RACE
TO THE
TOP

Ohio Report

Year 1: School Year 2010–2011

U.S. Department of Education
Washington, DC 20202

January 10, 2012

Race to the Top overview

The American Recovery and Reinvestment Act of 2009 (ARRA) provided $4.35 billion for the Race to the Top Fund, of which approximately $4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.[1] In 2010, the U.S. Department of Education (Department) awarded Race to the Top grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement; closing achievement gaps; improving high school graduation rates; and ensuring students are prepared for success in college and careers.

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, local educational agencies (LEAs), and States will not be achieved through piecemeal change. Instead, the Race to the Top program requires that States and LEAs take into account their local context to design and implement a comprehensive approach to innovation and reform that meets the needs of their educators, students, and families.

The Race to the Top program is built on the framework of comprehensive reform in four core education reform areas:

- Adopting rigorous standards and assessments that prepare students for success in college and the workplace;

- Recruiting, developing, retaining, and rewarding effective teachers and principals;

- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and

- Turning around the lowest-performing schools.

Race to the Top program review

As part of the Department's commitment to supporting States as they implement ambitious reform agendas, the Department established the Implementation and Support Unit (ISU) in the Office of the Deputy Secretary to administer, among others, the Race to the Top program. The goal of the ISU is to provide assistance to States as they implement unprecedented and comprehensive reforms to improve student outcomes. Consistent with this goal, the Department has developed a Race to the Top program review process that not only addresses the Department's responsibilities for fiscal and programmatic oversight, but is designed to identify areas in which Race to the Top grantees need assistance and support to meet their goals. Specifically, the ISU will work with Race to the Top grantees to differentiate support based on individual State needs, and help States work with each other and with experts to achieve and sustain educational reforms that improve student outcomes.

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review help to inform the Department's management and support of the Race to the Top States, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget provided that such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).[2]

State-specific summary report

The Department uses the information gathered during the review process (e.g., through monthly calls, on-site reviews, and Annual Performance Reports (APRs)) to draft State-specific Race to the Top reports.[3] The State-specific summary report serves as an assessment of a State's Year 1 Race to the Top implementation, highlighting successes and accomplishments, identifying challenges, and providing lessons learned from implementation to date.

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[1] The remaining funds were awarded under the Race to the Top Assessment program. More information about the Race to the Top Assessment program is available at www.ed.gov/programs/racetothetop-assessment.

[2] More information about the ISU's program review process, State APR data, and State Scopes of Work can be found at http://www2.ed.gov/programs/racetothetop/index.html.

[3] Additional State-specific data on progress against annual performance measures and goals reported in the Year 1 APRs can be found on the Race to the Top Data Display at www.rtt-apr.us.

Ohio's education reform agenda

Ohio is a large State, diverse in both its geography and population. The State has 955 Local Educational Agency (LEA) with more than 3,500 schools, including nearly 325 independent charter schools, which the State refers to as "community schools." A workforce of approximately 110,000 teachers and leaders educate 1.8 million students, of whom 45 percent live in poverty.
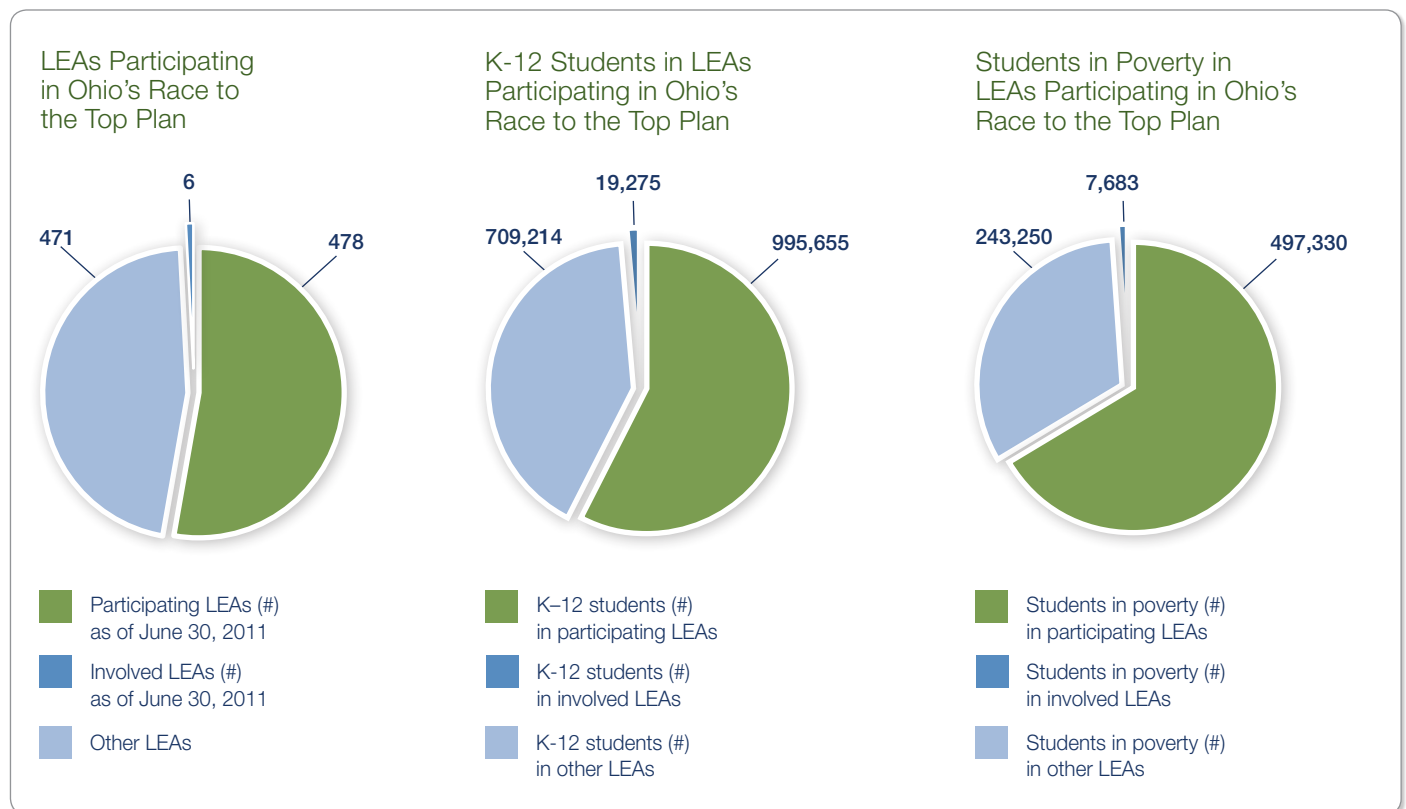
The State is committed to improving student achievement and, in its Race to the Top application, describes student achievement as the State's "most pressing social and economic imperative." Ohio's overarching goals for its Race to the Top grant, which support its education reform agenda, are to:

• Increase high school graduation rates by 0.5 percent per year to approximately 88 percent by the end of the grant period;

• Reduce the graduation rate gap by 50 percent between underrepresented and majority students in participating LEAs and community schools;

• Reduce academic performance gaps by 50 percent on national and statewide assessments for the same students;

• Reduce the gap between Ohio and the nation's best-performing States by 50 percent on national reading and mathematics assessments; and

• More than double the increase in college enrollment of students ages 19 and below to 14.5 percent by fall 2013, and more than double the increase in college persistence of enrolled students to 10.35 percent by the same time period.

Ohio's $400 million Race to the Top grant, of which at least 50 percent will flow to participating LEAs, will support new initiatives to advance education reform and accelerate and expand the State's reform efforts that are already underway.[4]

Local educational agency participation

As depicted in the graphs below, Ohio reported 478 participating LEAs as of June 30, 2011. This represents over 57 percent of the State's K-12 students and over 66 percent of its students in poverty.

