



Ohio

**Investing in
Student Success**

KEY STATE LEVEL RESOURCE DATES

FOR

**ASSURANCE AREAS B, C, D AND E
2010 – 2014**

JANUARY 6, 2012



Ohio | Investing in Student Success

Ohio's Race to the Top (RttT) grant award represents an exhilarating moment in our state's history and the Ohio Department of Education is proud to be partners with you in this effort to deepen our reform work through RttT. The solid array of Ohio's accomplishments and support affirm that it has the political will, infrastructure, and capacity to successfully implement courageous work on behalf of all of its children. 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 local RttT Scopes of Work. **This document describes the State-Level Resources that will be available to build the capacity of school districts and charter schools to implement RttT commitments in each of the four assurance areas.** Please consider the availability of State resources as you develop and schedule your local Scope of Work activities.

*Note: The State-Level RttT Resources document is for use at the local level and **does not** need to be submitted to ODE. This document is available online at www.rttt.education.ohio.gov.*



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RACE TO THE TOP: LEA SCOPE OF WORK

KEY STATE RESOURCE DATES FOR ASSURANCE AREAS B, C, D AND E

ASSURANCE AREA B: STANDARDS AND ASSESSMENTS

Standards:

<p>K-12 standards crosswalks comparing the existing standards in English language arts, mathematics, social studies and science to the newly adopted standards.</p> <p>K-12 Comparative Analysis documents delineate the new content and skills, the remaining content and skills, and the content and skills omitted between the existing and new standards by grade level and content area.</p> <p>Standards crosswalks comparing the OBR College and Career Readiness Expectations for English and Mathematics to the newly adopted English language arts and mathematics standards.</p>	<p>available in the 2010-2011 and the 2011-2012 school year</p>
<p>A model curriculum aligned to the newly adopted standards.</p>	<p>available by April 2011</p>
<p>Opportunities for educators to contribute additional high-quality resources to the model curriculum through a peer review panel which includes a juried process.</p>	<p>in the summers of 2012-2014</p>
<p>Regional standards awareness and professional development sessions that provide an understanding of the newly adopted standards and the model curriculum.</p>	<p>during the 2010-2011 and 2011-2012 school years</p>

Webcasts on the standards and model curriculum.	during the 2010-2011 and 2011-2012 school years
Ohio will host a four-day meeting to share the findings of the ILEs with Ohio educators and international experts. ODE will incorporate best practices from the Innovative Learning Environments (ILEs) into Ohio's state standard instructional improvement system.	in 2011-2012; in IIS by 2014-2015
Ohio will implement a High School and Higher Education (HS-HE) alignment project, comprised of regional high school –higher education consortia. Consortia will align high school graduation requirements with higher education expectations and align teacher preparation programs to the common core standards. A high school –higher education guidance document will be provided to support high school and higher education faculty. Annual regional meetings will be hosted to provide the field an update on the HS- HE alignment work.	in 2011-2014
Assessments	
Awareness and professional development sessions will be held to provide an understanding of the new assessment system which will include formative, performance-based and summative assessments.	during 2011-2012
Sample performance tasks and rubrics (English language arts, mathematics, science and social studies) for high school level courses will be made available statewide.	during the 2013-2014 school year
Formative assessment items and strategies will be available in the model curriculum.	during the 2013-2014 school year
The new assessment system will include online administration; ODE will provide training sessions to prepare LEAs for the transition.	during the 2013-2014 school year
Pilot project opportunities, including ongoing teacher training, will be available for formative assessment in the middle grades.	<ul style="list-style-type: none"> ▪ pilot will begin with three schools in fall 2011 ▪ three more schools will be added in each subsequent year
Pilot project opportunities, including educator training, will be available for performance-based assessments.	beginning in 2011

Training for district staff on on-line testing.	in 2013-2014
Kindergarten Readiness Assessments	
Pilot project opportunities will be available for the expanded Kindergarten Readiness Assessment.	FY 13 and FY 14
The expanded Kindergarten Readiness Assessment materials and training will be provided to all kindergarten teachers.	by 2013-2014
Statewide implementation of Kindergarten Readiness Assessment will occur.	in 2014
Student Growth Measures	
Ohio will select a subset of interested districts and charter schools to work with experts and teachers to identify the appropriate growth measures.	in 2011-2012

