



RttT
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**RttT Real Reforms
 for Tomorrow's
 Innovative
 Leaders:**

Presentation to
 OSBA Leadership
 Conference 2011

Michael L. Sawyers
 Assistant
 Superintendent

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Race to the Top



- ▶ Primary Program Goals
- ▶ Activities to be Undertaken
- ▶ Important Tools for LEAs
- ▶ Leadership Matters

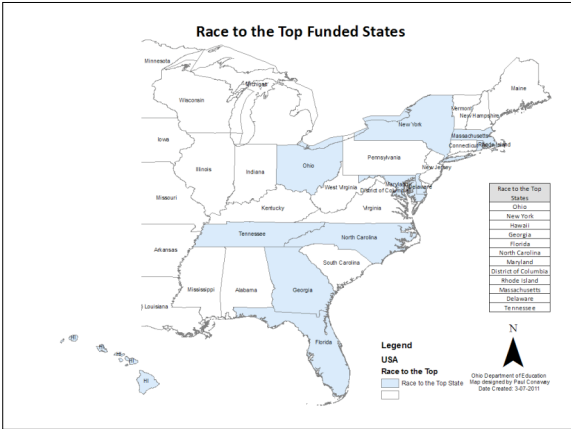
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Race to the Top: Ohio's Strategy

- ❖ Ohio is at the forefront of a national movement in education reform, and, as a Race to the Top state, a driver and model for the rest of the country.
- ❖ Ohio's RttT strategy will help advance the Common Core State Standards (CCSS) goals with newly secured federal resources (\$400 million) to implement crucial reforms.
- ❖ The goal of RttT is to accelerate academic progress for all students.

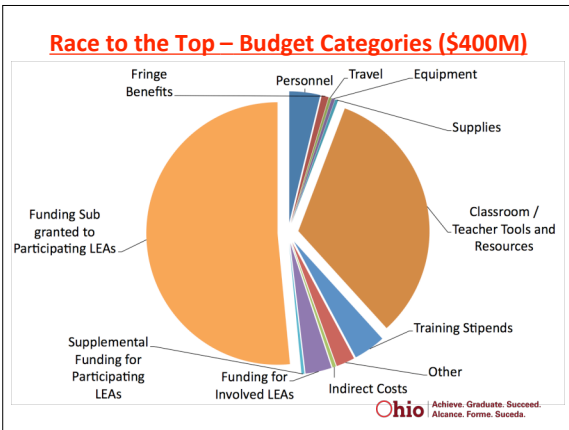
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Race to the Top:

Why Ohio is one of 11 RttT States - USDOE:

- ❖ Ohio's process is clearly one of the best to date; you were, "intense; you set a very high bar and offered great commentary and guidance to the LEAs to revise their scopes of work for resubmission."
- ❖ Ohio clearly created a process that was held to high standards and provided direct support to LEAs.
- ❖ Ohio's State Scope of Work serves as a model for others.

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- ### Race to the Top: Five Assurance Areas
- A. State Success Factors**
 - B. Standards and Assessments**
 - C. Data Systems to Support Instruction**
 - D. Great Teachers and Leaders**
 - E. Turning Around the Lowest-achieving Schools**
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Actions to Support Assurance Areas

STANDARDS AND ASSESSMENTS

- Developing and adopting **common standards**
- Developing and implementing **common, high-quality assessments**
- Supporting the transition to enhanced standards and high-quality assessments

GREAT TEACHERS AND LEADERS

- Providing high-quality pathways for aspiring teachers and principals
- **Improving teacher and principal effectiveness based on performance**
- Ensuring equitable distribution of effective teachers and principals
- Improving the effectiveness of teacher and principal preparation programs

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Actions to Support Assurance Areas

DATA SYSTEMS

- Designed to support instruction
- Fully implementing a **statewide longitudinal data system**
- Accessing and using state data

