

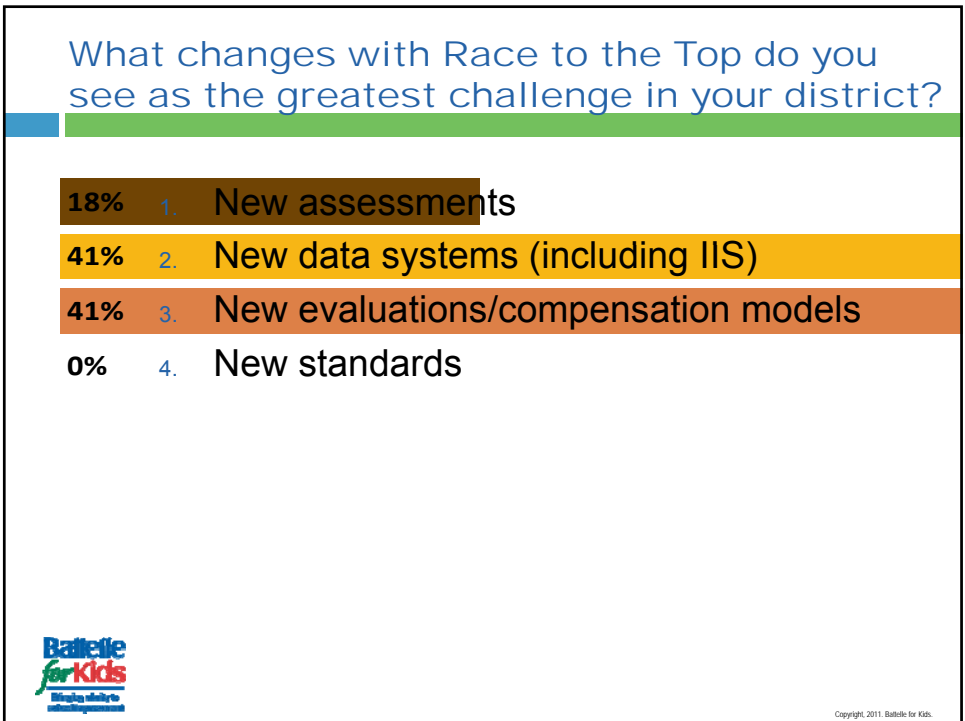
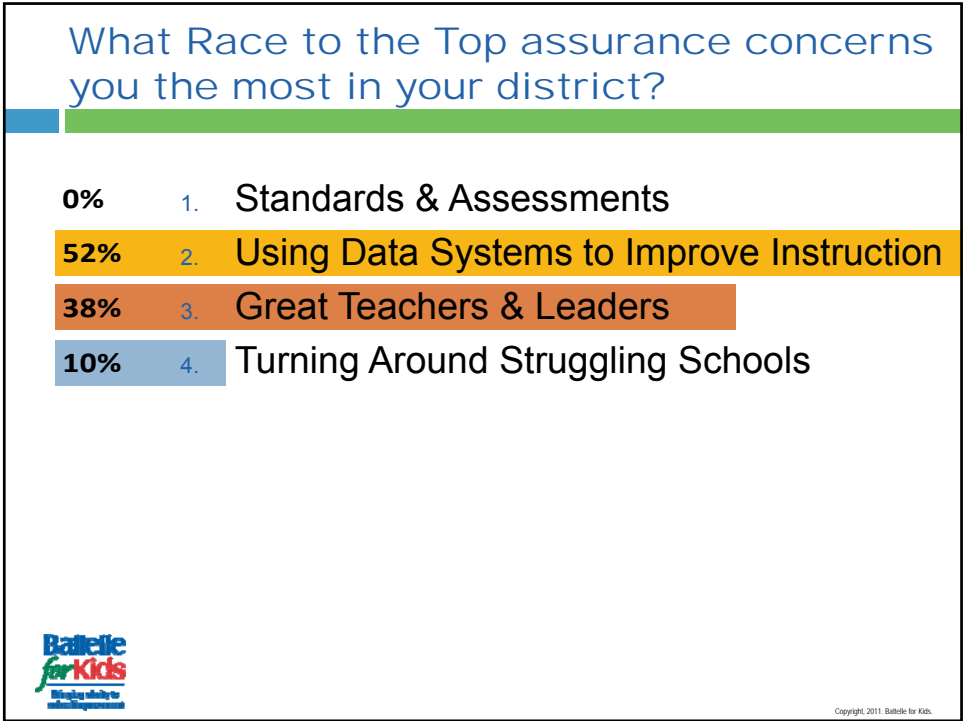


