RACE
TO THE
TOP

Ohio Report

Year 3: School Year 2012–2013

U.S. Department of Education
Washington, DC 20202

March 19, 2014

Executive Summary

Race to the Top overview

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. ARRA provided $4.35 billion for the Race to the Top fund, of which approximately $4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.[1] In 2010, the U.S. Department of Education (Department) awarded Race to the Top Phase 1 and Phase 2 grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, and improving high school graduation rates; and ensuring students are prepared for success in college and careers. Since the Race to the Top Phase 1 and 2 competitions, the Department has made additional grants under the Race to the Top Phase 3, Race to the Top – Early Learning Challenge,[2] and Race to the Top – District[3] competitions.

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

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

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

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

- Turning around the lowest-performing schools.

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, local educational agencies (LEAs), and States will not be achieved through piecemeal change. Race to the Top builds on the local contexts of States and LEAs participating in the State's Race to the Top plan (participating LEAs)[4] in the design and implementation of the most effective and innovative approaches that meet the needs of their educators, students, and families.

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

[2] More information on the Race to the Top – Early Learning Challenge can be found at http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html.

[3] More information on Race to the Top – District can be found at http://www2.ed.gov/programs/racetothetop-district/index.html.

[4] Participating local educational agencies (LEAs) are those LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's Memorandum of Understanding with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the American Recovery and Reinvestment Act (ARRA).

Race to the Top program review

As part of the Department's commitment to supporting States as they implement ambitious reform agendas, the Department established the Implementation and Support Unit (ISU) in the Office of the Deputy Secretary to administer, among others, the Race to the Top program. The goal of the ISU is to provide assistance to States as they implement unprecedented and comprehensive reforms to improve student outcomes. Consistent with this goal, the Department has developed a Race to the Top program review process that not only addresses the Department's responsibilities for fiscal and programmatic oversight, but is also designed to identify areas in which Race to the Top grantees need assistance and support to meet their goals. Specifically, the ISU works with Race to the Top grantees to differentiate support based on individual State needs, and helps States work with each other and with experts to achieve and sustain educational reforms that improve student outcomes. In partnership with the ISU, the Reform Support Network (RSN) offers collective and individualized technical assistance and resources to Race to the Top grantees. The RSN's purpose is to support Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms.[5]

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review help to inform the Department's management and support of the Race to the Top grantees, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget, provided such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).[6]

State-specific summary report

The Department uses the information gathered during the review process (*e.g.*, through monthly calls, onsite reviews, and Annual Performance Reports (APRs)) to draft State-specific summary reports. The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 3 report for Phase 1 and 2 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately September 2012 through September 2013; the Year 2 report for Phase 3 grantees provides similar information from approximately December 2012 through December 2013.

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[5] More information can be found at http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/index.html.

[6] More information about the Implementation and Support Unit's (ISU's) program review process, State Annual Performance Report (APR) data, and State Scopes of Work can be found at http://www2.ed.gov/programs/racetothetop/index.html.

State's education reform agenda

Ohio is a large state, diverse in both its geography and population. The State has 955 LEAs with more than 3,500 schools, including 325 independent charter schools, which the State refers to as "community schools." A workforce of approximately 110,000 teachers and leaders educate 1.8 million students, of whom 45 percent live in poverty.[7]

The State is committed to improving student achievement. In its Race to the Top application, the State describes student achievement as its "most pressing social and economic imperative." Ohio's overarching goals for its Race to the Top grant, which support its education reform agenda, are to:

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

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

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

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

- More than double the increase in college enrollment of students under the age of 19 to 14.5 percent by fall 2013, and more than double the increase in college persistence of enrolled students to 10.35 percent within the same time period.

Ohio's $400 million Race to the Top grant, of which 52 percent will flow to LEAs participating in Race to the Top, supports new initiatives to advance education reform and accelerate and expand the State's existing reform efforts.

State Years 1 and 2 summary

During Years 1 and 2 of its Race to the Top implementation, Ohio developed tools and structures to help LEAs identify gaps and areas of need in executing their Race to the Top plans. The State assigned regional coordinators and specialists (regional staff) to each of its six Race to the Top regions to act as a primary resource for and give targeted support to participating LEAs, and held internal stocktake meetings to analyze implementation challenges and make project adjustments where necessary.[8] To familiarize participating LEAs with Race to the Top projects, Ohio provided professional development sessions and technical assistance on Common Core State Standards (CCSS), Ohio Teacher Evaluation System (OTES), Ohio Principal Evaluation System (OPES), new educator preparation initiatives, and the school intervention efforts for Ohio's persistently lowest-achieving (PLA) schools.[9]

Ohio developed resources to support educators to implement the CCSS in English language arts (ELA) and mathematics, revised its standards for science and social studies, and created a high school and institutions of higher education (IHE) committee to align college and career standards with colleges' and universities' entrance requirements. The Ohio Department of Education (ODE) developed a State model for principal (OPES) and teacher (OTES) evaluation systems, piloted OTES in 136 LEAs in school year (SY) 2011-2012, and worked with a vendor to develop and deploy required training and online credentialing for evaluators of teachers and principals. In addition, the Ohio Board of Regents (OBR) drafted educator preparation quality metrics and revised its education preparation program report cards to measure the effectiveness of State IHEs.

ODE also awarded competitive grants to 56 LEAs to create and implement innovative models for school reform and provided its PLA schools biweekly professional development opportunities and information on best practices for improving student achievement. Finally, Ohio established six regional science, technology, engineering, and mathematics (STEM) hubs to address regional needs and provide specialized services to LEAs participating in Ohio's STEM initiatives.

Despite these successes, transitions in leadership and key staff resulted in timeline delays for several initiatives, and State budget deficits required the State to reduce ODE staff. Failure to engage some participating LEAs in the State's initiatives, particularly those with low Race to the Top funding allocations, resulted in a decrease of participating LEAs from 538 at the start of the grant period to 462 by June 2012.[10] Moreover, the State faced major delays with the development of its Instructional Improvement System (IIS) due to ongoing discussions regarding the best approach to this work. The State also continued to report ongoing concerns and efforts to try to mitigate the potential for variation of LEA implementation of educator evaluation systems.

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[7] This section reflects counts of schools and students reported in the State's Phase 2 application (fall 2010).

[8] The State established six Race to the Top regions to support participating LEAs: five geographical regions (central, northwest, northeast, southwest, southeast) and one urban region that supports Ohio's eight large urban participating LEAs.

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

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

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

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

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

[10] For more information on the decrease in number of participating LEAs, see "LEA participation" in *State Success Factors*.

State Year 3 summary

Successes

ODE used its internal stocktake meetings to review implementation, address potential barriers, and share information across all stakeholders. The State also identified regional staff to serve as content experts for each education reform area. In addition, ODE enhanced its communication efforts in Year 3, broadening the audience for its reform efforts from those participating in Race to the Top to all LEAs statewide. Further, ODE experimented with innovative communication strategies to provide information and updates to educators, using social media to drive interest for and engagement in Race to the Top initiatives. ODE also held stocktake meetings with each of its participating LEAs to discuss local implementation successes and challenges as well as gather feedback on State supports. As a result, the State reported more effective and efficient channels for sharing information with and gathering feedback from LEAs.

After much delay, the State secured its IIS vendor in Year 3 and worked quickly to realign with its approved implementation schedule by conducting a small pilot and hosting informational webinars and trainings for LEAs on the timeline, functionality, and cost of the system. ODE also engaged in extensive communication efforts with its LEAs and partner stakeholders such as the Buckeye Association of School Administrators and all four teacher and principal associations, to build understanding of and investment in OTES and OPES. ODE also provided trainings for LEAs on developing student growth components for educator's evaluation ratings. Further, the State continued to provide ongoing support for 71 identified PLA schools through dedicated transformation specialists, and its 56 innovative model grantees through innovation specialists. The State also expanded its STEM hubs to include more content areas as rebranded Innovation Zones, and increased the rigor in reviewing implementation of STEM initiatives through the use of rubrics and an updated data collection process.

Challenges

Legislative changes throughout Year 3, including changes to the Third Grade Reading Guarantee and modifications to State requirements for the student growth component of educator evaluation ratings, posed significant communication and implementation challenges for the State.[11] ODE also reported that LEAs experienced concern due to delays in a contract for the State's IIS, resulting in some LEAs developing interim solutions or a local IIS. The State worked quickly to realign with the approved timeline to provide all LEAs with access to the system for SY 2013-2014, but it is too early to determine if the State was successful in communicating and training educators on the new State IIS on this truncated timeline.

The State also faced challenges related to several of its *Great Teachers and Leaders* initiatives. ODE commissioned an external evaluator to collect data on the subset of 23 participating LEAs that chose to fully implement all components of OTES using surveys, case studies, and analysis of data inputted into the State's electronic Teacher and Principal Evaluation System (eTPES). The State did not, however, systemically collect data from the other participating LEAs on which aspects of the evaluation systems each implemented in SY 2012-2013. Thus, for LEAs beyond the 23 that inputted data into eTPES, the State relied on anecdotal feedback from LEAs and regional staff to determine local awareness, levels of engagement, and challenges with OTES and OPES implementation. As a result, it is not clear how ODE provided high-quality differentiated supports for all its participating LEAs or assessed the readiness of the field to fully implement teacher and principal evaluations in SY 2013-2014.

In addition, ODE's benchmarks for use of the Equitable Distribution of Effective and Highly Effective Educators (EDEHE) tool and reporting of results were not aligned to the evaluation system implementation timeline. This misalignment, as well as resistance from educators feeling overwhelmed with other required education reform initiatives, resulted in a year delay for the State to use and report educator effectiveness data. Further, ODE reported very little LEA interest in the Resident Educator Summative Assessment (RESA) and tenure model pilots, as well as low engagement with the State's METWorks resources, Teaching, Empowering, Leading, and Learning (TELL) Ohio survey, and the Teacher Exit Survey (TExS).

Looking ahead to Year 4

During Year 4, Ohio plans to continue to assess and revise its structures to help ensure high-quality implementation of all of its projects. The State will adjust its monitoring to shift from a focus on project management to a focus on data analysis and how LEAs can use the data to inform implementation moving forward. The State also intends to implement a bridge assessment for SY 2013-2014 that includes items aligned to both the existing Ohio standards and the new standards. ODE will also develop Next Generation Assessments for fourth and sixth grade social studies and fifth and eighth grade science in preparation for implementation of these and Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in SY 2014-2015.[12]

In addition, the State expects to provide all LEAs with an opportunity to register for the State's IIS in SY 2013-2014, and complete deployment of the system by March 2014 to all participating LEAs signed up to use the system. ODE also plans to assist all participating LEAs to fully implement teacher and principal evaluation systems in Year 4, and conduct audits of LEAs using OTES as well as those using locally developed systems to ensure the data are reliable and valid and that the systems are being implemented with fidelity to the frameworks. To support its school intervention and improvement efforts, ODE plans to continue providing supports for PLAs implementing school intervention initiatives, and monitoring the progress of innovative model grantees. Further, the State anticipates providing resources in all content areas through its geographic Innovation Zones, as well as ongoing mentoring throughout SY 2013- 2014 for STEM Leaders Institute participants.

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[11] For more information on Senate Bill 21, see *Standards and Assessments*. For more information on House Bill 555, see *Great Teachers and Leaders*.

[12] The Ohio Department of Education (ODE) is not using any Race to the Top funds to support the development of the Next Generation Assessments, as statewide summative assessment costs are not a permitted use of funds in the Race to the Top program.

Building capacity to support LEAs

In Year 3, the State continued to implement its tiered support structure that includes a Race to the Top Delivery Unit (six staff members overseeing the work at the State educational agency), 24 ODE personnel managing and coordinating the 15 Race to the Top projects, six regional coordinators (one at each of the six Race to the Top regions) and 16 regional specialists working as liaisons to LEAs in the field. The Race to the Top Delivery Unit convened ODE education reform area project leads and regional staff every six weeks for stocktake meetings to analyze Race to the Top implementation, identify areas for improvement, and make concrete adjustments to its execution strategy. In addition, to increase the efficiency of information dissemination in Year 3, the State tasked each regional staff member to serve as a regional content expert in an education reform area. ODE leadership held monthly calls with regional "experts" to provide updated information, clarify content, and answer questions from the field. ODE and regional staff reported that this new structure resulted in more effective and efficient information dissemination, as well as more timely responses to LEA questions.

Despite the success of its regional structure, the State experienced quite a bit of uncertainty during the year as it experienced several senior leadership transitions at ODE, including two changes in the State Superintendent.[13] Turnover in other leadership positions included the Race to the Top director and several education reform area leads. Furthermore, ODE was challenged to respond and adapt to ongoing legislative changes and requirements. Specifically, Senate Bill 21 strengthened the Third Grade Reading Guarantee to give greater emphasis to reading instruction and intervention in the early grades and House Bill 555 modified the method for using the value-added progress dimension for student growth to evaluate teachers.[14] While several of these challenges were beyond ODE's control, the State had to provide clear information and ongoing support to LEAs regarding updated requirements and expectations for implementation.

Support and accountability for LEAs

LEA supports

During Year 3, the State continued to implement several systems for supporting participating LEAs, including regional coordinators and specialists, ongoing communication efforts, and frequent feedback loops to enable LEAs to request resources as needed. Regional staff reached out to their assigned LEAs frequently to discuss implementation reports and allow for direct communication between educators and ODE. In addition, regional staff identified differentiated needs and provided personalized supports to LEAs based on factors such as student growth, resources if requested and/or needs, and capacity to implement or investment in the reforms. Additionally, the State continued to provide tailored support for PLAs implementing school intervention efforts (see *Turning Around the Lowest-Achieving Schools*).

