

Ohio

Investing in Student Success



LEA Scope of Work

LEA Name:

Hamilton City School District

LEA IRN:

044107

LEA Contact:

Everett C. Mann

The purpose of this agreement is to establish a framework of collaboration in the development of the LEA Final Scope of Work. Checking this box certifies the acceptance of the Final Scope of Work document by the LEA superintendent and teachers' union president (if applicable). Each LEA assures that the superintendent and teachers' union president (if applicable) have signed the Final Scope of Work agreement, which is on file at the LEA and available upon request.

Ohio | Investing in Student Success

Ohio has a vibrant history of setting ambitious but achievable goals in the face of daunting challenges. From the Underground Railroad to space exploration, Ohio has pursued its future with courage, fortitude and intelligence. Ohio is once again at the forefront of innovation. Together, we are transforming our state's education system. We are now front and center in the national spotlight poised to deepen our work through our Race to the Top strategy.

This is an exhilarating moment, and the Ohio Department of Education is proud to be partners in the complex but meaningful work with your districts and community schools. The ultimate success of Ohio's Race to the Top strategy lies within the leadership of our participating districts and schools. Race to the Top is a strategy for the entire state, but each of you will drive the change which will propel our work to the next level.

While we have a great opportunity, we also realize that this is no small challenge and the clock is ticking. Ohio's children cannot wait and we must act boldly now. Over the next four years, our goals are to reduce achievement gaps, increase high school graduation rates, and increase college enrollment. Specifically, we aspire to:

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

These goals require our best thinking and renewed focus. We will need the support and success of every participating district and school in order to achieve these challenging goals. Together we will ensure that our transformative work will result in Ohio students realizing greater successes in school and life.

*Directions: This Scope of Work template is available online at www.rttt.education.ohio.gov. Participants should complete the form online and submit it by clicking on the "Submit" button. All Scopes of Work are due **October 22, 2010**. In addition to the budget totals on this form, LEAs will submit a more detailed budget in the CCIP.*

RACE TO THE TOP: LEA SCOPE OF WORK

NARRATIVE: 4-6 PAGES

RACE TO THE TOP VISION

How will your LEA be different in 2014 as a result of your RttT strategy?

What will be different for students; for teachers; for administrators?

Using the Ohio Improvement Process and our Comprehensive Continuous Improvement Plan as district and building planning tools to coordinate with our RttT strategy we believe the LEA will be different in 2014 in the following ways:

Students:

1. Reducing the gap between Hamilton and the best-performing districts in the state on reading and mathematics proficiency as measured by national assessments
2. Reducing the performance gaps on national and state-wide assessments between underrepresented and majority students
3. Increasing the high school graduation rates as measured by 3-year rolling averages
4. Reducing the graduation rates gaps between under-represented and majority students
5. Increasing college enrollment of students age 19 and below

Teachers:

1. Accessing newly revised standards, associated curriculum supports and assessment data banks online
2. Participating in standards awareness or professional development program on new standards and assessment
3. Using value-added reports to improve instruction in reading and mathematics in grades 4 through 8
4. Completing formative instruction professional development modules including face-to-face and online components
5. Participating in a comprehensive evaluation system for teachers
6. Utilizing performance levels for teachers

Administrators:

1. Accessing a comprehensive instructional improvement system K-12
2. Accessing a measuring student growth system K-12
3. Using a comprehensive evaluation system for teachers
4. Participating in a comprehensive evaluation system for principals
5. Planning professional development system wide that meets state high-quality professional development standards
6. Utilizing performance levels for teachers and principals

RACE TO THE TOP PRESSING ISSUES

What are your LEA's most pressing issues in each of the four assurance areas?

Standards and Assessments

1. Transitioning to new standards and assessments will require the District to focus finances and time for certificated staff to become knowledgeable about new standards and assessments and how to disseminate this information

Using Data to Improve Instruction

1. At the District, building, and classroom levels we need a universal engine to pull all data together for ease of use and to guide instruction

Great Teachers and Leaders

(D)(2) Improving Teacher and Principal Effectiveness Based on Performance

1. Professional development is needed by certificated staff to understand and implement using value added data to improve principal, teacher, and student performance

(D)(3) Ensuring Equitable Distribution of Effective Teachers and Principals

2. Sustainability of federal, state, and local finances limits hiring the most highly qualified staff

(D)(5) Providing Effective Support to Teachers and Principals

3. Finances, collaboration time, and district and building leadership using professional development to improve student achievement

Turning Around the Lowest-Achieving Schools

1. Sustainability of state and local finance limits 1) providing increased learning opportunities to students and 2) implementing social-emotional and community supports for students

SUCCESS FACTORS AND POSSIBLE RISKS

What people, processes and resources will you deploy to ensure your district is meeting its RttT commitments and improving student achievement?

How will you engage stakeholders in Race to the Top?

What are possible risks and how will you mitigate those risks?

People, processes and resources will be deployed as follow: The Hamilton City School District is organized to meet its RttT commitments and improving student achievement. We will leverage the ODE management infrastructure and state and federal level RttT resources and non-RttT resources including technical

assistance. We realize the RttT work will require some local resources and changes on our part to achieve RttT goals including coordinating existing and new district work teams. Our RttT Transformation team is comprised of five teachers and five administrators. The five teachers are Bob Borden, Deloris Hudson, Debi Gann, Linda Spurrier and Leanne Prather. The five administrators are Everett Mann, Barb Fuerbacher, Kathy Leist, Bill Valerius, and Sandra Bussell.

The local processes and resources are the district strategic plan, district and building Ohio Improvement Process teams, the district and building grants and plans components of the comprehensive continuous improvement plan and our Business/Family and Civic Engagement teams. These processes and resources are linked to our organizational structure and cost centers to ensure they fit and enhance RttT work and student achievement.

The following people and departments with direction from our RttT Transformation Team are responsible for our work: Barb Fuerbacher, Associate Superintendent for Instructional Services, will lead the initiatives in the Standards and Assessment assurance area and the Data Systems assurance area. She will be assisted by Sandra Bussell, Director of Continuous Improvement and at Risk Students and Tim Carr, Director of Emis, Student Services. She will also form a Standards, Assessments and Value Added Leadership Team comprised of teachers and administrators, and the Instructional Department and a Data Systems Team comprised of teachers and administrators.

Kathy Leist, Assistant Superintendent for Human Resources and Bill Valerius, Director of Pupil Personnel will lead the Great Teachers and Leaders initiatives. They will be assisted by Tim Carr, Director of Emis, Student Services. They will also use the existing District evaluation teams for teachers and administrators and develop a Teacher Residency Team

Everett C. Mann, Administrator for Business and Planning and State and Federal Programs, will oversee the Turnaround Schools initiatives and will lead the administration of the grant, including district coordination, day to day operations, resource facilitation, and serving as a liaison to state and regional staff working with the district. He will also form a Planning and Communications Team comprised of teachers and administrators. He is also responsible for planning that local processes and resources and grants fit and enhance RttT work and student achievement.