SCHOOL IMPROVEMENT

- Intervening in and **turning around the lowest-achieving schools** and LEAs

Commonalities

Reform Initiative	RTTT	ESEA	Prior Reforms
Developing and Implementing Common Standards	X	X	X
Developing and Implementing Common, High-Quality Assessments	X	X	X
Supporting the Transition to Enhanced Standards and High-Quality Assessments	X	X	X
Fully Implementing a Statewide Longitudinal Data System	X		
Accessing and Using State Data	X	X	X
Using Data to Improve Instruction	X	X	
Providing High-Quality Pathways for Aspiring Teachers and Principals	X		
Improving Teacher and Principal Effectiveness Based on Performance	X	X	X
Ensuring Equitable Distribution of Effective Teachers and Principals	X	X	X
Improving the Effectiveness of Teacher and Principal Preparation Programs	X	X	X
Providing Effective Support to Teachers and Principals	X		
Intervening in the Lowest-Achieving Schools and LEAs	X	X	
Turning Around the Lowest-Achieving Schools	X	X	

Race to the Top



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Race to the Top: Tomorrow's Innovative Leaders

- ❖ Today's students need a far more diverse set of skills than a generation ago to counteract international competition and engage in a dynamic, global marketplace.
- ❖ Almost 80 percent of the jobs available to our students in their future will require some type of post high school education or training.
- ❖ An educated workforce is important to Ohio's economic development – it is the gateway to a sustainable, prosperous future.

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Race to the Top: Collaborative Leadership

- ❖ A critical link exists between K-12 education, higher education and businesses.
- ❖ Our shared challenge is to prepare the children of today for a world that has yet to be created, for jobs yet to be invented, and for technologies yet undreamed.
- ❖ Ohio's vision for the next generation is focused on continuing to build a collaborative partnership between education and business.

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'College and Career Ready'

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“Are They Really Ready to Work?”

Overall, high school graduates without any postsecondary education are...

“Deficient” in:

- English Language Arts
- Mathematics
- Written Communication
- Critical Thinking/Problem Solving abilities
- Professionalism/Work Ethic

“Adequate” in:

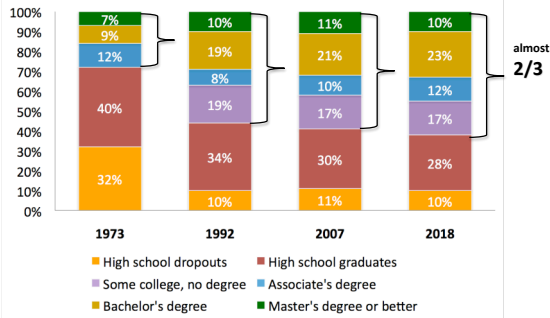
- Information Technology Application
- Diversity
- Teamwork/Collaboration

The 2006 report, “Are They Really Ready to Work?” conducted by The Conference Board et al., surveyed employers to determine the preparedness of high school and college graduates.



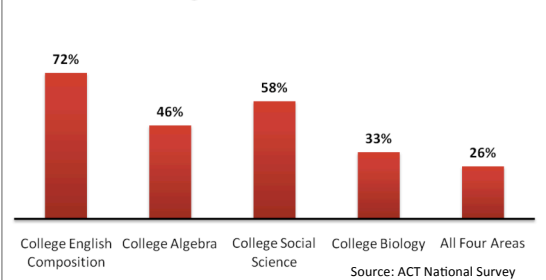
Jobs Require More Education & Training Today and Tomorrow

Source: Carnevale, Anthony P., Nicole Smith, and Jeff Strohl, “Help Wanted: Projections of Jobs and Education Requirements Through 2018”, Georgetown Center on Education and the Workforce, 2010.



Are Students College Ready?

Percent of Ohio Students Ready for College-Level Coursework



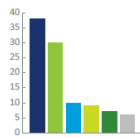
Dangerous Disconnect

- Only **9%** of **high school teachers** think preparing students for college is their primary mission.
- **Low-income parents and students** say that preparing for college is the **most important** purpose of high school.