The State restructured its LEA support strategy for SY 2012-2013 to coordinate with Educational Service Centers (ESCs), curriculum centers, and regional support networks to help ensure that all LEAs, not just those participating in Race to the Top, could access various professional development opportunities. LEAs and regional staff had multiple opportunities to learn about other educators' implementation experiences at regional meetings, statewide conferences, and through the ODE News and Views newsletter. In addition, ODE created several tools to assist LEAs in implementing reform efforts – including a gap analysis tool for determining whether a local IIS is in alignment with the State IIS (see *Data Systems to Support Instruction*) and an electronic Teacher and Principal Evaluation System (eTPES) tool to gather evaluation data (see *Great Teachers and Leaders*).

ODE's Year 3 statewide symposium

ODE held its Year 3 statewide symposium in March 2013, focused on supporting LEAs to make connections between all the reform work and to assist LEAs in delivering a consistent message for implementing these initiatives. The State reported that 1,700 educators from LEAs across the State attended the conference.[15]

In Year 3 ODE also conducted stocktake meetings and onsite meetings at each participating LEA to provide guidance and support for achieving annual Race to the Top goals. LEAs completed pre-work in advance of the stocktake meeting, including a self-assessment of implementation progress and quality, and had numerous opportunities throughout the discussion to provide feedback to State staff on ODE's implementation and supports. As of June 2013, the State's regional coordinators had led stocktake meetings at all 445 participating LEAs.

Monitoring

ODE fully approved all participating LEAs' Scopes of Work in Year 3, and required LEAs to obtain regional staff authorization in order to make any changes to approved plans. In fall 2012, as a result of feedback from participating LEAs, the State amended its monthly LEA reporting cycle to occur every other month. Regional specialists used the LEA reporting tool to track progress, identify challenges, and differentiate supports and resources. In addition, the State continued to use its SharePoint site to enable all participating LEAs to access resources and submit responses to monitoring protocols and budget requests. Finally, ODE continued to implement processes established in Years 1 and 2 of the grant, including a comprehensive annual review of each LEA's updated Scope of Work and budget, a funding reimbursement request process with internal checks, and annual monitoring visits to ensure quality implementation of a participating LEA's plan.

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[13] State Superintendent Stan Heffner resigned effective August 1, 2012, and was replaced by Interim State Superintendent Michael Sawyers. In March 2013, Dr. Richard Ross became the new State Superintendent.

[14] For more information on Senate Bill 21, see *Standards and Assessments*. For more information on House Bill 555, see *Great Teachers and Leaders*.

[15] Additional information about and resources from Ohio's Annual Statewide Education Conference 2013 can be found at http://ohioedconference.wordpress.com.

LEA participation

Ohio reported 445 participating LEAs as of June 30, 2013. Those LEAs serve over 55 percent of the State's kindergarten through twelfth grade (K-12) students and over 57 percent of its students in poverty. This also represents a decrease of 91 participating LEAs (roughly 17 percent) since the start of the grant.[16] The State identified several reasons for LEA withdrawals, including charter school closures, small amounts of grant funding, disagreements between local administration boards and teacher association leadership (the State requires union participation for an LEA to participate in Ohio's Race to the Top grant), and local decisions to delay the requirement to implement a teacher evaluation system.[17] In an effort to mitigate the effects of this decline in formal participation, ODE expanded several of its State-level Race to the Top projects and initiatives to provide resources and information to all LEAs, regardless of their involvement in the grant.

### LEAs participating in Ohio's Race to the Top plan

284
445
252
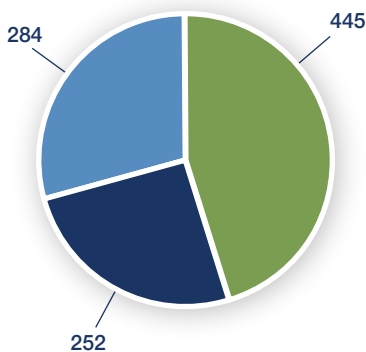
- Participating LEAs (#)
- Involved LEAs (#)
- Other LEAs

K-12 students in LEAs participating in Ohio's Race to the Top plan

294,125
889,717
406,608
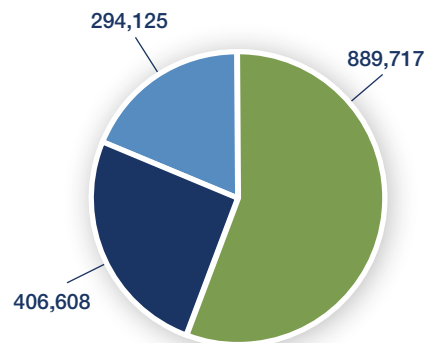
- K-12 students (#) in participating LEAs
- K-12 students (#) in involved LEAs
- K-12 students (#) in other LEAs

Students in poverty in LEAs participating in Ohio's Race to the Top plan

123,397
379,033
156,162
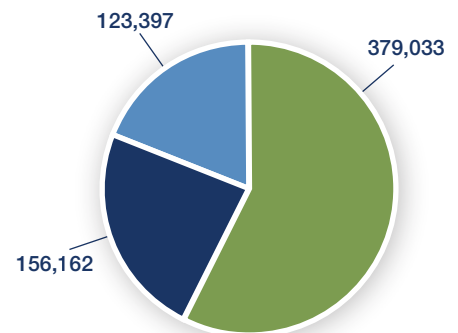
- Students in poverty (#) in participating LEAs
- Students in poverty (#) in involved LEAs
- Students in poverty (#) in other LEAs

The number of K-12 students and number of students in poverty statewide are calculated using pre-release data from the National Center for Education Statistics' (NCES) Common Core of Data (CCD). Students in poverty statewide comes from the CCD measure of the number of students eligible for free or reduced price lunch subsidy (commonly used as a proxy for the number of students who are economically disadvantaged in a school) under the U.S. Department of Agriculture's National School Lunch Program. The students in poverty statewide count is an aggregation of school-level counts summed to one State-level count. Statistical procedures were applied systematically by CCD to these data to prevent potential disclosure of information about individual students as well as for data quality assurance; consequently State-level counts may differ from those originally reported by the State. Please note that these data are considered to be preliminary as of August 21, 2013.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

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[16] As reported in the Race to the Top APR (www.rtt-apr.us), Ohio's total number of participating LEAs dropped from 536 in the approved application to 478 as of June 2011, 464 as of June 2012, and 445 as of June 2013. The reduction in number of participating LEAs resulted in a decrease of 98,356 participating kindergarten through twelfth grade (K-12) students. This resulted in small decreases (<1 percent) in the percentage of participating students in the following ethnic and racial subcategories: American Indian, Asian, Black, Hispanic, Pacific Islander, and Two or More Races. This also resulted in a decrease of 1.4 percent in the number of participating students eligible for free and reduced price lunch.

[17] The State requires all Race to the Top participating LEAs to implement teacher evaluation systems by school year (SY) 2013-2014. All other LEAs statewide must implement a teacher evaluation system by SY 2014-2015, per State law (House Bill 153, effective June 20, 2011).

Stakeholder engagement

The State continued to communicate with participating LEAs through regional staff, the ODE Race to the Top website, a weekly newsletter, ongoing surveys and other methods of feedback solicitation. The State frequently updated the ODE website with new information, alerts, and resources – including recorded copies of all State-offered trainings and webinars to allow users to view and access these at a later date. ODE also embraced and experimented with social media as an avenue for communicating with stakeholders. For example, ODE used Twitter and a Wordpress blog to drive interest and engagement in its March 2013 project-based "Connect the Dots" seminar. This seminar allowed LEA teams to explore how all the Race to the Top initiatives overlap and can be implemented in their local context. Based on its social media efforts, the State reported a record number of tweets (748 utilizing the conference hashtag), retweets (220), and mentions on Twitter (145 referencing ODE's Twitter handle) since ODE started using the social media more extensively in 2010. Based on the State's continued use of social media to inform stakeholders, ODE was featured in several RSN publications including *Using Social Media to More Effectively Communicate Reform Efforts: A Case Study on the Ohio Department of Education's Use of Twitter* and B*uilding Enduring Race to the Top Education Reforms: Using Social Media to Engage With and Communicate to Key Stakeholders*. The State also presented strategies to fellow Race to the Top grantees during webinars, and participated in research for the Stakeholder Communications and Engagement of Community of Practice publication *Measurable Success, Growing Adoption, Vast Potential: Social Media Use Among State and Local Education Agencies*.[18] In addition, the State's Race to the Top Delivery Unit communications team forged close working relationships with the larger ODE communication office to leverage ongoing social media, ODE publications, and other statewide communication efforts to share Race to the Top updates. This not only allowed the Race to the Top Delivery Unit to provide more frequent communication, but also supported the effort to provide resources and information to all LEAs regardless of their involvement in the Race to the Top grant.

Throughout Year 3, ODE held ongoing meetings with the Ohio Business Coalition, State Reform Steering Team, and other educational organizations to inform them of progress, solicit feedback, and allow stakeholders to review and analyze the State's implementation to date. In Year 3, the State continued to involve both of the State's teacher associations (the Ohio Education Association (OEA) and the Ohio Federation of Teachers (OFT)) in the work, particularly in supporting the roll-out of two components of the teacher evaluation system - student growth measures (SGMs) and student learning objectives (SLOs). The State also met periodically with superintendents, principal organizations, and other education stakeholder groups (up to 44 different groups in the State at any given time) to align implementation efforts and maximize existing resources. ESCs also supported implementation, hosting train-the-trainer sessions for LEA staff on SGM and SLO implementation and the March 2013 "Connect the

Dots" seminar. Finally, the State launched a revised State website in May 2013, updated to enhance user accessibility.

The Ohio Education Research Center (OERC) continued to develop a prioritized research agenda and implement numerous ongoing research and evaluation projects. In fall 2012, the OERC compiled a Year 2 Research Agenda Committee Report and received approval from ODE for its Year 3 research plan. The OERC held its Year 3 research conference for statewide LEAs in June 2013 to present findings from its studies and share experiences from implementation efforts to date. The OERC and its contractor also established a website that links to a database of all the OERC research studies and created a Learning Network Repository to serve as a best practices repository.

Successes, challenges, and lessons learned

Ohio's National Assessment of Educational Progress (NAEP) and State assessment results show performance across grades and subjects have remained steady over several years. The 2013 NAEP assessment results illustrate Ohio's reading and mathematics results for grades four and eight remained relatively flat when compared with 2011 levels. Similarly, Ohio's SY 2012-2013 State assessment scores remained consistent for overall student proficiency in ELA and mathematics when compared to SY 2012-2013, with slight increases in the achievement gaps between reported sub-groups for mathematics. As reported in the APR, the State's high school graduation rates for SY 2012-2013 increased slightly when compared to SY 2011-2012, but fell short of the State's targets overall and by student sub-group.[19]

In Year 3 the State continued to reevaluate and revise its structures and approach to implementation. Updated processes (including regional content experts and ODE stocktake meetings) illustrate the State's commitment to continuous improvement and adaptation to the needs of its LEAs. ODE's ongoing monitoring of its participating LEAs ensures consistent oversight and knowledge of what is happening in the field, and provides a forum for continuous feedback and request for assistance. Ohio utilizes several systems for supporting participating LEAs, including: regional coordinators and specialists; providing personalized attention and feedback to ongoing reports; regional and statewide meetings to share lessons learned and troubleshoot challenges; and LEA-level stocktake meetings with ODE leadership to reflect on implementation to date and strategize ways to increase effectiveness and quality in future initiatives. In addition, ODE continued to enhance its communication efforts in Year 3, broadening the audience to include all LEAs statewide as well as using social media communication strategies to engage and inform educators. Further, the State's revised role for regional specialists as content experts enhanced communication and began to develop the content capacity of regional staff.

Despite these successes, ODE and educators spent a majority of SY 2012-2013 in a state of uncertainty as ODE faced leadership transitions and adjusted to ongoing legislative changes. State staff

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[18] All Reform Support Network (RSN) publications can be found at http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/resources.html.

