



LEA Scope of Work

LEA Name:	Kenton City Schools
LEA IRN:	44172 YEAR 3
LEA Contact:	Jennifer Penczarski

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.

Fifth  First:
Ohio's Race to the Top Strategy

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?

In 2014, our LEA will look different because we will have transformed the way we use data and information, train and support our teachers and administrators, connect with and meet the needs of our students, and engage community members. Throughout this process, our goal will be improved learning resulting in college and career readiness for all students.

The LEA is committed to recognizing that 21st century schooling is about life-long learners serving life-long learners, and involves all stakeholders-administrators, teachers, students, parents, community members and others. In order to be successful, we must all embrace the concept that education is about a learning journey that never ends. Life-long learning requires new strategies and approaches to advance teaching and student learning. To succeed in the 21st century, we will apply new strategies, evaluate our progress in terms of student outcomes and share our successes and lessons learned to ensure that our work is replicable and scalable.

In 2014, we will have a highly qualified teacher in every classroom and a highly qualified principal in every school. Our focus will be on recruiting, mentoring, training, evaluating and retaining the best educators. These educators will be empowered with the skill sets necessary to effectively lead transformation in schools and classrooms. Teachers will be "facilitators of learning" vs. "deliverers of instruction." There will also be an increased emphasis on principals becoming instructional leaders rather than building managers.

Data will drive the district's decision-making process, and student academic gains will be the fundamental measure of success. Teachers and administrators will utilize data not only to drive instruction, but also; to implement high quality professional development for teachers and principals. Data and information will enable us to differentiate instruction for students, and determine individual student learning and growth. By analyzing the data, we will be able to identify the instructional practices that have a positive impact on academic performance and share these best practices.

Student learning and growth is the number one priority of the Race to the Top-related work. By enhancing best practices, students will benefit from : more relevant and rigorous course work; higher expectations and a student mastery focus for all students; effective use of data to guide student instruction, intervention and enrichment; improved integration of technology; involvement of students in the learning process; and, an informed and engaged community that supports a 21st century education.

The LEA will enhance and encourage community partnerships and engagement at all levels of the community. By establishing partnerships with various county, regional, state and national organizations, we greatly increase our chances of fulfilling our vision. Our vision includes a well-informed community that understands and supports our work. This will require a shift from past perceptions about how our school operates and the community's involvement in our school.

What will be different for our students?

Our students will understand the importance of a 21st century education and the necessity of acquiring college and/or career-ready knowledge and skills before graduation. More importantly, students will realize that they are not only competing with students in their own class, district, neighboring counties, or states, but rather they are competing on an international level. Through the transformation efforts of the Race to the Top initiative students will be prepared and equipped for the world they will face upon graduation.

1. Engage all students in a rigorous and relevant curriculum that focuses 21st century learning skills

- a. Develop core skills for independent, critical and creative thinking and encouraging the pursuit of life-long learning
- b. Offer flexible credit options, advanced course work and academic acceleration in grades 8-12
- c. Online and open-source courses and collaborative distance learning
- d. Real-world experiences and problem-solving embedded in student learning

2. Expanding access to higher education and workforce development opportunities

- a. Establish partnerships with institutions of higher education
- b. Provide learning opportunities and engage students in academic counseling connected to their career goals
- d. Develop community and business partnerships to create opportunities and encourage economic growth and development

What will be different for teachers?

Expanding academic opportunities for our students primarily depends on our educators. In order to ensure academic mastery, achievement and growth from every student, a district-wide systematic process must be in place to collect, analyze, utilize pertinent data and information. Access to the data for decision-making is only the first step as we need to ensure that all teachers know how to accurately interpret and apply the results to their instructional practices. This will involve extensive professional development for teachers and administrators over the course of the next four years.

1. Understanding how to accurately interpret the value-added data and measure student growth

- a. Grades 4–8 in reading and mathematics
- b. High school end-of-course exams

2. Using a variety of common formative assessments to provide ongoing feedback

- a. All stakeholders, teachers, students, administrators, parents, and community, will know the learning targets and have data to monitor growth
- b. Common formative assessments are used for teams across the district to track student progress

3. Utilizing data to identify best practices

- a. Identify, study and share practices of teachers who have high student growth rates
- b. Utilize data for decision-making with regard to course placement, enrichment and intervention
- c. Create a support network for teachers across the district
- d. Monitor progress and growth of the support network, and make modifications as needed during the process

What will be different for our administrators?