—Deloitte 2009 Educational Survey

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Teacher's Primary Mission

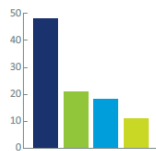


- Help students master the subject you teach: 38%
- Teach students basic life skills: 30%
- Ensure students graduate high school: 10%
- Prepare students for success in college: 9%
- Ensure students pass required exams: 7%
- Prepare students for the workforce: 6%

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Purpose of High School:

Students' Opinion

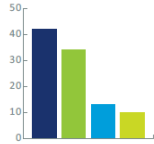


- Getting prepared for college: 48%
- Learning basic life skills: 21%
- Graduating high school: 18%
- Getting prepared for the workforce: 11%

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Purpose of High School:

Parents' Opinion



- Preparing students for college: 42%
- Teaching basic life skills: 34%
- Preparing students for the workforce: 13%
- Ensuring students graduate high school: 10%



New Content Standards

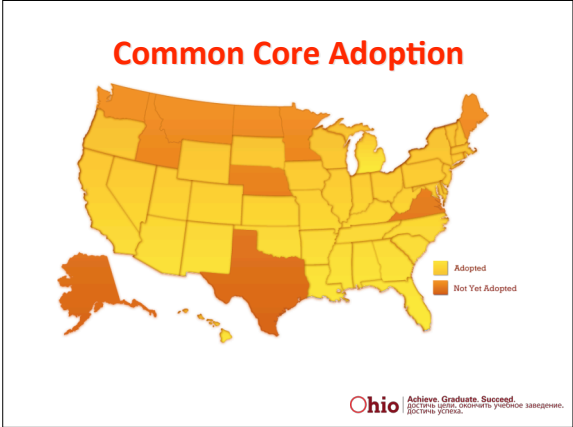
Two Development Tracks

OHIO REVISED STANDARDS

- ◆ Science
- ◆ Social Studies

COMMON CORE

- ◆ Mathematics
- ◆ English language arts



Standards Reflect

NEW FEATURES:	NEW FOCUS:
<ul style="list-style-type: none"> <input type="checkbox"/> Fewer, clearer, and higher <input type="checkbox"/> Internationally benchmarked <input type="checkbox"/> Aligned to model curriculum 	<ul style="list-style-type: none"> <input type="checkbox"/> College and career readiness <input type="checkbox"/> Content <i>and</i> skills <input type="checkbox"/> Coherence, focus, rigor

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Who is involved?

- Local school districts (teachers, principals, curriculum personnel)
- Educational Service Centers
- RttT Regional Coordinators/Specialists
- Institutions of Higher Learning (IHLs) and the Ohio Board of Regents
- Ohio Department of Education
- External experts

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Higher Education Alignment

► **Goal:** Align the new standards to...

- College-entrance requirements &
- Educator preparation programs

► **Meetings will occur...**

- In the five regions
- Over 3-year period (three in 2011, two in 2012, and two in 2013)
- Involve institutions of higher education (IHEs), ODE, Ohio Board of Regents, local district educators, and external experts

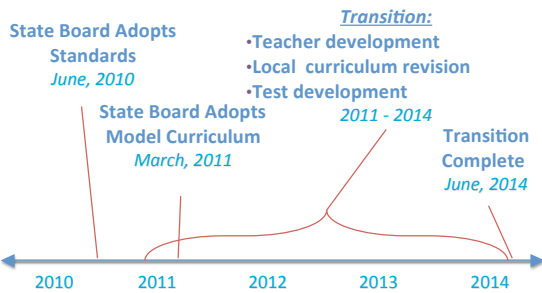


Alignment between Race to the Top and Ohio House Bill 1

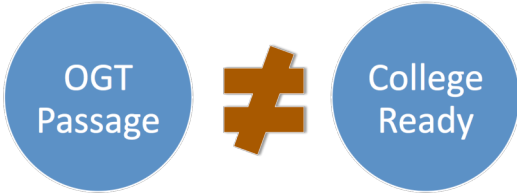
RTTT- Assurance Area B	HOUSE BILL 1
Develop and adopt a common set of K-12 standards. (B1)	Adopt new statewide academic standards for all grades in English language arts, mathematics, science and social studies.
Support the statewide transition to and implementation of internationally benchmarked K-12 standards and high-quality assessments. (B3)	<ul style="list-style-type: none"> • Adopt the model curricula reflecting revised standards. • Develop college and career ready standards aligned to 21st Century Skills.