LEAs Participating in Ohio's Race to the Top Plan

6
471
478

■ Participating LEAs (#) as of June 30, 2011
■ Involved LEAs (#) as of June 30, 2011
■ Other LEAs

K-12 Students in LEAs Participating in Ohio's Race to the Top Plan

19,275
709,214
995,655

■ K–12 students (#) in participating LEAs
■ K-12 students (#) in involved LEAs
■ K-12 students (#) in other LEAs

Students in Poverty in LEAs Participating in Ohio's Race to the Top Plan

7,683
243,250
497,330

■ Students in poverty (#) in participating LEAs
■ Students in poverty (#) in involved LEAs
■ Students in poverty (#) in other LEAs

[4] Ohio selected to flow 52 percent of the total award to participating LEAs.

State Year 1 summary

Accomplishments

Prior to the first year of its Race to the Top grant, Ohio revised some Ohio Department of Education (ODE) job functions to improve alignment with the four Race to the Top education reform areas. The State also developed tools and processes to support LEAs in implementing their Race to the Top plans. For instance, the State created several gap analysis tools for LEAs to use when evaluating their existing structures and systems, providing a mechanism to identify gaps and areas of potential need. In addition, the State and Education Service Centers (ESCs) assigned coordinators and specialists, respectively, to each of the State's six Race to the Top regions to act as a primary resource and give targeted support to LEAs.[5]

Ohio adopted the Common Core State Standards (CCSS) in English language arts (ELA) and mathematics and revised its standards for science and social studies. Further, the State awarded LEAs competitive grants to create and implement innovative models for school reform efforts.

In addition to providing LEAs with strong supports, Ohio worked with participating LEAs and stakeholders to identify and validate requirements for a State standard instructional improvement system (IIS).[6] Once completed in 2014, the IIS will benefit teachers, administrators, parents, policymakers, and other stakeholders by increasing the accessibility of student achievement data and linking those data to various professional development and support tools.

Ohio developed its principal and teacher evaluation systems, both of which the State will use to inform professional development and human resource decisions, including retention, dismissal, tenure, and compensation. Roughly 130 LEAs began piloting the teacher evaluation system in school year (SY) 2011–2012, and all participating LEAs will pilot the system in SY 2012–2013 with a goal of full implementation in SY 2013–2014. LEAs are increasingly implementing the principal evaluation system, piloted prior to the State's receipt of the Race to the Top grant, leading up to full implementation of the system in SY 2013–2014. In an effort to recruit high-quality educators, including those in science, technology, engineering, and mathematics (STEM) fields, and to improve the equity of the distribution of effective educators, the State is working with the Woodrow Wilson Foundation STEM Teacher Fellowship Program, and implementing the Teach Ohio, and the Turnaround Principal and Teacher Leader programs.

The State has made progress in turning around its lowest-achieving schools. It identified 36 schools for intervention and these schools have since received biweekly professional development and participated in telephone conferences about best practices for lowest-achieving schools.[7] In addition, Ohio awarded the contract for the Ohio Network for Education Transformation (ONET), which will support school reform efforts, provide technical assistance, produce reports, and connect and develop innovative school models. ODE identified a second cohort of lowest-performing schools to be supported by ONET transformation specialists who are developing work plans to turn those schools around.

Challenges

In Year 1, Ohio faced staffing and organizational transitions as well as State and local budget deficits. Transitions in leadership and key staffing positions resulted in timeline delays for several initiatives, including the selection of an assessment consortium, rollout of the kindergarten readiness assessment pilot, and the hiring of a lead for the work related to performance funding for successful educator preparation programs. As a result of budget deficits and limited resources, the State needed to reduce the number of State-level ODE staff, as well as reduce the number of fellows it committed to in its Woodrow Wilson STEM Fellowship Program activities in order to ensure adequate support for each fellow. Finally, the State found that supporting and maintaining engagement from participating LEAs with low funding allocations proved challenging, and the total number of participating LEAs decreased from 538 at the start of the grant period to 478 as of October 2011.

Strategies for moving forward

To build upon its accomplishments, Ohio is developing a performance management structure to hold ODE leadership accountable for the progress and quality of implementation at the State level. The State is also refining and implementing a systematic process for improvement using feedback loops through multiple means, including LEA surveys, evaluations, and ongoing communication with stakeholders.

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[5] The six Ohio Race to the Top regions are divided between the five geographical regions of the State, and a sixth "urban region" is dedicated to the largest urban centers.

[6] Ohio's Center for Educational Leadership (CELT), supported by a Gates Foundation Momentum Grant, led this work.

[7] The State reported this number as the total as of June 30, 2011. Since that time, one of the schools implementing the transformation intervention model closed.

Building capacity to support LEAs

Performance management

Ohio used Race to the Top as a catalyst for reorganizing ODE, enabling the State to maximize efficiency and effectiveness toward reaching its goals. The State restructured ODE to integrate multiple Race to the Top divisions, offices, and partnerships, including the Race to the Top Delivery Unit (6 staff members overseeing the work at ODE), the State Reform Steering Team, the Education Research Center, and the Business Coalition for Educational Improvement.

LEA implementation and accountability

Currently, 478 LEAs participate in Ohio's Race to the Top plan. Participating LEAs were required to complete and submit LEA Scopes of Work and budgets. Through a comprehensive Scope of Work review process, ODE approved only those Scopes of Work in which an LEA clearly demonstrated it developed the goals, performance measures, and activities necessary to fulfill the required commitments within each education reform area for all four years of the grant. The State approved, with conditions, those Scopes of Work in which an LEA showed sufficient evidence that it had met all the requirements for Year 1 of the grant, but did not provide sufficient evidence for Years 2 through 4. Subsequently, the State worked with each of those LEAs to develop a Scope of Work that included the elements required for approval for the subsequent years.

As of October 2011, the State had approved, or approved with conditions, each participating LEA's Scope of Work for Years 1 and 2. In addition to its Scope of Work, all participating LEAs submitted budget information via the State's Comprehensive Continuous Improvement Plan (CCIP) performance and financial reporting system. The State is able to use the LEA's Year 1 budget allocations, broken out by category, to track LEA budgets in a familiar, consistent, and transparent way. LEAs cannot draw down funds for a fiscal year until ODE approves the annual budget submission. Ohio has quality-control measures and initiatives in place to assess and improve the quality of implementation, including a contract with a third-party vendor to manage ODE research agenda and monitor implementation and feedback loops with LEAs regarding the services and information provided by the State.

In order to facilitate and support the successful implementation of participating LEAs, Ohio uses multiple avenues of communication and feedback, including monthly newsletters, listserves, a telephone hotline, surveys, and conferences. The State created processes to ensure accountability and oversight of LEAs, including an LEA amendment request process and monitoring protocols. Additionally, the State created several tools and tiers of support, including LEA Transformation Teams and regional coordinators and ESC specialists, each described below.

LEA Transformation Teams. These teams are in place in each participating Race to the Top LEA, with a membership including at least 50 percent teachers and 50 percent administrators. The Transformation Teams implement reforms related to the Race to the Top program, identify and share best practices with other LEAs, provide monthly communications to participating schools and/or State personnel regarding Race to the Top progress, and submit Scope of Work progress and budget reports to ODE.

Regional coordinators and ESC specialists. As discussed above, the State hired six regional coordinators and its ESCs hired 16 regional specialists to provide vertical supports from the SEA to LEAs and schools. The coordinators and specialists provide guidance and communicate expectations to LEAs on program implementation, as well as deliver

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The Ohio Appalachian Collaborative (OAC)

The OAC is an initiative of 22 rural LEAs serving more than 35,000 students. Ohio and Battelle for Kids have joined forces to develop and implement a comprehensive approach for transformational change in rural education.

The OAC's overarching goal is to improve learning to produce college- and career-ready graduates. To that end, the OAC aims to improve how data and information are used, train and support teachers and administrators, connect with and meet the needs of students, and engage community members.

Race to the Top funding will play an important role in the OAC's activities. For example, Race to the Top funds will be used to support college-ready curriculum alignment at the high school level and establish community and business partnerships to spur economic development and entrepreneurship. Other uses include developing teacher mentors to provide coaching on best practices, providing value-added reports in grades 3-8 and high schools, supporting professional development and coaching support for administrators and teachers, and promoting innovative ways to recognize educator excellence.

technical assistance across the core education reform areas. The coordinators meet regularly with ODE's Race to the Top project managers to ensure that LEAs are receiving the most up-to-date information across the four core education reform areas. In partnership with their regional coordinators, specialists work closely with their schools to provide in-depth and targeted support to educators and stakeholders.