Our school administrators will no longer be building managers, but rather instructional leaders supporting the transformation of school into a 21st century place of learning. All administrators will participate in professional development focused on bringing about instructional change in their buildings. We will provide administrators with the support and training needed to better identify, support, recruit and retain effective teachers.

1. Leading change and encouraging collaboration

- a. Develop a shared vision of highly effective 21st century schools
- b. Create a support network for administrators across the district
- c. Monitor progress and growth of the support network, and make modifications as needed during the process

2. Using data to focus on highly effective instruction for every student

- a. Understand and lead staff on how to make instructional decisions with the value-added data in the areas of reading and mathematics
- b. Establish support teams across grade levels and content areas to act on data

3. Communicating with all stakeholders

- a. Ongoing, user-friendly communications
- b. Collect feedback from stakeholders

4. Developing effective teachers

- a. Establishing partnerships with institutions of higher education
- b. Developing mentors to coach best practices
- c. Provide high quality professional development opportunities and ongoing learning

What will be different for our community stakeholders?

We envision positive changes with regard to awareness and engagement of the community and the stakeholders in our schools. Education of our children is a collaborative effort, and will greatly impact the workforce development in our community. Working closely with individuals and organizations will be integral to our success in this initiative.

1. Increasing awareness/commitment for a new vision for educating children in the 21st century

- a. Lead discussions about the future of our community and changes in workforce that create a vision for change
- b. Provide opportunities to utilize expertise of volunteers across multiple stakeholder groups
- c. Embrace the vision for change and rationale that all students are equipped with a mastery of 21st century learning skills.

2. Partnering with regional institutions of higher education

- a. Increase course rigor and support access to college
- b. Advise and counsel parents to ensure students successfully enter college

3. Partnering with business, civic groups and other organizations in the community

- a. Engage and involve the stakeholders in the decision-making process
- b. Establish a partnerships to help create highly effective schools that prepare students for workforce opportunities
- c. Create innovative opportunities for students to become involved in the community and workplace

Kenton City School District through its participation in the Ohio Improvement Process has already created a vision in which student academic achievement and growth are paramount. We have provided professional development around the current standards including mapping, alignment and the creation of formative assessments. We have also implemented data systems to measure student growth both yearly and longitudinally. District wide short cycle assessments have been created and the results are used not only to differentiate instruction for students but to guide the direction of our professional development. We have hired a literacy consultant and two literacy coaches who work side by side with teachers to assure best practices are being utilized. Our "Excellent" rating as a district attests our efforts are effective and our practices are aligned with our

vision. Our Race to the Top vision not only encompasses our district's current vision but expands it to include alignment with the new state standards and the addition of Value Added measures to our current data system. Our Race to the Top vision also supports our belief that High Quality teachers are recruited and maintained through sound support structures. Race to the Top funding will allow us to expand this support for teachers through increased involvement with institutions of higher education, the mentoring of a math coach, and through increased community involvement and communication.

RACE TO THE TOP PRESSING ISSUES

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

Standards and Assessments

LEAs must address the need for:

1. Increased communication with parents and other stakeholders to correct misconceptions and create a new understanding about 21st century college and/or career level expectations.
2. Time to align the new standards while simultaneously implementing formative instruction and assessments. Alignment between new standards and current assessments creates ambiguity and concerns regarding what to teach and will need to be addressed. We will need to build an understanding that curriculum is not a fixed document. It is an evolving set of standards that adjusts to meet current needs.
3. Significant professional development on the new standards.

Using Data to Improve Instruction

LEAs must address the need for:

1. Consistent district-wide data gathering system.
2. Training on how to use data as a tool for improving teacher effectiveness and improving student performance.

Great Teachers and Leaders

LEAs must address need for:

1. Understanding of value-added measures at the classroom level in grades 4-8 in the areas of reading and mathematics.
2. Staff quickly need information regarding models, process and outcomes and the opportunity to openly address concern and reach consensus on common evaluation content/domains and processes to use across the district.
3. Student growth measures in the areas of reading and mathematics.

Turning Around the Lowest-Achieving Schools

This section is not applicable to our LEA because none of our schools meet the criteria for the lowest-performing 5% of schools in the state or the less

than 80% graduation rate benchmark in the Governor's Closing the Achievement Gap Initiative. Our LEA participates in the Ohio Improvement Process (OIP) will integrate and align OIP activities with the priorities and strategies of the LEA.

