



Ohio's Race to the Top Innovative Programs Grant Application

Application Period- March 11-May 20, 2011

Please ensure that ALL questions are answered completely in each of the four sections as incomplete applications will not be returned for modifications or completion.

Section A

1. General School Information

<p>a) Name of Applicant (LEA): Licking Heights Local School District</p>	<p>b) Name of School(s): Licking Heights High School</p>
<p>c) Superintendent of Schools: (or equivalent) Name: Thomas S. Tucker Address: 6539 Summit Road Pataskala, OH 43062 Telephone: (740) 927-6926 Fax: (740) 927-9043 Email: ttucker@laca.org</p>	<p>d) LEA RHT Contact: Name: Jack Fette Address: 6539 Summit Road Pataskala, OH 43062 Telephone: (740) 927-6926 Fax: (740) 927-5845 Email: jfette@laca.org</p>
<p>e) School Vision: Quality of life demonstrated by high expectations and educational excellence</p>	<p>f) School Mission: In partnership with students, family, and community, the Licking Heights Local School District will ensure that all students acquire skills, knowledge, and expertise to succeed as effective citizens and workers in the 21st century.</p>
<p>g) Primary Goals of School: 1. Increase student achievement 2. Improve school climate 3. Enhance staff performance</p>	<p>h) Teacher/Student Ratio: 1/20</p>

PLEASE NOTE: In you enter into a collaboration with another LEA, please mark with an * which LEA will serve as the FISCAL AGENT if selected for one of the competitive grants.

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

Jack Fette, Director of Curriculum and Instruction

2. SCHOOL PROFILE

STUDENT INFORMATION		
Grades served: 9-12		
Enrollment (total number of students served in school applying for Innovative Program):		
Grade Level	Enrollment	
Pre K-5		
6		
7		
8		
9	244	
10	229	
11	194	
12	169	
Ethnicity and gender data (% of enrollment):		
Black: 31%	White: 61%	Male: 51%
Asian/Pacific Islander: 1.5%	American Indian/Alaska Native: 0%	
Hispanic: 2%	Multi-Racial: 4.5%	Female: 49%
Percent of students eligible for free/reduced lunch: 34%		
Percent of students identified as special education: 15%		
Names of current competitive grants LEA has been awarded (2010-2011): 0		
Please attach 2009-2010 school Report Card:		

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.**

- Asia Society (International Studies Schools Network)** _____
- AVID *** _____
- Early College High School** 1
- New Tech Network** _____
- STEM*** _____
- Other Proven Model (please list)** _____

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

Section C

Questions Addressing Innovation Selected- Please answer these questions in the text boxes provided. Provide as many details as possible so that the reviewers can gain a good picture of your school.

1. Identify your selected Innovative Program and the reasons for selection. (Note: If "Other", please include research evidence that justifies how the "other" innovation will accelerate student achievement and progress.

This application is for the Early College High School Innovative Program.

An Early College High School would be a valuable component of our high school, our school district, and our community because it will dramatically increase student attainment of college credit to improve their employability while strengthening the economic capacity of our community.

First, it was explained at the Innovation Symposium that ECHS is primarily designed for first generation college students, of which our district has many. Recent data indicates that less than 33% of our students come from homes with a parent who holds a 4-year college degree. Ten percent of our students are English Language Learners and most of those are recent immigrants from Somalia. These students arrive with limited educational experience and meager financial resources. They are dependent on our district to not only make them college-ready from an academic standpoint, but also to introduce them to the resources that are available to them as we prepare them to attend college. At Licking Heights we have gone to great lengths to maintain a cohesive student body and make classroom instruction culturally relevant. We have found that a large portion of our students never visit a single college campus. This demonstrates either a lack of interest in higher learning or a belief that college is not a necessary or viable option. We now transport students, at no charge, to area colleges for official visits and area college fairs in hopes of expanding their horizon. Dual Enrollment and Post-Secondary Enrollment Options are available for our students, but many don't qualify for those courses at this present time or their parents don't know how they would support a post-secondary degree. Those same students are ideal candidates for an ECHS because both the students and their parents would support the option to earn an Associate's degree free of charge during high school. When the ends are clearer to the parents, the parents are more interested in the process.