The RttT Transformation team will develop plans, monitor implementation, evaluate results, and assist in allocating the necessary resources. The RttT allocated funds will substantially move our strategic work forward, but may not be sufficient to fund all aspects of this RttT Scope of Work. Therefore, the district will seek to use other resources to ensure adequate support of implementation, including but not limited to, Title IIA for professional development across all assurance areas; Title I, ESL, Title VI-B and general funds for the implementation of plans to assist in improving student achievement and professional development in some of the assurance areas as appropriate. We will also seek grants and private support to fill gaps in funding particularly in the area of Great Teachers and Great Leaders.

Stakeholders will be engaged through:

1. Updating on the progress of the RttT Scope of Work to the local board of education monthly with opportunity for Board and public comments for planning, improvement, and revisions

2. Business Advisory Council/Family and Civic Engagement Team quarterly meetings with opportunity to review RttT work and make recommendations for changes
3. Building and District parent involvement meetings where RttT work can be thoroughly examined to meet student and parent needs and changes recommended for planning, improvement, and revisions
4. District Race to the Top Transformation Team meetings to monitor progress and recommend changes as necessary
5. Administration meetings to understand RttT for implementation and provide feedback for changes
6. Building/Department/Grade level meetings to understand RttT for implementation and provide feedback for changes

Risks associated with this work include:

1. State HB1 education policy changes and State HB 153 education policy
2. ESEA reauthorization education policy changes
3. State education funds cut of 10-20% in FY2012-2013
4. Federal education funds cuts in formula programs in FY2012-2013
5. Turnover of District RttT leadership
6. State capacity to meet the fifteen projects deliverables and timelines and provide local technical assistance

To mitigate these risks, the District carefully followed state and federal elections and is carefully following education policy proposals. We also prepared budget scenarios with possible cuts. In answer to District leadership over four years, we are developing our principals to take on more leadership roles in instruction, data, teacher professional development and evaluation. We will continue to monitor state capacity and make sure we do not promise or commit to something that is not delivered or clearly explained to us within reasonable timelines.

Transformation Team and Transparent Communication

Commitments:

- **LEAs commit to creating a local Race to the Top Transformation Team**
- **LEAs commit to developing a strategy of transparent communication to include, at a minimum, a monthly update in public to the local Board of Education**

Goals:

1. Create a local Race to the Top Transformation Team by September 30, 2010 composed of an equal number of teachers and administrators

2. Team will provide assistance in preparing, implementing, monitoring, evaluating, and communicating the LEA Scope of work
3. To provide a monthly update in public to the Board of Education on Race to the Top

Key Personnel: [List Transformation Team members and roles]

Administrators: Barbara Fuerbacher, Kathy Leist, Sandra Bussell, Bill Valerius, and Everett C. Mann

Teachers: Debi Gann, Bob Borden, Linda Spurrier, Leanne Prather, and Amy Newman

Budget:

Substitutes for released time, stipends, fringe benefits, supplies and materials, and purchased services.
\$40,500 total budget with \$7,500 allocated for years 1 and \$11,000 allocated for years 2, 3 and 4.

**LEA SCOPE OF WORK ACTIVITIES
LEA ANNUAL PERFORMANCE MEASURE TARGETS**

SCHOOL YEARS 1-4: 2010-2014 [SUGGESTED ACTIVITIES]

- **Form a local Race to the Top Transformation Team with at least half of the team members being teachers**
- **Ensure that team members provide oversight for local RttT efforts**
- **Evaluate the work of the team to determine if the team is fulfilling its purpose during years 2, 3 and 4**
- **Develop and implement a comprehensive RttT communication plan**
- **Communicate to the community progress made toward meeting district RttT commitments**
- **Provide an update on the progress of the RttT Scope of Work to the local board of education monthly with joint presentations by the superintendent and union president**

SCHOOL YEARS 1-4: 2010-2014 [LEA SCOPE OF WORK ACTIVITIES]

1. Form a local Race to the Top Transformation Team with five teachers and five administrators
2. Establish sub committees in each of the areas to provide input and direction. These sub committees are: Planning and Communications; Standards, Assessments and Value Added Leadership; Data Systems; Teacher Evaluation and Administrator Evaluation; and Teacher Residency
3. Ensure that team members provide oversight for local RttT efforts through monitoring application areas progress, assisting with state and federal reports, and participating in local, state, and/or federal RttT meetings
4. Evaluate the work of the team to determine if the team is fulfilling its purpose during years 2,3,4 by completing state monthly and annual progress reports aligned with our approved Scope of Work
5. Provide an update on the progress of the RttT Scope of Work to the local board of education monthly using the state monthly progress monitoring report for reference

SCHOOL YEARS 1-4: 2010-2014 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

1. By August, 2010 the local Race to the Top Transformation Team will be formed with five teachers and five administrators
2. Team members will review local RttT efforts quarterly
3. Team members will evaluate team work annually in years 2, 3, and 4 by completing a written assessment using state and community progress reports as reference
4. Board of Education minutes will be used to determine that RttT Scope of Work progress updates occurred monthly

Assurance Area B: Standards and Assessments

STATE PLAN SECTION: (B) (3) SUPPORTING THE TRANSITION TO ENHANCED STANDARDS AND HIGH-QUALITY ASSESSMENTS

Commitments:

- LEAs commit to participating in professional development on the new academic content standards and will contribute teacher and principal time to participate
- LEAs commit to revising existing local curricula in order to align with new state standards

Goals:

1. To revise local curricula to align with new assessments
2. To provide professional development opportunities that support teachers and administrators in building new expertise in new language arts, mathematics, science and social studies standards and assessment
3. To build leadership capacity by developing a Standards and Assessment Team comprised of teachers and administrators that support the transition of curriculum standards and assessments

Key Personnel:

Barbara Fuerbacher, Associate Superintendent of Instruction, Linda Spurrier, teacher transformation team member

Stakeholders: Board of Education, administrators, certificated personnel, non-certificated personnel, students, parents, and community members

Budget:

Substitutes for released time, stipends, administrative support, clerical support, fringe benefits, supplies and materials, purchased services. \$425,668.00 total budget with \$106,417.00 allocated for years 1, 2, 3 and 4.

LEA SCOPE OF WORK ACTIVITIES LEA ANNUAL PERFORMANCE MEASURE TARGETS

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

- Become familiar with the new standards in English language arts, mathematics, science and social studies
- Participate in professional development opportunities on the new standards
- Use the curriculum models and the crosswalk documents to begin analyzing your current curriculum for needed changes

SCHOOL YEAR 1: 2010-2011 [LEA SCOPE OF WORK ACTIVITIES]

1. The Instructional Department will become familiar with the new standards in English language arts, mathematics, science and social studies
2. The Instructional Department will participate in regional professional development opportunities developed by the Ohio Department of Education and hosted by local Educational Service Centers and webcasts offered throughout the year
3. The Instructional Department will use the curriculum models (available from the Ohio Department of Education in April, 2011) and crosswalk documents to begin analyzing the district's current curriculum to establish strengths and areas of improvement and to begin to identify necessary changes

SCHOOL YEAR 1: 2010-2011 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

1. By June, 2011, all instructional coaches will have attended Ohio Department of Education and regional professional development opportunities on new standards, model curriculum, and curriculum and assessment design
2. By June, 2011, documents will be drafted indicating necessary changes in curriculum resulting from the review of curriculum models and crosswalk documents