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?

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

Our LEA Transformation Team will work to align all LEA efforts for improvement to ensure we meet RttT commitments and improved student achievement. Our team will monitor implementation and suggest strategies to remove barriers and modify efforts as needed. Student progress will be regularly monitored and the plan will be modified annually as needed. We will utilize local RttT and other grant funds to provide release time, professional development, instructional support, testing, communications and stakeholder engagement opportunities. We also will utilize existing resources provided by ODE and support provided by educational service centers (ESCs), state support teams (SSTs), institutions of higher education and other partners.

How will you engage stakeholders in Race to the Top?

We will engage stakeholders through district leadership teams that include board of education, union members, superintendent and treasurer, teachers, building leaders, administrators, and central office administrators. Staff will engage in an extensive review of information, provide input and participate in professional development to equip them to enact new practices. Our Transformation Team will provide regular communications to our Board of Education and our community in order to engage them in the process. Partnerships with parents, community members, ESCs, institutions of higher education and others will be actively encouraged throughout the process. We will solicit their feedback through surveys to ensure they feel that they are a part of the change process.

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

There is concern that staff will see this initiative as another passing phase. Additionally, staff may feel that parts of this initiative are being imposed upon them rather than being developed with them. To mitigate these risks, our Transformation Team will develop communication pieces that show alignment between RttT and other initiatives, such as HB1, OIP (and the Decision Framework Process), CCIP, professional development, our strategic plan, etc.

There is a risk that the work will not be engrained within our LEA and will end at the end of the grant. We will mitigate this risk by planning with leadership teams whether initiatives will be one-time or ongoing costs. We will commit to working with regional and district/building leaders to establish internal and regional resources.

Creating a data-driven culture requires the accurate and appropriate use of data. One of the risks we face is the varying degrees of understanding with regard to data and its appropriate use. We will mitigate this by providing professional learning opportunities which will include data interpretation and learning from the best practices of others. The use of best practices will be reinforced through job-

embedded learning supported by coaches in the field and coordinated with the support provided by county, regional and state resources.

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. Our Transformation Team will be formed with at least 50 percent teachers and be actively involved leading the ongoing monitoring of plan implementation over the next four years. This team will serve as a model of collaboration and champion the work in our LEA.
2. By May of 2011, our LEA will have completed a comprehensive and viable communication and collaboration plan between and amongst school and community stakeholders.
3. Our local board of education, all staff, parents and community members will receive monthly communication regarding our work around the Race-to-the-Top priorities.
4. Local stakeholders will take advantage of multiple opportunities for collaboration, regarding Race-to-the-Top initiative, over the next four years.

Key Personnel: [List Transformation Team members and roles]

Julie Simmons-elementary principal; Chad Thrush-assistant high school principal; Amy Wood-middle school principal; Angela Buttermann-elementary principal; Jodi Cole-high school English teacher/librarian; Patty Cribley-4th grade teacher; Lori Vandeborne-middle school intervention specialist; George Wyndham-5th grade teacher and KEA union president

Budget:

\$210,000 for professional development (includes data analysis, coaching, formative assessment training, resident educator program, understanding value-added at a deeper level, and alignment of curriculum and assessments to the new state standards)

\$55,961 for integration of technology (includes software and hardware for data analysis and math, hardware for administration of formative assessments and technology for administration of formative assessments)

**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]

To ensure oversight of local RttT efforts, our Transformation Team will meet regularly to complete the final scope of work, provide in-service for all stakeholders regarding the details of the work and establish procedures and protocols for ongoing monitoring of the work. The LEA will launch a comprehensive communication plan to explore why changes in schooling are needed. We will share information about our work with staff, parents, community members and other stakeholders via our website. In addition, our Transformation Team will provide monthly updates to our Board of Education, DLT, staff and community regarding the work of Race-to-the-Top efforts and our progress toward meeting the goals. Initial community engagement efforts will focus on meetings to build an understanding for the need that all students need to be college and/or career-ready upon high school graduation. To measure the success of our communication efforts, we will conduct district and community surveys. Results will be analyzed by the Transformation Team and used to make adjustments in the communication plan as needed.

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

1. By November 2010, our Transformation Team will be formed with the required composition.
2. By February 2011 content will be posted on our LEA website and informational meetings with staff.
3. By June 2011 a written communication plan, with measurable action steps, will be available for review.
4. Survey results from staff and other stakeholders will confirm a satisfaction rating of at least 75% regarding support for the work as important for improving student learning and the overall quality of communications.

