

Fifth  **First:**
Ohio's Race to the Top Strategy

SUBMIT

LEA Scope of Work

LEA Name: Olentangy Local Schools

LEA IRN: 046763

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Fifth  First:
Ohio's Race to the Top Strategy

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

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

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

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

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

RACE TO THE TOP: LEA SCOPE OF WORK

NARRATIVE: 4-6 PAGES

RACE TO THE TOP VISION

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

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

By 2014 Olentangy will have completed its formative assessment professional development plan to build capacity of staff to implement research-based strategies. Olentangy will provide teachers both formative (penalty-free walkthrough data) and summative (evaluation document) feedback as part of a comprehensive program. In combination with our continued use of our robust data sets, teachers will be better able to meet the needs of all students through the art and science of teaching.

Students will be encouraged to self-assess and monitor their progress towards mastery of the content, creating a partnership with students so that they make take ownership of their learning.

Administrators will employ a systematic approach to data analysis, professional development, and resource allocation to facilitate maximum learning for every student. If all of these elements are accomplished we should reduce current achievement gaps by 50%.

Olentangy's Multi-Year Continuous Improvement Plan Journey and Road Map

2008-2009 Focus on Targets

- Training to support initiative was provided in the context of Formative Assessment Training. Topics within the training included: research, unpacking with modified UbD template, feedback, and grading practices.
- Program reviewed by walk-through and CIP staff survey.

2009-2010 Focus on QUALITY and alignment of targets

- Training to support initiative was provided through classroom relevant professional development. Topics within the training included: 5 elements of quality targets, the unit cycle planning template, transfer, essential questions and enduring understandings. MS/HS supported by Seven Strategies for Assessment for Learning.
- Program reviewed by walk-through and CIP staff survey.

2010-2011 Focus on the Development of a Balanced Assessment System

- Training to support initiative will continue to be classroom relevant utilizing administrative time for professional development. Topics include: balanced assessment systems, stages of assessment development, elements of quality assessments, assessment audits, alignment of targets to assessment, target/method match, assessment methodology, timing, and frequency.
- Program reviewed by walk-through shared with staff and CIP staff survey.

2011-2012 Focus on Assessment Quality



RACE TO THE TOP: LEA SCOPE OF WORK

NARRATIVE: 4-6 PAGES

RACE TO THE TOP VISION

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

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

- Training to support initiative will continue to be classroom relevant utilizing administrative time for professional development. Topics include: elements of quality assessments, alignment of targets to assessment, assessment methodology, scoring, communication and grading.
 - Program reviewed by walk-through, assessment quality checklists, and CIP staff survey.
- 2012-2013 Focus on Instruction (This will be a multi-year stage)
- Training to support initiative will continue to be classroom relevant utilizing administrative time for professional development. Topics include: elements of quality instruction, alignment of targets to instruction, differentiation, and research-based instructional strategies.
 - Program reviewed by walk-through and CIP staff survey.

Simply Stated: Olentangy will use a cycle of inquiry into curriculum, assessment, and instruction surrounded by collaboration and professional development to improve student achievement for all students in a 21st century environment.

As with any lesson plan/strategic planning this document is not all-inclusive and will need to be flexible within the timeline and the content to meet the needs of students, staff, and administration.

RACE TO THE TOP PRESSING ISSUES

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

Standards and Assessments

We have developed and implemented extensive work in unpacking the current content standards and linking them to assessment practices. We need to focus that same process on the new common core and science and social studies standards. The goal of this work is to develop a shared understanding of what we expect students to know and be able to do.

Using Data to Improve Instruction

Our challenge is to use balanced assessment data both formatively and summatively to guide instruction and ensure high quality programming. The challenge is to get teachers relevant, timely data to provide the best opportunity to maximize learning. We will use a systems approach to data analysis at the classroom, grade level, building, and district levels. We will address the needs of non-core standards and assessments through internal processes.

Great Teachers and Leaders

Our pressing issue is to build teacher capacity to utilize high leverage instructional strategies therefore increasing student achievement through formative assessment. Our CIP will continue to focus on classroom processes and practices that will yield high results. The walk-through data will be used to monitor the impact and effectiveness of classroom relevant professional development.

Turning Around the Lowest-Achieving Schools

Even though we do not have any buildings that fall into this category, Olentangy is willing to embrace any and all funding efforts to improve outcomes for our lowest performing students.

SUCCESS FACTORS AND POSSIBLE RISKS

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

How will you engage stakeholders in Race to the Top?

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

We have formed the RttT Transformation Team consisting of district administration and teachers to foster greater understanding among all stakeholders. The team will collaboratively analyze, plan and implement the scope of work and processes necessary to ensure completion of the RTTT plan. We will dedicate the time and money necessary to achieve the outcomes specified in the scope of work. We will analyze all relevant data to inform our decision-making as it will play a major role in our planning. The team will engage the broader membership through communication, data collection, and informal means to keep stakeholders informed of the RTTT initiatives. Our stakeholders include; OTA, Administration, Higher Education, and surrounding social agencies. The potential risks identified by the planning team include; loss of local control, misconceptions or misinterpretations due to the size of our district, and timely communication to all stakeholders.

