



# LEA Scope of Work

**LEA Name:**

**LEA IRN:**

**LEA Contact:**

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

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

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

This is an exhilarating moment, and the Ohio Department of Education is proud to be partners in 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.

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

# RACE TO THE TOP: LEA SCOPE OF WORK

NARRATIVE: 4-6 PAGES

## RACE TO THE TOP VISION

*How will your LEA be different in 2014 as a result of your RttT strategy?  
What will be different for students; for teachers; for administrators?*

**RACE TO THE TOP PRESSING ISSUES**

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

**Standards and Assessments**

**Using Data to Improve Instruction**

**Great Teachers and Leaders**

**Turning Around the Lowest-Achieving Schools**

## 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?*

## 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:

**Key Personnel: [List Transformation Team members and roles]**

**Budget:**

# 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]

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

## 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:

#### Key Personnel:

#### Budget:

### 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]**

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

**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]**

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

**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]**

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

**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]**

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

--

# 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:

### Key Personnel:

### Budget:

**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]**

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

**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]**

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

**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]**

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

**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]**

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

## Assurance Area D: Great Teachers and Leaders

### Commitments:

#### Measure Student Growth

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

#### Evaluation Systems

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

#### Equitable Distribution of Effective Teachers and Principals

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

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

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

### **Effective Support to Teachers and Principals**

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

### **Goals:**

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

**Key Personnel:**

**Budget:**

**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**

## Evaluation Systems

**Equitable Distribution of Effective Teachers and Principals**

**Effective Support to Teachers and Principals**

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

**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**

## Evaluation Systems

**Equitable Distribution of Effective Teachers and Principals**

**Effective Support to Teachers and Principals**

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

**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**

## Evaluation Systems

**Equitable Distribution of Effective Teachers and Principals**

**Effective Support to Teachers and Principals**

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

**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 the plan to remove persistently low performing teachers and principals
- Provide opportunities for highly effective teachers to receive additional compensation if they take on additional responsibilities (such as Lead Teachers) or work in hard-to-staff or low-achieving schools

**Equitable Distribution of Effective Teachers and Principals**

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

**Effective Support to Teachers and Principals**

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

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

**Measure Student Growth**

## Evaluation Systems

**Equitable Distribution of Effective Teachers and Principals**

**Effective Support to Teachers and Principals**

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

## 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:

#### Key Personnel:

#### Budget:

**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]**



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

**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]**