Secondly, an ECHS will be critical to maintaining a high school graduation rate above the state benchmark of ninety percent. Our district is experiencing tremendous enrollment growth of students with international and low-income backgrounds. Since 2005, our student enrollment has grown by over 1,100 students. In that time, our percentage of high school students from international backgrounds and our percentage of students from low-income families have each increased five percent. This year thirty-four percent of our high school students qualify for free or reduced price lunches and 10% qualify as English Language Learners. Our elementary schools have experienced even a larger growth of students from these backgrounds. As enrollment continues to grow, we are seeing a decreased graduation rate. As an ECHS district we would be able to focus our efforts on the district as a whole to engage our students toward a common goal of graduation. We would ensure our students and families understand the goal of achieving high school graduation upon entering the district and with the intent they would be able to position themselves to attaining a college degree. We understand that an even more significant decline in graduation rates is expected as our enrollment grows if students from disadvantaged backgrounds are not offered a system of support. Being an ECHS district would help us to prepare students and send the message to parents, students, and the community that our students are expected to graduate from high school and seamlessly transition to a 2 or 4-year college.

Thirdly, an ECHS will help to prepare students to choose to attend college and be successful at their selected post-secondary institution. In 2007, only 20% of our graduates attended a 4-year college in Ohio and 19% attended a 2-year college. Of those students, 65% took remedial English or math. Local business consistently report to us that our graduates are not suitably prepared with writing skills and critical thinking skills to immediately succeed in their work environment. We address these areas of need in part by partnering with Central Ohio Technical College (COTC) to offer dual enrollment courses to expose our high school students to college-level coursework, but the capacity for such a program by itself is limited. An ECHS, through an expanded partnership with COTC and potentially Ohio University-Pickerington, will allow us to provide a greater number of students with credit-bearing college coursework. Licking Heights' instructional program is working to close the gap in which more of its students are entering and then graduating from a 4 or 2-year college program. In the past, too many of our high performing students have chosen not to attend college despite their capacity to succeed there. An ECHS will help to change the paradigm through which students and their parents view college matriculation. Furthermore, it is not only our job to prepare our students to attend college but to prepare them to be successful while they are there. It is our goal for students to see college as an attainable goal in which they view college as a seamless transition from high school. By exposing our students through the ECHS, we are able to help them to reach the goal of obtaining a higher education degree. When the dropout rate of first year college students is approximately thirty-five percent, it is our goal to provide our students, many first generation college students from a small town, with an opportunity to ensure their college success in completing a degree in higher education.

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

Licking Heights has become fully engaged in Race to the Top and has used the momentum from Race to the Top to initiate a variety of transformation strategies that will merge well with the implementation of an Early College High School. Thus far, as a part of Race to the Top, our district has begun to realign local courses of study with the revised academic content standards, analyze gaps in our current teacher evaluation system as compared to the standards delineated in Race to the Top, and expand professional development opportunities related to value added use including student-teacher linkage processes. These activities and the ultimate goals associated with them have been well received by our teachers union and our administration alike.

The professional development plan we have created for Race to the Top will help to support the implementation of an Early College High School. For an ECHS to be successful, teachers and administrators must be capable of using formative student data to facilitate growth. Our expanded training around the use of value added data will be useful in this regard. The Instructional Improvement System we will implement through Race to the Top will help teachers and administrators to collect and analyze student data and, amongst other things, align their own professional development to the specific needs of their students. Additionally, our revised principal and teacher evaluation systems will directly incorporate student growth factors and focus principal and teacher work activities around instructional effectiveness. Furthermore, our principals and teachers have been heavily engaged in professional development for the past three years to improve the use of effective assessment strategies, including short-cycle assessments, common formative assessments, data-based decision-making, and effective grading practices. Such training will be necessary for all staff involved in the ECHS, as these skills are essential to the effective implementation of that program.

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

Our effective implementation of Race to the Top indicates our ability to effectively implement an Early College High School. Like with Race to the Top, pre-implementation will be highly important for the creation of a successful ECHS. Licking Heights High School's administrative staff includes a principal, assistant principal and

athletic director who will all be a member of the implementation team. The high school also has two full-time guidance counselors and a young, energetic teaching staff which is accepting of improvement initiatives and highly attentive to individual student needs.