OHIO LEA MEETING
BFK SUPPORT FOR RTT
JANUARY 20, 2011

Learning Targets

- Review big Issues in Ohio and nationally
- Understand the four assurances and what will be provided for each
- Understand how Battelle for Kids can support
- Next steps and future meetings
- Battelle for Kids' RttT Resources
 - http://portal.battelleforkids.org/Ohio/Fileroom/RaceToTheTop/LEA_SOW_Info.html?sflang=en





Within your district, which grade levels do you think need the most assistance?

15% 1. Elementary

20% 2. Middle

65% 3. High



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What area can Battelle for Kids help with most?

24% 1. SOAR & T-CAP

33% 2. Ohio Value-Added High Schools

5% 3. Educator Evaluations

0% 4. Strategic Compensation

38% 5. Formative Instructional Practices



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Who is in RttT across the country?

- Delaware – \$100M
- Tennessee – \$500M
- DC – \$75M
- Florida – \$700M
- Georgia – \$400M
- Hawaii – \$75M
- Maryland – \$250M
- Mass. – \$250M
- New York – \$700M
- N. Carolina – \$400M
- Ohio – \$400M
- Rhode Island – \$75M



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Big Issues

- The National Landscape
 - The Four Assurances
 - #1 Standards and Assessments
 - #2 Using Data Systems to Improve Instruction
 - #3 Great Teachers and Leaders (Principals)
 - #4 Turning Around Struggling Schools



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Battelle for Kids Bringing Clarity to Ohio's Race to the Top
Who's Offering, and Funding, What

ODE

- Standards and Assessments - NEW**
Crosswalks from old to new standards and alignment to new assessments, including Kindergarten readiness
- Using Data to Improve Instruction**
Teacher-level value-added reports in grades 4-8 in math & reading, online courses in value-added analysis, formative instructional practices (FIP) and formative assessments (FA), instructional improvement system (IIS)
- Great Teachers and Leaders**
Evaluation gap analysis tool, suggested models via OTES and OPES, STEM initiatives, FA and FIP professional development (PD), regional support structures
- Turning Around the Lowest-Achieving Schools**
As approved in the OIP/CCIP

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Bringing clarity to education

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Battelle for Kids Bringing Clarity to Ohio's Race to the Top
Who's Offering, and Funding, What

BFK - LEA Support

- Standards and Assessments**
Supplemental assessments with TN3 in grade 2 and science & social studies in grades 3-8, ACT end-of-course exams in grades 9-12
- Using Data to Improve Instruction**
Teacher-level value-added reports in science and social studies in grades 3-8 and high school, IIS included in ACT QualityCore™
- Great Teachers and Leaders**
FIP, coaching, PD and human capital consulting including evaluations and strategic compensation
- Turning Around the Lowest-Achieving Schools**
Strategic consulting

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Battelle for Kids Bringing Clarity to Ohio's Race to the Top
Who's Offering, and Funding, What

TIF

Standards and Assessments
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Discussion Questions

Reflecting on Ohio Race To The Top


DISTRICT: _____ DATE: _____

REPRESENTATIVE(S): _____


Strengths	Challenges
Ohio RttT	
Hopes	Fears

About *SOAR* & T-CAP


- Using data to prepare students for high school
- *SOAR* provides building- and subject-level value-added reports in grades 3-8 in reading, math, science and social studies
- T-CAP provides additional reports at the teacher-level in the same grades/subjects



SOAR
School Improvement Collaborative



TCAP
Teachers Connecting
Achievement & Progress



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Benefits of *SOAR/T-CAP* Participation