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

- **Ensure all educators are familiar with the new standards in English language arts, mathematics, science and social studies**
- **Participate in professional development on the standards, associated curriculum models and new assessments**
- **Conduct curriculum crosswalk activities in English language arts, mathematics, science and social studies at the district and building level to determine what changes are needed in local curricula**
- **Participate in professional development and/or pilot project opportunities on formative assessments and performance-based assessments**
- **If selected by ODE, participate in field testing items for the expanded Kindergarten Readiness Assessment**

SCHOOL YEAR 2: 2011-2012 [LEA SCOPE OF WORK ACTIVITIES]

1. Identify a cadre of teachers and administrators who will commit to becoming familiar with the new standards in English language arts, mathematics, science and social studies. They along with the Instructional Department will comprise the Standards Assessments, and Value Added Leadership Team
2. The Standards Leadership Team will participate in regional professional development opportunities developed by the Ohio Department of Education and hosted by local Educational Service Centers and webcasts offered throughout the year.
3. The Standards Leadership Team will participate in professional development sessions offered by the Ohio Department of Education which provide an understanding of the new assessment system which includes formative, performance based and summative assessments
4. The Instructional Department will participate in professional development sessions offered by the Ohio Department of Education which provides an understanding of Kindergarten Readiness Assessment materials and administrative procedures
5. A cadre of teachers and administrators will revise local curriculum to align with the new academic content standards.

SCHOOL YEAR 2: 2011-2012 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

1. By June, 2012, a minimum of eight elementary math, language arts, science, and social studies teachers along with the secondary department heads and identified elementary and secondary administrators will have attended Ohio Department of Education, regional, and local professional developmental opportunities on the new standards, curriculum models, and assessments

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

- **Revise local curricula to align with new standards in English language arts, mathematics, science and social studies**
- **Participate in professional development on curriculum supports and instructional resources developed by the state through regional peer review process**
- **Participate in training and pilot opportunities on formative assessments and performance-based assessments**
- **Participate in professional development opportunities and online training for the new state assessments**
- **If selected by ODE, participate in field testing items for the expanded Kindergarten Readiness Assessment**
- **Ensure all kindergarten teachers participate in training on the administration of the expanded Kindergarten Readiness Assessment**

SCHOOL YEAR 3: 2012-2013 [LEA SCOPE OF WORK ACTIVITIES]

1. The Standards Leadership Team will continue to revise local curricula to align with new standards in English language arts, mathematics, science, and social studies allowing opportunities for staff review and feedback
2. The Standards Leadership Team will continue to participate in local, regional and state professional development on curriculum supports and instructional resources developed by the state, regional and local resources
3. The Standards Leadership Team will continue to participate in local, regional and state professional development opportunities and online training for the new state assessments
4. The Instructional department will provide materials and training for all of the District's (est. 35-40) kindergarten teachers on administrative procedures for the expanded Kindergarten Readiness Assessment after they are developed and field tested by the state
5. Members from the Standards Leadership Team will be specified as trainers in the areas of standards and assessment once they have completed local, regional and state professional development. A comprehensive professional development program will be constructed to insure all teachers receive ongoing training in these areas
6. A cadre of teachers and administrators will continue to revise local curriculum to align with the new academic content standards.

SCHOOL YEAR 3: 2012-2013 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

1. By June, 2013, all local curricula will be aligned with new standards in language arts, mathematics, science, and social studies
2. By June, 2013, all kindergarten teachers will have materials and training on administrative procedures for the expanded Kindergarten Readiness Assessment
3. By July, 2013, a comprehensive professional development catalog will be available to all teachers and administrators K-12. Specific dates, programs and trainers will be identified for Language arts, mathematics, science, and social studies sessions standards and assessment sessions

4. By July, 2013, 50% of all K-12 Language Arts, mathematics, science, and social studies teachers will have attended local professional development from the standards leadership team on new content standards and assessments.

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

- Ensure all local curricula are aligned with new standards in English language arts, mathematics, science, and social studies
- Ensure all teachers are teaching to the new standards and revised local curricula
- Integrate formative assessments and performance tasks into course activities
- Participate in professional development and online training for the new state assessments
- Participate in professional development on formative assessment strategies and performance tasks
- Ensure students engage in online practice testing for the new state assessments
- Ensure all kindergarten teachers administer the expanded Kindergarten Readiness Assessment

SCHOOL YEAR 4: 2013-2014 [LEA SCOPE OF WORK ACTIVITIES]

1. The Standards Leadership Team will finalize the revisions of the local English language arts, mathematics, science, and social studies curricula and present it to the Board for adoption
2. A comprehensive staff development program addressing standards and assessments will be offered to all teachers and administrators (k-12) in the areas of language arts, mathematics, science and social studies
3. By June, 2014 time will be provided for teachers to collaborate on new standards, curricula and lessons before, after, and during the school year
4. By June, 2014 Kindergarten teachers will administer the expanded Kindergarten Readiness Assessment
5. A cadre of teachers and administrators will continue to revise local curriculum to align with the new academic content standards.

SCHOOL YEAR 4: 2013-2014 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

1. By June, 2014, all teachers K-12 of language arts, mathematics, science, and social studies will have attended professional development and collaborative sessions on new content standards and assessments
2. By June, 2014, a revised English language arts, mathematics, science and social studies curriculum will be adopted by the board of education
3. By July, 2014, 100% of all K-12 Language Arts, mathematics, science, and social studies teachers will have attended local professional development from the standards leadership team on new content standards and assessments.

Assurance Area C: Using Data to Improve Instruction

STATE PLAN SECTION: (C) (3) USING DATA TO IMPROVE INSTRUCTION

Commitments:

- LEAs with a functioning instructional improvement system (as defined by Race to the Top) commit to its active use at the classroom level
- LEAs without an instructional improvement system (as defined by Race to the Top) commit to adopt a qualifying system
- LEAs commit to implementing a formative assessment program; LEAs without a current formative assessment program commit to collaboratively developing and implementing such a program with the state and other participating districts
- LEAs commit to making instructional improvement system data available to researchers, consistent with the state's broader research agenda
- LEAs commit to partnering with institutions of higher education to evaluate and implement innovative education models

Goals:

1. Adopt the state instructional improvement system to gather all available data for guidance of classroom instructional improvement.
2. Refine our current comprehensive formative assessment program for k-12 and build plans for implementation of future state developed assessment programs.
3. Create a common understanding of the Instructional Improvement System at all levels for all stakeholders
4. Use data to drive instruction through collaboration of all involved stakeholders with emphasis on making data available to researchers, consistent with the state's broader research agenda.
5. Improve and expand partnerships with universities, community organizations, and ESC's that utilize data to improve instruction

Key Personnel:

Barb Fuerbacher, Associate Superintendent, Sandra Bussell, Director of Continuous Improvement and At Risk Students
Tim Carr, Director of Emis, Student Services, Leanne Prather, teacher transformation team member

Stakeholders: Board of Education, administrators, certificated personnel, non-certificated personnel, students, parents, and community members

Budget:

Substitutes for released time, stipends, administrative support, clerical support, fringe benefits, supplies and materials, purchased services.
\$512,896.00 total budget with \$128,224.00 allocated for years 1, 2, 3 and 4.