Implementation Timeline

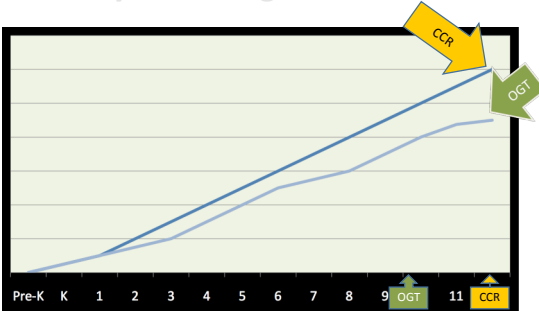


Why Develop New Assessments in Ohio?



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Ready for College and Career?



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Alignment between Race to the Top and Prior Ohio Education Reforms

RttT- Assurance Area B	Prior Education Reforms
Jointly develop common, high quality assessments with other states. (B2)	Develop assessments that align with the new standards and a new high school assessment system to replace the Ohio Graduation Test.

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Common Assessment Elements

Both Achieve & SMARTER Balanced consortia have:

- On-line testing
- Interim and summative components
- **Item Types**
 - Multiple choice
 - Extended response
 - Technology-enhanced
 - Performance assessments
- High school tests: End-of-course vs. End-of-year
- Rapid reporting system to inform instruction
- Teachers involved in developing and scoring tests



Comparison

SMARTER Balanced



- ▣ 2 ELA tasks and 1 math task
- ▣ Given in last 12 weeks of year
- ▣ Measure the ability to integrate knowledge and skills
- ▣ Computer-delivered, during final 12 weeks of the school year
- ▣ Scored within 2 weeks

Achieve



- ▣ 1-3 tasks that assess a few "keystone" standards / topics
- ▣ Given at three points during the school year, near the end of quarters
- ▣ Results within 2 weeks to inform instruction and intervention

Comparison

SMARTER Balanced



- ▣ Includes 40-65 questions per content area
- ▣ A computer adaptive assessment given during final weeks of the school year
- ▣ Multiple item types, scored by computer
- ▣ Re-take option, as locally determined

Achieve



- ▣ 40-65 questions
- ▣ Taken on computer, with mixed item types; scored entirely by computer for fast results
- ▣ Scores from focused assessments and end-of-year test will be combined for annual accountability score.

Ohio's New Assessments

❖ K-8

- Combine reading and writing into a single English language arts assessment
- Establish 3 performance levels (instead of 5)

❖ High School

- College Test
- Series of End of Course exams
- Senior Project

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Implementation

❖ Field testing:

2012-2013

❖ Standard setting:

2013-2014

❖ New tests implemented:

2014-2015

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The Power of Data

I am a deep believer in the power of data to drive our decisions.

Data gives us the roadmap to reform.

*It tells us where we are,
where we need to go,
and who is most at risk.*

~Secretary of Education, Arne Duncan,
Fourth Annual IES Research Conference

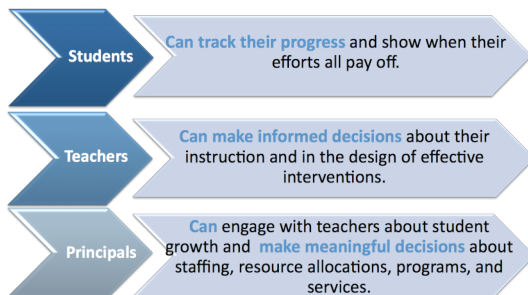
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Data Systems to Support Instruction: OHIO'S GOALS