- Extended value-added reporting
 - (Math & reading in grade 3, science & social studies in grades 3-8)
- Executive summary reports at the district- and building-level
- Professional development opportunities around value-added
 - Kick-off meeting February 24 in Columbus
- Support materials for leaders
- Opportunities for teachers and leaders to learn and share best practices
- Opportunities to collaborate with other schools/districts



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Levels of BFK Services

- **Level I (general participation)**
 - Reports/executive summaries
 - Linkage training
 - Value-added training
 - Future opportunities
- **Level II**
 - Same as Level I plus embedded coaching/PD
- **Level III**
 - Same as Level II plus human capital options



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Tiers of District/Building Experiences

- Schools/districts start this work in a range of experiences/exposures
 - Tier 1 “Novice”
 - Tier 2 “Specialist”
 - Tier 3 “Expert”

- Tiers will be determined either by electronic survey or discovery session with BFK



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Testing Regimen

2011 TESTING REGIMEN

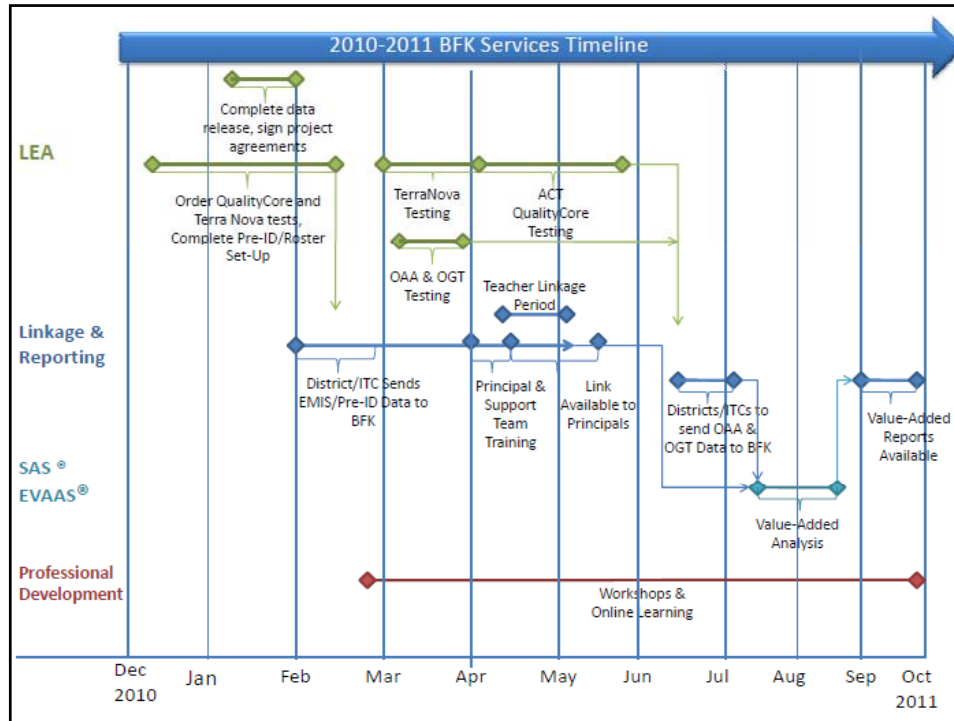
Grade	Math	Reading	Science	Social Studies	End-of-Course	ACT College Entrance
2	TN3	TN3	TN3	TN3		
3	OAA	OAA	TN3	TN3		
4	OAA	OAA	TN3	TN3		
5	OAA	OAA	OAA	TN3		
6	OAA	OAA	TN3	TN3		
7	OAA	OAA	TN3	TN3		
8	OAA	OAA	OAA	TN3	ACT QC*	
9					ACT QC	
10	OGT	OGT	OGT	OGT	ACT QC	
11					ACT QC	ACT
12					ACT QC*	

*ACT QualityCore® end-of-course exams are available for grades 8 & 12, but are not part of the required testing regimen for the OVAHS initiative.

NOTE: If you are currently administering TN2 tests, you do not need to change to TN3.