Transformation Team and Transparent Communication

Commitments:

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

Goals:

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

Key Personnel: [List Transformation Team members and roles]

Teacher representatives include; Elaine Eddy, Dave Maloney, Jill Simpson, , Bridget Rucker, Becky Dittman, Susan Alley, Claudia Wade, Stephanie Lanthorn,
Administrative representatives include; Pam Bachman, Amanda Morris, Jeff Brown, Mark Raiff, Linda Martin, and Carol Trimble
This collective group will be responsible to monitor and modify this 4 year plan as reviewed periodically.

Budget:

@\$165,000 total federal funds

LEA SCOPE OF WORK ACTIVITIES

LEA ANNUAL PERFORMANCE MEASURE TARGETS

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

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

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

In 2010-11 the RTTT transformation team is established.

In 2011-12 the RTTT transformation team will review current plan, analyze current data, modify plan, and monitor implementation and communicate with relevant stakeholders.

In 2011-14 evaluate the work of the team to determine if the team is fulfilling its purpose during years 2, 3 and 4

Communicate to the community progress made toward meeting district RttT commitments

Provide an update on the progress of the RttT Scope of Work to the local board of education monthly with joint presentations by the superintendent office and association president

All activities will be based on the efforts and progress of ODE in their completion of the RTTT statewide initiatives.

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

By June of 2011 a completed scope of work will be approved by ODE and implementation will begin.

By June of 2012 plan will be modified based on data and team's recommendations as measured by the end of the year survey results completed by internal stakeholders.

By June of 2013 plan will be modified based on data and team's recommendations as measured by the end of the year survey results completed by internal stakeholders.

By June of 2014 plan will be modified based on data and team's recommendations as measured by the end of the year survey results completed by internal stakeholders.

Assurance Area B: Standards and Assessments

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

Commitments

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

Goals:

- Olentangy will develop a plan to ensure transition and full implementation of the new state academic standards by 2014.
- Olentangy will develop a plan to ensure participation in the state developed assessments.

Key Personnel:

Personnel from the Curriculum Department, Data Research and Accountability, Executive Directors of Learning, and Building Administrators.

Budget: RTTT funds will not be used to fund these activities.

LEA SCOPE OF WORK LEA ANNUAL PERFORMANCE MEASURE TARGETS

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

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

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

Develop a plan to transition to the new state academic standards through awareness, professional development, crosswalk activities, and gap analysis
Participate in ODE sponsored awareness and professional development sessions on the standards and model curriculum to become familiar with the new standards
Provide voluntary opportunities to become familiar with the new standards in English language arts, mathematics, science and social studies

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

The RTTT team will measure the documented number of communications related to the transition, the number of participants in the curriculum professional development sessions, and the creation of a timeline of implementation that is shared with all stakeholders.

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

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

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

Conduct building level meetings that include the new standards as an ongoing discussion topic (e.g., standards structure, content, implications for instruction) ensuring all staff including administrators actively participate in these meetings
Use the curriculum models and the crosswalk documents to begin analyzing our current curriculum for needed changes
Form district-wide and building level teams to conduct the core area crosswalk activities and gap analyses
Participate in the field testing the Kindergarten Readiness Assessment, if selected.
As referenced in the Olentangy Timeline portion of the vision statement, we will continue our professional development plan on formative assessment.

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

The RTTT team will measure our progress with student achievement results, classroom walk-through data, our CIP survey of stakeholders, and the final cross-walk and gap analysis documents.

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

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

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

Revise local curricula to align with new standards in English language arts, mathematics, science, and social studies
Participate in professional development opportunities and online training for the new state assessments including performance tasks and rubrics
If selected by ODE, participate in field testing items for the expanded Kindergarten Readiness Assessment
Ensure all kindergarten teachers participate in training on the administration of the expanded Kindergarten Readiness Assessment.
Develop a resource analysis and reallocation process to support the new state content standards implementation.
As referenced in the Olentangy Timeline portion of the vision statement, we will continue our professional development plan on formative assessment.

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

The RTTT team will measure our progress with a Board adoption of the new state standards for implementation in 2013-14, classroom walk-through data, our CIP survey of stakeholders, and the final cross-walk and gap analysis documents.
The curriculum department will track participation of staff in ODE's online assessment training and Olentangy's training for the KRA on Olentangy's Professional Development Academy system and ensure representation from each building in these trainings.

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

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

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

Finalize revisions made to all local curricula ensuring alignment with new standards in English language arts, mathematics, science, and social studies including; redistribution of resources and the implementation of the gap analysis results.