ASSURANCE AREA C: USING DATA TO IMPROVE INSTRUCTION

Instructional Improvement System

The State Standard Instructional Improvement System will be developed.	during 2012
Once the State Standard Instructional Improvement System has been developed, ODE will provide professional development on the use of the system and assist in the deployment of the system for LEAs that do not already have a qualifying system.	projected to occur during the 2012-2013 school year
A tool will be available to help LEAs determine if an existing Instructional Improvement System meets the definition of a Qualifying Instructional Improvement System as defined in the <i>Race to the Top</i> application.	tool available in winter 2012

Formative Assessments

Awareness and professional development sessions will be available across the state on the use of formative assessments.	during the 2011-2012 and 2012-2013 school years
ODE will work collaboratively with Educational Services Centers to provide regional coaches to assist LEAs in implementing web-based professional development modules that integrate subject-specific content and formative assessments.	available in the 2011-2012 school year
A guidance document for designing and evaluating formative instruction will be available on the ODE website.	in the 2012-2013 school year

Improve Access and Usability

ODE will review existing tools in the Data Tools Catalog for redundancy and ease of use and develop web portals for role-based access. Existing tools will be consolidated where appropriate.	web portals and consolidated tools available December 2012
ODE and Battelle for Kids will provide a teacher-student linkage tool to RttT LEAs. This tool is a roster verification tool that also accounts for team teaching, intervention, etc. to attribute instructional time in tested subjects. ODE will provide a new version of the software hosted within the ITC network.	pilot group spring 2011 tool available to all LEAs in early spring 2012 ODE enhanced student-teacher linkage system complete December 2013

ASSURANCE AREA D: GREAT TEACHERS AND LEADERS

Measures of Student Growth

The Ohio Department of Education will develop a framework for incorporating measures of student growth into teacher and principal evaluation systems.	summer 2012
Professional development and technical assistance will be available to participating LEAs working with Battelle for Kids on using value-added data as a diagnostic tool and its appropriate use in informing decisions about professional development and instructional improvement strategies.	beginning in spring 2011
ODE and Battelle for Kids will provide a teacher-student linkage tool to RtT LEAs. This tool is a roster verification tool that also accounts for team teaching, intervention, etc. to attribute instructional time in tested subjects.	pilot group spring 2011 tool available to all LEAs in early spring 2012
Annual value-added reports provided by SAS through EVAAS at the teacher level will be available for teachers of reading and mathematics in grades 4 through 8, with a phase-in over the next four years. These data are provided to participating LEAs working with Battelle for Kids.	<ul style="list-style-type: none"> ▪ in 2010-2011, 30% of such teachers will receive reports; ▪ 60% in 2011-2012, and ▪ 100% in 2012-2013 and beyond
Recommendations for other measures of student growth for teachers of students in non-tested grades will be provided (e.g., measures of literacy levels, grade gains on supplemental tests, end-of-course exams).	end of school year 2011-2012
Best practices and research from other states and national organizations will be synthesized and made available on a dedicated web-site.	spring 2012
ODE will work with districts to identify, pilot and field-test reliable measures for determining the growth of students during an academic year.	beginning in 2012-2013
Professional development and resource materials will be provided on collecting evidence of student growth for teachers of subjects and grade levels without state-level assessments.	beginning in 2012-2013
Other valid evidence measures that could be incorporated into teacher and principal evaluation systems will be field tested (for example, use of parent and student surveys; lesson study and analysis of student work over teaching cycles to document student growth and changes in practice; teaching videos; self-reflection to document teaching practice against the teacher performance rating rubric; documentation of leadership activities and evidence of impact on improving student learning; peer-assessment; action research).	beginning in 2012-2013