Stakeholder engagement

Key activities and stakeholders

Ohio designed a strategic communications initiative to accelerate progress by engaging stakeholders fully in Ohio's education reform agenda. The initiative calls for a multi-faceted approach to deliver a coherent message about the opportunities, successes, and challenges of Ohio's Race to the Top strategy.

The State's outreach plan includes multiple opportunities for in-person and virtual communications. In Year 1, ODE hosted several regional Race to the Top "Road Shows" and kickoff meetings to facilitate dialogue on the final Scope of Work. Presentations included an overview of the components of the State's Scope of Work, information related to the four education reform areas, the LEA Scope of Work template and completion process, and examples of activities for LEAs and schools to incorporate as part of their Scope of Work. The meetings also addressed budget information and State-level resources. After these meetings, ODE published answers to frequently asked questions about Race to the Top, including questions about opportunities and challenges LEAs may face as they implement the Race to the Top initiatives, transitioning effectively and efficiently to new standards and assessments, educator evaluation programs, use of data systems, and school intervention programs.

ODE facilitated numerous conferences and meetings with various stakeholders as well as a Race to the Top Innovation Symposium that served 478 LEAs interested in information about the innovative models grants outlined in the Scope of Work. ODE also conducted 12 technical assistance conference calls, four webinars, and 26 regional meetings for LEAs on the Year 1 Scope of Work and budget.

Challenges

In Year 1, Ohio transitioned to new leadership, including a change in the governorship and key senior SEA personnel. Although ODE reorganization resulted in reduced State-level staff, the State was able to maximize resources by streamlining positions and restructuring the work to support implementation of Race to the Top reforms. However, staffing continues to be a challenge —several critical positions are still vacant.

The State supported and communicated with its large number of participating LEAs through regional structures, but supporting and maintaining engagement from participating LEAs with low funding allocations proved challenging. Despite targeted levels of intervention from the State, Ohio Education Association (OEA) and, Ohio Federation of Teachers (OFT), the total number of participating LEAs decreased from 538 at the start of the grant period to 478 as of October 2011. In dividing resources among LEAs, Ohio generally found that LEAs with small allocations may not be as strongly committed to the State's Race to the Top plan as those who receive more resources.
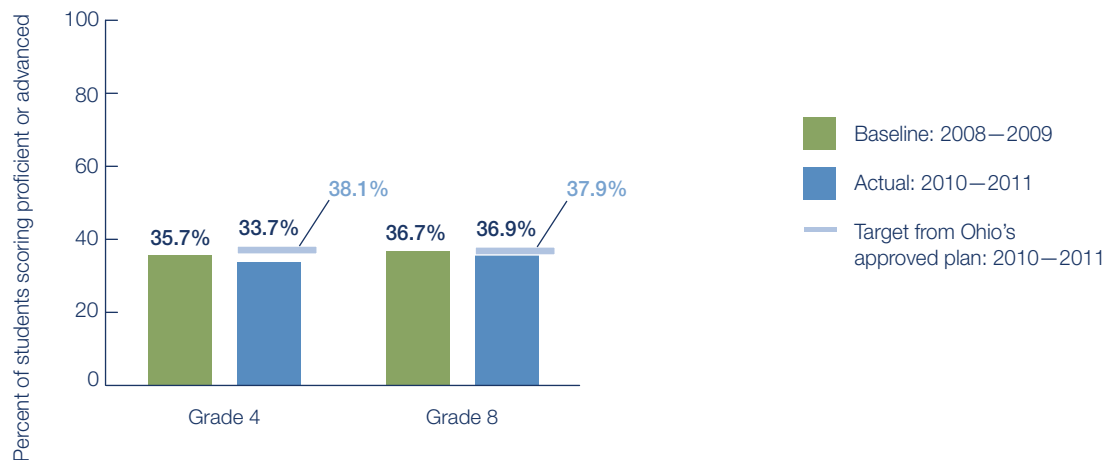
Looking ahead to Year 2

The State's Race to the Top personnel are continuing to discuss alignment of support services provided for participating LEAs. These discussions cover the charting of role, function, and responsibilities of Race to the Top regional coordinators, regional specialists, formative instruction specialists, transformation specialists, State System of Support-related personnel, and other ODE personnel who have direct contact with LEAs for the purpose of clarifying structures for LEAs. In addition, regional coordinators and specialists were required to have direct contact with every participating LEA within the first six weeks of SY 2011–2012.

In Year 2, communications teams will distribute a State Reform Steering Team report of State and LEA progress toward Race to the Top goals. Ohio also plans to identify key individuals in local areas to be involved in Race to the Top communications and stakeholder engagement activities. The State plans to continue using survey data, LEA feedback, meetings with Race to the Top regional coordinators and specialists, progress monitoring, and project management systems to maintain engagement and improve the quality of implementation.

Student outcomes data

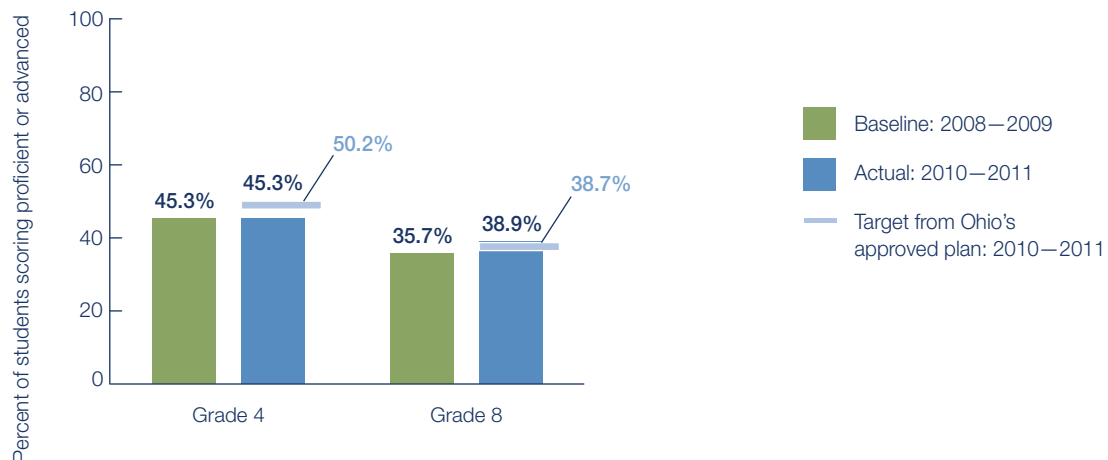### Student Proficiency, NAEP Reading 2011

Percent of students scoring proficient or advanced

Grade 4: 35.7% (Baseline), 33.7% (Actual), 38.1% (Target)
Grade 8: 36.7% (Baseline), 36.9% (Actual), 37.9% (Target)

Legend:
- Baseline: 2008—2009
- Actual: 2010—2011
- Target from Ohio's approved plan: 2010—2011

The percentage of Ohio's grade 4 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

The percentage of Ohio's grade 8 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.
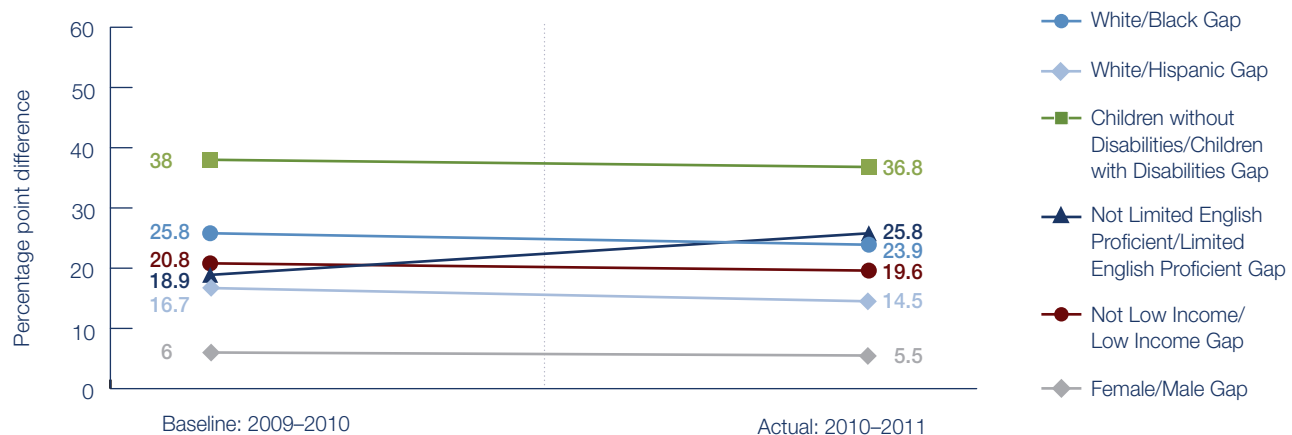
Student Proficiency, NAEP Mathematics 2011