Integrate performance tasks into course activities

Train staff and students on new online state assessments

Complete activities for aligning high school English and math coursework with first-year, non-remedial college and career expectations

Ensure all kindergarten teachers administer the expanded Kindergarten Readiness Assessment

As referenced in the Olentangy Timeline portion of the vision statement, we will continue our professional development plan on formative assessment.

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

By March of 2014 district curricula and course planning is aligned to the new standards and ready for implementation. The Curriculum Department will track participation of staff in ODE's online assessment training on Olentangy's Professional Development Academy system.

Data, Research and Accountability Department will collect and analyze Kindergarten Readiness Data

Assurance Area C: Using Data to Improve Instruction

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

Commitments:

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

Goals:

Continue utilizing Olentangy's comprehensive data system to provide classroom actionable data to classroom teachers
Continue to implement our Continuous Improvement Plan related to Formative Assessment. See RTTT vision statement
Continue to explore opportunities to partner with higher education

Key Personnel:

Data, Research and Accountability, Executive Directors of Learning and Building Administrators

Budget: Olentangy intends to use \$164,073.12 over the 4 years of implementation for the cost of the Batelle For Kids value-added analysis

LEA SCOPE OF WORK
LEA ANNUAL PERFORMANCE MEASURE TARGETS

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

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

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

Continue to use the Battelle For Kids value-added analysis at the classroom level, Powerschool, Align and TCAP as our IIS.
Participate in the teacher-student data link process to ensure accuracy of value-added data
Continue to ensure that all teachers in Olentangy are trained in formative assessment
Cooperate with research/evaluation initiatives as requested
Establish partnership(s) with institution(s) of higher education to implement and/or evaluate innovative education models; in the event higher education institutions are not available for this purpose, establish partnerships with business or community organizations

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

By June 2011, 100% of administrators and teachers with data have met around the use of data and the BFK value-added analysis
Continue to monitor and analyze classroom use of formative assessment with walk-through data
Monitor progress towards establishing partnerships with higher education through documented contacts

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

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

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

Continue to use the Battelle For Kids value-added analysis at the classroom level, Powerschool, Align and TCAP as our IIS
Continue to participate in the teacher-student data link process to ensure accuracy of value-added data
Continue to ensure that all teachers in Olentangy are trained in formative assessment
Cooperate with research/evaluation initiatives as requested
Work collaboratively with the state and/or other participating districts to develop or strengthen the formative assessment program
Participate in formative assessment pilot opportunities, if selected for the pilot program and relevant for Olentangy's formative assessment plan

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

By June 2012, 100% of administrators and teachers with data have met around the use of data and the BFK value added analysis
Continue to monitor and analyze classroom use of formative assessment with walk-through data
By June 2012 100% of teachers and administrators will be trained in formative assessment

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

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

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

Continue to use the Battelle For Kids value-added analysis at the classroom level, Powerschool, Align and TCAP as our IIS
Complete face-to-face and online professional development modules focused on content-specific ODE formative assessments
Work collaboratively with the state or other participating districts to fully implement an effective formative assessment program
Participate in professional development on new state assessments

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

Track staff participation in online professional development related to content-specific ODE formative assessments and new state assessment

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

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

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

Continue to use the Battelle For Kids value-added analysis at the classroom level, Powerschool, Align and TCAP as our IIS
Assess the use of the Instructional Improvement System at the classroom level and continue to deepen the focus on data-based instruction
Ensure all teachers have completed face-to-face and online professional development modules on content-specific formative assessments
Fully implement Olentangy's formative assessment program related to the core classroom processes of curriculum, assessment and instruction
Participate in professional development on the implementation of new state assessments

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

By March 2014, 100% of teachers with data will demonstrate active use of Olentangy's developed IIS in their classroom.

Assurance Area D: Great Teachers and Leaders

Commitments:

Measure Student Growth

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

Evaluation Systems

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

Equitable Distribution of Effective Teachers and Principals

- ! LEAs commit to collaboratively creating and implementing a plan that provides innovative strategies for placing highly effective teachers in high-poverty and high-minority schools, including strategies such as additional compensation, creating professional learning communities,

placing teams of effective teachers in such schools, and distributive leadership models. (Placement of teachers in such schools will not be based solely on seniority.)

! LEAs will implement recruitment and professional development strategies to increase the pool of effective teachers available in the LEA for hard-to-staff subjects and specialty areas including mathematics, science, special education, English language learner programs; and teaching in other areas as identified by the LEA.

Effective Support to Teachers and Principals

! LEAs commit to implementing the residency program as specified in House Bill 1 with additional, intensive supports for new teachers in the lowest-performing schools. LEAs commit to using the state's professional development standards when designing and implementing professional development.

! LEAs commit to using the state's professional development standards when evaluating the effectiveness of professional development.

Goals:

Olentangy will continue to implement the student-level value-added program consistent with the program conducted by Battelle for Kids. This includes supporting professional development and the distribution of value-added reports on an annual basis to all eligible teachers and administrators.