Evaluation Systems	
The Educator Standards Board in collaboration with the OTES writing team will develop a standards-based evaluation system framework which differentiates teacher effectiveness, incorporates student growth measures, and is adaptable to changes in a teacher's career development. The Educator Standards Board will recommend the model teacher evaluation system framework to the State Board of Education.	Recommended by ESB, April 2011 Framework adopted by SBOE, November, 2011
ODE and practicing educators from across the state will develop and implement an evaluator training and credentialing program.	deployed by summer 2012
Observable and measurable behaviors will be identified that characterize the practice of ineffective, developing, proficient, and accomplished teachers. These will be included in a standards-based observation tool.	tool to be piloted in 2011-2012
Gap analysis and planning tools will be developed to support districts in assessment of their existing teacher evaluation systems.	ongoing
A teacher self-assessment and goal setting process that includes self-analysis on Ohio's Standards for Teachers and analysis of student learning has been field-tested.	2010-2011 (field test) 2011-2012 (pilot)
A model evaluation rubric for principals has been field tested that differentiates principal effectiveness ratings across five categories: ineffective, satisfactory, effective, highly effective and distinguished.	2010-2011 (field test)
ODE will implement an electronic system to support teacher and principal evaluations. LEAs will be involved in providing input on system requirements. ODE will provide LEAs with assistance in using data from evaluation results.	<ul style="list-style-type: none"> ▪ ODE will gather requirements for the design of the system in 2010-2011 ▪ design, piloting, and training will occur in 2011-2012 ▪ system available for use in 2012-2013
Training and credentialing will be available on implementation of teacher and principal evaluation systems that align to state models.	2012-2013
Tools, resources and best practice examples of professional development programs that are aligned to the learning needs of educators will be available.	2012-2013
ODE will, in collaboration with the Educator Standards Board, develop and recommend a model Peer Assistance and Review program for teachers. Tools will be available on-line and deployed to assist districts in developing Peer Assistance and Review programs or adopting certain components and tools to be used in conjunction with their teacher evaluation system to support teachers in need of improvement.	On-line tools available May, 2011 15 LEA's participate spring 2012 Implement 2012-2014

All districts must implement the new Resident Educator Program for new teachers beginning in Fall 2011.	<ul style="list-style-type: none"> ▪ training for districts, lead teachers and mentors will beginning in spring 2011 ▪ all lead teachers and mentors will need to be trained and certified to support resident educators beginning in fall 2011
All teachers in the residency program must pass the Resident Educator Summative Assessment during the teacher residency program as a condition to advance to a five-year professional license.	<ul style="list-style-type: none"> ▪ vendor selected, fall 2011 ▪ develop and filed test, 2012-2013 ▪ implement 2013-2014
Equitable Distribution of Effective Teachers and Principals	
Professional development will be available on best-in-class recruitment and retention strategies.	beginning in spring 2011
Resource guide on <i>Managing Educator Talent</i> will be provided to each participating district and charter school.	December 2011 (available on-line and paper copies)
A Teacher/Principal Distribution Data Analysis tool (EDEHE) will be provided for LEAs to conduct a teacher/principal effectiveness analysis, building on the annual HQT analysis in the CCIP	pilot in 2011 (available for LEAs February/March 2012)
The Ohio Board of Regents will provide value-added reports for colleges and universities that prepare teachers in Ohio, based on the performance of those institutions' graduates once they are in the classroom. Reports will be published on the OBR website.	<ul style="list-style-type: none"> ▪ ratings provided for some institutions beginning in spring 2011 ▪ ratings to include both teacher and principal reports by spring 2012 ▪ scaled up to all teacher training institutions by 2014
Provide Effective Support to Teachers and Principals	
ODE will convene a team to design a Beginning Principal Mentorship model.	during 2011-2012
Educational Service Centers will receive start-up funding to pilot the Beginning Principal Mentorship Model.	beginning in 2012-13
Educator Preparation	
OBR will implement the Woodrow Wilson Foundation STEM Teacher Fellowship Program.	beginning in 2011
ODE will create a TeachOhio an alternative teacher licensure program. The TeachOhio consortium will be created and hold regular meetings and provide technical assistance.	Pilot 2011 beginning in 2012

ASSURANCE AREA E: Turning Around the Lowest-Achieving Schools

TURNING AROUND LOW-ACHIEVING SCHOOLS SO THAT ALL STUDENTS ATTEND EXCELLENT SCHOOLS WITH ENHANCED TEACHING AND LEARNING ENVIRONMENTS.