**LEA SCOPE OF WORK ACTIVITIES
LEA ANNUAL PERFORMANCE MEASURE TARGETS**

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

- Determine whether the LEA has an Instructional Improvement System that meets the definition established by the USDoE
- (For LEAs with a qualifying Instructional Improvement System) Ensure that teachers are using the Instructional Improvement System regularly
- Participate in sessions to assist the state in establishing system requirements for an Instructional Improvement System that meets RttT criteria
- Participate in the teacher-student data link process to ensure accuracy of value-added data
- Participate in professional development on the use of formative assessments
- Establish partnership(s) with institution(s) of higher education to implement and/or evaluate innovative education models; in the event higher education institutions are not available for this purpose, establish partnerships with business or community organizations
- Cooperate with research/evaluation initiatives as requested

SCHOOL YEAR 1: 2010-2011 [LEA SCOPE OF WORK ACTIVITIES]

1. Ensure that all building staff members are informed of the Instructional Improvement System regularly through Building Leadership Teams
2. The district will participate in sessions to assist the state in establishing system requirements for an Instructional Improvement System that meets RttT criteria
3. K-12 teachers and administrators will participate in face to face and on-line professional development modules focused on content specific formative assessments

SCHOOL YEAR 1: 2010-2011 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

1. By Spring, 2011, 100% of appropriate staff will have attended a building level meeting communicating the district's participation in adopting the state's new Instructional Improvement System
2. By Spring, 2011, identified representatives will have participated in sessions to assist the state in establishing system requirements for an Instructional Improvement System that meets RttT criteria and disseminating the information back to the LEA
3. By Spring, 2011, 80% of all teachers and administrators will have participated in professional development on the use of formative assessments

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

- (For LEAs that will adopt the state Instructional Improvement System) Attend professional development on the Instructional Improvement System
- (For LEAs with a qualifying Instructional Improvement System) Ensure that teachers actively and regularly use the Instructional Improvement System at the classroom level
- Participate in professional development on formative assessments
- Evaluate existing district and/or building formative assessment programs to identify strengths and areas that require improvements
- Work collaboratively with the state and/or other participating districts to develop or strengthen the formative assessment program

- **Participate in formative assessment pilot opportunities, if selected for the pilot program**

SCHOOL YEAR 2: 2011-2012 [LEA SCOPE OF WORK ACTIVITIES]

1. Identified teachers and administrators will attend professional development on the state’s new Instructional Improvement System when it is available
2. K-12 English language arts, mathematics, science and social studies teachers and administrators will participate in online and face to face formative assessment professional development.
3. A teacher led committee will evaluate existing district and building formative assessment programs and address areas in need of improvement
4. Identified teachers and administrators will work collaboratively with the state and/or other participating districts to develop or strengthen the formative assessment program and incorporate newly learned information into the refinement of the district formative assessment program.
5. The district will participate in formative assessment pilot opportunities, if selected for the pilot program

SCHOOL YEAR 2: 2011-2012 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

1. By 2012, appropriate K-12 teachers and administrators will have attended professional development on the state’s new Instructional Improvement System.
2. By 2012, appropriate K-12 teachers and administrators will have participated in professional development on formative assessments
3. By 2012, appropriate district teachers and administrators will have evaluated the current formative assessment programs to identify strengths and areas that require improvements
4. By 2012, identified district representatives will have attended meetings with the state and/or other participating districts to develop or strengthen the formative assessment program
5. By 2012, if selected for the pilot program, the district will participate in formative assessment pilot opportunities

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

- **(For LEAs adopting the state Instructional Improvement System) Participate in acceptance testing of the Instructional Improvement System**
- **(For LEAs adopting the state Instructional Improvement System) Participate in professional development on the Instructional Improvement System**
- **Ensure that teachers actively use the Instructional Improvement System at the classroom level**
- **Complete face-to-face and online professional development modules focused on content-specific formative assessments**
- **Evaluate existing district and building formative assessment programs and address areas in need of improvement**
- **Work collaboratively with the state or other participating districts to fully implement an effective formative assessment program**
- **Participate in professional development on new state assessments**

SCHOOL YEAR 3: 2012-2013 [LEA SCOPE OF WORK ACTIVITIES]

1. If requested, selected teachers and administrators will participate in acceptance testing of the Instructional Improvement System
2. The district will provide professional development on the Instructional Improvement System
3. Identified teachers and administrators will complete face-to-face and online professional development modules focused on content-specific formative assessments

4. A teacher led committee will continue to evaluate existing district and building formative assessment programs and address areas in need of improvement
5. Identified teachers and administrators will continue to work collaboratively with the state and/or other participating districts to develop or strengthen the formative assessment program and incorporate newly learned information into the refinement of the district formative assessment program.
6. Teachers and administrators will participate in state led professional development on new state assessments
7. The district will ensure that teachers actively use the Instructional Improvement System at the classroom level
8. The district will cooperate with approved research initiatives by making Instructional Improvement System data available

SCHOOL YEAR 3: 2012-2013 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

1. By June, 2013, selected teachers and administrators will have participated in acceptance testing of the Instructional Improvement System
2. By June, 2013, the district leadership team will have provided professional development on the Instructional Improvement System
3. By June, 2013, 50% of all appropriate staff will have completed face-to-face and online professional development modules focused on content-specific formative assessments
4. By June, 2013, the teacher led committee will provide recommendations to the administration of areas in need of improvement
5. By June, 2013, selected teachers and administrators will have met with the state or other participating districts on a partnership for effective formative assessment programming.
6. By June, 2013, all appropriate staff will have participated in professional development on new state assessments
7. By June, 2013, 50% of all K-12 teachers will use the Instructional Improvement System on a weekly basis

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

- Assess the use of the Instructional Improvement System at the classroom level and continue to deepen the focus on data-based instruction
- Ensure all teachers have completed face-to-face and online professional development modules on content-specific formative assessments
- Fully implement a formative assessment program (developed locally or collaboratively with the state or other participating districts) aligned with the district's curricula and course planning
- Participate in professional development on the implementation of new state assessments

SCHOOL YEAR 4: 2013-2014 [LEA SCOPE OF WORK ACTIVITIES]

1. Administrators will regularly assess the use of the Instructional Improvement System at the classroom level and continue to deepen the focus on data-based instruction
2. The district will ensure that all teachers have completed face-to-face and online professional development modules on content specific formative assessments
3. The district will fully implement a formative assessment program aligned with the district's curricula and course planning
4. The district will participate in professional development on the implementation of new state assessments
5. The district will ensure that teachers actively use the Instructional Improvement System at the classroom level

6. The district will cooperate with approved research initiatives by making Instructional Improvement System data available.
7. Utilizing the recommendations and refinements from the formative assessment team, the district formative assessment program will be finalized and implemented district-wide

