Fifth *to* **First:**

Ohio's Race to the Top Strategy

LEA Scope of Work

LEA Name:	Coshocton City Schools
LEA IRN:	043828
LEA Contact:	Dr. Dave Hire, Superintendent

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. X

Fifth to 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 theTop strategy.

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

*Directions: This Scope of Work template is available online at www.rttt.education.ohio.gov. Participants should complete the form online and submit it by clicking on the "Submit" 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?

In 2014, the Coshocton City Schools will look dramatically different than it does today. We will have transformed the way we use data and information, train and support our teachers and administrators, connect with and meet the needs of our students, and engage community members. Throughout this transformation, our constant goal will be improved learning resulting in college- and career-readiness for all of our students.

This transformational process begins with the commitment to recognize that 21st century "schooling" is an ongoing process, not just a physical place where teachers and students gather. All of our stakeholders—administrators, teachers, students, parents, community members and others—will embrace the concept that "school" is about a learning journey that never ends. Continuous learning requires new strategies and approaches to advance teaching and student learning. To succeed in the 21st century, we will apply new strategies, evaluate our progress in terms of student outcomes and share our successes and lessons learned to ensure that our work is replicable and scalable.

In 2014, we will be well on our way to having an effective teacher in every classroom and an effective principal in every school—two of the fundamental requirements for an effective learning environment. Accordingly, we will emphasize recruiting, training, evaluating and retaining the best and brightest educators. There will be a strong emphasis on empowering these educators with the knowledge, skills and information they need to effectively lead transformation in schools and classrooms. Teachers will become "facilitators of learning" rather than "deliverers of instruction." The art of teaching will evolve and expand. Principals will serve as instructional leaders, as well as building managers.

Data and information will drive our decision-making, and student academic gains will be our fundamental success measure. Teachers and administrators will embrace data, and data will inform dramatic improvements in our professional development and collegial collaboration. Just as data will enable us to differentiate instruction for students, data will enable formative-oriented educator learning and growth. Data and information around multiple measures also will serve as critical components of how we identify and recognize highly effective teachers and leaders. By identifying these individuals we will be able to uncover the instructional practices that have a positive impact on students' academic performance and share these best practices with all teachers and principals.

Reinforcing that students are the ultimate beneficiaries of Race to the Top (RttT) related work is our priority. Through our work with enhancing instruction, students will benefit from: more relevant and rigorous course work and teaching; higher expectations backed by formative instruction that propels all students to mastery; better use of data to guide students into instructional settings that recognize their potential and improve their chances of fulfilling it; improved integration of technology; use of student input to make better school- and district-level decisions; and, a more fully informed and engaged community that supports all the components of a truly successful 21st century education.

Schools must continue to enhance and encourage community partnerships and engagement at all levels of the community. Our vision has been shaped by our participation in the Battelle for Kids' Ohio Appalachian Collaborative (OAC) and the Rural Transformation Model. With Battelle for Kids as an implementation partner and with their efforts and ours to secure partnerships with various regional and national organizations that will support our work, our confidence for

achieving this vision increases exponentially.

We recognize that our transformation work does not proceed in a vacuum. Our vision includes a well-informed community that understands and supports our work. This may require some shifting from past perceptions about how schools operate and why transformation is in everyone's best interest. With teachers, students, and administrators, implementing this part of our vision will be done proactively and strategically—with success monitored along the way.

What will be different for our students? Our students will understand, starting well before high school, that their post 12th-grade opportunities multiply dramatically when they acquire college- and career-ready knowledge and skills and then strive to reach their full potential. Students will realize that they are not only competing with those students in their own class, school, neighboring district or states, but internationally. Through our school improvement efforts, they will be well equipped for this competition. The OAC's Rural Transformation Model addresses students in these ways:

1. **Engaging all students in rigor, relevance and 21st century skills**
    a. Developing core skills for independent, critical and creative thinking and encouraging the pursuit of life-long learning
    b. AP, dual credit, Pre-AP, 8th grade algebra, flexible credit options and academic acceleration
    c. Online and open-source courses and collaborative distance learning
    d. Real-world work processes, problem-solving and products embedded in student learning

2. **Increasing STEM (Science, Technology, Engineering, Math) access, participation and performance**
    a. Additional courses, participation and persistence through the senior year
    b. Identify business and regional partnerships to provide experience in STEM careers
    c. Accelerate STEM best practices across the region