[19] For more information, see Ohio's SY 2012-2013 APR at www.rtt-apr.us.
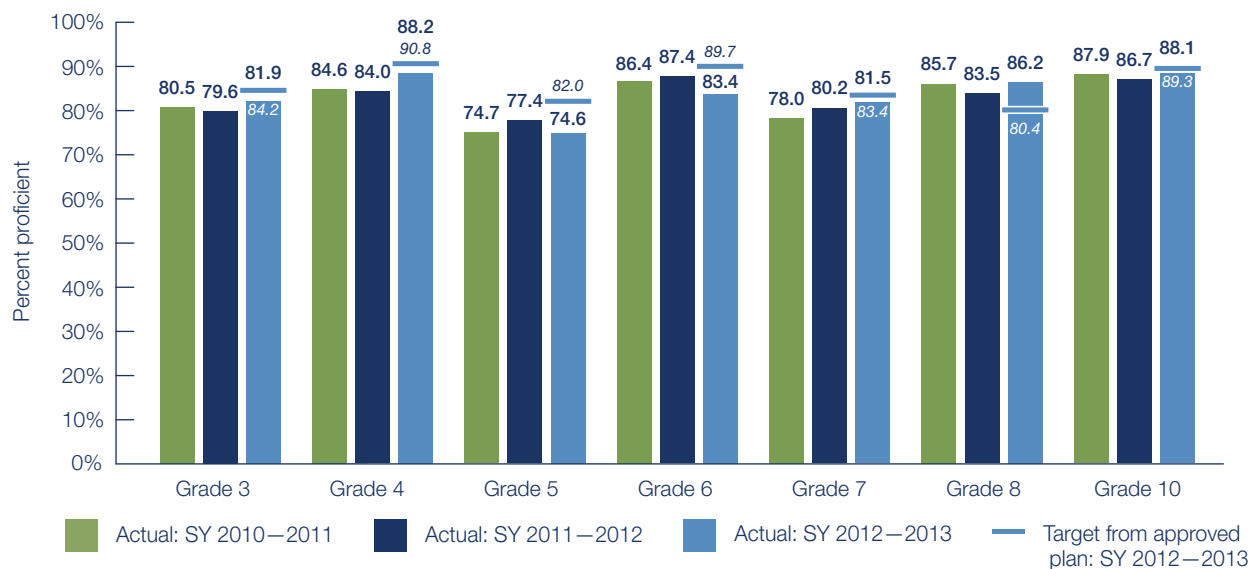
had to reallocate resources and time to focus on filling vacancies and providing updated guidance. This posed significant communication and implementation challenges for the State and reduced the capacity of ODE to focus on LEA implementation. Moreover, the OERC is still in the very early stages of implementing its prioritized research agenda and thus the State must work closely with the OERC to ensure effective and high-quality and clear communication of the available research and reports to participating LEAs.
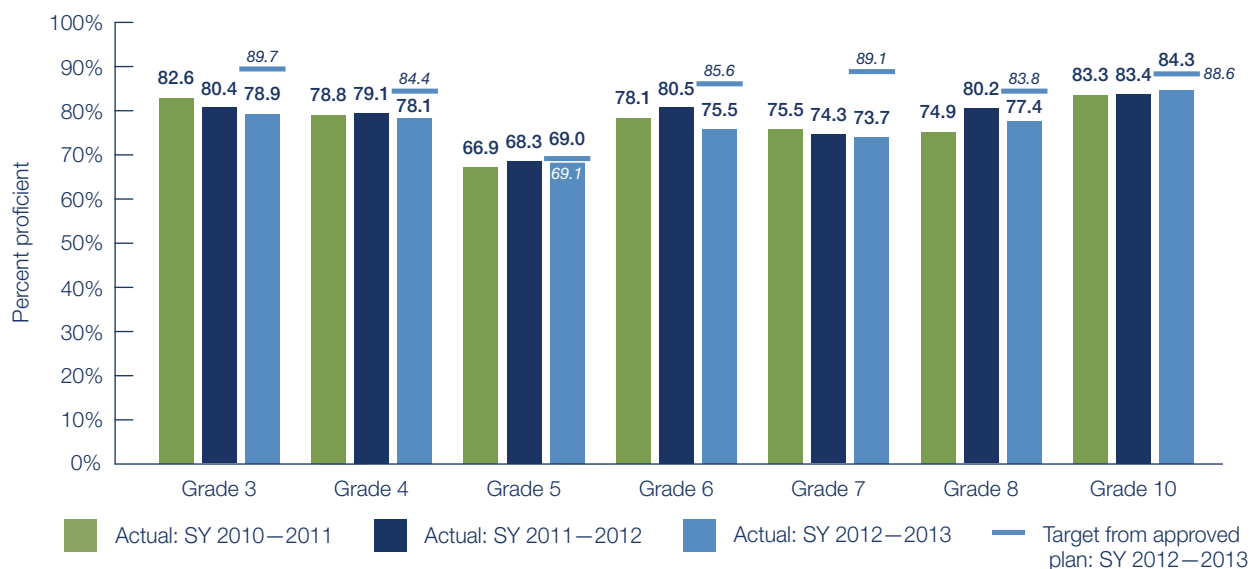
Student outcomes data

Ohio's SY 2012-2013 State ELA assessment data illustrates mixed results when compared to SY 2010-2011 and 2011-2012; for SY 2012-2013 the State saw increases in grades three, four, seven, eight, and ten, and decreases in grades five and six. The State's SY 2012-2013 mathematics assessment data also illustrates mixed results when compared to SY 2010-2011 and 2011-2012; for SY 2012-2013 the State saw slight increases in grades five and ten and decreases in the remaining grades.

Student proficiency on Ohio's ELA assessment

Grade	Actual: SY 2010–2011	Actual: SY 2011–2012	Actual: SY 2012–2013	Target from approved plan: SY 2012–2013
Grade 3	80.5	79.6	81.9	84.2
Grade 4	84.6	84.0	88.2	90.8
Grade 5	74.7	77.4	74.6	82.0
Grade 6	86.4	87.4	83.4	89.7
Grade 7	78.0	80.2	81.5	83.4
Grade 8	85.7	83.5	86.2	80.4
Grade 10	87.9	86.7	88.1	89.3

Student proficiency on Ohio's mathematics assessment

Grade	Actual: SY 2010–2011	Actual: SY 2011–2012	Actual: SY 2012–2013	Target from approved plan: SY 2012–2013
Grade 3	82.6	80.4	78.9	89.7
Grade 4	78.8	79.1	78.1	84.4
Grade 5	66.9	68.3	69.0	69.1
Grade 6	78.1	80.5	75.5	85.6
Grade 7	75.5	74.3	73.7	89.1
Grade 8	74.9	80.2	77.4	83.8
Grade 10	83.3	83.4	84.3	88.6

Preliminary SY 2012-2013 data reported as of: December 2, 2013.

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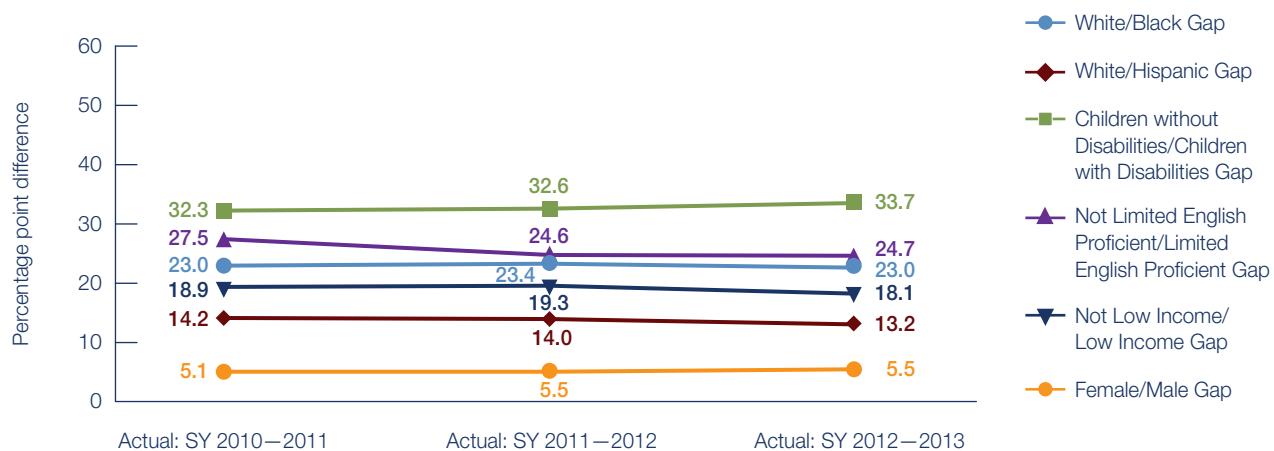
For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.
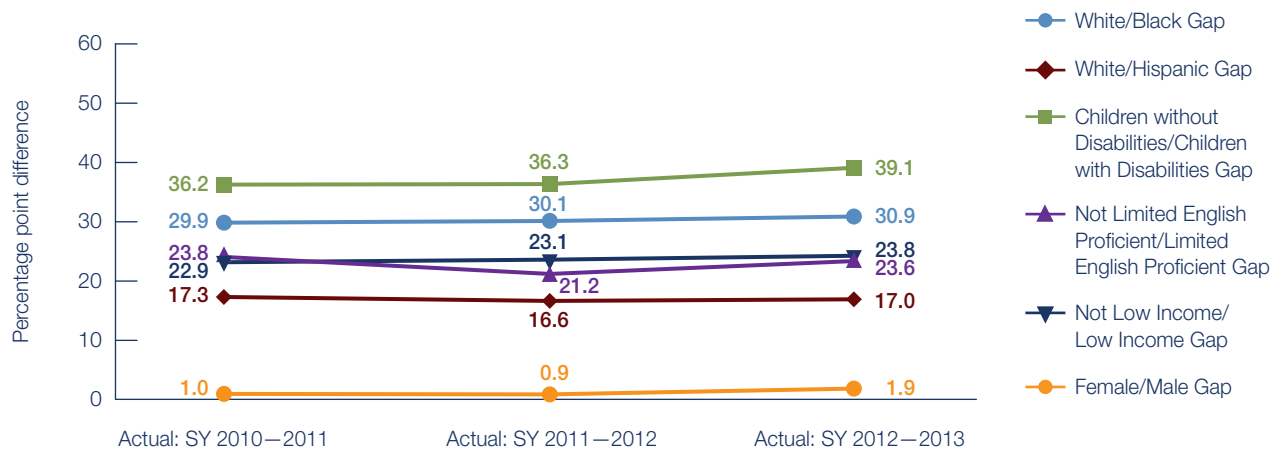
State Success Factors

Achievement gaps on Ohio's SY 2012-2013 ELA assessment increased slightly for children without disabilities and children with disabilities, and decreased slightly for not low income and low income sub-groups. Other ELA sub-group gaps remained about the same from SY 2011-2012 to SY 2012-2013. Achievement gaps on Ohio's SY 2012-2013 mathematics assessment slightly increased when compared to SY 2011-2012 levels for all reported sub-groups. The gap between children with limited English proficiency and children without limited English proficiency decreased between SY 2010-2011 and SY 2011-2012, but increased in SY 2012-2013.

Achievement gap on Ohio's ELA assessment

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

	Actual: SY 2010—2011	Actual: SY 2011—2012	Actual: SY 2012—2013
Children without Disabilities	32.3	32.6	33.7
Not Limited English Proficient	27.5	24.6	24.7
White/Black	23.0	23.4	23.0
Not Low Income	18.9	19.3	18.1
White/Hispanic	14.2	14.0	13.2
Female/Male	5.1	5.5	5.5

Achievement gap on Ohio's mathematics assessment

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

	Actual: SY 2010—2011	Actual: SY 2011—2012	Actual: SY 2012—2013
Children without Disabilities	36.2	36.3	39.1
White/Black	29.9	30.1	30.9
Not Limited English Proficient	23.8	21.2	23.8
Not Low Income	22.9	23.1	23.6
White/Hispanic	17.3	16.6	17.0
Female/Male	1.0	0.9	1.9

Preliminary SY 2012-2013 data reported as of: December 2, 2013.

Numbers in the graph represent the gap over three school years between two sub-groups on the State's ELA and mathematics assessments.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing sub-group from the percent of students scoring proficient in the higher-performing sub-group to get the percentage point difference between the proficiency of the two sub-groups.

If the achievement gap narrowed between two sub-groups, the line will slope downward. If the achievement gap increased between two sub-groups, the line will slope upward.
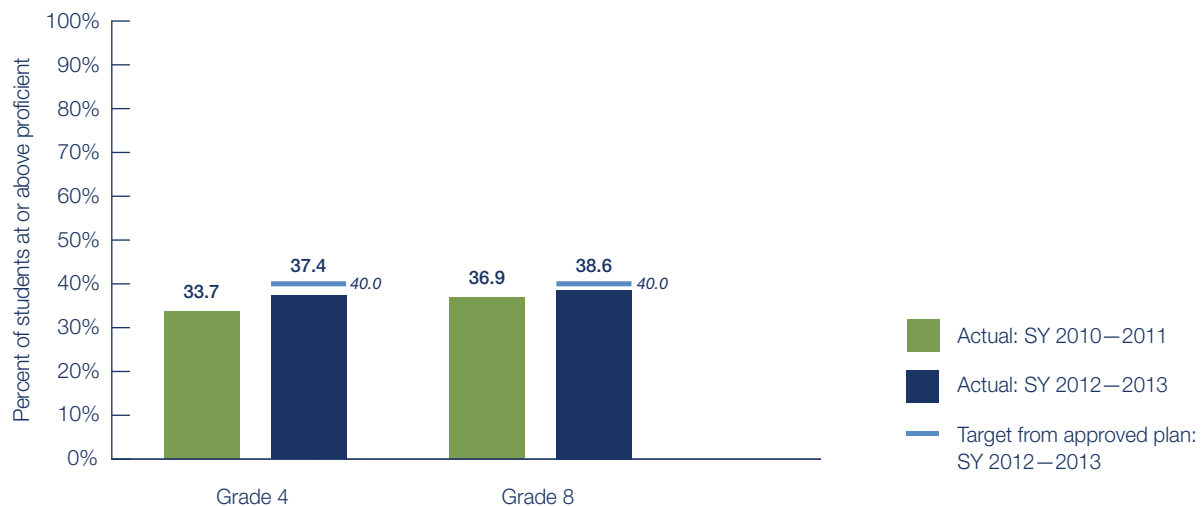
NOTE: Over the last three years, a number of States adopted new assessments and/or cut scores.