Percent of students scoring proficient or advanced

Grade 4: 45.3% (Baseline), 45.3% (Actual), 50.2% (Target)
Grade 8: 35.7% (Baseline), 38.9% (Actual), 38.7% (Target)

Legend:
- Baseline: 2008—2009
- Actual: 2010—2011
- Target from Ohio's approved plan: 2010—2011

The percentage of Ohio's grade 4 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.

The percentage of Ohio's grade 8 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.
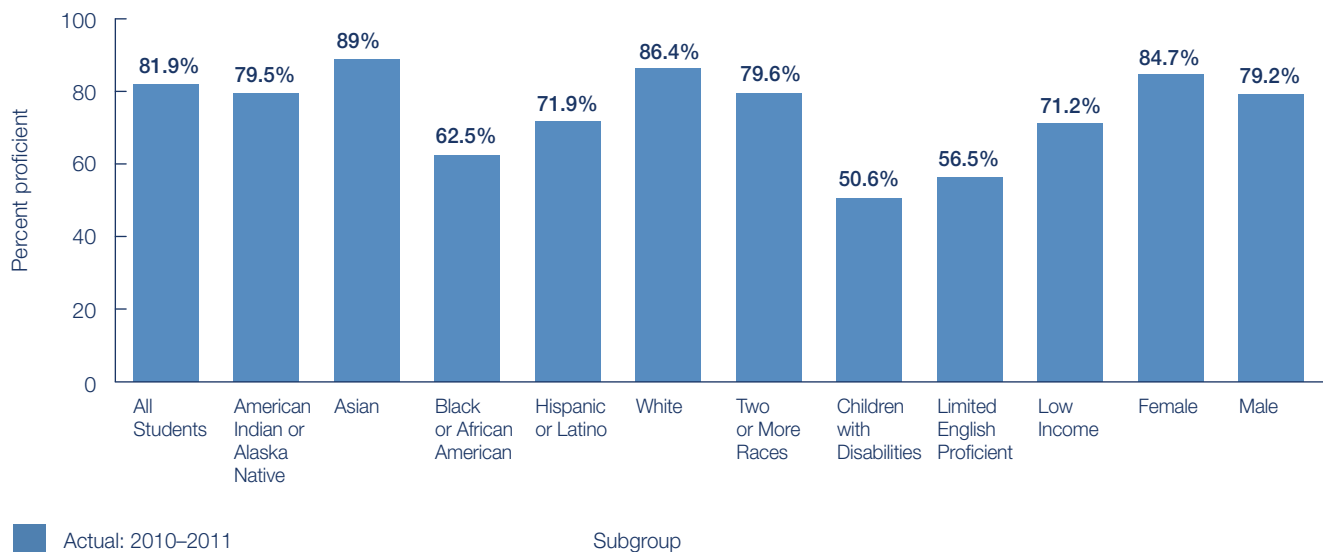
State Success Factors

Achievement Gap on Ohio's ELA Assessment SY 2010–2011

Legend:
- White/Black Gap
- White/Hispanic Gap
- Children without Disabilities/Children with Disabilities Gap
- Not Limited English Proficient/Limited English Proficient Gap
- Not Low Income/Low Income Gap
- Female/Male Gap

Y-axis: Percentage point difference

Baseline: 2009–2010 values: 38, 25.8, 20.8, 18.9, 16.7, 6
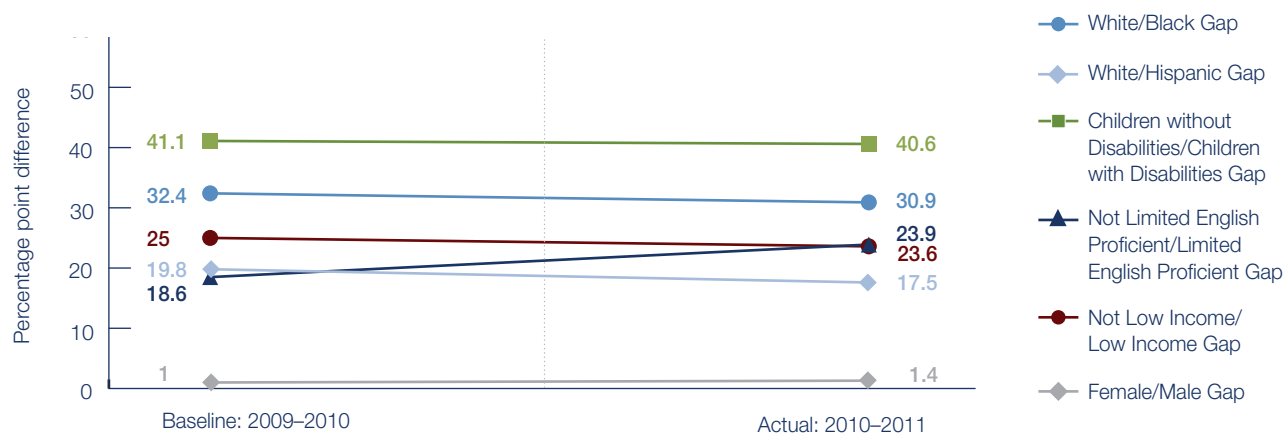Actual: 2010–2011 values: 36.8, 25.8, 23.9, 19.6, 14.5, 5.5

Preliminary SY 2010–2011 data reported as of: October 14, 2011

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.
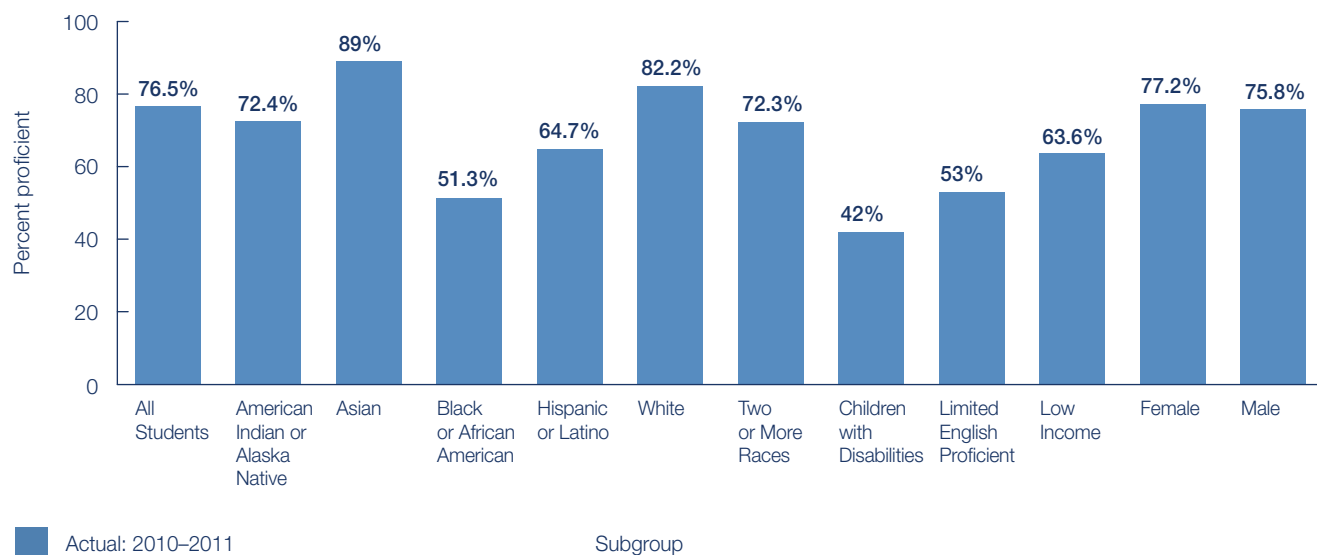For State-reported context, please refer to the APR Data Display at www.rtt-apr.us.