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. All staff will participate, review, and provide feedback in the alignment of curriculum to the new standards and identify clear learning goals and targets, and then align all assessments, formative assessments, unit organizers, curriculum maps, pacing guides and short cycle assessments. These meetings will occur monthly during the district's two-hour delay professional development opportunities over the course of the four years.
2. Implement a comprehensive formative instruction continuum, including formative assessments, clear learning targets and the use of multiple data sources based on analysis findings.
3. Core area high school teachers will align and evaluate the high school core courses to the newly revised state standards over the course of the next four years.
4. Communicate learning targets to parents and all stakeholders via print and on the web.

Key Personnel:

Transformation Team, all staff members, support staff, coaches, and administration

Budget:

\$71,000 for Professional Development (includes data analysis, formative assessment trainings, resident educator program, understanding value-added data at a deeper level, and alignment of curriculum and assessments to the new state standards.

**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. Provide access to the standards for all staff and dedicate time for awareness sessions to review and discuss new standards.
2. Participate in Ohio Department of Education (ODE) sponsored awareness and professional development sessions on the standards and model curriculum.
3. Participate in state/regional educational service center (ESC) and state support team (SST) rollouts and professional development opportunities and make information available to all staff.
4. High school staff will explore available tools in preparation for course alignment to college and/or career-readiness standards.

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

1. By June 2011, 100% staff will participate in building-level meetings that include information about the new standards.
2. By June 2011, develop a strategy and timeline for completion of the alignment process.

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. Building/department teams will begin to analyze curriculum and develop student-level learning targets that correlate with the new standards.
2. Participate in professional development opportunities on formative and performance-based assessments.

3. High school core teachers will continue work with available tools and collaborate with institutions of higher education faculty in their content area to enhance curriculum development.

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

1. By May 2012, team will complete the curriculum gap analysis and share information.
2. By May 2012, 100% of CORE area teaching staff will participate in professional development sessions regarding formative instructional practices, which include formative and performance-based 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. Continue to participate in professional development opportunities on formative assessment and online training for new state assessments.
2. Use learning from professional development on new state assessments to develop and align learning targets and formative assessments.
3. Ensure all kindergarten teachers participate in training on the administration of the Expanded Kindergarten Readiness Assessment (EKRA).
4. Continue to align high school courses to college and/or career-readiness.

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

1. By June 2013, 50% or more of our curricula will be aligned with state standards and have associated learning goals and targets.
2. By June 2013, 50% or more of staff will participate in sessions to share any formative assessments designed to align to new state standards.
3. By June 2013, 100% of our kindergarten teachers participate in training on the administration of the newly expanded version of the state's Kindergarten Readiness Assessment.

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. Finalize revisions to all local curricula and ensure alignment with the new standards and the identification of learning targets based on analysis findings.
2. Communicate learning targets to all stakeholders.
3. Participate in training on online testing.
4. Continue to develop, share and refine formative/performance-based assessments that align with new curriculum targets and participate in available sessions from ODE in preparation for new assessments.

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

1. By June 2014, 100% of our curricula and course planning will be aligned to the new standards.
2. By June 2014, 100% of our staff effected by new state online tests will complete training sessions.
3. By June 2014, communications to parents and other stakeholders are created and available via print and by the web.

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. Implement and adopt a comprehensive classroom-level, data-driven, team-based culture of using data to improve instruction using ODE's Instructional Improvement System (IIS) and integrated use of current systems (Ohio Success Portal).
2. Implement and adopt a teacher level value-added set of data and tools.
3. Accelerate the effective use of data to improve learning through frequent, transparent sharing with other LEAs to inform our efforts to build a system of teacher (and team) inquiry that uses clear learning targets and formative assessment as part of an entire continuum of tools and data sources to advance the growth of every student.

Key Personnel:

Transformation Team, DLT, BLT, TLT, Coaches, Administration, SST6

Budget:

\$72,600 for Professional Development (includes data analysis, coaching, formative assessment training, understanding value-added at a deeper level, and alignment of assessments to the new state standards).

\$43,400 for the Integration of Technology (includes software ad hardware for data analysis, hardware for the administration of formative assessments).