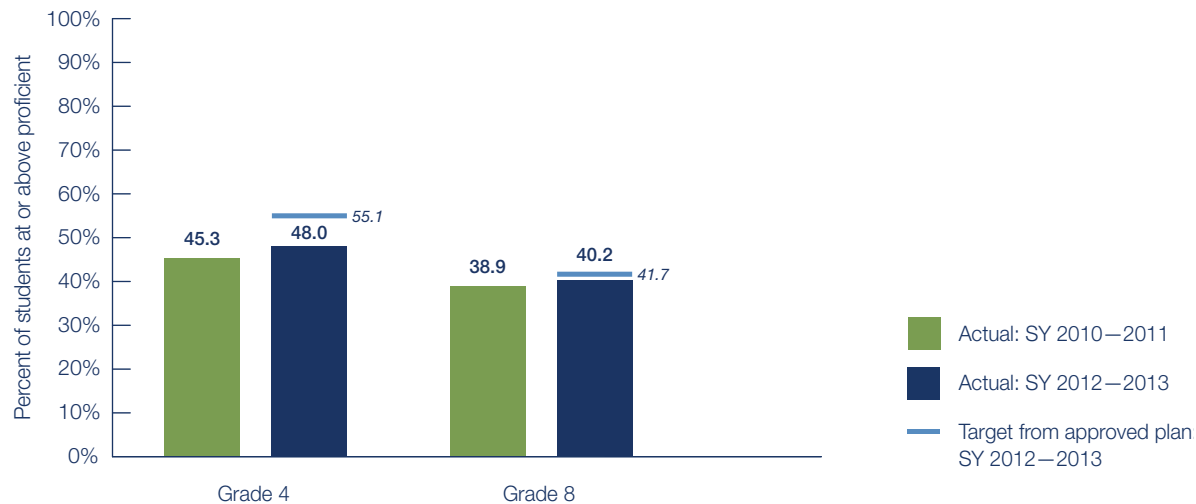For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

State Success Factors

Results from the 2013 NAEP assessment illustrated Ohio's grade four and eight reading and mathematics results were not significantly different than in 2011. In addition, the percentage of students who were at or above Proficient was not significantly different in grade four or eight for reading or mathematics when compared to 2011.

Student proficiency, NAEP reading

Legend:
- Actual: SY 2010—2011
- Actual: SY 2012—2013
- Target from approved plan: SY 2012—2013

Grade 4: 33.7, 37.4, 40.0
Grade 8: 36.9, 38.6, 40.0

Student proficiency, NAEP mathematics

Legend:
- Actual: SY 2010—2011
- Actual: SY 2012—2013
- Target from approved plan SY 2012—2013

Grade 4: 45.3, 48.0, 55.1
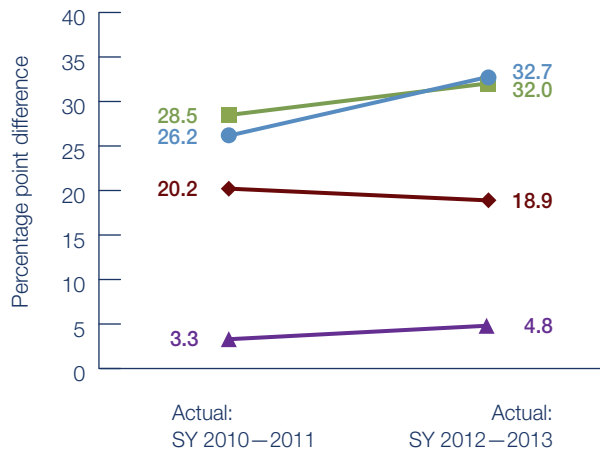Grade 8: 38.9, 40.2, 41.7

NAEP is administered once every two years. The two most recent years are SY 2010-2011 and SY 2012-2013. NAEP reading and mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit http://nces.ed.gov/nationsreportcard/.

Ohio's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.
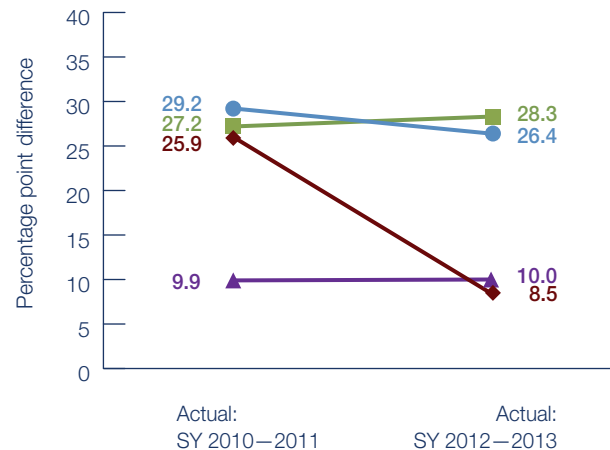
State Success Factors

Between SY 2010-2011 and SY 2012-2013, results for closing achievement gaps on Ohio's grade four and eight NAEP reading assessments were mixed. The State's results illustrate a notable decrease in grade eight for the gap between white and Hispanic students, and an increase in gaps between white and black students as well as students who were "not national school lunch program eligible" and "national school lunch program eligible" in grade four. Results for closing achievement gaps on Ohio's NAEP mathematics assessment between SY 2010-2011 and SY 2012-2013 were mixed. In both grade four and grade eight the achievement gap between Ohio's white and Hispanic students decreased, while the gap between students who were "not national school lunch program eligible" and "national school lunch program eligible" increased. Interestingly, the achievement gap for Ohio's white and black students on the NAEP mathematics assessment increased in grade four, but the same gap decreased in grade eight.
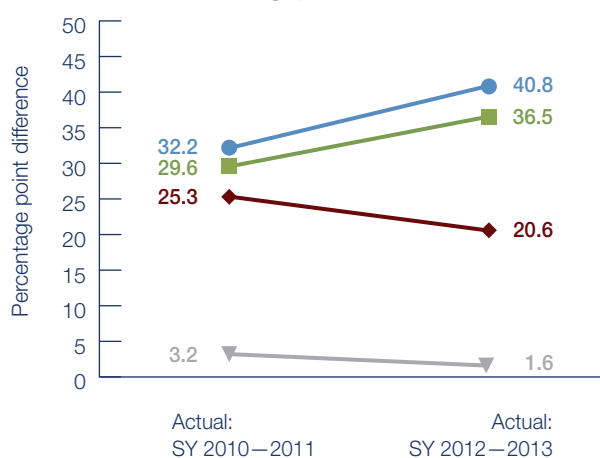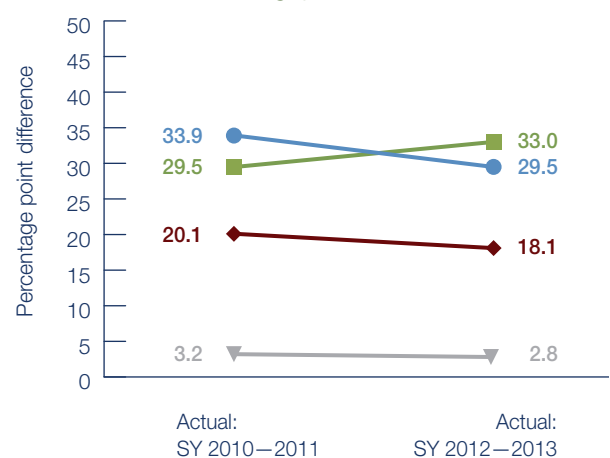
Grade 4 achievement gap on NAEP reading

Percentage point difference

	Actual: SY 2010—2011	Actual: SY 2012—2013
White/Black Gap	26.2	32.7
Not Nat'l School Lunch	28.5	32.0
White/Hispanic Gap	20.2	18.9
Female/Male Gap	3.3	4.8

Grade 8 achievement gap on NAEP reading

Percentage point difference

	Actual: SY 2010—2011	Actual: SY 2012—2013
White/Black Gap	29.2	28.3
Not Nat'l School Lunch	27.2	26.4
White/Hispanic Gap	25.9	8.5
Female/Male Gap	9.9	10.0

Grade 4 achievement gap on NAEP mathematics

Percentage point difference

	Actual: SY 2010—2011	Actual: SY 2012—2013
White/Black Gap	32.2	40.8
Not Nat'l School Lunch	29.6	36.5
White/Hispanic Gap	25.3	20.6
Male/Female Gap	3.2	1.6

Grade 8 achievement gap on NAEP mathematics

Percentage point difference

	Actual: SY 2010—2011	Actual: SY 2012—2013
White/Black Gap	33.9	33.0
Not Nat'l School Lunch	29.5	29.5
White/Hispanic Gap	20.1	18.1
Male/Female Gap	3.2	2.8

Legend:
- White/Black Gap
- White/Hispanic Gap
- Female/Male Gap
- Male/Female Gap
- Not National School Lunch Program Eligible/National School Lunch Program Eligible

NAEP is administered once every two years. The two most recent years are SY 2010-2011 and SY 2012-2013. Ohio's NAEP reading and mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit http://nces.ed.gov/nationsreportcard/.

Numbers in the graph represent the gap in a school year between two sub-groups on the NAEP reading and NAEP mathematics.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing sub-group from the percent of students scoring proficient in the higher-performing sub-group to get the percentage point difference between the proficiency of the two sub-groups.

If the achievement gap narrowed between two sub-groups, the line will slope downward. If the achievement gap increased between two sub-groups, the line will slope upward.

State Success Factors

Ohio's high school graduation rates increased slightly from SY 2010-2011 to SY 2011-2012, but remained short of the State's SY 2011-2012 target. SY 2012-2013 is the first year Ohio provided college enrollment data.
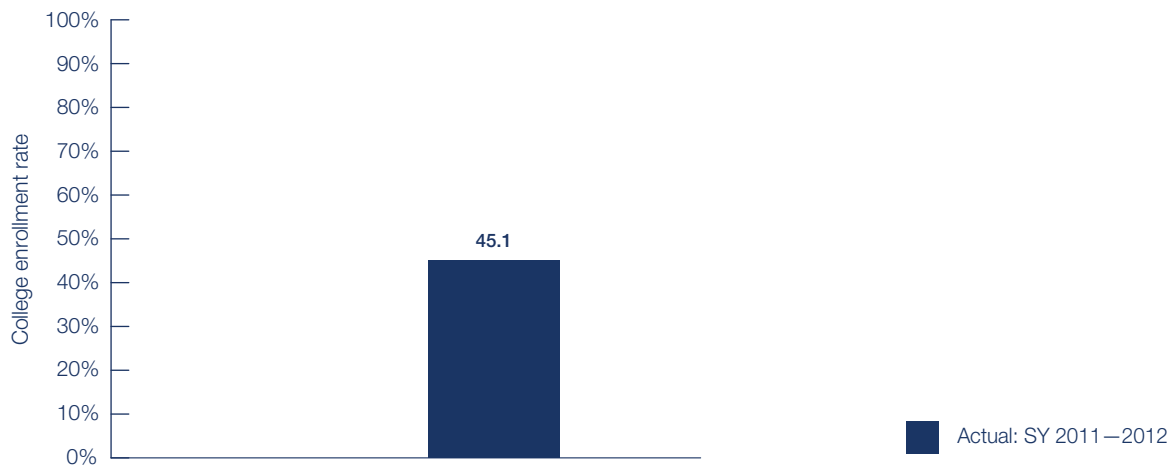
High school graduation rate
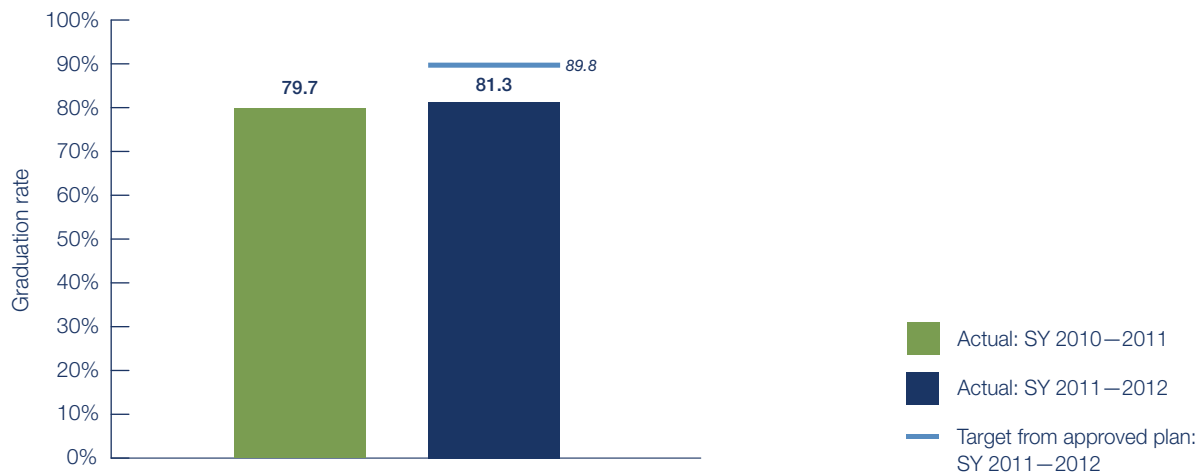
Preliminary SY 2011-2012 data reported as of: August 13, 2013.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

College enrollment rate

Preliminary SY 2012-2013 data reported as of: October 17, 2013.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

The Department provided guidance to States regarding the reporting period for college enrollment. For SY 2012-2013 data, States report on the students who graduated from high school in SY 2010-2011 and enrolled in an institution of higher education (IHE).

Standards and Assessments

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

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

In June 2010, the Ohio Board of Education adopted the CCSS in ELA and mathematics, and revised Ohio academic content standards in science and social studies. In November 2011, Ohio announced its decision to become a governing State in the PARCC assessment consortium.

College- and career-ready standards

Over Years 2 and 3, the State developed and posted to its website 774 models of curricula broken out by grade and subject for CCSS (covering K-12 ELA and mathematics) and Ohio's Next Generation State Standards (covering pre-kindergarten through twelfth grade science and social studies).[20] ODE encouraged educators to submit curricula resources, which were then vetted by ODE advisory groups using review rubrics and rating process guides to ensure rigor and quality prior to website posting. ODE created feedback loops on the website to encourage and collect stakeholder and user responses to the posted resources, hosted regional meetings to gather feedback on the quality of resources by subject area, and assembled a network of regional leaders to review model curriculum resources. In addition, the State hosted trainings for educators on how to use EQuIP Quality review rubrics for ELA and mathematics, and developed similar quality rubrics for social studies and science lesson/unit development and evaluation.