3. **Expanding access to workforce development opportunities**
    a. Providing learning opportunities that connect to regional job-growth trends
    b. Engaging students in academic counseling connected to career trajectory
    c. Community and business partnerships to create entrepreneurship and economic development

What will be different for our teachers? We know that expanding academic opportunities for students depends on our teachers. And we know that in order for them to provide personalized learning experiences to every student, they need access to data and information that is relevant to the students they teach. While we have long embraced the use of data for decision-making, it will be critical not to just provide teachers with data and information, but to ensure that they know how to accurately and effectively interpret and apply it to their instructional practice. Fundamental to this work will be extensive and differentiated professional development and coaching centered around:

1. **Measuring student growth through the use of value-added data**
    a. Grades 3–8 in reading, math, science and social studies
    b. High school end-of-course exams and the ACT college entrance exam for all students
    c. Pilot growth measures for K-2 and non-core teachers

2. **Using a variety of formative instructional practices to provide ongoing feedback to stakeholders**
    a. Staff, students and parents know clear learning targets and have real-time, ongoing feedback
    b. Common formative assessments are used for teams to learn and replicate what works
    c. Summative and benchmark assessments to track student progress

3. **Utilizing data to identify and accelerate best practices across the Collaborative**
   a. Identify, study and share practices of teachers who have high student growth rates
   b. Use student academic projections (as derived from value-added analysis) for course placement and intervention
   c. Pilot Gallup student survey and share practices of teachers who receive high student ratings

What will be different for our administrators? Change is difficult but necessary to achieve our goals. Because many of the changes we are making will be unprecedented in the Appalachian region, our administrators will be well versed in strategies for leading change and supported by collegial networking. To accelerate these changes and enable their success, our administrators will participate in extensive professional development and ongoing coaching focused on:

1. **Leading change and encouraging collaboration and continuous professional learning**
   a. Develop a shared vision of highly effective teaching across LEAs
   b. Share challenges and successes with other LEAs
   c. Address needs during change and support collaboration for ongoing growth

2. **Using data to focus on highly effective teaching for every student**
   a. Understand and lead staff on how to use value-added, achievement and projection data
   b. Support teams to act on data
   c. Use student achievement projections (as derived from value-added analysis) for course placement

3. **Informing and engaging all community stakeholders**
   a. Ongoing, user-friendly communications
   b. Provide parent support to select, apply to and fund regional college and career opportunities
   c. Collect feedback from community members, parents and all stakeholders

In addition to developing our administrators to be more effective leaders, we will provide them with the support to better identify, support, recruit and retain effective teachers. This focus on human capital development will be new for many administrators and a necessary step toward enhancing teacher effectiveness and student outcomes. Our efforts will be geared toward:

4. **Collaborating regionally to create a shared vision of highly effective teaching practices**
   a. Teacher teams using data to focus on actions to improve learning
   b. Coaches working with teachers and leadership teams for job-embedded learning
   c. Digital and face-to-face collaboration networks to share best practices

5. **Enhancing teacher evaluations that incorporate multiple measures**
   a. Walk-throughs and ongoing feedback for growth
   b. Innovative pilot evaluations, including student growth and feedback
   c. Establish Peer Assisted Review (PAR) across the region

6. **Developing talent through induction, mentoring and ongoing learning**
   a. Effective on-boarding experiences
   b. Developing mentors to coach best practices
   c. Culture of inquiry—online courses, face-to-face training and site visits

Substantial progress has been made in defining and identifying highly effective teaching. When we apply proven processes for this and widely share best practices, we will dramatically impact our desired results. In addition, we are committed to exploring the role that enhanced compensation and other creative recognitions related to highly effective teaching can play in achieving our goals for improving student outcomes. This is part of our overall, comprehensive and strategic approach to educational transformation—in this case, pioneering human capital development initiatives. Our approaches in this area will include:

7. **Investigating and innovating new ways to recognize educator excellence**
   a. Identify highly effective principals, teachers and schools to learn best practices
   b. Research ideas across the country
   c. Collaborate across districts and across the OAC

8. **Creating and implementing pilot models for incentives**
   a. Investment incentives to provide resources to teachers to invest in their classroom
   b. Opportunity incentives for teachers to participate or present at the state and national levels
   c. Performance pay incentives at individual, team and building levels

9. **Devising innovative approaches to career ladders for teachers and principals**
   a. Use student growth results as an element of career advancement
   b. Utilize multiple measures in combination to provide evidence of successful practice
   c. Create advanced career levels that include leadership roles and other responsibilities

What will be different for our community stakeholders?