**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. District-wide content area teachers will participate in LEAs work and training sessions to become familiar with and use data tools/systems.
2. District-wide content area teachers will participate in ODE and independent contracted consultant professional development sessions for curriculum and formative assessment support in order to prepare for integration and for roll out in the classroom.
3. Develop a partnership with Educational Resource Group to focus on improving student achievement in the area of mathematics.
4. Evaluate the existing LEA's IIS system to verify that it meets the federal definition.

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

1. By June 2011, complete review of our current data/assessment systems IIS tool to ensure that it meets federal guidelines.
2. By June 2011, identify a plan for creating time to work on building a culture of data use by providing time on an ongoing basis to understand and analyze value-added and formative instruction practices in the areas of reading and mathematics.
3. By June 2011, 50% of reading and mathematics teachers in grades 4-8 will participate in introductory professional development regarding value-added and/or formative instruction practices.
4. By August 2011, a partnership will be established with Educational Resource Group.
5. By June 2011, at least 25% of teachers will actively use an IIS at the classroom-level to inform instruction.

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. District-wide content area teachers will participate in professional development related to analyzing and using teacher level value-added data in the areas of reading and mathematics.
2. Continue to develop the expertise of teacher/building/LEA leaders in using data to support the ongoing implementation and job-embedded use of data-driven inquiry for improvement of student learning.
3. Continue partnership with Educational Resource Group for all math teachers district-wide.
4. District-wide content area teachers will develop a formative assessment program at all grade levels.
5. Participate in ODE sponsored requirement sessions for the State IIS system.
6. Make the determination of whether the LEA's IIS or the State's IIS will be adopted for use in the classroom.

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

1. By June 2012, 100% of reading and mathematics teachers in grades 4-8 will complete introductory value-added professional development.
2. By June 2012, 50% of our teachers and principals participate in professional development on formative assessment and instruction practices, including the sharing of best practices across the LEA.
3. By June 2012, 100% of grade levels will have developed formative assessments.
4. By June 2012, adopt an IIS for use in the classroom.
5. By June 2012, at least 50% of teachers will actively use the approved IIS at the classroom-level to inform instruction.

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. Continue to develop the expertise of our LEA/building coaches to lead professional learning and the ongoing implementation of the use of multiple data sources and creating classrooms that utilize formative instruction practices.
2. Implementation of the formative assessment program and ensure that the system provides opportunities for students to track their own progress.
3. Continue partnership with Educational Resource Group for all math teachers district-wide.
4. If using the State IIS, teachers will participate in professional development on the State IIS.
5. Cooperate with approved research initiatives by making the IIS data available.

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

1. By June 2013, 100% of reading and mathematics teachers in grades 4-8 participated in professional learning in the use of value-added data and other measures, the use of IIS systems and formative instruction practices to continually inform improving learning.
2. By June 2013, 75% of teachers giving new state assessments complete training.
3. By June 2013, 75% or more of our math staff rate the Educational Resource Group providing support to our LEA as effective or highly effective on a survey.
4. By June 2013, at least 75% of teachers will actively use the approved IIS at the classroom-level to inform instruction.

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. LEA and will take the lead on providing ongoing training and support to LEA staff in the area of mathematics.
2. Continue implementing and deepening the use of data to drive instruction by assessing levels of understanding and implementation of using value-added data in the areas of reading and mathematics.
3. District-wide content area teachers will continue to participate in professional development on new state assessments.
4. Continue partnership with Educational Resource Group program for all math teachers district-wide.

5. Evaluate the implementation of the formative assessment program and ensure that the system provides opportunities for students to track their own progress.
6. Assess the use of the IIS and cooperate with approved research initiatives by making the IIS data available.

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

1. By June 2014, measurable improvement in value-added and Ohio performance index scores achieved in grades 4-8 in reading and mathematics.
2. By June 2014, 100% of our teachers giving new state assessments complete training.
3. By June 2014, 100% of our math staff will rate the Educational Resource Group providing support to their building as effective or highly effective on a survey.
4. By June 2014, 100% of teachers will actively use the approved IIS at the classroom-level to inform instruction.
5. By June 2014, the LEA will complete an assessment of the use of the IIS at the classroom-level and share the results with approved research initiatives.

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)

Measure Student Growth

1. Build a teacher level value-added culture that uses multiple sources of data to continuously improve teaching and learning to accelerate every student to a college and/or career-ready level and pilot innovative measures of student growth in currently non-tested areas.
2. Use student growth and other data as diagnostic tools to guide instruction, decisions about professional development and teacher team inquiry/collaboration for improvement.