The cost calculator for discounted test rates can be accessed through the following link:
http://portal.battelleforkids.org/Ohio/FileRoom/RaceToTheTop/LEA_SOW_Info.html?sflag=en

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SOAR/T-CAP Next Steps

- Submit *Intent to Participate* form
- Submit data release form
- Order tests
- Submit project agreements
- Mark your calendar

Ohio Value-Added High Schools (OVAHS)

- T-CAP goes to high school
- Third year of a three-year initiative
- 49 Ohio high schools participating
- All students college/career-ready



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Courses Being Tested in OVAHS

- | | |
|---|---|
| <ul style="list-style-type: none"> □ English 9 □ English 10 □ English 11 □ English 12 | <ul style="list-style-type: none"> □ Algebra I □ Algebra II □ Geometry □ Pre-calculus |
| <ul style="list-style-type: none"> □ Biology □ Chemistry □ Physics | <ul style="list-style-type: none"> □ U.S. History □ Note: Out of Scope Tests |



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OVAHS Year 1 ACT College Readiness Gains

Level I		Level II	
English	+3.3%	English	+5.9%
Math	+4.5%	Math	+9.2%
Science	+3.5%	Science	+2.5%
Reading	+3.1%	Reading	+8.1%



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Not Just Another Test

- Time
- Tools
- Targets



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Additional Important Strategies

- Embedding college readiness skills within a rigorous curriculum
- Learning walks
- Instructional rounds
- Higher level questions
- Vertical tracking
- Projections!!!



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ACT QualityCore™ Tools and Targets!

English 9

If your goal is to...	All	You'll want to use...
→ Align your curriculum with the key essential knowledge and skills students need to be prepared for postsecondary education or workforce training.	<input type="checkbox"/>	Course Objectives Booklet
→ Identify and incorporate the pedagogical strategies that make a course rigorous, to define course content, and to set forth classroom policies that encourage deep understanding.	<input type="checkbox"/>	Course Description and Syllabus English Rigor and Relevance Template
→ Align curriculum and assessments with the key essential skills.	<input type="checkbox"/>	Course Outline End-of-Course Test Blueprint Instructional Unit Plans
→ Design instruction for specific learning goals, student needs, student characteristics, and your learning context.	<input type="checkbox"/>	Guidelines for Developing an Instructional Unit
→ Use multiple assessments for defining and analyzing learning goals: pre-assessment of student learning, ongoing assessment of student progress, and summative assessment of student achievement.	<input type="checkbox"/>	<div style="border: 1px solid gray; padding: 2px; display: inline-block;">Launch Test Builder</div> Benchmark Assessments
→ Reflect on a unit of instruction focusing on student learning and the factors that facilitate and/or impede learning.	<input type="checkbox"/>	Sample Unit

www.QualityCore.org

Preview PDF

Benefits of OVAHS Participation

- Value-added reporting in high schools at the building-, course- and teacher-level
- Executive summary reports at the district- and building-level
- Subscore reports based on ACT QualityCore exams
- Projections to college readiness
- Professional development opportunities around value-added
 - *Kick-off meeting for new schools February 16 in Columbus*
- Support materials for leaders
- Opportunities for teachers and leaders to learn and share best practices
- Opportunities to collaborate with other high schools



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Vision for the Future

- Evolution of the State System and SOAR
 - Emphasis on school improvement
 - Merging of the two systems
 - One EVAAS® login
 - State reports in grades 4-8; more reports for SOAR
 - Classroom-level analysis expanded to the entire state
 - Analysis available for more grade levels and subject areas
 - High school analysis expanded to the entire state



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Context of Value-Added in Ohio

- Diagnostic Use
- Accountability
- Classroom Effectiveness



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T-CAP Founding Premises

- The teacher must be the catalyst of any real school-improvement initiative.
- Achievement and progress data are needed to create a complete picture of school and teacher effectiveness.
- Teacher capital will be most effective and measurable through collection, analysis and reporting of classroom-level value-added data.



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T-CAP Founding Premises (cont.)

- Educators must receive high-quality, targeted professional development to best understand and use this data to achieve the ultimate goal.
- When reliable diagnostic information about teacher effectiveness is provided to trained principals and teachers, that information will be the stimulus for sustainable, continuous school improvement and subsequently higher student achievement.