In the pre-implementation phase, the school will form a high school teacher task force to be part of the implementation team and contribute to decision-making regarding development of the ECHS program. This group will be essential because of their first-hand experience in the school, including their understanding of culture and climate, intricacies of school operations, and students and families. The school will also hire a grant manager, Dr. Rhonda Knight of Ohio University, to oversee allocation of funds and compliance with grant requirements while also ensuring fidelity to the implementation timeline. The grant manager will also serve as the project coordinator and the primary contact with Central Ohio Technical College (COTC) and Ohio University-Pickerington. In addition to continual communication with COTC and Ohio University-Pickerington, the district will communicate with other area colleges to clarify expectations and embed components in the ECHS program to help students graduate well prepared to meet those expectations.

Research has demonstrated difficulties students from small and rural communities face regarding college matriculation. Nationally, only 34% of rural 18 to 24 year olds matriculate to college. Our local demographics are similar in that less than 33% of our students' parents have a bachelor's degree. This is also consistent with literature that explains that when parents do not attend college their children are less likely to attend. Furthermore, family socio-economic status is positively correlated with college matriculation of students. In our district, close to 40% of our families qualify for free or reduced price lunch. We are cognizant of these local issues and their implications for our students in terms of college matriculation. If the district receives a grant to implement an ECHS, we will work closely with our students and their families to alleviate any concerns that may exist and work to ensure a seamless transition for students into the ECHS.

Also important will be involvement of the local board of education, parents, businesses, and other community stakeholders. The Pataskala Campus of COTC will be integral to the success of the program. The staff and faculty there will be fully engaged in the partnership and that facility will be used for both instruction and tutoring. What's more, Central Ohio Transit Authority recently added the campus to its bus line. The district will add the campus to its student routes, thus making all of central Ohio accessible to Licking Heights' students whenever necessary. A partnership we are developing with Ohio University-Pickerington is important because it will provide our students with the exposure of a 4-year college but on a smaller scale, which our students are looking for since many desire to stay close to home. This type of partnership, with a 4-year college, will provide our students with the support in seamlessly and successfully navigating through a 4-year college program. Another partnership that we will rely on is our agreement with the New Albany Business Park and the businesses therein to provide internship opportunities, exposure to 21st century job experiences, and leadership in establishing practical learning outcomes for the ECHS. The board of education holds monthly community engagement meetings, which will be used to share progress along the way and receive continual feedback on the program. Multiple meetings will be held to discuss the program and clarify expectations. A website and newsletter will also be utilized to share progress and solicit feedback. Once implementation of the program is underway, open meetings and regular communication from the implementation team will carry on as they continue to steer the program for success.

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

An Early College High School program integrates seamlessly into Licking Heights' Race to the Top Scope of Work because of the shared aims of both initiatives. Improving high school graduation rates is both an objective of an Early College High School and a goal of Race to the Top. Likewise, another goal of Race to the Top is to improve teacher quality, which is going to be necessary if an ECHS is going to be successful at Licking Heights High School. Furthermore, more effective teacher evaluations are an aim of Race to the Top and will be essential to the monitoring and continued growth of the ECHS program.

The district has already begun to integrate the new state academic content standards into local curricula through activities aligned with Assurance Area B. Because the standards are more focused than previous standards on college and career readiness, as well as processes for learning more appropriate for 21st Century schooling, the district is laying a framework for increased graduation rates and college readiness. Additionally, through Assurance Area C the district has committed to adopting an instructional improvement system and a formative assessment system to make rich student data accessible for teachers and administrators for the purpose of driving instruction as well as individual professional development.

Also, the Race to the Top transformation team at Licking Heights has already begun to review the district's current principal and teacher evaluation instruments and identify gaps between our instruments and the state's model Ohio Principal Evaluation System (OPES) and Ohio Teacher Evaluation System (OTES). The district's Scope of Work identifies that a new system will be fully aligned and implemented by 2013-14. The new system will help to ensure that effective teachers and principals are assigned to the ECHS and will help students enrolled in the ECHS to successfully earn college credit in high school, graduate, and enroll in a post-secondary education program.

