HIGHLIGHTS OF OHIO'S ESEA FLEXIBILITY REQUEST

COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

Ohio adopted rigorous English language arts and math standards now in place in 45 other states and the District of Columbia, and has comprehensive plans to implement the standards statewide. To help districts, schools, administrators, teachers, and the general public transition to the new, higher standards, Ohio will publicly report a new "Are You Ready?" measure on its school report cards to create a sense of urgency around the need to improve teaching and learning to ensure all students are college- and career-ready.

IMPROVED STATE AND DISTRICT ACCOUNTABILITY AND SUPPORT FOR ALL STUDENTS

A-F Grading System Based on High Expectations and on Multiple Measures: All schools and districts will receive A-F grades on the component measures that average into the overall grade. In elementary and middle schools, the component factors will be a performance index awarding points based on student performance at five levels, subgroup achievement gaps, and student growth. For high schools, the components will be the same performance index, subgroups gaps, and graduation rates.

Ambitious Performance Targets: Starting in the 2012-2012 school year, Ohio will set new performance targets that will cut the gap to proficiency in half within six years.

Renewed Focus on Closing Achievement Gaps: Ohio will identify the schools in the State with the greatest challenges for groups of students as "Focus schools" and demand interventions to improve student performance. Ohio will create a rank-ordered list of schools with large gaps between a subgroup or subgroups and the statewide all-students group that are not making progress over three years.

Aggressive Plan for Turning Around the Lowest-Performing Schools: Ohio will identify the lowest-performing schools in the State as "Priority schools" and ensure that districts implement meaningful interventions in these schools. Priority schools will choose from one of five rigorous turnaround models. If these schools fail to implement their chosen model or fail to make progress within three years, they must choose another model, restart or close the school.

Building Capacity for School Improvement: To support struggling schools, Ohio has created the Ohio Improvement Process using student data to focus districts and schools on identifying improvement areas. This process creates a framework for collaboration to empower district and school teams through continuous improvement. Districts and schools are provided with high-quality training and support to meet focused goals for improvement. Turnaround Specialists will provide regular site visits to Priority schools and coaching around all components of the chosen turnaround model. In addition, Ohio's State System of Support will provide technical assistance through diagnostic reviews and quarterly meetings.

Increased Accountability and Support for Districts: Ohio has proposed an accountability system for districts that places them into one of four categories—high support, medium support, low

support, and independent support. The lowest-performing districts will receive high levels of support, which will entail creating a needs assessment and improvement plan, addressing school safety and other non-academic barriers to learning, participating in an on-site Diagnostic Review, and selecting from several options that include replacing staff or extending the school day or year. Medium support districts will be required to conduct a diagnostic assessment based on meeting targets, implement the Ohio Improvement Process, and address school safety, discipline, and non-academic barriers.

Creating a Well-Rounded Education: Ohio is developing tools to assess listening, verbal, and written communication skills, analytical and research skills, problem-solving and multi-tasking abilities, multicultural sensitivity and awareness, and the ability to engage in teamwork. Once developed, Ohio intends to incorporate these measures into its accountability system for public reporting.

Transparently Reporting on Students' Progress: Ohio is developing a new school report card that will track traditional academic achievement by subgroups, its A-F grading system, measures of advanced student performance, and its new "Are You Ready?" measure to prepare students, teachers, and the broader public for the transition to college- and career-ready standards.

SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

Ohio passed legislation providing a strong foundation for teacher and principal evaluations and has a framework consisting of student growth measures and observation-based performance on State standards. For example, Ohio's principal evaluation system provides tools to assess and monitor leadership performance, including both formative assessment and summative evaluation. The model incorporates a performance rating rubric to determine an overall principal effectiveness rating based on goal-setting, communication and professionalism, skills and knowledge, and measures of student growth.