taken, grades and scores on standardized tests. Conley writes that college readiness is much more complex and can be segmented into four domains or facets.

- Contextual Skills and Awareness or College knowledge- How to apply to colleges, application process, financial understanding,
- Key Content – Mastery of important content in English, science, math, social studies, fine arts
- Key Cognitive Strategies – Critical thinking skills, analysis, evaluation, synthesis, the ability to problem solve
- Academic Behaviors- Study Skills, metacognition, writing skills, time management.

According to Conley, these four facets of college readiness will largely determine the ability of students to successfully complete college work.

Our Academic Improvement Model or AIM Plan for OHHS is organized around constructing a system of supports that will strengthen student skills in these four facets of college readiness. Our goal is to build a pipeline of K-12 education that leads directly to career and college readiness for all students. The ISSN Innovation Program is clearly aligned with these four facets. Once again, our view is that ISSN is a natural and necessary companion to this work.

6. **How will you sustain this Innovative Program post RttT?**

We believe in building sound foundations – and continually extending our successes. Most of our RttT budget is centered around professional development and training. We have the facilities, materials and technology structure to sustain this Innovative Program. Once we have trained our distinguished faculty and administrators in the ISSN Program we believe we can continue with the professional development necessary to sustain ISSN.

We are reallocating significant resources to support career and college readiness. We plan to use the train the trainer model to train new staff entering the district. We are offering new courses such as, International Business/Finance, Mandarin, Global Cultures, and Global Issues to build global competence throughout our curriculum.

Our professional development budget represents a serious commitment to provide quality training for our high school teachers and administrators. We plan to build a project flow that will map out the next three to five years of implementing and sustaining the ISSN Program.

7. *Describe any potential challenges or barriers with the mandatory professional development and Innovative Program requirements for the framework that you have selected. What strategies will your LEA/school implement to overcome these potential obstacles ?*

We have built a professional culture that supports and expects ongoing high-quality professional development that is directly link to our AIM or strategic plan. For nine consecutive years OHHS has achieved an “Excellent” rating from the Ohio Department of Education. This excellent rating is largely due to our strong commitment to professional development.

A big challenge will be to effectively find the time to implement the Innovative Program requirements. We have allocated a total of eight full professional days during the school year when all OHHS staff will be available for training. In addition to these planned days we can use release days and summer work for training. This is also a balancing act. It is certain that other demands will be placed on the time, resources, and commitment of OHHS staff. With the foundation already laid, we believe that OHHS will overcome these barriers to effectively implement ISSN.

To ensure that this training is implemented we will build a master schedule that clearly articulates the logistics of the ISSN training.

8. **How will the implementation of this Innovative Program increase college and career readiness of all students?**

The ISSN Innovative Program will complement and support our efforts to ensure the career and college readiness of all students. Global competence is a critical attribute of preparing our students for success in the 21st century. The four facets of college readiness, Contextual Skills and Awareness, Key Cognitive Strategies, Academic Behaviors and Key Content are an important part of our focus at OHHS. The goal is to integrate global competence throughout the systems that develop these four facets. The implementation of ISSN will certainly help to foster student engagement and understanding. We see this as a great benefit to increasing college readiness.

Through extensive training we plan to develop a system of benchmarks and metrics that not only monitor the progress of our high school students toward career and college readiness, but also toward mastery of key skills and concepts associated with global competence.

9. **Identify a timeline to achieve a successful implementation.**

Years 1 – 3: Fully implement ISSN into English, math, science, and social studies, grades 9-12

Years 2 – 4: Integrate Global competencies in remaining curriculum

Years 3 – 6: Integrate Global Competencies into grades 6-8

Years 3 – 7: Integrate Global Competencies into grades K-5

10. **Why should your LEA/school be awarded an Innovative Programs grant?**

Oak Hills High School is seen as a leader in Southwest Ohio and around the state and region. Many schools and districts look to us to successfully implement changes and programs before they attempt them on their own. All of the current ISSN schools are small, 200-500. OHHS would demonstrate viability in a large school that could easily be replicated across the state and nation and globe. The necessary mission, vision and core beliefs that are needed to successfully implement this Innovative Program are in place. Oak Hills High School is on the move and there is a clear understanding of where it is headed. We are committed to career and college readiness and global competence for all students, regardless of the outcome of this grant. Our long term commitment, financial resources, leadership, and the understanding and support of our community make a partnership between Asia Society and OHHS a winning formula.

We have the capacity to succeed, we have begun the work, we share a common focus – we will become the model for developing and sustaining an effective, high quality International Studies Program.

SECTION D

Please include LEA Name, IRN#, and proposed Innovation Program information at the top of this table. Include a breakdown of the annual expenditures anticipated in each budget category during each grant-year that equals the total dollar amount of the innovation program selected.

Proposed Innovation: International Studies (Asia Society) Oak Hills Local School District IRN: 047373 Oak Hills High School IRN: 028271					
Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100) (Summer Work-teachers/Sub days)	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
Retirement/Fringe Benefits (200)	\$3,600	\$3,600	\$3,600	\$3,600	\$14,400
Purchase Services (400) (ISSN Partnership) (School Visits, Registrations, Meetings)	\$130,000 \$10,000	\$130,000 \$10,000	\$130,000 \$10,000	\$130,000 \$10,000	\$ 520,000 \$40,000
Supplies (500) (Teacher/student support materials)	\$36,400	\$36,400	\$36,400	\$36,400	\$145,600
Capital Outlay (600)	\$0	\$0	\$0	\$0	\$0
Other (800)	\$0	\$0	\$0	\$0	\$0
9. Total Costs	\$200,000	\$200,000	\$200,000	\$200,000	\$800,000

RtT Innovative Programs grant applications may be found on the Ohio Department of Education website under Race to the Top at:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=694>

*Interested LEA/Schools are required to submit the requested grant information electronically to jay.keefer@ode.state.oh.us no later than **Friday, April 8, 2011**.*

*Questions may be directed to
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