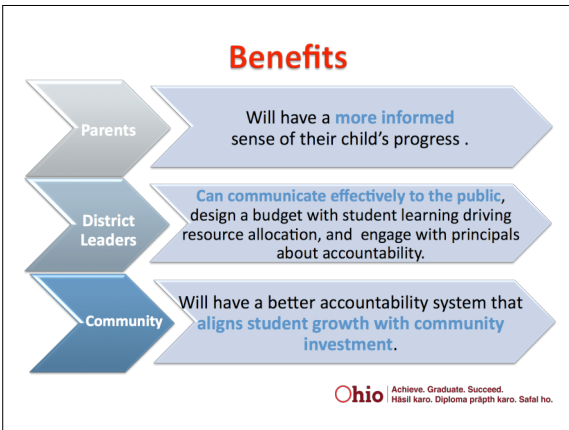
1. Expand Value Added Statewide
2. Improve Access to Student Data
3. Personalize Learning through Formative Instruction

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Benefits



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Instructional Improvement System

Provides student information on:

- ❖ Demographics
- ❖ Attendance
- ❖ Achievement data over time
- ❖ Value-added data analysis

The teacher will have the ability to create individualized curriculum for each student, provide supportive learning materials, resources, web content, and other tools directly tied to the areas in which the student needs the most help.

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достичь, выпуск, окончить учебное заведение.
 достижь, выпуск.

Instructional Improvement System

❖ **Structure and Components:**

- Online access to **electronic curriculum**, resources and tools aligned to the revised standards
- Curriculum **customization** for differentiated instruction
- Online **formative assessments**
- **Data-analysis** capabilities
- **Early-warning indicators** for teachers, administrators, parents, and students.

Common Question:

Q: Will the Race to the Top initiatives **end** when the four year grant period is over?

A: No - Funds will **accelerate implementation** of system-wide change that will extend beyond the four-year grant period. **HOW?**



Implications for Learning

- ❖ Fewer standards = more depth for mastery
- ❖ Classrooms will become more hands-on, activity based
- ❖ Skills will be taught along with content
- ❖ New assessments will better measure student learning progress aligned to instruction
- ❖ Teachers can address individual student needs through data reports



Student Implications

More students will graduate from high school, college and career ready:

- Fewer students need remediation in college
- More students are prepared for meaningful employment or further training
- All students possess 21st century skills



Macro-Implications

- ❖ Drives Ohio's strategy to create **World-Class Students and Nation-Leading Schools**
- ❖ Makes Ohio's future citizens more **globally competitive**. **Strengthens partnerships** between ODE, Board of Regents, schools, and businesses

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Strategic Transformation

The challenge is to prepare the children of today for a world that has yet to be created, for jobs yet to be invented, and for technologies yet undreamed.

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Looking Back to Plan Ahead

technique of H.G. Wells

Wells, the father of future's studies, "had a gift for seeing how all the activities of humankind -- social, cultural, technological, economic, political -- fit together to produce a single past, and by extension a single future" (Wagar, 1993, pg. 52).



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Our Students Are Counting On Us

If 38,000 high school dropouts from Ohio's 12th grade class of 2008 had graduated, the state's economy would have stood to gain \$10.8 billion extra in lifetime earnings – more than \$250,000 per high school graduate.

- Princeton economist Cecilia Rouse



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Ohio as an Economic Player

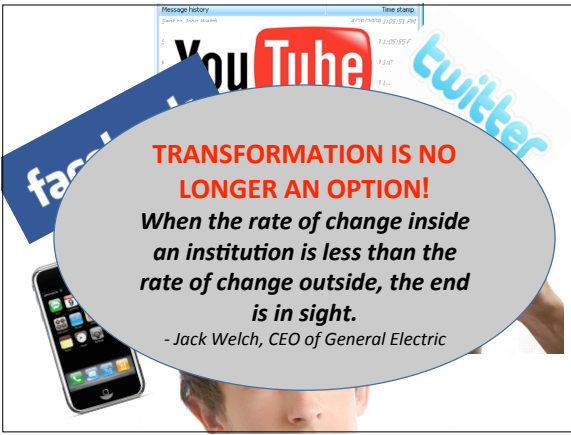
- ❖ 5th in the nation in the number of Fortune 500 headquarters (27) and 5th in the number of Fortune 1000 headquarters (61).
- ❖ 7th in U.S. exports in 2008, exporting more than \$45 billion.
- ❖ More than 1,000 international companies operate in Ohio.