SCHOOL YEAR 4: 2013-2014 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

1. By June, 2014, 100% building administrators will monitor Instructional Improvement Systems via classroom walk-throughs and provide collaboration time to deepen the focus on data-based instruction
2. By June, 2014, the district will fully implement a formative assessment program (developed locally or corroboratively with the state or other participating districts) aligned with the district's curricula and course planning
3. By June, 2014, 100% of all appropriate staff will have completed face-to-face and online professional development modules focused on content-specific formative assessments
4. By June, 2014, a team of teachers and administrators will have trained all appropriate staff members in implementing the new state assessments
5. By June, 2014, 50% students and guardians will have participated in using data to set individual student goals
6. By June, 2014, if requested, the district will present Instructional Improvement System data to state research initiatives
7. By June 2014, 100% of all teachers will be using Instructional Improvement System in their classrooms

Assurance Area D: Great Teachers and Leaders

Commitments:

Measure Student Growth

- LEAs commit to implementing the student-level value-added program consistent with the program conducted by Battelle for Kids. This includes supporting professional development and the distribution of value-added reports on an annual basis to all eligible teachers and administrators.
- LEAs commit to identify measures of student growth for grades and subjects that do not receive value-added reports

Evaluation Systems

- LEAs commit to adopting comprehensive evaluation systems and definitions of effective and highly effective teachers and principals which encompass multiple measures including student growth as one of multiple significant factors, and which are aligned with criteria established by the state. Recognizing the complexities of implementing new evaluation systems in a collective bargaining state, LEAs commit to designing revised evaluation systems, implementing pilots, and providing training, with full implementation within four years
- LEAs commit to annual evaluations of all teachers and principals within a comprehensive performance assessment system that includes standards-based observation, measures of student growth, and other varied evaluations formats aligned with state criteria
- LEAs commit to using data and results from the evaluation system in the planning of district professional development programs and in the decision-making process for budget development (building and district)
- LEAs commit to using evaluation results in promotion and retention decisions. LEAs commit to implement the Teacher Residency program with Lead Teacher(s) as specified in House Bill 1
- LEAs commit to including evaluation results as a significant input into tenure decisions
- LEAs commit to employing evaluation results as a significant input to removal decisions and will commit to not allowing persistently low-performing teachers and principals to remain once they've been provided with ample opportunities and support to improve

Equitable Distribution of Effective Teachers and Principals

- LEAs commit to collaboratively creating and implementing a plan that provides innovative strategies for placing highly effective teachers in high-poverty and high-minority schools, including strategies such as additional compensation, creating professional learning communities, placing teams of effective teachers in such schools, and distributive leadership models. (Placement of teachers in such schools will not be based solely on seniority.)
- LEAs will implement recruitment and professional development strategies to increase the pool of effective teachers available in the LEA for hard-to-staff subjects and specialty areas including mathematics, science, special education, English language learner programs; and teaching in other areas as identified by the LEA.

Effective Support to Teachers and Principals

- LEAs commit to implementing the residency program as specified in House Bill 1 with additional, intensive supports for new teachers in the lowest-

performing schools.

- LEAs commit to using the state’s professional development standards when designing and implementing professional development.
- LEAs commit to using the state’s professional development standards when evaluating the effectiveness of professional development.

Goals:

(Insert goals for each of the four Assurance Area D sub-categories: Measure Student Growth; Evaluation Systems; Equitable Distribution of Effective Teachers and Principals; and Effective Supports to Teachers and Principals)

1. Measure Student Growth: (A) To implement the student-level value-added program consistent with the program conducted by Battelle for Kids. (B) Identify measures of student growth for grades and subjects that do not receive value-added reports
2. Evaluation Systems: (A) To develop an annual comprehensive evaluation system that is aligned with State Criteria that includes both a formative and/or summative evaluation process for all teachers within our school district which encompasses multiple measures including student growth. (B) To develop an annual, comprehensive, standards based evaluation system for all administrators within our school district. (C) The teacher and principal evaluation results will be used for promotion, retention, and tenure decisions, (D) To provide quality professional development for all evaluation systems
3. Equitable Distribution of Effective Teachers and Principals: To ensure equitable distribution and retention of highly effective teachers and administrators throughout our school district
4. Effective Support to Teachers and Principals: (A) To fully implement the Teacher Residency Program as required by the Ohio Department of Education. (B) To implement assessment strategies to ensure Ohio's professional development standards are being met

Key Personnel:

Kathy Leist (Assistant Superintendent and Transformation Team Member), Tim Carr, (Director of Emis, Student Services), Bill Valerius (Director of Pupil Personnel and District Evaluation Team, Bob Borden, teacher, transformation team member, Barbara Fuerbacher, Associate Superintendent, Linda Spurrier, teacher, transformation team member, Amy Newman, Teacher Residency

Stakeholders: Board of Education, administrators, certificated personnel, non-certificated personnel, students, parents, and community members

Budget:

Substitutes for released time, stipends, administrative support, teacher support, clerical support, fringe benefits, supplies and materials, purchased services. \$855,155.00 total budget with \$194,975.00 allocated for year 1 and \$220,060.00 allocated for years 2, 3 and 4.

**LEA SCOPE OF WORK ACTIVITIES
LEA ANNUAL PERFORMANCE MEASURE TARGETS**

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

Measure Student Growth

- Examine current district and school practices related to the use of value-added data
- Attend professional development training sessions on the use of value-added data
- Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data
- Distribute and utilize annual value-added reports for principals and teachers with tested grades

Evaluation Systems

- Establish district project teams to work on the design of teacher and principal evaluation systems that include annual evaluations, the use of student growth measures as one of multiple significant factors, and other state and federal criteria
- Attend training sessions and use gap analysis tools to determine the degree of alignment of current teacher and principal evaluation systems to state models and federal criteria

Equitable Distribution of Effective Teachers and Principals

- Conduct a needs assessment to determine whether there are inequities in the assignment of educators to high-poverty and high-minority schools
- Conduct a needs assessment to determine the district's hard-to-staff subject and specialty areas and report those data to the state through the Web-based Recruitment System
- Participate in professional development on best-in-class recruitment and retention strategies and tools
- Build a high-quality applicant pool by establishing partnerships with teacher education programs and institutions
- Review current hiring processes and interview protocols to determine if the district should use standards-based interview protocols (such as the Haberman and/or Gallup interview protocols)

Effective Support to Teachers and Principals

- Attend information sessions and utilize state guidelines to establish conditions necessary for the full implementation of the Teacher Residency program for all new teachers in the fall of 2011
- For schools designated as persistently low-achieving, provide co-teaching support for new teachers
- Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainees
- Assess current professional development to determine if it meets state professional development standards
- Develop a professional development plan to support local Race to the Top strategies

SCHOOL YEAR 1: 2010-2011 [LEA SCOPE OF WORK ACTIVITIES]

Measure Student Growth

1. The Instructional Department will examine current district and school practices related to the use of value-added data
2. The Instructional Department will continue to attend professional development training sessions on the use of value-added data
3. The Instructional Department will meet with each principal to review value-added reports and plan for academic improvement
4. The District requests to be among the first 30% of all schools to receive teacher level value added reports
5. Audit EMIS records for student teacher linkage and make necessary changes before submission of student tests to vendors