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

An Early College High School will positively impact not only our high school but also our four other schools as well. Because the new academic content standards are designed for college readiness, an ECHS will help to focus all teachers on the rigor of the new standards because college courses will be taught within the district. As we implement the standards in kindergarten through grade 12, we will systemically monitor our progress through our continued use of the Ohio Improvement Process (OIP). OIP has helped the district to use data to inform decision-making and will continue to be useful in making decisions related to the ECHS and other initiatives for increased achievement for all students. Additionally, the Implementation Monitoring Management (IMM) tool will be utilized to ensure fidelity to our plan.

At Licking Heights, we will continue to offer our kindergarten literacy intervention program to support students who come to school with limited literacy levels. We will also continue to offer free reading and math tutoring outside of the school day for all students in grades 2-8. These programs are designed to support our core academic programs and facilitate annual student growth. Within the district we monitor student progress with standards-based common quarterly assessments at every grade level in Literacy, Math, Science, and Social Studies. From these assessments, longitudinal data is collected and stored on our local computer network. Both our district and building leadership teams review the results of the data, as applicable. At the building level, annual improvement plans are monitored throughout the year to target interventions and plan professional development for areas of need. An ECHS will only enhance this work which is already in place by providing

further clarity of the student outcomes we expect each year at each grade level in order to make all students college-ready.

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

Our local commitment to the Early College High School and our partnership with Central Ohio Technical College (COTC) and potentially Ohio University-Pickerington will be the primary means to sustaining the program after the end of Race to the Top in 2014. COTC and the Licking Heights Local School District have a history of successful partnerships. Licking Heights High School houses evening adult education programs through COTC and offers eight dual enrollment courses through COTC. Additionally, COTC provides space for Licking Heights' professional development activities at the recently opened COTC Pataskala Campus, which is located four miles from Licking Heights High School and inside the Licking Heights district boundaries. Licking Heights' school officials highly value college credit opportunities in the high school, as demonstrated by our expansion of dual enrollment courses and post secondary enrollment options. A partnership with COTC to provide an ECHS will be well supported by the district. Furthermore, the district has recently entered into a partnership with Ohio University to provide students exposure and access to a four-year institution.

The district will also maintain a high school teacher task force dedicated to supporting the ECHS from pre-implementation through full implementation. Teacher input will be critical to sustaining the program. An area in which the teacher task force can have perhaps the most impact is professional development. It is essential that areas of concern are addressed effectively, and our teacher task force will help to identify the concerns and the solutions. We are fortunate to have a young faculty that welcomes professional development opportunities and embraces challenges associated with school improvement.

Also important to sustaining the program will be future financial support. Licking Heights commits to supporting the ECHS through district funds, but some additional funding may be needed outside of local district revenue. Two years ago Licking Heights entered into a tax abatement agreement on the New Albany Business Park, located in the northern section of the district. The park is currently being developed with no less than five tenants who have the potential to be strong supporters of the district. The New Albany Company, which owns the Business Park, has already demonstrated great support for our schools. In addition to potential partnerships with businesses, the district will also seek future grants to support the ECHS.

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 ?

The district has developed a comprehensive professional development plan that is aligned with all aspects of Race to the Top and two systemic initiatives related to literacy and co-teaching. The district's collective bargaining agreement with the teacher's union provides for 3 hours of professional development time outside of the contracted day per month. All professional development activities have been well received by staff. Principals report that teachers frequently modify instruction to model practices learned through professional development and collaborate with one another in Professional Learning Communities to reflect on practice. Because we have such a young, energetic staff that embraces professional development and school improvement initiatives, we do not foresee barriers to necessary professional development associated with the implementation of an Early College High School.