Overall Proficiency on Ohio's ELA Assessment SY 2010–2011

Y-axis: Percent proficient

Subgroup	Percent
All Students	81.9%
American Indian or Alaska Native	79.5%
Asian	89%
Black or African American	62.5%
Hispanic or Latino	71.9%
White	86.4%
Two or More Races	79.6%
Children with Disabilities	50.6%
Limited English Proficient	56.5%
Low Income	71.2%
Female	84.7%
Male	79.2%

Actual: 2010–2011

Preliminary SY 2010–2011 data reported as of: October 14, 2011

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.
For State-reported context, please refer to the APR Data Display at www.rtt-apr.us.

Achievement Gap on Ohio's Mathematics Assessment SY 2010–2011

Y-axis: Percentage point difference (0–50)

Legend:
- White/Black Gap
- White/Hispanic Gap
- Children without Disabilities/Children with Disabilities Gap
- Not Limited English Proficient/Limited English Proficient Gap
- Not Low Income/Low Income Gap
- Female/Male Gap

Data (Baseline: 2009–2010 → Actual: 2010–2011):
- Children without Disabilities Gap: 41.1 → 40.6
- White/Black Gap: 32.4 → 30.9
- Not Low Income/Low Income Gap: 25 → 23.6
- Not Limited English Proficient Gap: 18.6 → 23.9
- White/Hispanic Gap: 19.8 → 17.5
- Female/Male Gap: 1 → 1.4

Preliminary SY 2010–2011 data reported as of: October 7, 2011

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores. For State-reported context, please refer to the APR Data Display at www.rtt-apr.us.

Overall Proficiency on Ohio's Mathematics Assessment SY 2010–2011

Y-axis: Percent proficient (0–100)

Actual: 2010–2011 by Subgroup:
- All Students: 76.5%
- American Indian or Alaska Native: 72.4%
- Asian: 89%
- Black or African American: 51.3%
- Hispanic or Latino: 64.7%
- White: 82.2%
- Two or More Races: 72.3%
- Children with Disabilities: 42%
- Limited English Proficient: 53%
- Low Income: 63.6%
- Female: 77.2%
- Male: 75.8%

Preliminary SY 2010–2011 data reported as of: October 7, 2011

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores. For State-reported context, please refer to the APR Data Display at www.rtt-apr.us.

Standards and Assessments

Implementing rigorous college- and career-ready standards and assessments that prepare students for success in college and career is an integral aspect of education reform in all Race to the Top States.

Adoption of college- and career-ready standards and high-quality assessments

In June 2010, the Ohio State Board of Education adopted the CCSS in ELA and mathematics, and revised Ohio academic content standards in science and social studies.

In Year 1, Ohio participated in both the Partnership for Assessment of Readiness for College and Careers (PARCC) and the SMARTER Balanced Assessment Consortium (SBAC), which are consortia of States working together to develop high-quality assessments.

Supporting the transition to college- and career-ready standards and high-quality assessments

Ohio made progress in developing and implementing the CCSS and high-quality assessments in Year 1 of the grant. The State adopted new rigorous standards and developed and began to disseminate teacher supports and resources.

PARCC and SBAC are developing assessments that align to the CCSS in ELA and mathematics at the elementary, middle, and high school levels. Ohio expects to administer one of these new assessments during SY 2014–2015. The State is currently on target with additional activities related to assessments, as outlined in its approved Scope of Work, including the rollout of formative, performance-based, and Kindergarten Readiness Assessment (KRA) pilots. In addition, in SY 2010–2011, Ohio developed and posted to its website crosswalks comparing the K-12 CCSS to Ohio's existing academic standards in ELA and mathematics.

To strengthen the rigor of secondary academic coursework, in 2007 Ohio passed new high school core course requirements called the Ohio Core. Under the Ohio Core, students who enter ninth-grade as of July 1, 2010, must complete a minimum of 20 units in order to graduate from high school. State officials believe that the law will ensure that Ohio students are college- and career-ready.[8]

Dissemination of resources and professional development

To ensure every educator teaching in the State has access to the standards and the resources he/she needs to teach effectively, the State developed and disseminated curriculum and assessment resources through a web-based system, webcasts, in-person trainings, and information-sharing sessions. To date, Ohio has developed, peer reviewed, and posted on ODE's website 774 model curricula in ELA, mathematics, science, and social science.[9] To support the understanding and use of these resources, the State created webcasts and conducted statewide and regional meetings. As of June 2011, the State reported that approximately 13,000 educators participated in State-sponsored train-the-trainer style awareness and professional development on the standards during SY 2010–2011. In addition, more than 10,500 educators participated in fall and spring standards and model curricula sessions.

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[8] Graduating classes until 2013 must complete four credits of ELA, three units each of mathematics, science, and social studies, half units each of health and physical education, and six units of electives (including one unit or two half units in business, technology, fine arts, or foreign language). For graduating classes 2014 and beyond, the requirements are four units each of ELA and mathematics, three units each of science and social studies, half units in health and physical education, and five units of electives. In addition, students will have to meet requirements in economics and financial literacy and fine arts.[6] Ohio's Center for Educational Leadership (CELT), supported by a Gates Foundation Momentum Grant, led this work.

[9] More information available on ODE's website at http://education.ohio.gov/GD/Templates/Pages/ODE/ODELanding.aspx?page=830.

Challenges

Transitions in leadership positions have resulted in timeline delays for several activities. The State realized that participating in both Race to the Top Assessment consortia splits its limited resources and time, but delayed its decision to commit to one consortium to allow the new leadership to decide which to join as a governing State. The new leadership is also exploring the possibility of expanding the scope and funding sources for the KRA pilot, resulting in timeline delays in that project as well.

Looking ahead to Year 2

In Year 2, Ohio will continue its outreach to educators to help them understand the new standards and assessments, as well as provide curriculum supports. The State will contract with an external provider to support the development of the Eye of Integration, a curriculum resource tool that will house a curriculum development model to help identify appropriate strategies and resources for ELA, mathematics, science, and social studies. The Eye of Integration will help connect 21st century skills and the new standards to interdisciplinary curricula and instructional design.

In addition, Ohio plans to select a Race to the Top Assessment Consortium. The State is considering expanding the KRA with more State funding. While this may affect future timelines, Ohio believes that this activity will still be on target to meet projected progress and performance measures at the end of the grant period.

Data Systems to Support Instruction

Statewide longitudinal data systems (SLDS) and instructional improvement systems (IIS) enhance the ability of States to effectively manage, use, and analyze education data to support instruction. Race to the Top States are working to ensure that their data systems are accessible to key stakeholders and that the data support educators and decision-makers in their efforts to improve instruction and increase student achievement.

Fully implementing a statewide longitudinal data system

Using Race to the Top funds, Ohio plans to continue developing its existing SLDS and associated data tools. The SLDS will incorporate pre-kindergarten through higher education (P-20) longitudinal data by June 2013. Ohio reported in June 2011 that its SLDS has 10 of the 12 elements of the America COMPETES Act. The State is in the process of developing its capacity to meet the remaining two requirements by working to link the pre-kindergarten through 12th-grade data system with the postsecondary data system (element #4) and to establish a pre-kindergarten through postsecondary data repository (element #12).

As part of its efforts to link P-20 data, Ohio worked with the Ohio Board of Regents (OBR) to determine the protocols necessary for implementation of an expanded statewide student identifier (SSID) number to include postsecondary institutions. Meetings continue between ODE and OBR to determine specific timelines, deliverables, and the costs of implementation. LEAs began including SSIDs in the fall of 2011 on any transcripts sent to Ohio public colleges and universities.