Olentangy commits to identify measures of student growth for grades and subjects as applicable that do not receive value-added reports.

District level team analyze and align our teacher and principal evaluation system to the state model evaluation system

Use relevant data from the evaluation tool to make decisions on professional development at the district and building levels

Transition to the new Teacher Residency Program as determined by the state timeline

Key Personnel:

ODE Pilot Team. District Evaluation Team, Lead Mentors, OTA membership, District Administration and Board of Education

Budget:

NA

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

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]**Measure Student Growth**

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

Evaluation Systems

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

Equitable Distribution of Effective Teachers and Principals

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

Effective Support to Teachers and Principals

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

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

Measure Student Growth

Olentangy has four years of longitudinal data in the BFK system. We will continue to have 100% of our teachers in assessed areas receive PD, conduct the linkage process, and review annual reports.

Olentangy will begin discussions on identifying measures of student growth for grades and subjects that do not receive value-added reports.

Evaluation Systems

The district's evaluation committee will begin to discuss the design of teacher and principal evaluation systems that may include annual evaluations, the use of student growth measures as one of multiple significant factors, and other state and federal criteria

Attend training sessions and use gap analysis tools to determine the degree of alignment of current teacher and principal evaluation systems to state models and federal criteria

Equitable Distribution of Effective Teachers and Principals

NOT APPLICABLE as we have no buildings that qualify as high poverty or low achieving

Effective Support to Teachers and Principals

Attend information sessions and utilize state guidelines to establish conditions necessary for the full implementation of the Teacher Residency program for all new teachers in the fall of 2011
Send mentors to required Teacher Residency program training and credentialing provided by state lead trainers
Assess current professional development to determine if it meets state professional development standards
The transformation team will develop a professional development plan to support local Race to the Top strategies

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

LEA Scope of Work Assurance

Area D: Great Teachers and Leaders –Measure Student Growth

100% of our teachers in assessed areas receive PD, conduct the linkage process, and review annual reports.

LEA Scope of Work Assurance

Area D: Great Teachers and Leaders –Evaluation Systems

•By June 2011, 100% of the district evaluation committee will determine the degree of alignment of current teacher and principal evaluations systems.

LEA Scope of Work Assurance

Area D: Great Teachers and Leaders –Equitable Distribution of Teachers and Principals

NOT APPLICABLE as we have no schools in this area.

LEA Scope of Work Assurance

Area D: Great Teachers and Leaders –Effective Support to Teachers and Principals

•By fall 2011, 100% of Resident Educator Mentors will be trained and certified.

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

Measure Student Growth

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

Evaluation Systems

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

Equitable Distribution of Effective Teachers and Principals

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

Effective Support to Teachers and Principals

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

SCHOOL YEAR 2: 2011-2012 [LEA SCOPE OF WORK ACTIVITIES]**Measure Student Growth**

Olentangy has five years of longitudinal data in the BFK system. We will continue to have 100% of our teachers in assessed areas receive PD, conduct the linkage process, and review annual reports.

Olentangy will identify grades and subjects that do not receive value-added reports and begin conversations in those areas as to possible value-added or comparable measurements.

Evaluation Systems

If district evaluation team determines revisions are necessary to our current tool, we will develop timelines and activities with the goal of full implementation of the revised evaluation system by 2013-14 as per negotiated agreement

Equitable Distribution of Effective Teachers and Principals

NOT APPLICABLE as we have no buildings that qualify as high poverty or low achieving

Effective Support to Teachers and Principals

Fully implement the Teacher Residency program for all new teachers
Send mentors to required Teacher Residency program training and credentialing provided by state lead trainers
Use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development
The transformation team will implement a comprehensive professional development plan to support local Race to the Top strategies

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

LEA Scope of Work Assurance

Area D: Great Teachers and Leaders –Measure Student Growth

100% of our teachers in assessed areas receive PD, conduct the linkage process, and review annual reports

LEA Scope of Work Assurance

Area D: Great Teachers and Leaders –Evaluation Systems

If necessary, revisions and timelines for revised evaluation will be communicated to all personnel and scheduled for negotiations

LEA Scope of Work Assurance

Area D: Great Teachers and Leaders –Equitable Distribution of Teachers and Principals

NOT APPLICABLE as we have no buildings that qualify as high poverty or low achieving

LEA Scope of Work Assurance

Area D: Great Teachers and Leaders –Effective Support to Teachers and Principals

By 2012, 100% of school/district professional development plans will meet state and federal guidelines

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

Measure Student Growth

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

Evaluation Systems

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

Equitable Distribution of Effective Teachers and Principals

- ! Implement, monitor, and refine the district's plan to ensure that effective teachers are placed in high-poverty, high-minority schools, in low-achieving schools, and in hard-to-staff subject areas
- ! Determine whether the selected strategies (e.g., additional compensation, creating professional learning communities, placing teams of effective teachers in such schools, distributive leadership models, and teacher placement based on factors other than/in addition to seniority)

are having the desired impact

- ! Conduct the Equitable Distribution of Effective and Highly Effective Educators Analysis
- ! (For districts with turnaround schools) Conduct working conditions assessments and develop an action plan and strategies for improving working conditions
- ! Collect teacher retention and attrition data and review the data to determine whether changes are needed in district policies and practices