Evaluation Systems

1. District representatives will attend training sessions and use gap analysis tools to determine the degree of alignment of current teacher and principal evaluation systems to the state model and also to meet federal criteria regarding evaluation
2. The District evaluation team will review components of comprehensive evaluation systems for teachers and principals and compare with current evaluation process
3. The District will pilot a comprehensive standards based evaluation system for principals/administrators and teachers
4. District representatives will attend professional development related to the state model evaluation system for both teachers and principals
5. The District will provide professional development for teachers and administrators about effective evaluation processes
6. The District will initiate the investigation and purchase of technology for evaluation and data collections
7. The various teams will become familiar with the federal requirement to report aggregated effectiveness for teachers and principals to the state along with any other requested data

Equitable Distribution of Effective Teachers and Principals

1. The Office of Human Resources will conduct a needs assessment to determine whether there are inequities in the assignments of educators to high-poverty and high minority schools
2. The Office of Human Resources will conduct a needs assessment to determine the district's hard-to-staff subject and specialty areas and report the data to the state through the Web-based Recruitment System
3. The Office of Human Resources will continue to build a high quality applicant pool by continuing partnerships with teacher education programs and institutions
4. The Office of Human Resources will review its current hiring processes and interview protocols as well as its partnership with the Gallup Organization

Effective Support to Teachers and Principals

1. The District will participate in the Teacher Residency Field Study Program and review information gleaned from these activities
2. The Office of Human Resources will develop a Teacher Residency Team to implement requirements of the Ohio four year Teacher Residency Program
3. The Office of Human Resources will identify mentor(s) for the Teacher Residency Program for school year 2011-2012
4. The District will construct a professional development program to support the Race to the Top strategies/goals/priorities

SCHOOL YEAR 1: 2010-2011 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

1. By Spring, 2011, the district will have participated in the Field Testing of the Resident Educator Assessments
2. By June, 2011, 100% of designated district level teams will conduct a gap analysis to determine the degree of alignment of current teacher and principal evaluation systems
3. By June, 2011, district level teams will develop a plan to delineate effective strategies to recruit, place, and retain highly effective teachers
4. By June, 2011, the district will begin training of our mentor(s)
5. By Spring, 2011 the Instructional Department will have met with 100% of the principals to review value added reports and plan for academic improvement

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]**Measure Student Growth**

- Attend professional development training sessions on the use of value-added data
- Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data
- Distribute and utilize annual value-added reports for principal teachers with tested grades to inform professional development and areas of performance improvement
- Identify and field-test other measures of student growth that can be used to supplement value-added growth data, such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments
- Determine how student growth will be measured for teachers in subjects or grade levels that do not have statewide standardized tests

Evaluation Systems

- Develop comprehensive models for teacher and principal evaluations, including timelines, activities, and personnel, with the goal of full implementation of new evaluation system by 2013-14
- Provide training to teachers and principals on the use of the new comprehensive evaluation system
- Begin piloting components of the revised evaluation system and use data to inform changes
- Report to ODE the state of the evaluation systems in terms of alignment to state and federal criteria
- Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level
- Review current process for removing ineffective teachers and principals and develop plan to remove persistently low performing teachers and principals
- Develop a plan for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers) or work in hard-to-staff or low-achieving schools

Equitable Distribution of Effective Teachers and Principals

- **Develop a plan that details innovative strategies the district will use to recruit, place, and retain highly effective teachers in high-poverty and high-minority schools, including strategies such as additional compensation, creating professional learning communities, placing teams of effective teachers in such schools, and distributive leadership models. Include factors other than or in addition to seniority.**
- **(For districts with turnaround schools) Conduct working conditions assessments and develop an action plan and strategies for improving working conditions**
- **Collect teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices**

Effective Support to Teachers and Principals

- **Fully implement the Teacher Residency program for all new teachers**
- **For schools designated as persistently low-achieving, provide co-teaching support for new teachers**
- **Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainees**
- **Use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development**
- **Implement a comprehensive professional development plan to support local Race to the Top strategies**

SCHOOL YEAR 2: 2011-2012 [LEA SCOPE OF WORK ACTIVITIES]

Measure Student Growth

1. The Instructional Department will identify a cadre of teachers and administrators will commit to becoming familiar with value added data and implementation. This will become known as the Value Added Leadership Team
2. The Value Added Leadership Team will attend professional development sessions on the use of value-added data
3. The Value Added Leadership Team will distribute annual value-added reports to all principals and teachers of specified grades and subjects
4. The Instructional Department will monitor and communicating the state's recommendations for other measures of student growth that can be used to supplement value-added growth data, such as literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments
5. The Instructional Department will determine how student growth will be measured for teachers in subjects or grade levels that do not have statewide standardized tests
6. Continue to audit EMIS records for student teacher linkage and make necessary changes before submission of student tests to vendors

Evaluation Systems

1. The District Evaluation Committee (team) will review and revise the district evaluation system to align with state and federal criteria for teachers as needed and to include student growth measures such as value added
2. The District will continue to pilot a comprehensive; standards based evaluation system for principals/administrators and teachers
3. The District Evaluation teams will align the evaluation systems both teacher and administrative to state and federal standards
4. The District will communicate this state and federal alignment to ODE as required and provide appropriate data
5. The District will provide professional development regarding the new/revised evaluation systems to the appropriate stakeholders

6. The District will use data from the evaluation system to drive professional development and budget development
7. The District will review and pilot technology for evaluations and data collection
8. The Evaluation teams will review current processes for granting tenure and develop a plan for tenure review using evaluation results and by incorporating the new 7 year time frame for tenure through the bargaining process
9. The District will review evaluation results/date to inform changes
10. The District will review current processes for non renewal

Equitable Distribution of Effective Teachers and Principals

- 1.The Office of Human Resources will continue to build a high quality application pool by continuing partnerships with teacher education programs and institutions
- 2.The Office of Human Resources will collate and analyze teacher retention and attrition data to determine how best to keep highly effective teachers
- 3.The Office of Human Resources will develop a plan that details innovative strategies the district will use to recruit, place, and retain highly effective teachers in high poverty and high-minority schools

Effective Support to Teachers and Principals

- 1.The District will implement the Teacher Residency Program
- 2.The Office of Human Resources will insure that all mentor(s) are credentials/trained by the State
- 3.The District will use results of teacher and principal evaluation to plan professional development
- 4.The District will assess current professional development using the Ohio Standards for Professional Development
- 5.The District will use the Ohio Professional Development Standards when designing, implementing, and evaluating professional development
- 6.The District will design, plan professional development aligned to Ohio Standards for Professional development

SCHOOL YEAR 2: 2011-2012 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

1. By Fall, 2011, 100% of Resident Educator Mentor(s) will be trained and certified
2. By June, 2012, 100% of our schools will have redesigned standards based teacher and principal evaluation systems that align to state and federal requirements and that include student growth measures such as value added
3. By June, 2012, a district wide plan will be implemented to incorporate effective strategies to recruit, place and retain highly effective teachers
4. By June, 2012 designated district personnel will have attended state and regional updates on the use of value added data

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

Measure Student Growth

- Ensure all teachers have participated in professional development training sessions on the use of value-added data
- Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data
- Distribute and utilize annual value-added reports for principal teachers with tested grades to inform professional development and areas of performance improvement
- Assess effectiveness of other identified measures of student growth used to supplement value-added data, such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments
- Implement student growth measures for teachers in subjects or grade levels that do not have statewide standardized tests