In the first year of its Race to the Top grant, the State made progress in its efforts to use value-added data. Ohio required teachers to begin student roster verification in order to establish linkages between teachers and students. This is essential for generating teacher-level value-added reports. In May 2011, the State awarded a contract to provide linkage services to LEAs, and as of July 2011 the target of establishing and verifying 30 percent of linkages was complete. In August 2011, the State awarded a contract for value-added services. In September 2011, the State released teacher-level reports on student performance after holding demonstrations for and eliciting feedback from internal and external stakeholders.

Accessing and using State data

Ohio made progress on its efforts to develop a State IIS. This system will support State goals related to improved student learning and college- and career-readiness. The IIS will benefit students, teachers, principals, parents, policymakers, and stakeholders by providing accurate and timely information on student achievement, linking professional development and supervision and evaluation activities with student learning, correlating State and LEA standards to instructional programs and assessment strategies, and identifying gaps in instructional programs.

Data Systems to Support Instruction

As a Gates Foundation Momentum Grant recipient, Ohio worked closely with participating LEAs to identify the functional requirements and performance specifications for a State IIS. All LEAs have the option to use the State's system or to ensure that their local system aligns to the State's system. Thus, as requirements and specifications were identified, the State worked closely with its LEAs to determine if they had the necessary student information system (SIS) components to use their local IIS system or to link to the State's IIS system.

Ohio is in the process of developing a series of web portals, accessible from a single login page, for its various constituent groups. These web portals, which will link to the State IIS, will simplify and grant access to the data and tools provided by the State, enabling individuals to analyze multiple data sets, including student demographic and assessment data and course standards and benchmarks. This system will allow for value-added analysis and reporting. During the development and implementation of the system, the State plans to reach out to stakeholders through its State Reform Steering Committee in order to incorporate their feedback.

Using data to improve instruction

Ohio understands the importance of providing educators with access to student data in order to improve overall educator effectiveness. To this end, the State is working to provide educators with better tools, such as academic standards, improved professional development and coaching, and ready access to student data to improve instruction. In addition, the State identified and began training approximately 100 educators to build the capacity of LEA-, school-, and teacher-level teams to use value-added analysis to improve student learning.

Challenges

While Ohio has made great strides in developing its information technology infrastructure, it has experienced several project timeline delays in this area. The State faced resource and data challenges related to its SSID Expansion project and, as a result, may delay using the existing SSID system to assign student identifiers to historical student data. The State also reevaluated its approach to expanding SLDS work to include early learning and higher education data. The State is considering submitting an amendment request to complete this work through two separate procurements – one for the development and one for implementation – rather than follow the original strategy to do this work via a single procurement. In addition, based on requests from LEA to have additional time to submit feedback on proposed high level requirements for ODE's Enhanced Student/Teacher Linkage system, the State delayed the timeline for this collection.

Looking ahead to Year 2

Ohio is on track to meeting its goal of designing a comprehensive State IIS system and facilitating educators' use of data to improve instruction. Although the State encountered some delays in its processes, it continues to move forward and is developing Requests for Proposals (RFPs) that, when awarded, will further enhance its data systems to support instruction. The State's efforts to expand its SSID system to include higher education institutions may experience delays as OBR has identified potential resource and data challenges. However, the project is still scheduled to be completed in Spring 2012.

The State began work on expanding its use of value-added data. As of October 2011, ODE is providing extensive professional development and ongoing communications to prepare for both the expansion of the student-teacher linkage system and the collecting and reporting of value-added data. Ohio issued a Request for Information regarding the State IIS and received 22 responses from vendors. The State is considering a possible multi-State procurement for its IIS with other Race to the Top States. The State has scheduled awarding the contract for the development of the State IIS in early 2012.

Great Teachers and Leaders

Race to the Top States are developing comprehensive systems of educator effectiveness by adopting clear approaches to measuring student growth; designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals; conducting annual evaluations that include timely and constructive feedback; and using evaluation information to inform professional development, compensation, promotion, retention, and tenure decisions.

Providing high-quality pathways for aspiring teachers and principals

Ohio made several changes to improve pathways for aspiring teachers and principals. Legislative changes in June 2011 authorized potential educators to participate in alternative licensure pathways for all grade levels from kindergarten to grade 12. Prospective teachers are no longer required to major in the subject area they wish to teach, so long as they pass rigorous content area tests that show subject matter expertise. Furthermore, in place of the traditional 12 hours of college coursework to meet licensure requirements, candidates can now complete professional development work delivered by Ohio nonprofit organizations that have experience in providing training/professional development. As a result of this particular change, it is now possible to complete a non-higher-education-based alternative route program in Ohio.

Legislative changes in April 2011 strengthened educator certification routes in Ohio. Teach for America (TFA) participants who teach in Ohio and who meet certain qualifications and TFA alumni who have completed two years of teaching in another State as part of the TFA program can now obtain an Ohio Resident Educator license. These legislative changes increased the number of options for completion of pre-service, ongoing teacher training, and professional development for alternative licensure candidates. In addition to legislative changes, Ohio established the Intensive Pedagogical Training Institute (IPTI) in January 2011, which provides instruction on teaching practices and principles specifically to individuals seeking alternative licensure. ODE runs the IPTI, which neither provides nor requires college credit.

The State is working with the Woodrow Wilson Foundation STEM Teacher Fellowship Program, and implementing the Teach Ohio, and the Turnaround Principal and Teacher Leader programs to increase the supply of high-quality teachers and principals in participating LEAs with the hopes of improving the equity of its distribution of effective educators. The State used Race to the Top funding to expand the Woodrow Wilson program and selected additional sites for program expansion starting in the fall of 2011. To assist schools serving high concentrations of poor or minority children in finding qualified individuals to provide instruction in shortage areas, the State instituted the Teach Ohio program and recruited approximately 50 professionals. The State is also working with its Turnaround Principal and Teacher Leader program to recruit and develop leadership teams of principals and teacher leaders in its lowest-performing schools.

Improving teacher and principal effectiveness based on performance

Gap Analysis Tool

The Ohio Gap Analysis and Planning Tool assists LEAs in determining how their current local educator evaluation systems and structures align with the State's guidelines. The tool includes a series of questions to analyze the various components of the evaluation system and produces results that indicate whether an LEA's system is far from alignment with State guidelines, close to alignment with minor changes, or close to alignment with a few adjustments. LEAs can use the results from the tool to develop their plans for aligning their systems with State guidelines.

Ohio Teacher/Principal Evaluation Systems

Ohio began development of its Ohio Teacher Evaluation System (OTES), and developed and piloted its Ohio Principal Evaluation System (OPES), prior to receipt of its Race to the Top grant. Participating LEAs can either adopt these State evaluation systems or adapt their current systems to meet the State's evaluation requirements (using the gap analysis tool, described above). Both the OTES and OPES models use multiple measures of effectiveness, including student growth and educator observations, and assign one of five ratings to educator performance: ineffective, satisfactory, proficient/effective, accomplished/highly effective, or distinguished. The OTES includes a self-assessment against the *Ohio Standards for the Teaching Profession*, analysis of student data, multiple formal observations, formative assessments, collection of evidence/artifacts and perception data, student growth data, a written summative evaluation, and an improvement plan. Measures used to evaluate principals include student performance data based on value-added assessments, school attendance, graduation rates, the number of suspensions and expulsions, the percentage of students in Advanced Placement (AP) classes, and personal performance rubrics based on State standards and observable behavior. The State is leveraging funds that it received under the federal Teacher Incentive Fund (TIF) program and partnerships such as the Ohio Appalachian Collaborative (OAC) and Battelle for Kids to invest in evaluation systems that will drive human capital decisions within Ohio's education sector.

Both the OTES and the OPES will inform professional development and human resource decisions, including retention, dismissal, tenure, and compensation. In Year 1, Ohio devoted a significant amount of effort to finalize its OTES model and train educators on the OPES model. In October 2011, 587 individuals, including evaluators, teachers, and superintendents participated in the first of four OTES pilot sessions. Roughly 130 LEAs began piloting OTES in SY 2011–2012, and all participating LEAs will pilot the system in SY 2012–2013 with a goal of full implementation in SY 2013–2014. In addition, in SY 2010–2011 the State provided OPES training sessions for more than 400 superintendents, principals, and central office directors. The State will continue to support LEAs with training and implementation of the OPES model, piloted prior to the State's receipt of the Race to the Top grant, leading up to full implementation of the system in SY 2013–2014.