Effective Support to Teachers and Principals

- ! Continue implementation of the Teacher Residency program for all new teachers
- ! For schools designated as persistently low-achieving, provide co-teaching support for new teachers
- ! Provide feedback on performance to all lead teachers and mentors in the Teacher Residency program
- ! Use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development
- ! Review professional development plan and modify it based on student data, and allocate professional development funding accordingly

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

Measure Student Growth

Olentangy has six years of longitudinal data in the BFK system. We will continue to have 100% of our teachers in assessed areas receive PD, conduct the linkage process, and review annual reports.

Field test value-added or comparable measures in the selected non-assessed areas at the state level.

Evaluation Systems

Continue training and professional development on the revised evaluation system, if necessary

Make final adjustments to the evaluation system in preparation for full implementation in Year 4, if necessary

Report to ODE the status of the evaluation systems in terms of alignment to state and federal criteria

Use data and results from the evaluation system in making decisions about professional development programs at the district and school level

Provide requested data to the state

Equitable Distribution of Effective Teachers and Principals

NOT APPLICABLE as we have no buildings that qualify as high poverty or low achieving.

Effective Support to Teachers and Principals

Continue implementation of the Teacher Residency program for all new teachers
Provide feedback on performance to all mentors in the Teacher Residency program
Use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development
The transformation team will review professional development plan and modify it based on student data, and allocate professional development funding accordingly

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

LEA Scope of Work Assurance

Area D: Great Teachers and Leaders –Measure Student Growth

100% of our teachers in assessed areas receive PD, conduct the linkage process, and review annual reports.

LEA Scope of Work Assurance

Area D: Great Teachers and Leaders –Evaluation Systems

If revisions have been made, Board and negotiated approval of the revised evaluation system

LEA Scope of Work Assurance

Area D: Great Teachers and Leaders –Equitable Distribution of Teachers and Principals

NOT APPLICABLE as we have no buildings that qualify as high poverty or low achieving

LEA Scope of Work Assurance

Area D: Great Teachers and Leaders –Effective Support to Teachers and Principals

100% of school/district professional development plans will meet state and federal guidelines

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

Measure Student Growth

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

Evaluation Systems

- ! Fully implement the new evaluation system and conduct annual evaluations of teachers and principals using the new evaluation system
- ! Continue training and professional development on the new evaluation system
- ! Provide aggregated effectiveness ratings for teachers to the state as required by the US Department of Education
- ! Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level
- ! Implement the plan for rigorous tenure review using evaluation results and incorporating the new seven-year timeframe for tenure; develop strategies to assess effectiveness of new tenure review plan
- ! Implement plan to remove persistently low performing teachers and principals
- ! Provide opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers) or work in hard-to-staff or low-achieving schools

Equitable Distribution of Effective Teachers and Principals

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

Effective Support to Teachers and Principals

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

SCHOOL YEAR 4: 2013-2014 [LEA SCOPE OF WORK ACTIVITIES]**Measure Student Growth**

Olentangy has seven years of longitudinal data in the BFK system. We will continue to have 100% of our teachers in assessed areas receive PD, conduct the linkage process, and review annual reports.

Analyze results from the field testing of the selected non-assessed areas and make necessary adjustments to the assessments and professional development offerings

Evaluation Systems

Fully implement the revised evaluation system and conduct annual evaluations of teachers and principals

Continue training and professional development on the revised evaluation system

Use data and results from the evaluation system in making decisions about professional development programs at the district and school level

Equitable Distribution of Effective Teachers and Principals

NOT APPLICABLE as we have no buildings that qualify as high poverty or low achieving.

Effective Support to Teachers and Principals

Assess implementation of the Teacher Residency program and make needed changes based on data
Train additional mentors for the Teacher Residency program as needed
Use the state professional development standards, student data, and results of teacher evaluations in planning, conducting, and evaluating professional development

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

LEA Scope of Work Assurance

Area D: Great Teachers and Leaders –Measure Student Growth

100% of our teachers in assessed areas receive PD, conduct the linkage process, and review annual reports

Providing value-added or comparable data in selected areas not assessed at the state level

LEA Scope of Work Assurance

Area D: Great Teachers and Leaders –Evaluation Systems

Track professional development related to the revised evaluation system

LEA Scope of Work Assurance

NOT APPLICABLE as we have no buildings that qualify as high poverty or low achieving

LEA Scope of Work Assurance

Area D: Great Teachers and Leaders –Effective Support to Teachers and Principals

100% of school/district professional development plans will meet state and federal guidelines

Assurance Area E: Turning Around the Lowest-Achieving Schools

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

Commitments:

! LEAs commit to implementing one of four Race-to-the-Top specified intervention models in schools designated as among the lowest 5%, and will implement the models in schools each year, to ensure implementation in all such schools within four years.