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

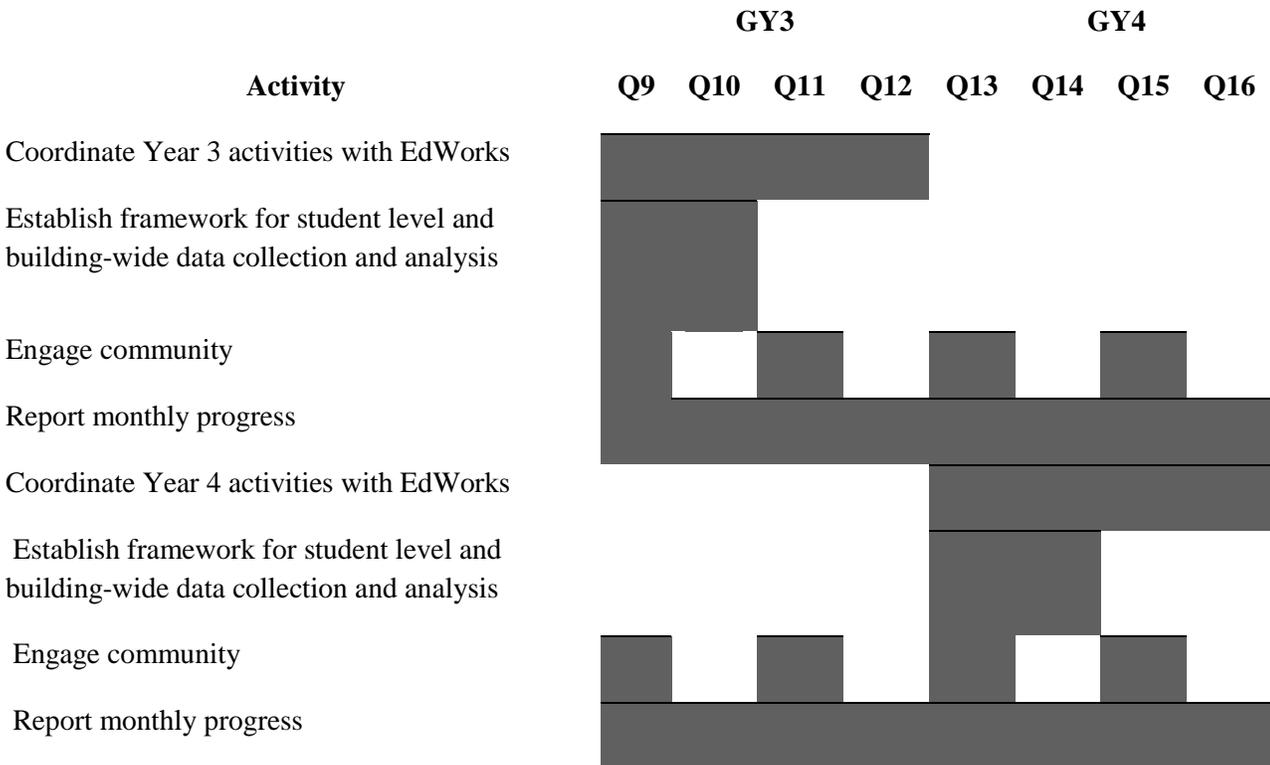
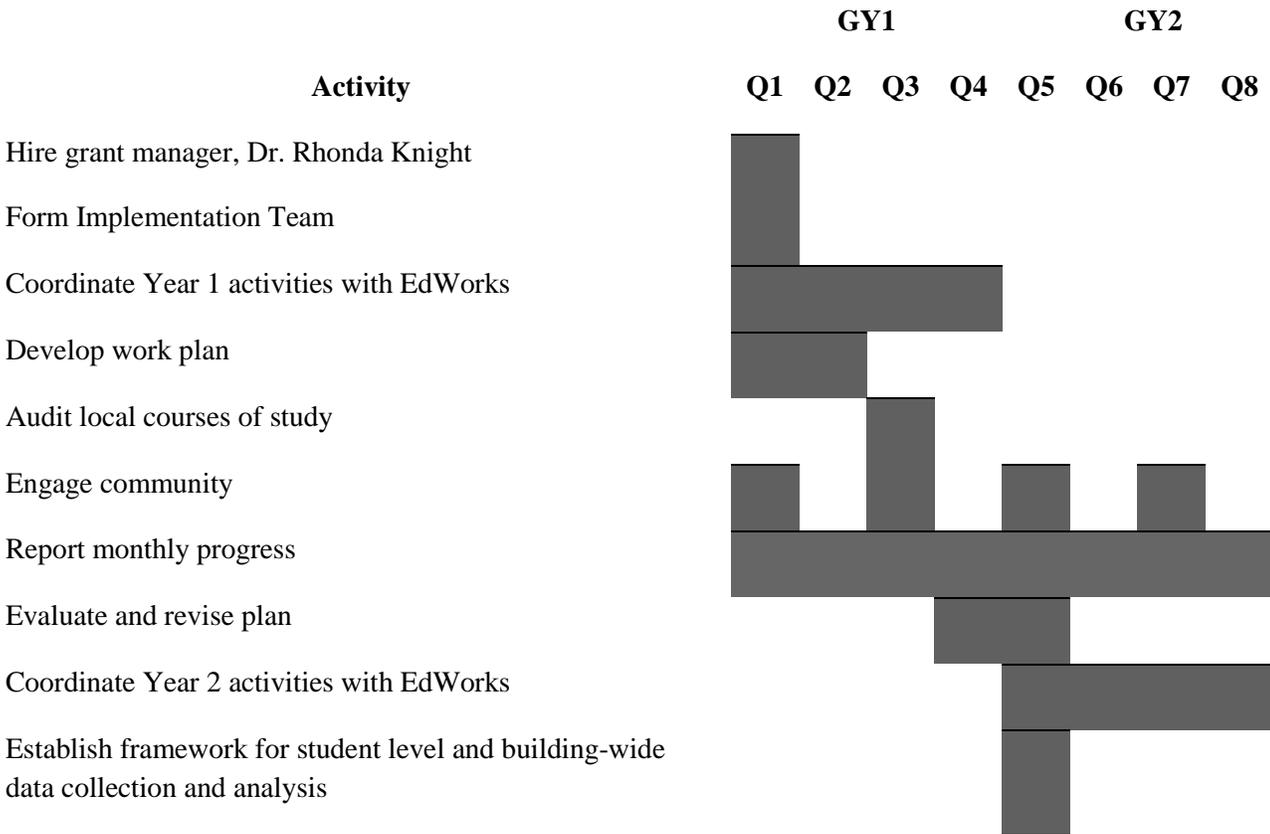
Starting an Early College High School in the Licking Heights Local School District will increase college and career readiness of all students by focusing instruction on the content and processes of the revised academic content standards, making college accessible to all students, and improving the effectiveness of all teachers. First, the revised academic content standards are anchored in standards for college and career readiness. The new standards are being introduced district-wide. These standards emphasize more rigorous content than our current standards and more process-based instructional activities than we currently facilitate in the classroom. Once an ECHS is housed in the district, teachers will have a new perspective on the importance of college readiness, which will be reflected in their application of the new standards. Second, an ECHS makes college accessible for all students. Less than 33% of adults in the district have a 4-year college degree and that factor has impacted college matriculation of Licking Heights High School graduates. In 2007, only 39% of graduating seniors enrolled in college in Ohio. We have seen through our dual enrollment opportunities that many students select dual enrollment courses to test their ability on college coursework and ultimately gain confidence in their ability to succeed in college. Yet a significant number of students elect not to take dual enrollment courses because they do not expect to enroll in college after high school. An ECHS will expand college access to all students. Additionally, an ECHS will help many students to appreciate the value of both high school and college attendance, which will improve high school graduation rates. Lastly, an ECHS will improve the effectiveness of all teachers. Teachers will need to be highly qualified and effective in order to teach the Early College students and to prepare future Early College students in the earlier grades. Professional development will be directed at teacher effectiveness. Formative instruction and teacher use of data will continue to be an emphasis of local professional development so that they become commonplace at each grade level to ensure student growth.