The significant, positive change we envision involves the community and its diverse stakeholders. Education is a community enterprise and the results will impact the people and activities well beyond the school walls. Workforce development is vital to the Appalachian region's future and is intimately tied to educational improvement. We acknowledge the importance of working closely with the individuals and organizations that will be integral to our success and that of the OAC, including parents and families, community members, business leaders, civic leaders/organizations, higher education, philanthropic organizations and federal, state and local officials/agencies. Key strategies include:

1. **Increasing awareness/commitment for a new vision for educating children in the 21st century**
   a. Lead discussions including data about the future of work that creates a vision for change
   b. Provide opportunities to utilize expertise of volunteers across multiple stakeholder groups
   c. Engage parents and students to embrace the vision for change and rationale for all students to be college- and career-ready

2. **Partnering with regional higher education institutions to increase course rigor and support access to college. As a result, we will approach higher education institutions to:**
   a. Collaborate with our high school teachers in similar areas of expertise
   b. Provide expertise and ongoing support to sustain the work after the grant
   c. Directly support parents to help students successfully enter college

3. **Working with business, civic groups and other organizations for economic development**
   a. Create innovative entrepreneurial and workforce development opportunities

    b.   Provide access to the workplace for students
    c.   Assist in fund raising and providing ongoing resources

Our Current Reality

Our district has already begun many of the aforementioned initiatives. We moved from Continuous Improvement to Effective for the 09-10 SY, but more importantly, were finally able to achieve one year's growth through value-added measures after three less successful years.

We have added AP coursework in the past year and now offer AP English 11 and 12; AP Calculus; AP Psychology; AP Studio Art: 2-D Design; and, AP Studio Art: Drawing. We also have 16 additional AP courses available to students via Apex. The district has made provisions to assist students in taking the AP exams. In the spring of 2010, our board adopted our new credit flexibility program and we currently offer Physics as a dual enrollment program in partnership with Central Ohio Technical College (COTC). Our students from grades 5-8 and 11 participate in a college visitation program through both OACHE and Ohio College Access Network (OCAN) grants, which we would like to continue and expand. Each year our elementary intermediate students visit several colleges and universities. Participants are tracked and the program's research indicates an increased likelihood of college enrollment from those participants.

Our teaching staff strives to work as a professional learning community and is willing to expand their knowledge in order to help every student achieve academic success and growth. Several of our teachers and many of our families do not have access to high-speed internet or updated productivity tools. Staff use district technology tools and families use our community library and an open lab at one of our elementary schools. Since our district is in the middle of a segmented Ohio School Facilities Commission (OSFC) project, our elementary teachers anticipate much more community and collaborative opportunities when our three elementaries merge into one in 2013. In order to make this a smooth transition, we have begun work and will continue working to develop strong and effective communication and collaborative skills.

Teachers use standardized data through standard reports, as well as the longitudinal data system provided through our local educational service center (MVESC), which is currently expanding to include other student measures such as the Dynamic Inventory of Basic Early Literacy Skills (DIBELS). Teachers utilize value-added data (we have been a SOAR/TCAP district for many years) as a measure of success for various quintile and tertile groups, as well as projection data for student intervention purposes. Teachers of grades 3-8 Math, Science and Social Studies recently aligned their curriculum using mapping (pacing maps which include benchmarks, indicators, and key vocabulary) and aligned periodic and/or quarterly formative assessments for tracking student progress. A process for using the data from these assessments was developed last school year and has been refined for use this school year. K-3 teachers administer DIBELS as a universal screener followed by progress monitoring and intervention. Teachers are committed to the new Common Core Standards (CCS) and Ohio's newly adopted content standards in Science and Social Studies. Teachers have begun correlating new content standards to current standards, noting likenesses and differences in content and verbiage. Practices of observing one another have begun. High school teachers are preparing to administer end of course exams in the spring of this school year supported by Battelle for Kids (BFK) and the Ohio Appalachian Collaborative (OAC).