Ohio is continuing its collaboration with an external vendor to improve the use of value-added assessments to measure student growth. Prior to Race to the Top, the same vendor provided comprehensive value-added analysis and professional development assistance to a number of Ohio's LEAs, helping the schools link individual student data to educators. By the fall of 2013, Ohio plans to provide all reading and mathematics teachers in the State for grades 4–8 with one or more value-added data reports specific to his/her classroom and/or school.

Ensuring equitable distribution of effective teachers and principals

Ohio is committed to ensuring that every student has access to highly effective teachers and principals. Preparations for many of the State's teacher equity initiatives are underway. Finalization of the State's Equitable Distribution of Highly Effective/Effective Educators (EDEHE) protocols and analysis tool is taking place, with field-testing scheduled to begin in late fall 2011. By the fall of 2012, Ohio plans to use the tool to create public reports on educator distribution and ensure that LEAs are implementing equity plans with effective strategies to address inequitable distributions of educators. Ohio also selected a vendor for its Managing Educator Talent training, a two-day interactive training on effective strategies for hiring, recruiting, retaining, and supporting educators provided to participating LEAs.

The State expanded its Teaching and Learning Conditions (TLC) survey and assessment tool that is used to inform and develop a research action plan for low-performing schools to improve teaching and learning conditions. The TLC survey previously focused on five domains: time, facilities and resources, empowerment, school leadership, and professional development. Race to the Top funds are helping Ohio expand the TLC survey to include a new family and community engagement domain.

Ohio is working with the Woodrow Wilson Foundation STEM Teacher Fellowship, Teach Ohio, and the Turnaround Principal and Teacher Leader programs to ensure the equitable distribution of effective teachers and principals in participating LEAs.

Improving the effectiveness of teacher and principal preparation programs

Ohio is dedicated to improving the quality of its teacher and principal preparation programs. The State developed enhanced licensure rules and program standards and is in the process of obtaining approval of the new standards. In addition, the State is developing a more rigorous approval process for educator preparation programs. In July 2011, the State posted a document containing the new program review processes and procedures on the OBR website.[10] All new licensure programs will have to follow these requirements. The State is developing a new system of metrics to review and approve teacher and principal preparation programs. OBR worked with The Ohio State University to develop, and is still finalizing, some of these metrics.

Providing effective support to teachers and principals

Ohio enhanced the support it provides to its teachers and principals. For example, in December 2010, the State completed requirements that all LEAs must use in developing their comprehensive plan for professional development. These requirements are based on Ohio's Standards for Professional Development. In order to get their professional development plans credentialed, LEAs must demonstrate that they will train teachers and principals to use data effectively to improve instruction, analyze school and LEA data to inform school-level professional development, and design methods to collect and analyze data on the effects of professional development on educator's practices and student achievement. LEAs were required to submit their professional development plan to the State in October 2011 for review and approval.

The State established the Resident Educator Consortium, through grants to ESCs, to provide mentors and a support structure for beginning teachers and principals. The consortium will collaborate with ODE, OBR, teacher preparation programs, and LEAs to promote the identification of teaching and learning concepts that can enhance the effectiveness of these programs. This collaboration across institutions and systems of teacher preparation and teacher practice aims to strengthen professional supports available to educators. The consortium created frames of support structures, and is currently developing intensive support structures and professional learning modules.

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[10] OBR's website is www.pilot.regents.ohio.gov.

Challenges

Although Ohio made progress in this area, it experienced several challenges. For example, the State needed to revise its communication strategy to clarify the impact of recent State legislation on OTES and OPES implementation for Race to the Top participating LEAs. In addition, the State rewrote its TLC RFP, as the original RFP did not elicit quality proposals. This resulted in a slight delay of the start date for this work. Due to limited resources, the State had to reduce the number of fellows it committed to in its Woodrow Wilson STEM Fellowship Program activities in order to ensure adequate support for each fellow. Finally, OBR had difficulty finding a qualified staff member to lead the work related to performance funding for successful educator preparation programs. While the work had been underway and this position is now filled, the State faced slight delays in implementation as a result.

Looking ahead to Year 2

In fall 2011, the State will continue to use the OTES, the OPES, and the EDEHE analysis tool. The State scheduled three more sessions for participating LEAs that are piloting the OTES in SY 2011–2012. Selected LEAs are receiving additional training on the OPES model, piloted prior to the State's receipt of the Race to the Top grant, leading up to full implementation of the system in SY 2013–2014. Four Race to the Top LEAs have confirmed their participation in the field test of the EDEHE tool. Meanwhile, the Teach Ohio program aims to recruit 175 professionals in Year 2. Both the Teach Ohio program and the additional sites of the Woodrow Wilson program will begin operation in Year 2.

Turning Around the Lowest-Achieving Schools

Race to the Top States are supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing one of four school intervention models.[11]

Ohio reports that it has developed a holistic and aggressive school reform plan. In order to significantly improve their performance, Ohio began identifying and publicly reporting the State's lowest-achieving schools. In SY 2010–2011, Ohio implemented reform efforts in 36 schools across the State, in which 28 of those schools implemented the transformational intervention model while the remaining eight used the turnaround model.[12] Ohio's Race to the Top Transformation Teams, which consist of administrators and teachers within individual LEAs, worked at the LEA and school levels to implement the reforms.

In Year 1, ODE created the Office of Transforming Schools to facilitate this effort throughout the State and effectively integrated Race to the Top goals with its previous school reform efforts, including work done under the federal School Improvement Grant (SIG) program. The Office of Transforming Schools identified 36 schools for the first cohort of SIG, and conducted school-level needs assessments (or "deep dives") at each to provide evaluations of student academic achievement, educational practices, and school climate. This office used the results of these needs assessments to support the planning processes and to lay the foundation of improvement models

for the lowest-performing schools. The first cohort of SIG schools received biweekly professional development and participated in phone conferences about best practices for lowest-achieving schools. In September 2011, the State conducted a review of first-year data on implementation and impact within each of the schools in the first cohort and revised its work plans as a result.

In summer 2011, the Office of Transforming Schools identified the second cohort of SIG schools and used an early warning system to determine schools at-risk of becoming part of the State's persistently lowest-achieving schools. Both the second cohort of SIG schools and the early warning schools will participate in deep dives with the State by March 2012.

To provide additional support to the work conducted by the Office of Transforming Schools, Ohio created a new public and private management structure designed to leverage financial resources, innovation, and local-level collaboration. The State awarded the contract for the Ohio Network for Education Transformation (ONET) in August 2011. The ONET will support school reform efforts; provide technical assistance; train principals, teachers, and

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[11] Race to the Top States' plans include supporting their LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.

- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.

- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

[12] The State reported this number as the total as of June 30, 2011. Since that time, one of the schools implementing the transformation intervention model closed.
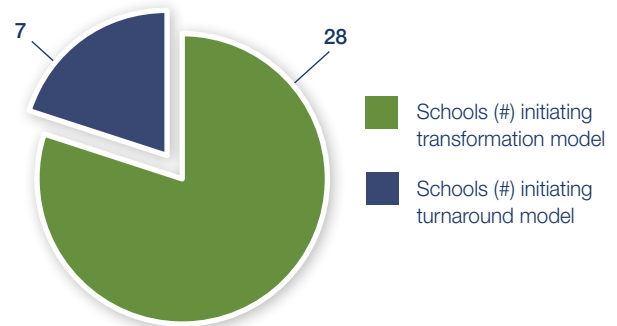
administrators; produce reports to the State and the public; and connect and develop innovative school models. ONET and the Office of Transforming Schools have worked collaboratively to develop work plans to support the State's lowest-achieving schools and to identify the list of early warning schools for Year 2.