Ohio's reform agenda includes *an intense focus on turning around low-achieving schools into excellent schools*. Ohio pledges that every child will benefit from the opportunities routinely offered by high-performing schools. Ohio's RttT strategy focuses on improving the quality of education for more than 33,500 students in the State's 2 Cohorts of persistently lowest-achieving schools. This intense focus on turning around the State's persistently lowest-achieving schools is part of a broader approach to school improvement. Not only will ODE, school districts, and charter schools intervene directly in persistently lowest-achieving schools to turn them around, but Ohio's stakeholders will also work collaboratively to better prepare students in schools that are not persistently lowest-achieving, but require additional supports. ODE recognizes that this assurance area will require difficult decisions and complex work. Ohio's low-performing schools enroll students whose challenges sometimes exceed easy solutions. These are students who experience significant mobility in their education paths and demonstrate deficits in both their academic skills and their life skills. They exist in poverty; often have painful family situations; and even lack appropriate medical care. However, Ohio will not shirk away from its commitment to these children who so desperately need strong advocates and intensive systems of support.

STATE-LEVEL RTTT RESOURCES

Persistently Low-Achieving Schools with SIG Funding

- The Office of Transforming Schools will assign transformation specialists to work on-site with the identified persistently lowest-achieving schools. The transformation specialist will work closely with each school to implement the selected intervention models. State Support Team members will also be assigned to each persistently low-achieving school.
- On-going professional development and technical assistance sessions as needed or required in ODE's differentiated accountability model are provided for persistently low-achieving schools. These sessions include, but are not limited to, quarterly sessions focusing on areas of need and implementation of required intervention models. Periodic capacity building sessions will be conducted with District Leadership Teams and Building Leadership Teams to ensure that each school implements the required intervention models; stakeholders will be involved in the sessions. Reporting metrics and evaluation will be used to ensure that the schools implement the intervention models with fidelity and increase achievement of all students.
- Ohio created a public-private partnership, the Ohio Network for Education Transformation (ONET), run by a non-profit partner with demonstrated success in turnaround contexts. The responsibilities of ONET include, but are not limited to, the following:
 - Provide technical assistance to support persistently lowest-achieving schools' adoption of school turnaround models.
 - Identify proven intervention models and share best practices with districts, charter schools, State Support Teams (SSTs), and turnaround school leaders at OAASFEP conference and conference for SIG and Early-Warning schools.
 - Develop a strong network of local and national partners who will invest resources, time and funds in this work.

- A diagnostic review will be conducted in each identified SIG and Early –Warning School.
- A Turnaround School Leader Program has been developed in collaboration with the Ohio State University to build leadership capacity in low-achieving schools. The Turnaround School Leader Program is focused on creating a leadership pipeline of “turnaround/transformation school specialists” who are trained to successfully implement educational and business principles to turn around the performance of persistently low-achieving schools.
- Professional development, coaching, and customized family and civic engagement tools will be provided to each district with persistently low-achieving schools. Professional development and coaching will leverage the existing infrastructure of school supports in Ohio, including county teams made up of district leadership teams, family and civic engagement teams, educational service centers, state support teams, family and children first council teams and local/county agencies to create a county/region wide comprehensive system of supports. In addition, parents and families in persistently lowest-achieving schools will be offered training that will focus on building the capacity of parents and families to serve on district and building leadership teams.
- Efforts through the Office of Strategic Initiatives will deliver professional development in cultural competency.

All Schools Participating in RttT

- Schools had the opportunity to compete for funding to implement proven innovative models that nurture 21st Century skills, provide proficiency in the STEM disciplines, and raise academic expectations for all students. Examples of such innovative models include STEM schools, Early College High Schools, New Tech High Schools, and International Studies Schools. These schools of innovation will serve as models and will host learning exchanges for other schools.
- Middle and high schools had the opportunity to compete for funding to implement the AVID program (Advancement via Individual Determination). Priority will be given to low-performing middle and high schools. Funding will cover training costs, licensing fees, and program development.

Early Warning Schools

- ODE will identify schools that are at risk of being labeled persistently low-achieving, and will provide technical assistance and diagnostic services to those schools.

CTAG Schools

- Schools with Linkage Coordinators included in their RttT LEA SOW will implement services using local RttT funds. Consistent with the USDoE approved amendment; the Office of Strategic Initiatives will provide training and technical assistance to all identified LEAs.