9. Identify a timeline to achieve a successful implementation.

Pre-implementation

As a school that is dedicated to graduating our students and preparing our students for college, we have established a successful relationship with COTC. We have honors students that are currently enrolled in a dual program where they can work towards earning college credit for courses through COTC. Now, as a result of this grant opportunity, we have begun discussions of how to broaden that work with all of our students. We anticipate strengthening our partnership with COTC, while also entering into a partnership with Ohio University-Pickerington since our community is already comfortable and familiar with Ohio University and the Pickerington community.

The following is a timeline we would utilize to ensure we are fully operational and with the ability to sustain the ECHS program after the four-year grant period. (See page 9).



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

Our school should be awarded a grant for an Early College High School because we have a clear plan that will enable us to serve the needs of our students, staff and the community on a long-term basis. We have a strong staff and strong ties within the community that is committed to the not only the success of this program but to the overall success of our students. Our commitment to the success of our students is also seen through the ongoing support of our parents, through local business support, and through the commitment from COTC, located just minutes from our schools. As a school committed to preparing students to enter college, we are also focused on the buy in from our broader community. We understand a program such as ECHS is a reform project that will be shared by the staff, parents, and the wider community. It is our plan to utilize the monthly community engagement meetings to continue to keep the lines of communication open in regards to how they share in the reform. In our experience as a rural community, with a diverse student population, we have a community that is active and committed to the success of our students.