Evaluation Systems

1. Use data and results from value-added gap analysis to plan professional development, drive budget development, and make informed decisions.
2. Design, refine, pilot and fully implement a high quality teacher and principal evaluation system.

Equitable Distribution of Effective Teachers and Principals

1. Assess the placement of highly qualified teachers with high-need students, the coverage of hard-to-staff subjects, and the working conditions that influence retention /attrition.
2. Investigate and share best practices for teacher recruitment, placement and retention and review pilots of innovative strategies for recognizing and retaining highly qualified educators.

Effective Support to Teachers and Principals

1. Teachers and principals will engage in professional development aligned with the state professional development standards.
2. Principals and teachers will participate in supporting job-embedded professional learning, including providing instructional leadership in goal setting and identifying professional development.
3. Use the Ohio Professional Development Standards for designing, implementing, and evaluating professional development.
4. Implement the Teacher Residency Program and ensure that mentors are trained and certified by the state.

Key Personnel:

Transformation Team, teachers, support staff, coaches, and administration

Budget:

\$32,000 in Professional Development (includes teacher residency program, understanding value-added at a deeper level, and teacher/administrator evaluation process training).

\$20,000 for the Integration of Technology (includes software and hardware for data analysis, hardware for the administration of formative assessments).

**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 trainers
- 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. Participate in professional development focused on teacher level value-added (grades 4-8) and formative instruction practices in the areas of reading and mathematics.

Evaluation Systems

1. Institute a project team (Co-Chaired by Superintendent and Teacher Union President) that will attend ODE sponsored training on high quality teacher and principal evaluation systems.

Equitable Distribution of Effective Teachers and Principals

1. Determine areas of need in hard-to-staff subjects or with high-need students.

Effective Support to Teachers and Principals

1. Establish a Resident Educator Program implementation team.
2. Draft recommendations for mentor selection and professional development and resident educator professional development.

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

Measure Student Growth:

1. By June 2011, 25% of reading and mathematics teachers in grades 4-8 will learn about the teacher level value-added and/or formative instruction practices.

Evaluation Systems

1. By June 2011, 50% of the project team will attend ODE sponsored trainings in high quality teacher and principal evaluations.

Equitable Distribution of Effective Teachers and Principals

1. By June 2011, 25% of administrators will learn about national innovations and local strategies for recruitment, placement, and retention.

Effective Support to Teachers and Principals

1. By August 2011, implement the Teacher Residency Program.

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 trainers
- 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. Continue to implement activities and professional development related to reading and mathematics teacher level value-added data and formative instruction in grades 4-8.

Evaluation Systems

1. Participate in training on the research and the use of the value-added data to make informed decisions about professional development.
2. Design a high quality teacher and principal evaluation system.

Equitable Distribution of Effective Teachers and Principals

1. Study the results from the Year 1 need assessment and identify possible strategies to address the gaps.
2. Discuss strategies to recruit and place highly qualified teachers with institution(s) of higher education.

Effective Support to Teachers and Principals

1. Ensure that all teachers who are eligible for the Resident Educator Program are identified, registered and assigned a trained mentor.
2. Recruit, select and ensure training for any additional mentors.
3. Identify and research the state standards for professional development, and begin to align our current professional development practices to these standards.
4. Engage principals in professional development aligned with Resident Educator Program requirements and district goals.

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

Measure Student Growth:

1. By June 2012, 50% of reading and mathematics teachers in grades 4-8 will learn about the teacher-based value-added and/or formative instruction.

Evaluation Systems

1. By June 2012, 50% of staff in grades K-12 will learn about the national models for multiple measure evaluations.
2. By June 2012, draft documents of the recommended models will be on file at the District Office.

Equitable Distribution of Effective Teachers and Principals

1. By June 2012, 50% of administrators will participate in discussions with institution(s) of higher education with regard to new teacher preparation, recruitment, and retention.

Effective Support to Teachers and Principals

1. By June 2012, 100% of teachers who are eligible for the Resident Educator Program are identified, registered and assigned a trained mentor.
2. By June 2012, 50% of our professional development offerings will meet 50% or more of the Ohio professional development standards criteria.
3. By June 2012, 100% of resident educators, mentors and principals will engage in at least two hours of professional development on the Teacher Resident Educator Program.