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Students of today are like their predecessors in many ways, but are starkly different in others.





TRANSFORMATION IS NO LONGER AN OPTION!
When the rate of change inside an institution is less than the rate of change outside, the end is in sight.
- Jack Welch, CEO of General Electric

RttT: Education Transformation Strategy

Ohio's education transformation strategy will:

- ❖ Increase graduation rates
- ❖ Ensure every student is taught by an effective teacher
- ❖ Enhance educator preparation and support
- ❖ Provide reliable data to personalize instruction
- ❖ Turnaround underperforming schools

This is no small challenge and the clock is ticking. Ohio's children cannot wait and we must act boldly.

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Leadership Matters and It Matters A lot

"Leadership is not about one person, it's about building a shared commitment and building a leadership team."

- Kati Haycock

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Strategic Transformation

"A quarterback must be a futurist -- throwing the ball not to where the receiver is, but to where the receiver is going to be. It's much the same with technology. We need to be looking ahead 3, 4, even 5 generations down the road."

-Jukes and McCain (1997) of the Thornbur Center

- ❖ Educators' role similar to that of a quarterback on a football team.
- ❖ New educational paradigm that shifts curriculum from content-based to process-based.
- ❖ Educators need to change their mindset quickly, "or the market will find its educational experiences elsewhere" (Jukes1997).
- ❖ Already evidenced in increased home school numbers and support for school vouchers.

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Courageous Leadership

“The measure of a man is not defined by where he stands in moments of comfort or convenience; rather, it is defined in moments of controversy and challenge.”



- M.L. King

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Local Boards of Education

- ❖ Today's local boards of education serve as leaders on the front lines of public education.
- ❖ Each board is responsible for putting in place the necessary keystones for students to learn, achieve, and progress at the highest level possible.
- ❖ The local board improves achievement through high expectations and accountability.

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Local Boards of Education

- ❖ Promoting outstanding student performance based on clearly delineated standards is central to the key work of local boards of education.
- ❖ Increasingly local boards of education are being held accountable for student performance.
- ❖ What should local boards of education be doing to ensure progress monitoring – at the macro and micro level?

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Local Boards of Education

A Macro Perspective:

- ❖ Ambassador for public education in their community.
- ❖ Communicate and support policies necessary to meet student educational needs, parent and community aspirations, and state and federal standards.
- ❖ Influence and demonstrate that a climate grounded in collaboration, respect, accountability, and transparency is the most conducive environment for providing the best education for the 1.8 million students we collectively serve.

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Local Boards of Education

A Micro Perspective: Recommended Board Practices to ensure RttT accountability

- ❖ Use multiple measures for progress monitoring.
- ❖ Dedicate resources to build skills and knowledge among staff on how progress monitoring is used for continuous improvement.
- ❖ Apply universal learning principles to the design of progress monitoring techniques to ensure individual learner differences are met.

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Local Boards of Education

A Micro Perspective: Recommended Board Practices to ensure RttT accountability

- ❖ Specifically articulate and address the contextual issues of standards-based systems.
- ❖ Openly discuss the successes and challenges of a comprehensive progress monitoring process that fosters student achievement and graduates that are college and career ready.
- ❖ Ask hard questions!

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RttT Accountability – Your Role

- ❖ Leadership Matters
- ❖ LEA Scope of Work Progress Monitoring
- ❖ Fiscal Responsibility
- ❖ Active Participation
- ❖ Listening & Questioning
- ❖ Celebrating
- ❖ Transformation NOT tinkering
- ❖ Results-oriented
- ❖ Committed

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The greatest danger is not that our aim is too high and we miss, but that it is too low and we reach it.

~Michelangelo

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Questions?

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