[NOTE: This section is required only for LEAs with schools identified as persistently low-achieving]

! LEAs with a three-year average graduation rate of less than 80% commit to applying Race-to-the-Top funding to implement the linkage coordinator component of the Governor's Closing the Achievement Gap initiative.

[NOTE: This section is required only for districts with a graduation rate of less than 80%]

Goals:

Although Olentangy Local Schools does not qualify for these initiatives, we would like to participate in ODE innovative models, i.e. Early College, New Tech, STEM, International Studies, or other models as part of a transformational plan and will commit to supports, coaching, professional development for the start up of such models

Key Personnel:

Secondary Executive Director of Learning, Secondary Building Administrators, Curriculum Department, Technology Department, Data, Research and Accountability, Pupil Services

Budget:

\$1000

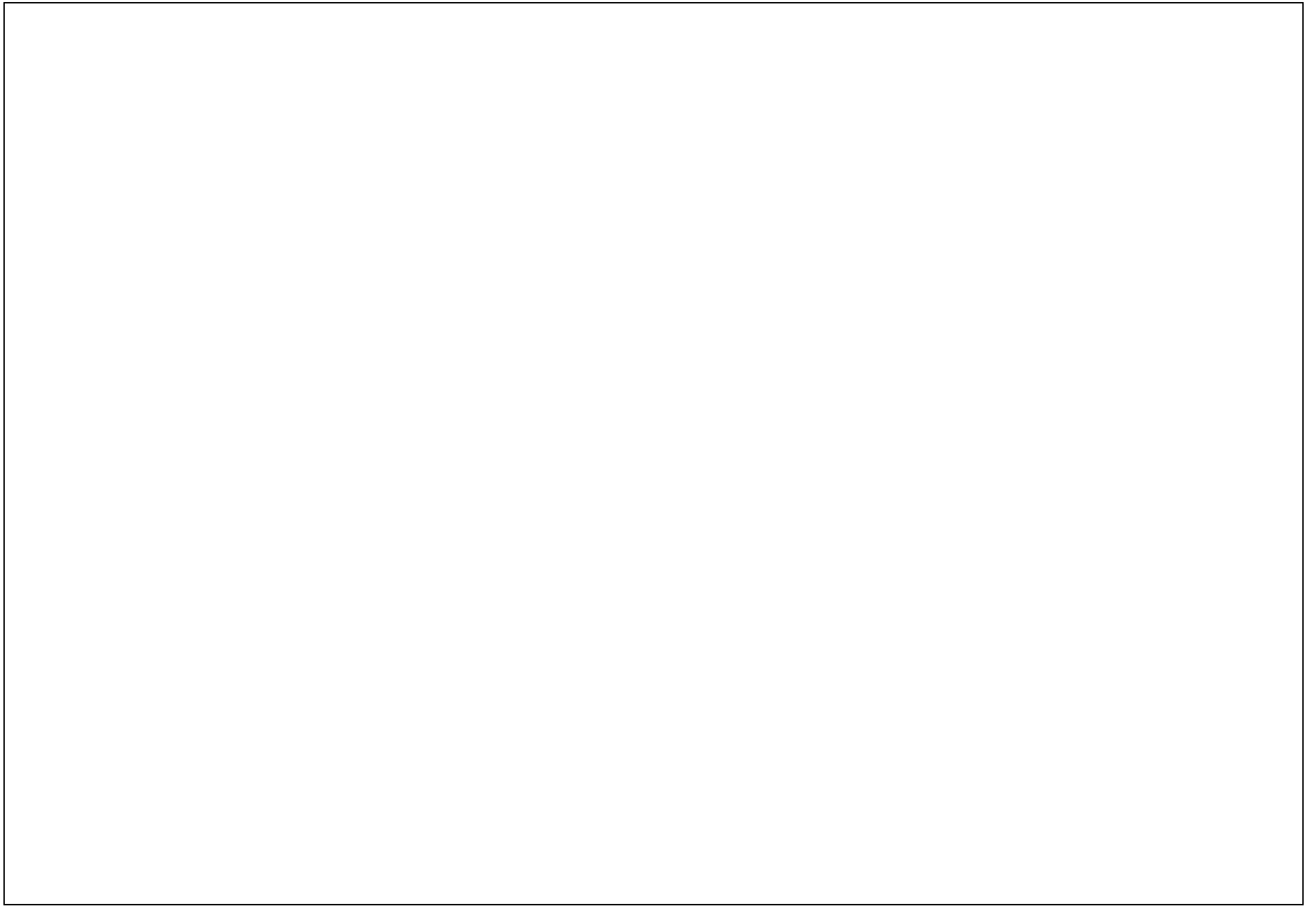
**LEA SCOPE OF WORK ACTIVITIES
LEA ANNUAL PERFORMANCE MEASURE TARGETS**

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

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

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

Although Olentangy Local Schools does not qualify for these initiatives, we would like to participate in ODE innovative models, i.e. Early College, New Tech, STEM, International Studies, or other models as part of a transformational plan and will commit to supports, coaching, professional development for the start up of such models