Evaluation Systems

- Continue training and professional development on the new evaluation systems
- Make final adjustments to the evaluation system in preparation for full implementation in Year 4
- Become familiar with the federal requirement to report aggregated effectiveness ratings for teachers to the state; provide requested data to the state
- Report to ODE the status of the evaluation systems in terms of alignment to state and federal criteria
- Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level
- Review current processes for granting tenure and develop a plan for rigorous tenure review using evaluation results and incorporating the 7-year timeframe for tenure
- Implement a plan to remove persistently low-performing teachers and principals
- Provide opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers) or work in hard-to-staff or low-achieving schools

Equitable Distribution of Effective Teachers and Principals

- Implement, monitor, and refine the district's plan to ensure that effective teachers are placed in high-poverty, high-minority schools, in low-achieving schools, and in hard-to-staff subject areas
- Determine whether the selected strategies (e.g., additional compensation, creating professional learning communities, placing teams of effective teachers in such schools, distributive leadership models, and teacher placement based on factors other than/in addition to seniority) are having the desired impact
- Conduct the Equitable Distribution of Effective and Highly Effective Educators Analysis
- (For districts with turnaround schools) Conduct working conditions assessments and develop an action plan and strategies for improving working conditions
- Collect teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices

Effective Support to Teachers and Principals

- Continue implementation of the Teacher Residency program for all new teachers
- For schools designated as persistently low-achieving, provide co-teaching support for new teachers

- Provide feedback on performance to all lead teachers and mentors in the Teacher Residency program
- Use the state professional development standards and results of teacher evaluation in planning, conducting, and evaluating professional development
- Review professional development plan and modify it based on student data, and allocate professional development funding accordingly

SCHOOL YEAR 3: 2012-2013 [LEA SCOPE OF WORK ACTIVITIES]

Measure Student Growth

1. The Value Added Leadership Team will continue to provide professional development training sessions on the use of value-added data
2. The Instructional Department will continue communicating the state's recommendations for other measures of student growth that can be used to supplement value-added growth data, such as literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments
3. The Value Added Leadership Team will research other measures of student growth being recommended by state, regional and local resources
4. Continue to audit EMIS records for student teacher linkage and make necessary changes before submission of student tests to vendors

Evaluation Systems

1. The District will continue to train and provide professional development on the new evaluation systems
2. The District evaluation teams will review/revise the evaluation systems as needed to align with state and federal criteria and to include student growth measures such as value added
3. The District will continue to pilot comprehensive standards based evaluation system for principals/administrators
4. The Administrative team will use data from the principals/administrator pilot to make adjustments to the standards based evaluation system for administrators
5. The District teams will become familiar with and report according to the federal requirements to report aggregated effectiveness ratings for teachers and principals to the state
6. The District will provide requested data to the state including the status of the evaluation systems in terms of alignment to the state and federal criteria
7. The District will use the data from the evaluation system to drive professional development, budget revisions, as well as promotion, retentions and tenure decisions
8. The Evaluation team will review current processes for granting tenure and develop a plan for tenure review using evaluation results and by incorporating the new 7 year time frame for tenure through the bargaining process
9. The District will develop a plan to remove persistently low-performing teachers and principals to be implemented in year 4

Equitable Distribution of Effective Teachers and Principals

1. The Office of Human Resources will continue to build a high quality application pool by continuing partnerships with teacher education programs and institutions
2. The Office of Human Resources will develop a plan that details innovative strategies the district will use to recruit, place, and retain highly

effective teachers in high poverty and high-minority schools

Effective Support to Teachers and Principals

- 1.The District will continue to train all mentor(s) for the Resident Educator Program in Instructional Mentoring as required by the state
- 2.The District will use the Ohio Professional Development Standards when designing, implementing, and evaluating professional development
- 3.The District will use results of teacher and principal evaluation to plan professional development
- 4.The District will continue to design, plan and implement professional development aligned to Ohio Standards for Professional Development
- 5.The District will continue to align professional development to district Race to the Top goals and state Race to the Top priorities

SCHOOL YEAR 3: 2012-2013 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

1. By 2012, 80% of district professional development plans will meet state and federal guidelines
2. By June, 2013, 100% of all administrators will complete professional development which focuses on the new evaluation systems
3. By June, 2013, 100% of the district administration will implement effective strategies for recruitment placements and retention of highly effective teachers in all buildings
4. By fall, 2013 the District will provide workshops to inform all administrators, teachers of the established plan that will be implemented to remove low-performing teachers and principals
5. By June, 2013 50% of all teachers and administrators will have attended professional development on the use of value added data.

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

Measure Student Growth

- **Ensure all teachers have participated in professional development training sessions on the use of value -added data**
- **Utilize teacher-student linkage tools to ensure the accuracy and quality of value -added data**
- **Distribute and utilize annual value-added reports for teachers and principals to inform professional development and areas of performance improvement**
- **Continue to refine other identified measures of student growth used to supplement value -added data, such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments**

Evaluation Systems

- **Fully implement the new evaluation system and conduct annual evaluation of teachers and principals using the new evaluation system**
- **Continue training and professional development on the new evaluation system**
- **Provide aggregated effectiveness ratings for teachers to the state as required by the US Department of Education**
- **Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school**

level

- Implement the plan for rigorous tenure review using evaluation results and incorporating the new seven-year timeframe for tenure, develop strategies to assess effectiveness of new tenure review plan
- Implement the plan to remove persistently low-performing teachers and principals
- Provide opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers) or work in hard-to-staff or low-achieving schools

Equitable Distribution of Effective Teachers and Principals

- Implement, monitor, and refine the district's plan to ensure that effective teachers are placed in high-poverty, high-minority schools, in low-achieving schools, and in hard-to-staff subject areas
- Determine whether the selected strategies (e.g. additional compensation, creating professional learning communities, placing teams of effective teachers in such schools, distributive leadership models, and teacher placement based on factors other than/in addition to seniority) are having the desired impact
- Conduct the Equitable Distribution of Effective and Highly Effective Educators Analysis
- (For districts with turnaround schools) Conduct working conditions assessments and develop an action plan and strategies for improving working conditions
- Collect teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices

Effective Support to Teachers and Principals

- Assess implementation of the Teacher Residency program and make needed changes based on data
- Assess the success of the co-teaching support for new teachers and make needed changes based on data
- Train additional lead teachers and mentors for the Teacher Residency program as needed
- Use the state professional development standards, student data, and results of teacher evaluation in planning, conducting, and evaluating professional development

SCHOOL YEAR 4: 2013-2014 [LEA SCOPE OF WORK ACTIVITIES]

Measure Student Growth

1. The Value Added Leadership Team will continue professional development training sessions on the use of value-added data
2. Building Leadership Teams will be convened to analyze annual value-added reports to inform professional development and identify areas of improvement
3. The Value Added Leadership Team will continue to research, refine and communicate recommended measures of student growth used to supplement value-added data
4. Continue to audit EMIS records for student teacher linkage and make necessary changes before submission of student tests to vendors