ODE also provided curriculum resources, including an alignment toolkit for educators and LEAs to conduct a gap analysis and a transition timeline document, for what must happen to ensure a smooth transition to implementation of CCSS and Ohio's Next Generation State Standards by SY 2013-2014. In response to Ohio Senate Bill 21, which was passed in summer 2012 and updates the State's Third Grade Reading Guarantee, ODE created a page on its website to provide educators, families, and other stakeholders with additional resources, guidance, and communication related to these new expectations.[21] Further, ODE developed additional formative instruction practice (FIP) modules on how to integrate formative instruction with specific content in ELA, mathematics, science, and social studies.[22] ODE also developed an evaluation tool to receive qualitative and quantitative feedback from educators on the State's professional development and curriculum resources, and reported using these data to make adjustments to its implementation.

Building on the work from previous years, in Year 3 ODE convened a core advisory committee of higher education and high school educators to align college readiness expectations to the CCSS and the high school curriculum to college expectations, as well as develop a guidance document for the components of a strong high school–higher education alignment plan. In addition, the State awarded competitive grants to ten regional partnerships between LEAs and IHEs. The partnerships use the funds to align college readiness expectations with the CCSS, conduct a gap analysis for high school curriculum and college entry requirements in ELA and mathematics, and create alignment resources to share statewide. As of August 2013, each consortium completed the first round of gap analysis for high school curriculum in ELA and mathematics and provided action plans to ODE.

Assessments

Throughout Year 3, ODE continued to serve as a governing member of the PARCC consortium. ODE staff from the Office of Curriculum and Assessment participated in PARCC work groups for test design, data and technology, accessibility and accommodations. The State's higher education sector also supported the PARCC work, serving alongside K-12 representatives from Ohio on several PARCC workgroups. In addition, the State began developing Next Generation Assessments for fourth and sixth grade social studies and fifth and eighth grade science.[23] Ohio plans to implement its Next Generation Assessments in science and social studies alongside PARCC assessments starting in SY 2014-2015. In preparation, ODE assembled a cadre of 24 educator leaders representing a wide range of K-12 regions, content areas, and special student groups (*e.g.*, English learners, students with disabilities, gifted students) to provide support on the implementation of Ohio's Next Generation Assessments. To support educators with the transition to these revised assessments, ODE audited its current assessment item bank and created a paper and pencil bridge assessment for SY 2013-2014 that covers items aligned to both the existing Ohio standards and CCSS.

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[20] State legislation (House Bill 1 of the 128th General Assembly) mandated the development of model curricula units aligned to the standards and new assessments. All curriculum resources are available by content area on the State's website at: http://education.ohio.gov/Topics/Academic-Content-Standards. Educators that wish to add additional resources may do so through an online submission form found at http://survey.education.ohio.gov/se.ashx?s=60DA72700C42A2BE.

[21] Senate Bill 21, released in summer 2012, strengthened the Third Grade Reading Guarantee to give greater emphasis to reading instruction and intervention in the early grades. Through this initiative, school districts and community schools will diagnose reading deficiencies in students at grades kindergarten through three (K-3), create individualized reading improvement and monitoring plans and provide intensive reading interventions. The new law also includes additional requirements for school districts and community schools.

[22] For more information on the State's work with formative instruction practice (FIP), see *Data Systems to Support Instruction*.

[23] The State developed a Next Generation Assessment for third grade social studies in Year 2 of the Race to the Top grant.

Assessment pilots

Ohio continued its work piloting formative, performance-based, and kindergarten readiness assessments during Year 3. The State held bimonthly conference meetings with formative assessment coaches to support the 21 schools piloting formative assessment strategies. In addition, the State brought together three cohorts of the Ohio Performance Assessment Pilot Project (OPAPP) participants to create a task bank for performance-based assessments in ELA, mathematics, science, and social studies. In Year 3, the State expanded the OPAPP pilot to a fourth and fifth site, one at the high school and one at the elementary school level, to field test the tasks created by previous cohorts. After a temporary delay in Year 2, ODE also continued to work on its Race to the Top – Early Learning Challenge grant to expand its collaborative effort with the Maryland Department of Education to develop an Early Childhood Comprehensive Assessment System (EC-CAS).[24] ODE created an EC-CAS assessment blueprint that is based on common standards and piloted an early version of this assessment in six to ten LEAs. The State will continue to field test the EC-CAS in SY 2013-2014 to ensure that a representative sample of kindergarten students statewide is included.

Assessments for non-tested grades and subjects[25]

The State designed competitive grants that support LEAs in developing assessments that measure student growth in non-tested grades and subjects. After a competitive selection process, ODE awarded a first round of 12 grants and a second round of 80 grants in winter 2012. LEAs participating in the pilot verified each teacher's roster to account for students receiving instruction from the teacher (teacher-student linkages), implemented the pilot assessments, and received value-added growth scores for each educator. In addition to these grants, ODE entered into a contract to support the 22 Ohio Appalachian Collaborative (OAC) LEAs in developing additional growth measures and sharing the resulting data with ODE.[26] The State's OERC selected a vendor to conduct an evaluation of the pilot and resulting value-added scores for non-tested grades and subjects; the State received a formal mid-year report in December 2012.

Successes, challenges, and lessons learned

ODE provided numerous resources, including model curricula, transition timelines, alignment tools and professional development modules to support educators as they transition to the CCSS and Ohio Next Generation State Standards. The State provided competitive grants to regional partnerships between LEAs and IHEs to align curriculum and college readiness expectations. In Year 3, each partnership began to identify gaps in high school curriculum, create action plans to address those gaps, and build sustainable partnerships between institutions. ODE developed an evaluation tool to receive qualitative and quantitative feedback from educators on its professional development, and encouraged educators to evaluate curriculum resources on the State's website. While the State currently provides opportunities for educators to provide input and give feedback on the State's curriculum materials, ODE must continue to collect information and continually improve on the quality of its supports and resources. In addition, ODE must continue to communicate clearly with educators about expectations, particularly related to the updated requirements imposed by the Third Grade Reading Guarantee legislation.

The State continued to support PARCC assessment development by providing educators from K-12 and higher education institutions with opportunities to engage with the process. In addition, ODE made considerable progress developing its Next Generation Assessments in science and social studies, as well as a paper and pencil bridge State assessment in SY 2013-2014 that includes existing items that align to both the existing Ohio standards and CCSS. The State must continue to communicate clearly with educators and parents related to the timeline and content of these new assessments. In addition, ODE continued to implement various assessment pilots (formative, performance-based, early childhood) and assessments to determine value-added student growth measures for educators of non-tested grades and subjects. The State will use the results from these pilots to share lessons learned with LEAs across the State. ODE stated it needs more time to determine how it will collect, analyze, and disseminate information from these pilots to support LEAs statewide.

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[24] Ohio's Early Childhood Comprehensive Assessment System (EC-CAS) was formerly referred to as the Kindergarten Readiness Assessment.

[25] This section describes Ohio's progress developing assessments to measure student growth in non-tested grades and subjects. For more information on how resulting value-added growth measures are used to evaluate educators of non-tested grades and subjects, see *Great Teachers and Leaders*.

[26] Ohio works with Battelle to support the Ohio Appalachian Collaborative (OAC), an initiative targeting 22 rural LEAs. For more information on the OAC, see *Great Teachers and Leaders*.

Data Systems to Support Instruction

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

Fully implementing an SLDS

Ohio is using Race to the Top funds to enhance its existing SLDS and associated data tools to create a pre-kindergarten through higher education (P-20) longitudinal data system, aligned to State data privacy policies and the federal Family Educational Rights and Privacy Act (FERPA) regulations. Prior to Year 3 ODE reviewed its current data environment, procured contracted resources, and began developing an expanded data warehouse.[27]

In Year 3, Ohio's public IHEs continued to assign Statewide Student Identifiers (SSIDs) to K-12 students and students enrolling in State public IHEs. The State's original plan anticipated having SSIDs assigned to all students, including higher education, by March 2013. The State experienced a delay of several months in the collection of SSID data at the OBR due to required coding changes to align the two data systems. In addition, ODE struggled with questions of how to effectively and efficiently capture individual student-level data despite legislative requirements that prohibit the State from maintaining data linked to individual students' names.[28] These challenges were resolved and as of spring 2013, all current high school and higher education students were assigned SSIDs. The State also completed retroactive assignment of students' SSIDs to IHE historical data for the previous two years, and will continue such assignments until it has assigned SSIDs to students who attended a public IHE during the previous five years.

As of fall 2013, the State reported that all available early learning and higher education data had been loaded into the SLDS. In addition, the State reported that ODE and OBR had drafted and were reviewing a P-20 Strategic Plan for a data repository that would include additional capacity to share data with higher education data systems. However, the State reported that until its P-20 Strategic Plan is finalized, its SLDS will not include two of the elements of the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science (COMPETES) Act of 2007: (1) the capacity to communicate with higher education data systems and (2) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.[29]

Accessing and using State data

Throughout Year 3, ODE continued to support educators completing Ohio's teacher-student linkage process in which teachers verified class rosters to ensure credible student attribution. ODE updated its policies to reflect key lessons that were identified in a Year 2 report evaluating the State's linkage process. Specifically, ODE revised its approach for Year 3 to require teacher verification and principal sign-off of class rosters to ensure high-quality and credible linkages. Further, the State encouraged those LEAs that had not yet completed the linkage process to attend State training and access available resources. By June 2013, the State met its goal of generating value-added reports for 100 percent of 4th–8th grade ELA and/or mathematics teachers statewide. To help teachers and principals utilize teacher-student value-added reports, the State provided professional development sessions, regional trainings, and developed 23 online classes focused on how to understand and use value-added data.

The State also analyzed current data tools available to LEAs, identified the redundancies in these tools, and designed a portal to facilitate the use and retrieval of data. The resulting web portal, launched in February 2013, houses all statewide data tools, streamlines access to those tools, and provides supports to guide users to relevant resources.

ODE continuously tracked progress and measured the quality of implementation for each of these projects during regular bi-weekly meetings with information technology (IT) project managers and contractors. In addition, IT project managers submitted project status reports and discussed implementation across projects at the State's quarterly meeting of project leads.

Using data to improve instruction

State IIS

During Year 3, the State continued to work with Massachusetts to execute a cross-State procurement to develop a State IIS that would allow educators to access online instructional resources, create customized curriculum tools, create and administer assessments, and analyze student data. Due to the lengthy proposal evaluation

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27 ODE is not using any Race to the Top funds to support its Expand Data Warehouse project, which is part of Ohio's American Recovery and Reinvestment Act (ARRA) state longitudinal data system (SLDS) grant awarded in 2009.

28 Current State law (Ohio Revised Code 3301.12) prohibits the Ohio Department of Education from receiving or maintaining student names in the State education data repository.

29 For details on the twelve indicators specified in section 6401(e)(2)(D) of the America COMPETES Act, see the glossary.

and negotiation process, the State did not award the contract until December 2012, seven months after the date established in its approved Scope of Work. Once the contract was executed, ODE hosted information webinars and State IIS trainings to inform LEAs about the capabilities of the system and respond to questions. The State reported over 250 logins for each online session (and potentially more participants if multiple participants used a single login), and over 500 hits on the archived presentation on the State's webpage. In addition, ODE worked with the selected vendor to finalize Ohio-specific components of the IIS, including a data dashboard for educators to access classroom data and students' State assessment scores. To ensure the State IIS could pull data from any local data system, ODE and its vendor created automated data synchronization files for all 39 distinct student information systems utilized by LEAs statewide. The State also conducted a pilot of the State IIS with 19 LEAs in March 2013, and made updates to the system as a result of feedback from this pilot. However, due to the delay in finalizing the contract, the State reported that only 26 percent, roughly half of its goal of 50 percent, of participating LEAs and charter schools had IIS in SY 2012-2013.

The State does not require LEAs to use the State IIS if they can demonstrate – using ODE's gap analysis tool – that their local IIS system is aligned to requirements set forth by the State. To encourage widespread participation and thus increase the value of the State system, ODE reported that LEAs not participating in the Race to the Top grant can purchase the IIS system at the same reduced price as participating LEAs.[30] The State designed the system so that the data aggregation and analysis features of the State IIS will only be available to those LEAs that choose to purchase the State system; however statewide resources will remain available to all LEAs. ODE reported in the SY 2012-2013 APR that the number of LEAs choosing to use the State IIS system rose from 216 to 353 over the course of summer 2013. By fall 2013, the State reported over 80 percent of participating LEAs (90 percent of participating traditional LEAs and 50 percent of participating charter schools) signed up to participate in the State IIS for SY 2013-2014. In addition, the State reported that LEAs not participating in Race to the Top have also expressed interest in the State IIS; while all LEAs are eligible to purchase access to the system in SY 2013-2014, ODE and its vendor will complete data integration of participating LEAs prior to working with non-participating LEAs. This widespread engagement is promising for the State and beneficial for LEAs, as the funding structure and extent of shared resources is based on the number of LEAs using the system. The State began deployment of the IIS during summer 2013 by hosting train-the-trainer sessions for three participants selected from each LEA that signed up to use

the system. ODE and its vendor trained these educators to serve as the system experts in their LEA and provide additional training and resources to other educators as needed. As of summer 2013, the State reported being on track with its approved timeline to complete the deployment in all participating LEAs signed up to use the State IIS by March 2014.