Building administrators encourage staff members' participation in professional learning communities. Building administrators lead their teachers in the analysis of district and building data using multiple measures such as value-added growth, projection, and TCAP data; achievement data; screening data, and formative assessment data. Building administrators are part of the periodic/quarterly review process in each building and assist grade level leaders in ensuring the process. We will be beginning the Ohio Improvement Process (OIP) in December, with members from our Transformation Team continuing (in order to create seamless initiatives) with other staff representation joining us. Administrators have begun Walk-through training and practice.

Coshocton City Schools has always benefited from the shared interest and support of our stakeholders. Shared university partnerships, local and regional collaboration through the Muskingum Valley Educational Service Center (MVESC) and our regional Title I consortium of Ohio Administrators Association of Federal School Education Programs (OAASFEP) allow us to stay informed as well as inform those with whom we serve.

Conclusion

As a district committed to a demonstration that "excellence in action leads to excellence in results," Coshocton City Schools seeks to be an active participant in the

Ohio Appalachian Collaborative and the Race to the Top Initiative. We are already involved in TCAP and SOAR and look forward to the merits gained in participating in the Ohio Value Added High Schools project for end of course exams. Our district stands in a position of strength to begin this initiative supported by a solid and committed leadership team, including Board, administration, and staff, that is poised to create and invent the future of educational change and reform.

A Grand Bargain for Education Reform: New Rewards for New Accountability speaks clearly and soundly to a comprehensive approach that our Board, administration and staff can stand firmly behind. In fact, we are already making strides to many of the focal points of the framework. Our joint focus on meeting Value-Added growth measures has created a more cohesive, unified effort among our leadership team, staff, Board and community to turn around our schools and district, increasing opportunities for our students and ensuring that each child gains at a minimum one year's growth. This commitment to excellence has saturated every level of our work, and resulted in our being able to meet that goal in 2010 for our students. Focused studies on leadership, teachers taking advantage of after school professional development opportunities, monthly reviews of data, new revisions of curriculum and assessments, and growing Professional Learning Community commitments are just a few examples of our shared commitment. It is our desire to fully and cooperatively commit to this new initiative and continue to strive for excellence.

RACE TO THE TOP PRESSING ISSUES

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

Standards and Assessments

Across the Collaborative, Local Education Agencies (LEAs) must address: 1) Engaging staff and parents to understand and embrace that all students can attain college- and career-rigor expectations. Significant dialogue with staff and parents will be necessary to correct misconceptions and create a new understanding about 21st century college- and career-level expectations for all students. 2) Time to align to new standards at a rapid pace while simultaneously implementing formative instruction will be essential. Alignment between new standards and current assessments creates ambiguity and concerns regarding what to teach and will need to be addressed. We will need to build an understanding that curriculum is not a fixed document. It is an evolving set of standards that adjust to meet current needs. Therefore, staff will need comprehensive professional development around formative instruction and formative assessment. 3) Staff will need extensive professional development on the new content standards and in the differentiation of instruction for those content standards, and training on accessing and using the web-based format. 4) Staff will need immediate and free access to reliable and innovative technology tools, professional development on using the web-based curriculum, and training on the use and integration of web tools (such as Web Tools 2.0) into instruction. Tech support will need to be responsive in a timely manner. 5) Students will need dependable technology and immediate, flexible, and free access to technology tools and networks. 6) Some students will need training and/or assistance in order to independently participate in testing.

Using Data to Improve Instruction

Across the Collaborative, there are a variety of data systems and varying levels of use and expertise at the classroom level using these systems, technically and instructionally. Meshing the systems, assessing current usage strengths and weaknesses and ensuring expertise to lead the use of these systems effectively is an immediate priority. With staff transitions, it is essential to define a process for on-boarding new staff and maintaining internal expertise. Assessing current practices in formative instruction will serve as a foundation for training. Overall, we need to learn how to become strategic about the data which matter most and how to use data effectively. We also need training on how to use data as a tool for improving teacher effectiveness and improving student performance.

Since the data systems will be web-based, staff will need dependable and reliable technology tools, infrastructure, and access in order to make the data valuable for teaching and learning, as well as technical training and on-going support.