While an ECHS is directly related to the education of high school students, it will have an impact on all of our students, K-12. While it is at the high school level we are embracing it at a district level. Our students and parents will be aware of the availability of the ECHS upon entering the Licking Heights School District, at any grade level. Furthermore our students will be eligible, upon demonstration of proficiency in reading and math, in the seventh grade. Upon entering high school, students will be offered the opportunity to take college level coursework to meet all high school graduation requirements while also earning college credit through COTC and potentially Ohio University. Students will be assigned an advisor who works directly with those ECHS students to support their progression and to help in identification of needed learning supports. It is our goal to have all students prepared to attend college, while some will have the direct link to college by taking college coursework through ECHS.

A staff appointed liaison would work between the ECHS appointed faculty at COTC and the school personnel to ensure students are meeting and exceeding standards and expectations in all courses. It is our goal to ensure students meet graduation requirements, pass state mandated tests, and have a seamless transition to college. Because we are driven by student achievement and the academic success of our students, we have defined a means of monitoring student progress and providing learning supports through Response to Intervention, our school guidance department, and our school transition counselor. We would also utilize mid-quarter evaluations to monitor student academic achievement. Data collected on student achievement would help us understand strengths and weaknesses in the program and thus drive revisions to the program. It is our goal to have students take college level coursework and to be successful at that coursework.

Our district values teacher professional development. Our plan includes opportunities for teacher professional development and collaboration with the faculty at COTC. It is important that our teachers understand how to meet the needs of students with ECHS and feel confident in doing so. Through continued professional development teachers have the ability to develop and enhance the curriculum and their instructional strategies, while also having opportunities for educator collaboration. Currently we have set aside one Wednesday a month in which our staff will receive additional professional development directly related to their role and needs as an ECHS teacher. Also, changes in staffing would be addressed through our continued and on-going teacher professional development. Therefore to ensure high student academic achievement, any shifts in staffing or additions of new staff members would be seamlessly integrated into the ECHS staff community.

Our K – 8 staff will be well aware of the needs to ensure all students are proficient and performing at or above grade level. All K – 8 teachers will be provided with professional development so they are aware of their role in preparing students to enter the ECHS program. Collaboration among the buildings elementary, middle school,

and high school buildings will be important as we prepare all students to transition through the ECHS program. Our community will work in partnership to see areas of strengths and weaknesses as we use data to drive decisions for revision.

The ECHS grant is needed by Licking Heights Local School District because we have a high population of students that would enter college as first generation college students. As a result, we want our students to be prepared to attend college with a seamless transition. Furthermore, we know that the statistics indicate that fewer than 60% of students that enter college will graduate from college. Through the ECHS program we will send our students to college academically prepared, with college credit, an understanding of what it means to be successful as a college student, and the tools to be successful as a first generation college student. In addition, our parents, of first generation college students, will be prepared to provide their children with support and know how to seek out support services because of their participation as parents in the ECHS program. Through the ECHS program we would have prepared our parents with the understanding of how to help their students navigate the transition to college after they have graduated from Licking Heights Local Schools. Through ECHS we would also be teaching families about career choices through a four-year degree granting institution or a community college, which doesn't always occur within our community.

Licking Heights Local School District is prepared to take on the responsibility of preparing students to be college ready through the opportunity the ECHS grant offers.

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.

Licking Heights Local School District – 048009 - Proposed Innovation: Early College High School					
Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100)	\$40,000	\$40,000	\$40,000	\$40,000	\$160,000
Retirement/ Fringe Benefits (200)	\$6,180	\$6,180	\$6,180	\$6,180	\$24,720
Purchase Services (400)	\$129,047	\$126,591	\$113,617	\$84,362	\$453,617
Supplies (500)	\$71,663	\$25,000	\$10,000	\$5,000	\$111,663
Capital Outlay (600)					\$ -
Other (800)					\$ -
9. Total Costs	\$246,890	\$197,771	\$169,797	\$135,542	\$750,000

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.keeper@ode.state.oh.us no later than **Friday, May 20, 2011**.

Questions may be directed to

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Director, ONET

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