Formative instructional practices (FIP)

The State continued to support and train educators implementing FIP in Year 3.[31] ODE developed additional FIP learning modules for how to integrate formative instruction with specific content in ELA, mathematics, science, and social studies; as of June 2013 ODE reported that 26,000 educators representing 77 percent of participating LEAs and 55 percent of LEAs statewide enrolled in these modules, and 41 percent of all educators in participating LEAs completed these modules. In addition, over Years 2 and 3 the State trained a total of 2,500 FIP facilitators to provide support and training at the school level for educators across the State. The State also added FIP resources on its website, including planning tools for blended learning, a self-assessment tool, implementation survey tool, facilitator's guide, and an implementation handbook. ODE also held a fall 2012 FIP Academy to provide further training to FIP specialists, Race to the Top regional staff, and interested ODE staff. Finally, the State continued to conduct FIP outreach to LEAs through meetings with and presentations to organizations such as the Ohio Association for Gifted Education, Ohio Leadership Advisory Council, and High Schools That Work.

Praise for ODE's Formative Instruction Practice (FIP) supports

Educators from one LEA praised the State's FIP specialists, stating that they were among the most useful aspects of the entire Race to the Top implementation plan and had provided enormous benefit to educators and students throughout the LEA. Specifically, the LEA appreciated the concrete resources on effective instruction, ongoing support for how to use data to inform instruction, and the resulting changes in instructional practice that can be sustained beyond the grant period, even without additional resources.

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[30] The State negotiated a five-year fixed rate cost (determined based on number of students using the system) with the vendor. The State will pay the cost during the grant period, and then the LEAs must pay for remaining years. The cost is the same cost per student across the State, determined in December of each year based on the number of students in the LEAs that signed up to participate for that year (the more students participating, the lower the State's per-student cost).

[31] Participating LEAs in the State's Race to the Top plan are required to implement formative instructional practices (FIP), and have the option to select from three formative instruction adoption models based on their local context: a comprehensive approach with FIP facilitators in each building, a high level approach with two LEA FIP facilitators that rotate among schools, or a pilot approach with early adopter schools having FIP facilitators in the upcoming school year and gradual expansion of this work in the remaining schools overtime.

Successes, challenges, and lessons learned

In Year 3, the State assigned SSIDs to all K-12 and IHE students as part of its efforts to establish an SLDS, and launched a consolidated web portal to streamline educators' access to data tools and resources. ODE met its goal of calculating value-added measures and generating value-added reports for 100 percent of 4th–8th grade ELA and mathematics teachers statewide, and continued to provide LEAs with FIP support, resources, and training.

Notably, in Year 3 the State finally executed its long awaited State IIS contract. ODE and its vendor worked quickly to conduct a small pilot, communicate statewide about the timeline, functionality, and cost of the system, and provide IIS webinars and trainings for teachers and principals in the field. Due to the delay in executing the contract, the State worked quickly to realign to its approved timeline of providing all LEAs with access to the system for SY 2013-2014 but reported reaching only half its goal (26 percent rather than 50 percent) for the percentage of participating LEAs implementing an IIS in SY 2012- 2013. By fall 2013, the State reported over 80 percent of participating LEAs (90 percent of participating traditional LEAs and 50 percent of participating charter schools) signed up to participate in the State IIS for SY 2013-2014. After developing an implementation plan, ODE is currently on track to train all LEAs on the new State IIS by March 2014. However, as a result of this truncated timeline, more time is needed to determine the extent to which LEAs are engaged with the system in Year 4.

Great Teachers and Leaders

Race to the Top States are developing comprehensive systems of educator effectiveness by supporting high-quality pathways for aspiring teachers and principals, ensuring equitable distribution of effective teachers and principals, improving the effectiveness of teacher and principal preparation programs, and providing effective supports to all educators. As part of these efforts, Race to the Top States are designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals; conducting annual evaluations that include timely and constructive feedback; and using evaluation information to inform professional development, compensation, promotion, retention, and tenure decisions.

Improving teacher and principal effectiveness based on performance

Educator evaluation systems

LEAs participating in Ohio's Race to the Top grant agreed to fully implement teacher and principal evaluation systems by SY 2013-2014.[32] For SY 2012-2013, the State recommended, but did not require, all participating LEAs to pilot all components of the OTES and OPES systems and to enter data into the State's eTPES. ODE commissioned an external evaluator to collect data on the subset of 23 participating LEAs that chose to fully implement all components of OTES using surveys, case studies, and analysis of data inputted into the State's eTPES. ODE did not, however, have a formal process for collecting implementation data from LEAs beyond those that chose to input data into the eTPES in SY 2012-2013. Instead, the State relied solely on anecdotal feedback from LEAs and regional staff to determine local awareness, levels of engagement, and challenges with OTES and OPES implementation. As a result, the extent of LEA teacher and principal implementation activities throughout SY 2012-2013 is unclear. The State reported in spring 2013 that 50 LEAs inputted OPES data and 38 LEAs inputted OTES data in eTPES, but could not identify how many LEAs were implementing various aspects (*e.g.*, SLOs) of the teacher or principal evaluation systems. In the SY 2012-2013 APR, the State reported just 23 LEAs with qualifying evaluation systems for teachers and principals, representing a mere 5 percent of participating LEAs and falling well short of the State's target of 35 percent. This lack of data also limited the State's ability to gather implementation successes, challenges, lessons learned, and feedback for continuous improvement of the State models. As a result, ODE did not have data to inform high-quality differentiated supports for LEAs. Finally, without knowing the true scope of implementation efforts in SY 2012-2013, ODE may not be able to accurately anticipate challenges and provide resources to ensure successful full implementation of the teacher and principal evaluations in SY 2013-2014.

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[32] The State requires all Race to the Top participating LEAs to implement teacher and principal evaluation systems by SY 2013-2014. All other LEAs statewide must implement a principal evaluation system by SY 2013-2014 and a teacher evaluation system by SY 2014-2015, per House Bill 153 (effective June 20, 2011).

Great Teachers and Leaders

Despite this lack of implementation data from all participating LEAs, in Year 3 the State created numerous resources and engaged LEAs through various communication and training efforts to increase understanding of and investment in the State's teacher and principal evaluation systems. The State required all LEAs statewide to participate in ODE training to ensure a common understanding of all components of the evaluation systems (*e.g.*, SGMs, SLOs, legislative changes, and eTPES). The State developed two online modules on the OTES model to complement the additional OTES communication and training support provided by ODE and both State teacher associations (OEA and OFT). The State created ongoing resources, such as an OTES Model and Resource packet, an OTES frequently asked questions and answers document, and a guidance document for LEAs to use when determining and using SGMs for evaluation results. Since the passage of State legislation that permits an LEA to select a variety of non-tested measures to determine student growth, the State continued to try to identify ways to ensure the reliability of each LEA's student growth data. ODE provided training for educators regarding making determinations on using SGMs in OTES and OPES implementation, and how the resulting data might inform decisions on evaluation, professional growth, retention, and compensation. As a result of House Bill 555 requirements that the student growth component for educators of tested grades and subjects must be entirely made up of value-added measures, the State had to make last minute adjustments to its SGMs.[33] Despite amending its training and guidance for LEAs as a result of this legislation, the State reported frustration and sometimes confusion from educators who had already been trained on and/or started implementing the previous iteration of the model. Further, since LEAs can choose to implement the State model or a locally-developed evaluation system, the State created an OTES Alignment Tool rubric to help LEAs identify whether a local system aligns to the State model and to address questions regarding the evaluation components and observation rubric.[34] As of summer 2013, the State reported that 92 percent of participating LEAs plan to implement OTES and 92 percent plan to implement OPES. The State reported that it intends to audit LEAs that are implementing the OTES evaluation system as well as those implementing locally developed systems to ensure the data are reliable and valid and fidelity to the frameworks. In addition, ODE may require LEAs using locally developed teacher evaluation systems to upload supporting documentation in eTPES to substantiate reported evaluation data.

To support use of the eTPES system, ODE held three training webinars in fall 2012, and worked through stakeholder associations to provide superintendents and principals information regarding the use of eTPES for OPES principal ratings. As of spring 2013, the State reported 8,903 users in the eTPES system, 6,631 of whom were teachers. For teacher and principal evaluators, the State hosted a three-day OTES and two-day OPES training focused on providing reliable and consistent evaluation ratings. Once trained, each evaluator was required to pass an online assessment to receive a credential and access to eTPES. As of November 2013, ODE reported credentialing 8,515 teacher evaluators and 1,930 principal evaluators. The State is currently working on developing a biennial recalibration policy and process, and expects to roll this out in spring 2014.

In Year 3, the State contracted with several vendors to evaluate components of OTES and OPES implementation. The OERC began conducting several studies in Year 3, including a preliminary study of student growth measures; as well as separate but related studies to evaluate the student-teacher linkage process and SLOs development and implementation. Case studies were also developed on the expansion of value-added measures into non-tested grades and subjects. In addition, the State executed a contract with a vendor to conduct an evaluation of SY 2011-2012 OPES implementation and gather feedback and data from LEAs to inform refinements to the model. ESCs also collected regular feedback from OPES trainers and LEAs implementing principal evaluation systems throughout SY 2012-2013, and disseminated lessons learned statewide.

Performance-based compensation

In SY 2012-2013, the State awarded four grants, three to LEAs and one to an ESC to develop and pilot a performance-based compensation model.[35] The State, with support from a vendor, held regular meetings with each grantee to discuss and design their individual performance-based compensation plans. Each grantee planned and designed their alternative compensation systems, submitted final plans to ODE, and began piloting their systems in spring 2013. The State intends to disseminate the final models and lessons learned statewide as options for LEAs wishing to implement alternative compensation systems.

Statewide tenure review

Ohio drafted a statewide tenure review framework that provides guidance on the key components besides years of service and credentials, including teacher performance, which LEAs can use when making tenure determinations. The State received final approval of the framework by the Educator Standards Board in fall 2012 and identified fifteen LEAs to pilot the final approved model in SY 2012-2013, far short of its goal to include 100 LEAs in the pilot. In addition, ODE developed and launched an online survey to collect data from piloting LEAs to inform revisions to the model moving forward.

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[33] House Bill 555, signed into law in December 2012 and effective as of March 22, 2013, modified the method in which the value-added progress dimension for student academic growth measure must be used to evaluate teachers. The legislation clarified that the value-added progress dimension shall be used in the student growth portion of an evaluation in proportion to the part of a teacher's schedule of courses or subjects for which the value-added progress dimension is applicable.

[34] A similar tool was not created for the Ohio Principal Evaluation System (OPES), rather ODE required LEAs wishing to implement an aligned principal evaluation system to provide a signed statement of assurance from the superintendent that the system aligned to the OPES model. The State will closely monitor these LEAs to ensure alignment to the OPES model and fidelity of implementation.

[35] Four grants were fully awarded and one applicant was partially awarded with one year of funding and a chance for committee review for renewal.

Resident Educator Summative Assessment (RESA)

The State was also supported by a vendor to develop the RESA in Year 3. Starting in SY 2013-2014, ODE will use the RESA to determine whether or not a Resident Educator (beginning educator in Ohio) receives their professional license. Twenty-eight LEAs field tested the assessment in SY 2012-2013, far short of the State's goal of 250 pilot participants. These educators submitted evidence of teaching effectiveness for review by trained assessors. The State also offered optional advanced mentor training for Resident Educator mentors. Based on feedback from piloting educators, the State updated the participant handbook to be used during RESA implementation as well as for online training of assessors.

Ensuring equitable distribution of effective teachers and principals

In Year 3, the State supported 40 ESCs implementing the TeachOhio program, which supports Ohio LEAs in identifying and addressing gaps in educators' high quality designations, credentials, and licensure requirements. Since SY 2010-2011, the State has supported more than 800 educators in more than 243 LEAs, surpassing its overall goal of supporting 675 educators throughout the grant period. In addition, ODE staff overseeing the TeachOhio project worked with the OERC to establish and utilize evaluation criteria to determine how effectively the program identifies and addresses LEAs' specific teacher staffing needs, supports TeachOhio participants, collaborates and communicates with stakeholders, and develops long-term local or regional teacher supply plans.

The State also expanded its Woodrow Wilson program, a two- to four-year teacher training and mentoring program that was already in place at the beginning of SY 2012-2013 at four IHE sites, to three additional IHE sites (for a total of seven Ohio IHE sites participating).[36] OBR conducted site visits to the classrooms of Woodrow Wilson fellows and graduates teaching STEM courses in high-need schools. In addition, the State administered a survey for fellows participating in focus groups to provide feedback on implementation and lessons learned. The Ohio STEM Learning Network (OSLN) worked closely with the Woodrow Wilson fellowship programs to develop unique work plans to support each fellow, and connected each programs' fellows to the STEM hubs for resources and supports.[37] Despite this progress, the State reported concerns about reaching its goal of training 315 educators for STEM fields through the Woodrow Wilson program by the end of the grant, due in part to the timing of the final cohort that will complete the program a year after the grant ends (SY 2014-2015). To mitigate this concern, the State provided more resources and support to current implementers to help support fellows to complete the program and avoid attrition.

ODE also continued to implement its EDEHE tool to track the distribution of highly effective educators across the State. The State made the tool available to LEAs statewide in fall 2012, however only those LEAs that were early adopters of the OTES and OPES evaluation system (including those required to implement earlier based on conditions of federal School Improvement Grant (SIG) or Teacher Incentive Fund grants) had data to use the tool in SY 2012-2013. As a result, the State did not have educator effectiveness ratings available in time to meet its approved timeline for publicly reporting and incorporating educator effectiveness data into the Educator Equity Longitudinal report and webpage, nor was it able to review local equity plans to ensure effective educator distribution strategies. In addition, the State reported feedback from LEA staff that the tool was not user-friendly, and that LEAs needed more guidance on how to populate the tool. The State began developing a more user-friendly version of the tool in fall 2013, in anticipation of all LEAs using the tool in SY 2013-2014.