Great Teachers and Leaders

Teachers are concerned about innovations related to comprehensive evaluation systems based on multiple measures that include student growth. Instructional staff quickly needs information regarding models, processes and outcomes and the opportunity to openly address concerns and reach consensus on common evaluation content/domains and processes to use across LEAs in the Collaborative. Common evaluation content across the Collaborative will set the stage for a peer review. Value-added and TCAP measures at the classroom level are in place in our district in grades 3-8, but not yet at our high school. Our teachers and our administrators will work cooperatively with BFK to strengthen and validate the linkage process, as reliable data entry at the time of linkage encourages teachers to confidently respond to the data results. As new administrative and teaching staff come on board, and as system updates occur, training will need to be provided for all involved, including being wise consumers of data. Additional conversations regarding other multiple tools can be included and piloted for student growth measurement in non-tested grades.

Turning Around the Lowest-Achieving Schools

This section is not applicable to Coshocton City Schools because none of our schools meet the criteria for the lowest-performing 5 percent of schools in the state or the less than 80 percent graduation rate benchmark in the Governor's Closing the Achievement Gap Initiative.

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?

Coshocton City Schools' Transformation Team, in coordination with other Transformation Teams in the Collaborative, will work to align all district efforts for improvement to ensure we meet RttT commitments and improved student achievement. Our team will monitor implementation and suggest strategies to remove barriers and modify efforts as needed. Student progress will be regularly monitored and the plan will be modified annually, as needed. In addition to the resources dedicated to this work through the Collaborative, we will utilize local RttT and other grant funds to provide release time, professional development, testing, communications, technology, and stakeholder engagement opportunities. We also will utilize existing resources provided by the Ohio Department of Education (ODE) and support provided by educational service centers (ESCs); support teams (SSTs), higher education and other partners.

 We will engage stakeholders through district leadership teams that include union leaders, superintendents, building leaders, central office administrators and others. Staff will engage in an extensive review of information, provide input, and participate in professional development to equip them to enact new practices. Our Transformation Team will provide regular presentations to our Board of Education and host community events that include a Learning Map activity to engage community stakeholders, as well as students/student groups.   Students will have an opportunity to share their voice as we conduct Learning Map activities with them, as well. Partnerships with parents, students and student groups, community members, ESCs, higher education, and others will be actively

encouraged throughout the process. We will solicit their feedback through engagement events, surveys, etc. to ensure they are a part of the change process and utilize their feedback

1. **Communication & Buy-In:** There is significant concern that staff will see this initiative as another passing phase and will not have true "buy in." Additionally, staff may feel that parts of this initiative are being or will be imposed upon them rather than being developed with them. To mitigate these risks, our Transformation Team l develop communication pieces that show alignment between RttT and other initiatives, such as HB1, OIP (and the Decision Framework process), CCIP, professional development, and our buildings' Title I School-Wide plans, etc. In addition, Battelle for Kids, teacher union leaders, and superintendents recognize that transformational change is challenging and requires high levels of engagement and collaboration. We also recognize that some aspects of project implementation will need to be determined using the collective bargaining process and that each LEA will be responsible for using this process in ways that fit their individual needs. The Coshocton City School district accepts the responsibility to mitigate the risk of insufficient buy-in by implementing collaborative change strategies—with sufficient time allotted—in ways that make sense at the OAC and LEA levels. And, collaboration will continually flow from the shared commitment to the primary outcome of the work—higher levels of student learning.

2. **Pace and Magnitude of the Changes:** With simultaneous work on many fronts, support from various partners, and little time available to engage staff, there is a risk that work will be rushed, limiting time for robust input. There also is a concern that strategies will be pushed "out of order," making it difficult to ensure coordination and follow through. We will mitigate these risks by creating a detailed, coordinated timeline with key milestones that will be shared with all stakeholders. We will use our Transformation Team to monitor and communicate progress on key milestones and adjustments to timelines, when necessary. Feedback loops for staff to continually express suggestions related to how to expedite the work also will be created. We recognize that time will be needed for staff to do this work.

3. **Leadership:** If our leaders don't fully subscribe to the work, believe wholeheartedly in its importance, and support the work daily, those in the trenches will never accept what must be done. Developing, supporting, and holding leaders accountable will be the key to minimizing the risks. To support our efforts, we will take advantage of leadership team meetings hosted by the Collaborative to encourage professional learning across participating LEAs. Regular meetings within Coshocton City Schools' administrative team and teacher leaders will also help support modeling and accountability for implementation.