The State provides Innovative School Model grants to help schools succeed in their school intervention efforts. Ohio created a competitive grant program for LEAs and schools to implement Innovative School Models under six Innovative Programs—Asia Society, Achievement Via Individual Determination (AVID), Early College High Schools, New Tech Network, STEM, and Other Proven Model. An Innovative Symposium held in March 2011 had more than 500 Race to the Top school participants in attendance. More than 120 participating LEAs applied. In June 2011, the State announced that 46 LEAs would receive funding.[13] The ONET will provide support and technical assistance to the winners of the grant once it completes hiring staff.

Challenges

As of October 2011, ODE was experiencing some delays with several initiatives in this area, in part due to the State's lengthy RFP process. These delayed initiatives include the Family Civic Engagement Teams and the Closing the Achievement Gap initiative. ODE is working aggressively to get these initiatives and their timelines realigned to support its school intervention efforts.

School Intervention Models Initiated in Ohio in SY 2010–2011

7

28

Schools (#) initiating transformation model

Schools (#) initiating turnaround model

Looking ahead to Year 2

The State identified 46 SIG cohort 2 schools for Year 2 and identified early warning schools for SY 2011–2012. In the first two quarters of Year 2, the State will conduct a "deep dive" assessment in each identified early warning school. In addition, the State will continue to implement its School Turnaround Leader Program.

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[13] More information can be found on ODE's website at http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1885&ContentID=108115&Content=108682.

Ohio wove STEM reforms and initiatives throughout its Race to the Top plan. For example, as described in the *Standards and Assessments* section, the State committed to developing rigorous standards in STEM-related fields and plans to leverage advanced technology to support teaching and learning. As reported in the *Great Teachers and Leaders* section, the State expanded its Woodrow Wilson Foundation STEM Fellowship Program that seeks to attract talented, committed individuals with backgrounds in the STEM fields into teaching in high-need Ohio secondary schools. Finally, as outlined in the *Turning Around the Lowest-Achieving Schools* section, Ohio awarded Innovative School Model grants. Thirteen schools received funding to expand STEM and Early College High School models aimed at increasing the number of students enrolling in STEM-related academic coursework.

Another of Ohio's major STEM-related accomplishments in Year 1 was the issuance of a sole source contract to the Ohio STEM Learning Network (OSLN) in June 2011. OSLN consists of partners from Pre-K–12 education, higher education, and business and industry. OSLN will work with the Office of Transforming Schools and ONET to support Ohio's persistently lowest-achieving schools using the Early College High Schools, New Tech, and STEM models. In September 2011, members of OSLN and ONET met to create a work plan for connecting schools participating in STEM learning and activities to one another with the goal of creating a statewide STEM network. In October 2011, members of OSLN and ONET met to create and coordinate a work plan for inviting the first cohort of SIG schools to implement STEM principles in their schools.

Challenges

In its original timeline, Ohio did not include adequate time for finalizing its partnership with OSLN, and as a result, did not meet its timeline for securing this sole-source contract. The State is working hard to ensure that implementation will quickly realign with the approved plan.

Looking ahead to Year 2

In the coming year, persistently lowest-achieving schools that have identified a STEM school reform model will develop work plans and submit these to the Office of Transforming Schools and ONET for review. The State will release a report on the progress of the five schools serving as STEM best practices training centers for other schools in the State.

Budget

For the State's expenditures through June 30, 2011, please see the APR data display at www.rtt-apr.us. For State budget information see http://www2.ed.gov/programs/racetothetop/awards.html.

Alternative routes to certification means pathways to certification that are authorized under the State's laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English learners and students with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

Amendment requests: In the event that adjustments are needed to a State's approved Race to the Top plan, the grantee must submit an amendment request to the Department for consideration. Such requests may be prompted by an updated assessment of needs in that area, revised cost estimates, lessons learned from prior implementation efforts, or other circumstances. Grantees may propose revisions to goals, activities, timelines, budget, or annual targets, provided that the following conditions are met: such revisions do not result in the grantee's failure to comply with the terms and conditions of this award and the program's statutory and regulatory provisions; the revisions do not change the overall scope and objectives of the approved proposal; and the Department and the grantee mutually agree in writing to such revisions. The Department has sole discretion to determine whether to approve such revisions or modifications. If approved by the Department, a letter with a description of the amendment and any relevant conditions will be sent notifying the grantee of approval. (For additional information please see http://www2.ed.gov/programs/racetothetop/amendments/index.html.)

America COMPETES Act elements are (as specified in section 6401(e)(2)(D) of that Act): (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to

students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

American Recovery and Reinvestment Act of 2009 (ARRA): On February 17, 2009, President Obama signed into law the ARRA, historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The Department of Education received a $97.4 billion appropriation.

Common Core State Standards (CCSS) are K-12 English language arts and mathematics standards developed in collaboration with a variety of stakeholders including States, governors, chief State school officers, content experts, States, teachers, school administrators, and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and careers. As of December 2011, the Common Core State Standards were adopted by 45 States and the District of Columbia.

Effective teacher means a teacher whose students achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

The Core education reform areas for Race to the Top are as follows:

1. Standards and Assessments: Adopting rigorous standards and assessments that prepare students for success in college and the workplace;

2. Great Teachers and Great Leaders: Recruiting, developing, retaining, and rewarding effective teachers and principals;

3. Data Systems to Support Instruction: Building data systems that measure student success and inform teachers and principals how they can improve their practices; and

4. Turning Around the Lowest-Achieving Schools.

Highly effective teacher means a teacher whose students achieve high rates (e.g., one and one-half grade levels in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple

observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

Instructional improvement systems (IIS) means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as instructional planning; gathering information (e.g., through formative assessments (as defined in the Race to the Top requirements), interim assessments (as defined in the Race to the Top requirements), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in the Race to the Top requirements) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Invitational priorities are areas of focus that the Department invited States to address in their Race to the Top applications. Applicants did not earn extra points for addressing these focus areas, but many grantees chose to create and fund activities to advance reforms in these areas.

Involved LEAs are LEAs that choose to work with the State to implement those specific portions of the State's plan that necessitate full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in the Race to the Top requirements). Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application.

P-20 data systems integrate student data from pre-kindergarten through higher education.

Participating LEAs are LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

The **Partnership for Assessment of Readiness for College and Careers (PARCC)** is one of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see http://www.parcconline.org/.)

Persistently lowest-achieving schools means, as determined by the State: (i) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) the school's lack of progress on those assessments over a number of years in the "all students" group. (For additional information please see http://www2.ed.gov/programs/sif/index.html.)

Qualifying evaluation systems are those that meet the following criteria: rigorous, transparent, and fair evaluation systems for teachers and principals that: (a) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) are designed and developed with teacher and principal involvement.

The **School Improvement Grants (SIG)** program is authorized under section 1003(g) of Title I of the ESEA. Funds are awarded to States to help them turn around Persistently Lowest-Achieving Schools. (For additional information please see http://www2.ed.gov/programs/sif/index.html.)

School intervention models: A State's Race to the Top plan describes how it will support its LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- *Turnaround model:* Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.

- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.

- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Single sign-on is a user authentication process that permits a user to enter one name and password in order to access multiple applications.

The **SMARTER Balanced Assessment Consortium (SBAC)** is one of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematic standards and that will accurately measure student progress toward college and career readiness. (For additional information please see http://www.k12.wa.us/SMARTER/default.aspx.)

The **State Scope of Work** is a detailed document for the State project that reflects the grantee's approved Race to the Top application. The State Scope of Work includes items such as the State's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. (For additional information please see http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html.) Additionally, all participating LEAs are required to submit Scope of Work documents, consistent with State requirements, to the State for its review and approval.

Statewide longitudinal data systems (SLDS) enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The SLDS help States, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes, as well as to facilitate research to increase student achievement and close achievement gaps. (For additional information please see http://nces.ed.gov/Programs/SLDS/about_SLDS.asp.)

Student achievement means—

a) For tested grades and subjects: (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.

b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth means the change in student achievement (as defined in the Race to the Top requirements) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

Value-added models (VAMs) are a specific type of growth model in the sense that they are based on changes in test scores over time. VAMs are complex statistical models that generally attempt to take into account student or school background characteristics in order to isolate the amount of learning attributable to a specific teacher or school. Teachers or schools that produce more than typical or expected growth are said to "add value."