ODE invited all LEAs statewide, including those not participating in Race to the Top, to participate in Year 3 of the TELL initiative and the Teaching and Learning Conditions (TLC) survey. While the majority of schools and educators across the State chose not to participate in the survey, approximately 500 schools and 20,000 teachers did respond. For the 382 schools that met or exceeded the 50 percent response rate threshold required to receive an individual student-level data report, the data revealed inconsistent experiences across schools related to educators' access to differentiated professional development opportunities and satisfaction with the time available to work individually with students and collaborate with colleagues. The State, alongside an external vendor, provided resources to help educators at these schools to analyze the report data and identify follow-up professional development opportunities.

The State also held METworks trainings to provide participating LEAs with resources for identifying strategies to recruit and hire teachers and administrators, but received limited LEA participation. Finally, the State posted the TExS tool to enable LEAs to gather educator attrition and retention information and provided guidance documents and information at regional meetings to encourage LEAs to use this tool. The State offered to collect and analyze TExS tool data, but no LEAs submitted reports. As of summer 2013, ODE began to work with human resource directors at LEAs to increase use of these tools. In addition, ODE provided several training sessions and materials on recruitment and retention strategies to the Ohio Association of School Personnel Association (OASPA), so that OASPA could support human resource directors around the State. While the State surveyed the participants of each session for feedback, it did not receive a high enough response rate to analyze the data across trainings; anecdotally ODE and OASPA felt the training was well-received, particularly for newer human resource directors.

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[36] The Woodrow Wilson STEM Fellowship Program consists of 15 months of coursework at a participating institution of higher education (IHE) followed by one to three years of mentoring in the classroom.

[37] For more information on the Ohio STEM Learning Network (OSLN) and Ohio's STEM hubs, see *Emphasis on Science, Technology, Engineering and Mathematics (STEM)*.

Great Teachers and Leaders

Improving the effectiveness of teacher and principal preparation programs

As of January 1, 2013, OBR revised its Educator Preparation Program Performance Report (report card) to include updated educator preparation quality metrics that track graduates and evaluate the success of a given educator preparation program. The revised report cards include data on the performance of program graduates on licensure exams, value-added growth metrics, teacher performance assessment, employer surveys, as well as the number of partnerships with high-need schools.[38] Although State legislation only requires public institutions of higher education to report these metrics for each program, all private IHEs in the State agreed to report them as well. Report cards were published to the State's website in December 2012, and will be updated annually as additional data becomes available. OBR reported receiving anecdotal feedback that institutions found these reports useful and have already used them to inform changes in an effort to continuously improve program outcomes. Further, OBR used these metrics to inform program review, approval, accountability, and performance-based funding.

OBR also revised its program standards and approval process to align to the new preparation quality metrics, described above. In addition, OBR convened IHE staff and LEA educators to create high-quality preparation program content aligned to college-ready standards. In Year 3 OBR held face-to-face meetings with educator preparation program leadership (*e.g.*, deans, directors) to ensure understanding of the program requirements. The State then monitored all institutions to ensure implementation of the updated program standards. In addition, by the end of Year 3, all 51 of Ohio's IHEs piloted a teacher performance assessment model, which requires program participants to pass a performance-based assessment to be eligible for graduation.

In Year 3, the State worked with educators and a contractor to finalize a performance-based funding (PBF) protocol to hold educator preparation programs accountable for graduate success, based on teacher and principal effectiveness ratings. The State also uses these measures to inform State funding and program approval processes. Due to a delay in the development of the PBF, the State did not approve a protocol until July 2013, seven months delayed from the December 2012 deadline. The State's final PBF model required that incentive funding be based on multiple metrics, including some that are determined using a five-year rolling average. Given the seven-month delay in finalizing the funding model and the recommendation to use multiple years of effectiveness data for certain metrics to inform funding decisions, the State requested to amend its commitment to issue performance-based funding. As a result, the Department provided conditional approval for the State to provide annual performance-based funding starting in SY 2013-2014, based on only those metrics for which performance data are available and multi-year trend data are not required.[39]

Providing effective support to teachers and principals

Throughout Year 3, Ohio provided numerous supports to teachers and principals. The State aligned the LEA professional development plan development, submission, review and approval process with the Year 3 LEA Scopes of Work and budget reviews to ensure a more timely review and response.[40] The State trained regional coordinators and specialists to build their capacity to understand the content and purpose of these plans, and provide technical assistance and support to LEAs during regional meetings. With the support of regional staff, each LEA amended and received ODE approval for its Year 3 (SY 2012-2013) professional development plan. ODE also created a reporting tool for LEAs to document implementation data from their professional development activities for Year 3, and an internal rubric for State specialists to identify issues, triage supports, and leverage best practices from other regions and LEAs.

Ohio also continued to provide mentoring and training opportunities for teachers, principals, and central office leaders. As part of its four-year Resident Educator program, the State implemented required training for the mentors of beginning educators.[41] In addition, ODE hosted a 2013 Summer Professional Development workshop for 268 instructors of advance placement courses. The State also encouraged peer-to-peer support via its Peer Assistance and Review (PAR) initiative and selected nine LEAs to pilot a PAR model to support OTES implementation in SY 2012-2013. These LEAs received three-day coaching training for 50 PAR coaches, access to an electronic LinkedIn forum for participants to collaborate and share ideas, and cross-site visitation opportunities to learn from others in the pilot.

ODE awarded six competitive grants to ESCs and LEAs to implement beginning principal support programs: five grants for LEAs implementing local principal support programs and one for a large consortium to develop a State model for supporting beginning principals. During summer 2013, these grantees designed coursework, identified mentors, and finalized plans for implementation in SY 2013-2014. The State also built on the Buckeye Association of School Administrators leadership training program for central office

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[38] While individual educators and school buildings will have access to specific individuals' value-added growth scores, legislation prohibits the State (including ODE and the Ohio Board of Regents (OBR)) from accessing these data. Thus, the value-added growth metrics included in the program report cards will reflect an aggregated score across all educators completing a given preparation program.

[39] The condition of this amendment approval, described in the letter dated September 24, 2013, requires the State to submit to the Department by March 1, 2014, evidence of implementation of this revised approach to implementing the performance-based funding protocol for educator preparation programs.

[40] ODE required all participating LEAs to develop and submit for State approval a professional development plan that documented and aligned professional development opportunities for all LEA education reform efforts.

[41] For more information on the Resident Educator Summative Assessment, the review of a beginning educators' teaching portfolio to determine licensure, see "Educator evaluation systems."

leaders, enrolling its second cohort in September 2012. In addition, the State created an Instructional Leadership professional development module for principals and other administrators on the skills necessary to serve as instructional leaders in early childhood education programs.

Ohio continued its work with its vendor to support the OAC, an initiative targeting 22 rural LEAs, and assigned a regional specialist to each OAC LEA in Year 3. OAC held numerous trainings on topics including FIP and value-added measures, and provided access to online human capital professional development modules through the OAC portal. Finally, the State engaged these LEAs in a pilot study of their OAC participation, to collect qualitative data to determine if the intervention results improve students' value-added scores.

Successes, challenges, and lessons learned

The State is on track with its approved timelines related to the teacher and principal evaluation systems, with LEAs piloting aspects of the models in SY 2012-2013 in preparation for full implementation by SY 2013-2014. The State created guidance documents for LEAs to help them determine and use SGMs for evaluation results, and held trainings and webinars to provide additional information on how to implement evaluation systems. In addition, the State quickly adapted to revised legislative requirements and amended its training and guidance for LEAs as a result. Further, the State did not have a systemic process to collect implementation data from piloting LEAs in Year 3, and therefore relied on anecdotal feedback to determine local awareness, levels of engagement, and challenges with OTES and OPES implementation. ODE was unable to report how it made thoughtful mid-course corrections and provided high-quality differentiated supports for LEAs as they piloted these systems. Finally, due in part to the lack of data previously described, the State only reported 5 percent of participating LEAs implementing a qualifying teacher or principal evaluation system, far short of its goal of 35 percent.

In Year 3 ODE improved its process for supporting the development and evaluating the quality of LEA professional development plans. The State also provided ongoing supports for State educators at all levels through implementation of the teacher Resident Educator

program, beginning principal mentorship programs, and the central office leadership program. The TeachOhio program surpassed its goal for the number of participants served, and the Woodrow Wilson Fellowship Program continued to provide resources for participants in preparation programs and in the field. The State supported PAR and PBCS grantees, and plans to collect the resulting models to share as lessons learned statewide. This model of funding a few to develop plans and pilot models that can then be shared statewide is promising, but more time is needed to determine if the State can share results that can be adapted in various contexts.

The State had mixed success with other support initiatives. ODE's RESA and tenure model development is on track with the approved timeline, but both pilots received far less interest than the State anticipated, with only 28 rather than 250 LEAs piloting the RESA and 15 rather than 100 LEAs piloting the tenure model. The State experienced similarly low LEA interest in and engagement with the METWorks resources and TExS and TELL Ohio surveys, decreasing ODE's ability to ensure an equitable distribution of effective educators throughout Ohio. Despite the State creating and launching the EDEHE tool by fall 2012, its benchmarks for using the tool and reporting on educator effectiveness data were not aligned to the evaluation system implementation timeline, resulting in a year delay. In addition, beyond ensuring that LEAs comply with the requirement to populate the spreadsheet, it is unclear how the State will use this tool or the resulting data to assist LEAs in informing local equitable distribution of effective educators.

OBR made significant progress with its projects related to preparation program metrics and report cards, and processes related to approval and renewal. The State updated data metrics to measure program success, reported on these metrics in annual public reports, and plans to use the resulting data to inform program approval and renewal. Institutions provided anecdotal feedback to OBR that these reports are useful and already driving changes to continuously improve program outcomes. However, due to the seven-month delay in finalizing the PBF protocol and the recommendation to use multiple years of effectiveness data for certain metrics to inform funding decisions, the SY 2013-2014 report cards will only utilize those metrics for which performance data are available and multi-year trend data are not required.

Turning Around the Lowest-Achieving Schools

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

Aligning school reform initiatives

Support for persistently lowest-achieving schools

In Year 3, Ohio continued to support and monitor 71 PLA schools receiving SIG funding and implementing a turnaround model in SY 2012-2013. The State also supported non-funded priority schools (previously called Early Warning schools) preparing to implement a turnaround model in SY 2013-2014.[42] The State assigned a transformation specialist to each PLA school to support the principal and building leadership team in selecting a reform model based on the needs of the building. Transformation specialists visited each SIG-funded PLA school at least three times per month to provide support and track progress. The specialists participated in weekly calls and monthly in-person meetings to calibrate and refine the support and monitoring process they used with the PLA buildings in order to inform their practice moving forward. In addition, the State posted student achievement data for all PLA schools on the ODE school turnaround website in February 2013. PLA schools sent school leadership to the State's Executive Principal Leadership Academy (EPLA), four two-day sessions over a six-month period through the State's contract with The Ohio State University (OSU) Fischer College of Business.[43] The EPLA, required for all SIG-funded and non-funded PLA school principals and assistant principals, graduated a total of 6 cohorts, each consisting of 50 principals a year for the past three years, resulting in a total of 300 graduates. The State also selected 11 PLAs to receive targeted STEM supports (see *Emphasis on Science, Technology, Engineering and Mathematics*).

In order to support data-driven interventions and inform continuous improvement, the State had all PLA schools use the Indistar online monitoring tool. Transformation specialists conducted eight regional trainings for principals and LEA contacts on the updated reporting requirements for the online monitoring tool, and supported school leaders as they used the tool on an ongoing basis to report data on key indicators of school improvement. Based on the Indistar data, ODE reported in the SY 2012-2013 APR that a majority of PLAs implementing a turnaround model for the past two or three years increased student achievement in reading and mathematics. While the State reported increased access to implementation data as a result of this tool, it is unclear whether educators found these data to be useful or the process to be burdensome.

> ### PLA schools show increases in student achievement
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> The State reported that, for the PLA schools implementing a turnaround model for the past two years, student achievement scores increased an average of 7.5 percent in mathematics across grades 5, 8, and 10. For those implementing a turnaround model for the past three years, student achievement scores increased an average of 10 percent in reading across grades 3, 4, and 8, and in mathematics across grades 3, 7, and 8.[44]

ODE also secured contracts to evaluate the impact of the supports provided to PLAs and develop plans for sustaining efforts beyond the Race to the Top grant period. In fall 2013, the Institute for Research and Reform in Education provided a report to ODE evaluating the extent to which State supports, and the efforts of each low-achieving school, resulted in fidelity of implementation of the selected intervention model or impacted student achievement. This report indicated that SIG-funded schools experienced significantly higher mathematics and reading scores than did non-funded, otherwise comparable schools. Specifically, the report noted that SIG-funded schools demonstrated an aggregate percentage point gain in both reading (five percent) and mathematics (four percent), compared with non-funded comparable schools that saw an aggregate percentage point loss in both reading (three percent) and math (two percent). ODE selected the University of Albany at State University of New York to conduct an evaluation of the EPLA. This evaluation assessed the participants' self-reported skill increases in leadership competencies as a result of participating in the EPLA eight-day training. ODE received the final report in September 2013. In addition, the State contracted with OSU to interview and hold focus groups of EPLA program graduates to gather feedback, which will allow ODE to enhance and revise the program as necessary, as well as develop a sustainability plan for continuing this training program beyond the life of the grant. The State reported that results from the University of Albany at State University of New York's research indicate that participants' self-reported knowledge of distributive leadership increased by on average about a half-standard deviation from the pre- to post-assessment.