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. Continue to implement activities related to teacher level value-added data in grades 4-8 in the areas of reading and mathematics.
2. Continue to participate in learning sessions and make informed decisions about professional development and team inquiry for planning improvement.

Evaluation Systems

1. Participates in discussions and form a local team of teachers and principals to review practices regarding support networks for staff.
2. Pilot the high quality teacher and principal evaluation system
3. Form an evaluation committee to align the Kenton evaluation system to state and federal law
4. Continue training and professional development on the new evaluation systems
5. Review current practices regarding removing low-performing teachers and principals
6. Principals will be trained and credentialed on the use of OTES

Equitable Distribution of Effective Teachers and Principals

N/A

Effective Support to Teachers and Principals

1. Continue to participate in a variety of professional learning opportunities to support the development of highly qualified teachers and principals.
2. Continue to implement the Ohio Residency Program and continue to participate in training mentors as provided by ODE.

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

Measure Student Growth

1. By June 2013, 75% of reading and mathematics teachers in grades 4-8 will learn about the teacher-based value-added and/or formative instruction.

2. By June 2013, 75% of staff will be able to identify how student growth and other data are used as diagnostic tools to guide instruction and make informed decisions about professional development, and used in the team inquiry process for continuous improvement.

Evaluation Systems

1. By June 2013, 75% of staff in grades 4-8 will learn about the value-added gap analysis data.
2. By June 2013, 25% of teachers and evaluators will be part of pilot program and detailed plans of pilot will be on file in the District Office.
3. By September 2012, an evaluation committee will be formed to begin developing the KCS evaluation system
4. By December 2012, 100% of the teaching staff will have received professional development regarding OTES
5. By June 2013, the transformation team or evaluation committee will review current practices regarding removing low-performing teachers and principals
6. By September 2012, all building principals will attend credential training for OTES

Equitable Distribution of Effective Teachers and Principals

N/A

Effective Support to Teachers and Principals

1. By June 2013, 75% of our professional development offerings will meet 75% or more of the Ohio professional development standards criteria based on district data and OIP goals.
2. By June 2013, 100% of resident educators and mentors will engage in professional development on the Teacher Resident Educator Program.

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. Continue to implement activities related to teacher level value-added data in grades 4-8 in reading and mathematics.
2. Continue to participate in learning sessions on how to use student growth and other data as diagnostic tools to guide instruction and make informed decisions about professional development and team inquiry for planning improvement.

Evaluation Systems

1. Continue to participate in discussions and form a local team of teachers and principals to review and revise practices regarding support networks for staff.
2. Fully Implement a high quality teacher and principal evaluation system.
3. Become familiar with the federal requirement to report aggregated effectiveness ratings for teachers to the state; provide requested data to the state.
4. Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level.

Equitable Distribution of Effective Teachers and Principals

N/A

Effective Support to Teachers and Principals

1. Continue to create targeted professional learning opportunities for staff that directly address needs identified in value-added data, and other multiple measures.
2. Continue to plan and evaluate all professional development opportunities against Ohio professional development standards and use analysis for continuous improvement of professional development offerings.
3. Continue to implement the Ohio Residency Program and continue to participate in training mentors as provided by ODE.

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

Measure Student Growth

1. By June 2014, 100% of reading and mathematics teachers in grades 4-8 will learn about the teacher-based value-added and/or formative instruction.
2. By June 2014, 100% of staff will be able to identify how student growth and other data are used as diagnostic tools to guide instruction and make informed decisions about professional development, and used in the team inquiry process for continuous improvement.

Evaluation Systems

1. By June 2014, 100% of staff in grades 4-8 will learn about value-added gap analysis data.
2. By June 2014, 100% of staff will be evaluated using a high quality teacher and principal evaluation system.
3. By June 2014, principals will have been trained in the process of reporting effectiveness ratings for teachers to the state
4. By June 2014, principal and teacher evaluations will be used to plan professional development opportunities.

Equitable Distribution of Effective Teachers and Principals

N/A

Effective Support to Teachers and Principals

1. By June 2014, 100% of our professional development offerings will meet 100% or more of the Ohio professional development standards criteria based on district data and OIP goals.
2. By June 2014, principal and teacher evaluations will be used to plan professional development opportunities.
3. By June 2014, 100% of resident educators and mentors will engage in professional development on the Teacher Resident Educator Program.

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:

NA

Key Personnel:

NA

Budget:

NA

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]

NA

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

NA

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]

NA

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

NA

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 take 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