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Challenges As We Move Forward

- School cultures are ill prepared to recognize and leverage HETs.
- Effective teachers are often not recognized based on their students' growth.
- School cultures often do not support the open and routine sharing of classroom-level reports in the service of team decision making and goal setting.
- Heightened national attention to compensation reform may contribute to teacher consternation about the use of classroom-level reports for diagnostic purposes.



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Battelle for Kids' Existing Services

- Formative Instructional Practices
- Face-to-face training for teachers and leaders
- Online formative assessment courses
- Developing a coaching-the-coach model



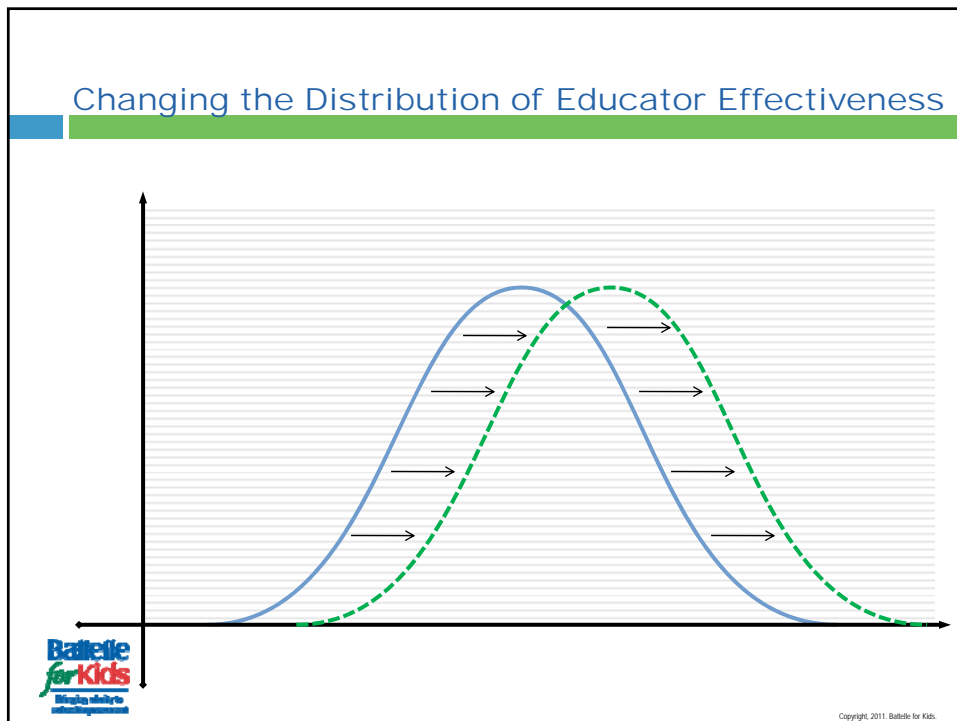
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Human Capital

- cap•i•tal (n.) \ka-pə-təl- An **asset** or advantage available for use in production.
- In schools, the skills, competencies and knowledge of educators are **assets**.
- Battelle for Kids believes the “right” people matter. Our Human Capital services help school organizations align human resources practices to improve the quality of teaching and learning.



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Group Discussion/Q&A

Mary Peters – Formative Instructional Practices

Erica Powers – SOAR & T-CAP

Mark Black – Ohio Value-Added High Schools

Mark Hartman – Ohio Race to the Top

Tony Bagshaw – Human Capital



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Next Steps

- Intent to Participate form
 - Select services
 - Consult with BFK rep after this meeting
- Data Release form
 - Superintendent to sign and return to BFK
- Both forms due no later than 1/26/2011
- Take sample agreements to school board
- Agreements will be sent by mail in the coming weeks



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Was the information presented today helpful to you?

- 0% 1. Yes
- 0% 2. No



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Was the length of this session...

- 0% 1. Too short
- 0% 2. Too long
- 0% 3. Just right



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I feel prepared to move forward with Race to the Top work.

- 0% 1. True
- 0% 2. False



We appreciate your feedback!

Please feel free to share any additional feedback with Battelle for Kids staff at the conclusion of this session.

Thank you!





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for Kids
Bringing clarity to
school improvement

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