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[42] To align with Ohio's Elementary and Secondary Education Act flexibility request, approved through SY 2012-2013 in May 2012 and through SY 2013-2014 in July 2013, Ohio's Early Warning schools will be classified as Priority, Focus, or Low-Performing schools for SYs 2012-2013 and 2013-2014. Despite new categorization, the State will continue to provide technical assistance and support to the 30 Early Warning schools originally identified in the Race to the Top grant.

[43] In previous reports, the Executive Principal Leadership Academy was referred to as the School Turnaround Leader Program.

[44] For more information, see Ohio's SY 2012-2013 APR at www.rtt-apr.us.

Turning Around the Lowest-Achieving Schools

The State worked also with local ESCs to build capacity and collect the resources needed to continue supporting the State's lowest-achieving schools beyond the Race to the Top grant period. Further, ODE participated in the RSN's Human Capital Strategies for Turnaround and Evaluating Turnaround Efforts webinar series, and was included in a *Race to the Top Highlights: Third-Party Providers and School Turnaround* publication released March 2013.[45]

Successes, challenges, and lessons learned

The State has made notable progress in its efforts to support PLAs. SIG-funded and non-funded schools worked with transformation specialists to either maintain (SIG-funded) or select (non-funded)

an intervention model based on the needs of the building, sent school leadership to the EPLA, and attended regional technical assistance conferences and training sessions. The State continued to provide support and monitor implementation of SIG-funded schools through transformation specialists and the Indistar data collection system. In addition, the State's Office of School Turnaround analyzed the student achievement data for all schools to identify schools that demonstrated progress toward raising student achievement. While the Indistar data collection system gave the State rich data to inform continuous improvement, ODE must ensure that the updated requirements and resulting data facilitate school-level implementation and are not duplicative of other collection efforts or overly burdensome to complete. Further, the State must continue to collect evaluation data on the impact of these supports, to inform continuous improvement and prioritize limited resources.

Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

Race to the Top States are committed to providing a high-quality plan with a rigorous course of study in STEM. In doing so, each State must cooperate with STEM-capable community partners in order to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students. A focus on STEM furthers the goal of preparing more students for an advanced study in sciences, technology, engineering, and mathematics, including among underrepresented groups such as female students.

State's STEM initiatives

The State contracted with Ohio Network for Education Transformation (ONET) to oversee the OSLN subcontractor. Cooperatively, these two organizations provided technical assistance, support, and monitoring for LEAs that were awarded STEM grants. The State issued two subsets of STEM grants: OSLN support for a group of 11 PLA schools staggered in two cohorts, and STEM innovative model grantees.

The 11 PLA schools received monthly supports from transformation specialists to support STEM instruction that included onsite coaching, training, and access to online resources. In an effort to ensure that these sites could continue to access STEM supports after the Race to the Top grant ends, the State intentionally connected these PLAs with OSLN's STEM regional hubs, regional training center sites and resources.[46] ONET specialists collected monitoring data

through meetings with the STEM lead in the school/LEA, classroom observations, and evidence of implementation. The OSLN also monitored STEM supports to ensure these were embedded in the school intervention work underway at each site, and to ensure they were supporting rather than duplicating efforts.

The State also provided support to a total of 56 innovative model grantees to implement selected models at 103 individual school sites.[47] Of these 56 grantees, seven implemented STEM innovation models. In addition, the State and OSLN identified three training sites to serve as models for how to implement a combination STEM/ECHS model, merging the practices of the STEM and Early College High School innovative models. Despite successful implementation of all innovation grant sites to date, the State reports concern about the capacity of its staff to continue to provide the same level of support to grantees, as well as how to support the fourth year of implementation of innovative models. Most of the innovative grant providers designed the initiatives

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[45] All RSN publications can be found at http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/resources.html.

[46] The State's STEM training center sites are partnerships between STEM schools, an IHE, and other business partners.

[47] ODE identified six innovative grant models: Advancement Via Individual Determination, Asia Society-International Studies Schools Network, Early College High School, New Tech, STEM, and other approved initiatives.

Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

to include four years of professional development, but based on the State's Scope of Work these grants are only funded for three years.

The State established six regional STEM training center sites, exceeding its goal of five. The STEM training center sites specialize in the services and needs unique to that region and host regional trainings, share best practices with other schools in their region, and forge partnerships with the business community, IHEs, and LEAs. The State reported good attendance at the regional trainings: six of the seven STEM innovation grantees and nine SIG schools accessed training in research-based STEM practices to increase student achievement, and 35 educators from almost all the regional training center sites attended three to four days of instruction in the train-the-trainer model for implementing model practices in STEM interdisciplinary environments. In Year 3, ODE also expanded the regional training center sites to serve as geographic Innovation Zones with resources in content areas beyond STEM. The State also offered three Innovation Leadership Summits in the STEM training center sites throughout SY 2012-2013 to allow innovation grantees to share best practices and implementation strategies with other innovation grantees and interested PLAs. ONET began developing exemplar videos of schools implementing STEM strategies, including one video for each of the six innovative grant models, as well as a compilation of interviews of STEM educators to post to the State's website.

In addition, ODE created and hosted STEM Equity Pipeline project training at innovation sites to help teachers, counselors, and other school-level staff encourage students, particularly those underrepresented in STEM careers, to consider careers in STEM fields. The State provided 50 teams with three face-to-face trainings at STEM training center sites throughout SY 2012-2013, and each team trained other educators at their home schools. OSLN also developed a STEM Leaders Academy; a program that builds on the knowledge and skills of high-functioning STEM school leaders and principals and targets aspiring STEM leaders of the PLA schools. This program further trains principals on STEM leadership and instructional strategies. Twenty-one participants began the program in summer 2013, attending two, two-day "boot camp" training sessions on competencies for leaders of STEM schools. Each participant scheduled follow-up mentoring for SY 2013-2014. The State also worked closely with OSLN and the Woodrow Wilson programs at the University of Akron, OSU, and the University of Cincinnati to develop unique work plans to support the fellows and connect them to the STEM hubs and training center sites for resources and supports.[48]

Successes, challenges, and lessons learned

The State continued to support 11 PLA schools receiving STEM supports, conduct classroom observations, collect evidence of implementation, and connect schools to OSLN's STEM training center sites, regional hubs and resources. ODE also supported and monitored the 56 innovative grant recipients, identified three STEM/ECHS training center sites, and hosted an innovation leadership summit. In addition, ODE, OSLN, and ONET provided ongoing support statewide through STEM hubs, training center sites, and Innovation Zones. Further, the State launched its STEM Equity Pipeline project and STEM Leaders Academy, and continued to provide STEM-specific supports to Woodrow Wilson fellows. While the State is still working to identify how to measure the impact of progress and quality of the hubs and innovative model grantees, as well as prepare for sustainability beyond the grant, the State has processes in place for continuous improvement and data collection. Ohio seems well poised to continue to implement its STEM initiatives with fidelity.

Looking Ahead to Year 4

During Year 4, Ohio intends to continue to assess and revise its structures to ensure quality implementation of all of its projects. In particular, the State plans to adjust its monitoring to shift from a focus on project management to a focus on data analysis and how LEAs can use data to inform changes to implementation moving forward. ODE expects to continue to provide personalized support for participating LEAs, and rely on its regional structure and staff to disseminate updated information, clarify content, and answer questions from the field.

The State also intends to continue to provide curriculum supports and resources on its website and evaluate the quality of its curriculum resources throughout implementation in SY 2013-2014. In addition, ODE plans to implement a bridge assessment for SY 2013-2014 that includes items aligned to both the existing Ohio standards and the new standards, as well as develop Next Generation Assessments for fourth and sixth grade social studies and fifth and eighth grade science in preparation for implementation of these and PARCC assessments in SY 2014-2015.

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[48] For more information on the Woodrow Wilson Foundation STEM Teacher Fellowship Program, see *Great Teachers and Leaders*.

Looking Ahead to Year 4

In SY 2013-2014, the State expects to give all LEAs access to the State's IIS, and deploy this system in all participating LEAs that are signed up by March 2014. In order to ensure future year participation in the State's IIS, it will be crucial for the State to provide support to its LEAs during Year 4. ODE also plans to continue to assign SSIDs to historical IHE data, maintain the new consolidated data portal, calculate value-added measures, and generate value-added reports for a growing number of teachers statewide.

In Year 4, all participating LEAs are required to fully implement the OTES and OPES. ODE intends to continue to collect feedback from eTPES users and make ongoing revisions to the system during statewide deployment. Given the lack of pilot data from Year 3, the State must quickly collect, analyze, and respond to implementation data to ensure LEAs have the resources necessary to successfully implement in SY 2013-2014. For LEAs that are implementing a locally developed evaluation system aligned to the State model, the State expects to conduct periodic audits to ensure the data are reliable and valid, and may require these LEAs to upload supporting documentation in eTPES to substantiate reported evaluation data. The State also plans to aggregate data and begin to share resources and lessons learned statewide related to its PBCS and beginning principal mentorship programs, implement the EDEHE tool in all LEAs in SY 2013-2014, and work with human resource directors at LEAs to determine how they can increase use of and engagement with the METWorks and TExS tools. Starting in winter 2013-2014 OBR expects to issue reports and provide annual performance-based funding to educator preparation programs based on available data points.

ODE plans to continue to work with its transformation specialists in Year 4 to support all PLAs in diagnosing school needs, implementing turnaround initiatives, and reporting implementation data. In addition, the State expects to support and monitor progress of innovation grantees, collecting lessons learned from each model to share statewide. To measure the impact of the State's supports for its lowest-achieving schools, the OSLN plans to conduct a quasi-experimental study comparing local report card data of supported PLAs with similar schools to assess any differences correlated with these supports. ODE anticipates providing resources in all content areas through its geographic Innovation Zones, and posting to the State's website exemplar videos of schools implementing STEM strategies, including one video for each of the six innovative grant models. The State also expects to use feedback and data from the first round of STEM Equity Pipeline project to determine whether to continue with a second round of trainings geared specifically to high school counselors, and provide ongoing mentoring throughout SY 2013-2014 for the participants of the STEM Leaders Academy.

Budget

For the State's expenditures through June 30, 2013, please see the APR Data Display at http://www.rtt-apr.us.

For State budget information, see http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html.

For the State's fiscal accountability and oversight report, see http://www2.ed.gov/programs/racetothetop/performance-fiscal-accountability.html.

Glossary

Alternative routes to certification: Pathways to certification that are authorized under the State's laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English learners and students with disabilities): (1) can be provided by various types of qualified providers, including both institutions of higher education (IHEs) and other providers operating independently from institutions of higher education; (2) are selective in accepting candidates; (3) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (4) significantly limit the amount of coursework required or have options to test out of courses; and (5) upon completion, award the same level of certification that traditional preparation programs award upon completion.

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

America COMPETES Act elements: The twelve indicators specified in section 6401(e)(2)(D) of the America COMPETES Act are: (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

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

Annual Performance Report (APR): Report submitted by each grantee with outcomes to date, performance against the measures established in its application, and other relevant data. The Department uses data included in the APRs to provide Congress and the public with detailed information regarding each State's progress on meeting the goals outlined in its application. The annual State APRs are found at www.rtt-apr.us.

College- and career-ready standards: State-developed standards that build toward college and career readiness by the time students graduate from high school.

Common Core State Standards (CCSS): Kindergarten through twelfth grade (K-12) English language arts and mathematics standards developed in collaboration with a variety of stakeholders including governors, chief State school officers, content experts, teachers, school administrators, and parents. (For additional information, please see http://www.corestandards.org/).

The **education reform areas** for Race to the Top: (1) Standards and Assessments: Adopting rigorous college- and career-ready standards and assessments that prepare students for success in college and career; (2) Data Systems to Support Instruction: Building data systems that measure student success and support educators and decision-makers in their efforts to improve instruction and increase student achievement; (3) Great Teachers and Great Leaders: Recruiting, developing, retaining, and rewarding effective teachers and principals; and (4) Turning Around the Lowest-Achieving Schools: Supporting local educational agencies' (LEAs') implementation of far-reaching reforms to turn around lowest-achieving schools by implementing school intervention models.

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

High-minority school: A school designation defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

High-poverty school: Consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

Highly effective teacher: A teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

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

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

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

No-Cost Extension Amendment Request: A no-cost extension amendment request provides grantees with additional time to spend their grants (until September 2015) to accomplish the reform goals, deliverables and commitments in its Race to the Top application and approved Scope of Work. A grantee may make a no-cost extension amendment request to extend work beyond the final project year, consistent with the Amendment Principles (http://www2.ed.gov/programs/racetothetop/grant-amendment-submission-process-oct-4-2011.pdf) as well as the additional elements outlined in the Department Review section of the Amendment Requests with No Cost Extension Guidance and Principles document (http://www2.ed.gov/programs/racetothetop/no-cost-extenstion-submission-process.pdf).

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

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

Persistently lowest-achieving schools: As determined by the State, (1) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (2) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (1) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (2) the school's lack of progress on those assessments over a number of years in the "all students" group. (For additional information please see http://www2.ed.gov/programs/sif/index.html.)

Glossary

Qualifying evaluation systems: Educator evaluation systems that meet the following criteria: rigorous, transparent, and fair evaluation systems for teachers and principals that: (1) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (2) are designed and developed with teacher and principal involvement.

Reform Support Network (RSN): In partnership with the Implementation and Support Unit (ISU), the RSN offers collective and individualized technical assistance and resources to grantees of the Race to the Top education reform initiative. The RSN's purpose is to support the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other and build their capacity to sustain these reforms.

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

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

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

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

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

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

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

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

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

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

Student achievement: For the purposes of this report, student achievement (1) for tested grades and subjects is (a) a student's score on the State's assessments under the ESEA; and, as appropriate, (b) other measures of student learning, such as those described in number (2) of this definition, provided they are rigorous and comparable across classrooms; and (2) for non-tested grades and subjects, alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

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

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