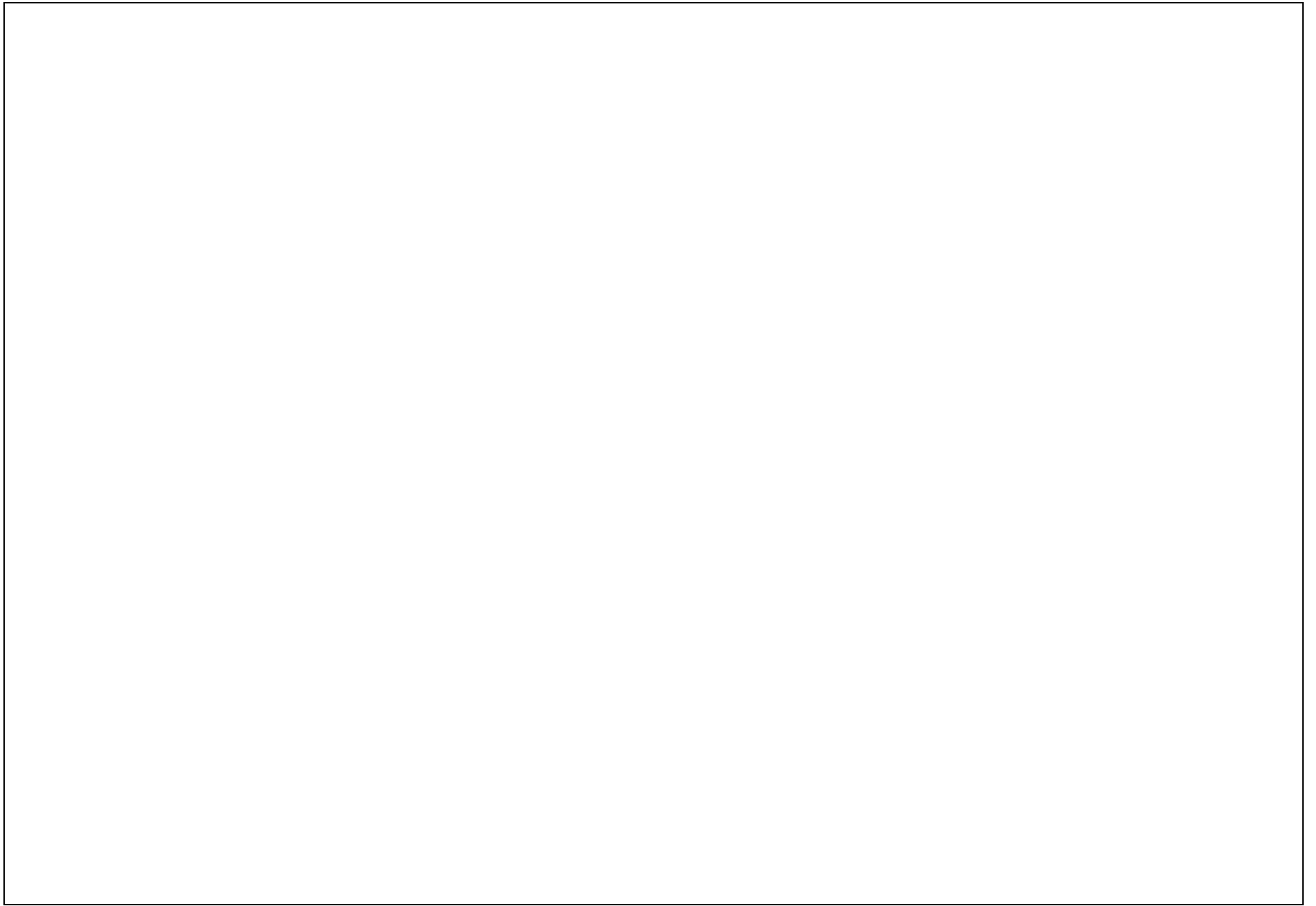
SCHOOL YEAR 1: 2010-2011 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

Olentangy will measure support, coaching, and professional development for the start up of such models

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

- ! Fully implement selected intervention models in SIG-funded schools
- ! Participate in all ODE sponsored quarterly technical assistance sessions
- ! Work collaboratively with ODE-assigned Transformation Specialist(s)
- ! Provide job-embedded professional development to staff
- ! Provide increased learning opportunities to staff and students
- ! Provide social-emotional and community supports for students
- ! Provide effective family engagement practices and supports
- ! Evaluate implementation of intervention model
- ! Complete application for continuation SIG funding
- ! Intervene in schools in “Early Warning” status and develop and implement a systematic plan to improve the school’s performance
- ! Participate in Family and Civic Engagement professional development, coaching and evaluation
- ! Report progress of Family and Civic Engagement plan to the county Family and Children First Council
- ! For districts with three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators

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



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

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

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

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

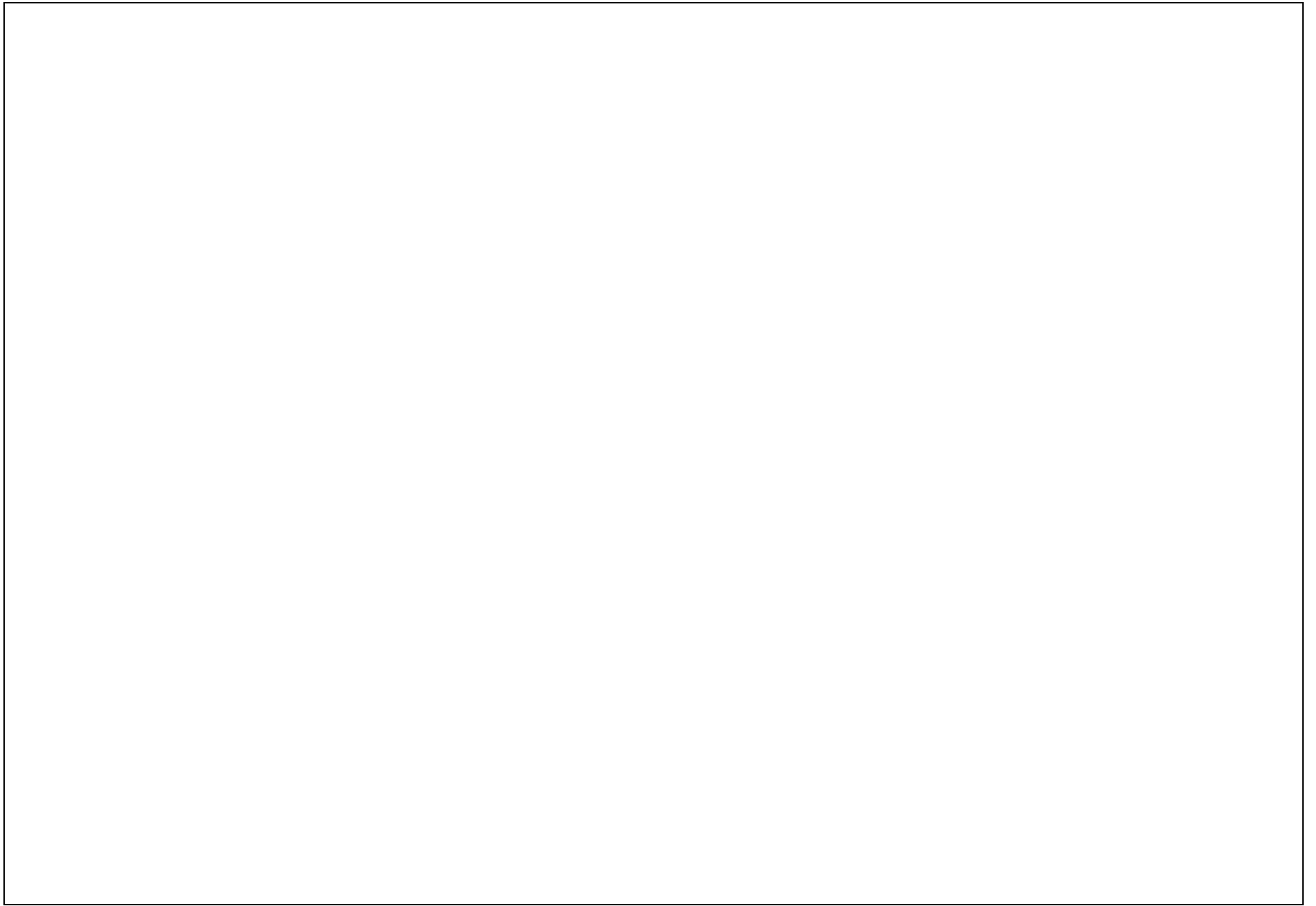


SCHOOL YEAR 3: 2012-2013 [LEA ANNUAL PERFORMANCE MEASURE TARGETS]

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

- ! Continue full implementation of the intervention models
- ! Participate in all ODE sponsored quarterly technical assistance sessions
- ! Work collaboratively with ODE-assigned Transformation Specialist(s)
- ! Evaluate implementation of intervention model in SIG-funded schools and continually deepen the work
- ! Evaluate progress in “Early Warning” schools and implement additional improvement strategies as needed
- ! Participate in Family and Civic Engagement professional development, coaching and evaluation
- ! Report progress of Family and Civic Engagement plan to the county Family and Children First Council
- ! For districts with three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators

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



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