Evaluation Systems

- 1.The District will fully implement the new evaluation systems and conduct annual evaluation of teachers and principals using the new evaluation systems that align with the state and federal criteria and will include student growth measures such as value added
- 2.The District will continue to provide training and professional development on the new evaluation system
- 3.The District will provide aggregated effectiveness ratings for teachers and principals to the state as required by the Federal Government
- 4.The District will use the data and results from the evaluation system in making decisions about professional development programs, budgets, promotion, retention, and tenure
- 5.The District will implement the plan for rigorous tenure review using evaluation results and incorporating the new seven year timeframe and develop strategies to assess effectiveness of new tenure review plan
- 5.The District will implement a District plan to remove persistently low-performing teachers and principals

Equitable Distribution of Effective Teachers and Principals

- 1.The Office of Human Resources will continue to build a high quality application pool by continuing partnerships with teacher education programs and institutions
- 2.The Office of Human Resources will implement a plan that details innovative strategies the district will use to recruit, place, and retain highly effective teachers in high poverty and high-minority schools

Effective Support to Teachers and Principals

- 1.The District will continue to train all mentor(s) for the Resident Educator Program in Instructional Mentoring as required by the state
- 2.The District will use the Ohio Professional Development Standards when designing, implementing, and evaluating professional development
- 3.The District will use results of teacher and principal evaluation to plan professional development
- 4.The District will continue to align professional development to district Race to the Top goals and state Race to the Top priorities

SCHOOL YEAR 4: 2013-2014 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

1. By June, 2014, 100% of our schools will incorporate student growth metrics into teacher and principal evaluation systems and report effectiveness ratings to the state as a result of collective bargaining
2. By June, 2014, 100% of district and school leaders will have evidence and data to support best practices for teacher recruitment, placement, and retention
3. By June, 2014, 100%of our district professional development plans will meet state and federal guidelines
4. By June, 2014, the District will utilize an evaluation system for teachers and administrators that is aligned to the state and federal criteria. These evaluation systems will include student growth measures such as value added
5. By June, 2014, the District will report teacher and principal effectiveness ratings to ODE and USDoE as required
6. By June, 2014, 100% of all teachers and administrators will have attended professional development on the use of value added data.

Assurance Area E: Turning Around the Lowest-Achieving Schools

STATE PLAN SECTION: (E) (1) TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

Commitments:

- LEAs commit to implementing one of four Race-to-the-Top specified intervention models in schools designated as among the lowest 5%, and will implement the models in schools each year, to ensure implementation in all such schools within four years.
[NOTE: This section is required only for LEAs with schools identified as persistently low-achieving]
- LEAs with a three-year average graduation rate of less than 80% commit to applying Race-to-the-Top funding to implement the linkage coordinator component of the Governor's Closing the Achievement Gap initiative.
[NOTE: This section is required only for districts with a graduation rate of less than 80%]

Goals:

By June 30, 2011 implement the School Closure intervention model and enroll students into higher achieving schools in the LEA

Key Personnel:

Everett Mann, Administrator for Business and Planning & State and Federal Programs
Tim Carr, Director of Emis/Student Services

Stakeholders: Board of Education, administrators, certificated personnel, non-certificated personnel, students, parents, and community members

Budget:

None

LEA SCOPE OF WORK ACTIVITIES LEA ANNUAL PERFORMANCE MEASURE TARGETS

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

- Ensure that SIG-funded schools implement the selected intervention model
- Participate in ODE-sponsored quarterly technical assistance sessions

- Work collaboratively with ODE-assigned Transformation Specialist(s)
- Provide job-embedded professional development to staff
- Provide increased learning opportunities to staff and students
- Implement social-emotional and community supports for students
- Implement effective family engagement practices
- Evaluate implementation of intervention model in SIG-funded schools
- Apply for continuation SIG funding
- Complete an application for initial SIG funding for non-SIG funded schools identified as persistently low-achieving
- Work with schools in “Early Warning” status in coordination with regional support teams and the Office of Transforming Schools; conduct diagnostic review
- Convene a Family and Civic Engagement (FCE) team
- Work with county Family and Children First Council
- Develop a five-year Family and Civic Engagement plan and submit the plan to county Family and Children First Council
- Participate in Family and Civic Engagement professional development, coaching and evaluation
- For districts with a three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators

SCHOOL YEAR 1: 2010-2011 [LEA SCOPE OF WORK ACTIVITIES]

- Participate in ODE-sponsored Scope of Work technical assistance sessions
- Participate in ODE-sponsored quarterly technical assistance sessions for lowest achieving schools
- Work collaboratively with ODE-assigned Transformation Specialist(s)

SCHOOL YEAR 1: 2010-2011 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

By June 30, 2011 implement the School Closure intervention model and enroll students into higher achieving schools in the LEA

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

- Fully implement selected intervention models in SIG-funded schools
- Participate in ODE-sponsored quarterly technical assistance sessions
- Work collaboratively with ODE-assigned Transformation Specialist(s)
- Provide job-embedded professional development to staff
- Provide increased learning opportunities to staff and students
- Provide social-emotional and community supports for students
- Provide effective family engagement practices and supports
- Evaluate implementation of intervention model
- Complete application for continuation SIG funding
- Intervene in schools in “Early Warning” status and develop and implement a systematic plan to improve the school’s performance

- Participate in Family and Civic Engagement professional development, coaching and evaluation
- Report progress of Family and Civic Engagement plan to the county Family and Children First Council
- For districts with a three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators

SCHOOL YEAR 2: 2011-2012 [LEA SCOPE OF WORK ACTIVITIES]

- Work with principals to make sure students have supports to help them adjust to the higher achieving schools

SCHOOL YEAR 2: 2011-2012 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

- By June 30, 2012 survey principals to determine what supports have been provided and what other supports may be needed.

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

- Continue full implementation of the intervention models
- Participate in all ODE-sponsored quarterly technical assistance sessions
- Work collaboratively with ODE-assigned Transformation Specialist(s)
- Evaluate implementation of intervention model and take steps to ensure continual deepening of the work
- Assess progress in schools in “Early Warning” status and taketh additional corrective action if needed
- Complete application for continuation SIG funding
- Participate in Family and Civic Engagement professional development, coaching and evaluation
- Report progress of Family and Civic Engagement plan to the county Family and Children First Council
- For districts with a three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators

SCHOOL YEAR 3: 2012-2013 [LEA SCOPE OF WORK ACTIVITIES]

NA

SCHOOL YEAR 3: 2012-2013 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

NA

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

- Continue full implementation of the intervention models
- Participate in all ODE-sponsored quarterly technical assistance sessions
- Work collaboratively with ODE-assigned Transformation Specialist(s)
- Evaluate implementation of intervention model and continually deepen the work

- Evaluate progress in schools in “Early Warning” status and take additional corrective action if needed
- Participate in Family and Civic Engagement professional development, coaching and evaluation
- Report progress of Family and Civic Engagement plan to the county Family and Children First Council
- For districts with a three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators

SCHOOL YEAR 4: 2013-2014 [LEA SCOPE OF WORK ACTIVITIES]

NA

SCHOOL YEAR 4: 2013-2014 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

NA