4. **Sustainability:** There is a risk that the work will not be engrained within Coshocton City Schools and will conclude at the end of the grant. We will mitigate this risk through proactive planning for viability and costs. We will commit to working with regional and district/building leaders to establish internal and regional resources. A plan for integrating ongoing costs, including the sustainment, upgrade, and replacement of technology as advances are made, into our budgets by reallocating funds will be created.

5. **Morale and Will to Stay the Course Through Implementation Challenges:** Research shows that a "dip" in student performance often occurs after the implementation of new initiatives/improvements. As a result, there is a risk that people may want to abandon the initiative or improvement effort. Leadership will play an important role in sharing and explaining the rationale behind the work and encourage perseverance to continue forward. The observation of funds being applied to support the work will also send a clear message to staff, students, and stakeholders of the district's intent and sincerity of commitment.

In addition, our LEA has a long-standing, positive relationship with the community. There is a risk that if we experience a dip in student performance as a result of this work, there may be a strain in the relationship, which may weaken the resolve for change. Furthermore, there is concern that having difficult conversations about the need for change may risk our level of trust with the community. We will address this through engagementi events where community and staff can learn together why change is necessary. Clear, concise and regular communication to address concerns openly and provide opportunities for feedback will be implemented. Obligation and application of funds as planned will reinforce will and morale of staff and community members, as they recognize the demonstrative commitment of school leaders.a vi

6. **Inaccurate/Inappropriate Use of Data:** Creating a data-driven culture requires the accurate and appropriate use of data and the reliability and dependability of technological systems that support use. One of the risks we face is having staff that does not have the skills to thoroughly understand data and use it appropriately. We also face the challenge of ensuring the provision of accessible and sustainable technological systems and hardware. We will mitigate these by providing professional learning opportunities through the Collaborative, which will include learning from the best practices of other LEAs. The use of best practices will be reinforced through job-embedded learning supported by coaches in the field and coordinated with the support provided by our local ESC. To ensure appropriate guidelines for how to use data for evaluation and strategic compensation, we will engage our administrative team, Transformation Team, school leaders, and union leadership in regular professional learning opportunities and collegial dialogue. We will also train our teachers and administrators with the support of the BFK/ OAC to ensure the fidelity and accuracy of the data.

7. **A Silo Approach May Hinder Innovation Among the Collaborative:** There is a risk to the concept of "collaboration" that when all of the LEAs begin this work at the local level, there will be temptation to isolate from one another. To ensure that sharing/learning from one another takes place, we will work with the Collaborative by working from and within coordinated timelines with key milestones; furthermore, we will gather with LEAs where there will be an expectation to share information and participate in conversations/learning around successes, challenges, concerns, etc. We will build collaborative relationships through sub-committees that will reach beyond our Transformation Team and include staff, students, parents, and community members, giving all stakeholders a voice.

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:

1. Our Transformation Team will be formed with at least 50 percent teachers and be actively involved leading the ongoing monitoring of plan implementation over the next four years. This team will serve as a model of collaboration and champion the work in Coshocton City Schools.
2. By May of 2011, Coshocton City Schools will have completed a comprehensive and viable communication and collaboration plan between and

amongst school and community stakeholders.

3. **Our local board of education, all staff, parents and community members will receive monthly communication regarding our work around Race to the Top priorities.**
4. **Local stakeholders will take advantage of multiple opportunities for collaboration, regarding Race to the Top initiatives, over the next four years.**

Key Personnel: [List Transformation Team members and roles]

Coshocton City Schools' Transformation Team Members include key Central Office personnel Dr. Dave Hire, Superintendent and Kathy Robbins, Director of Curriculum and Learning. The team includes elementary representation: Dave Skelton, Principal; Stephanie Snider, Barb Teti, and Michele Loomis (IS) Classroom Teachers. The junior high representatives include Jon Snider, Christi Fauver, and Susan Nolan, who is also the CCEA union representative. The high school representation is led by Principals Bill Hartmeyer and Grant Fauver, and joined by Helen Boyd (ELA), as well as Guidance Counselors Nancy Hatem and Darcy Gordon.

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 Scope of Work Activities)

To ensure oversight of local RttT efforts, our Transformation Team will meet regularly to complete the final scope of work, provide in-service for all stakeholders regarding the details of the work and establish procedures and protocols for ongoing monitoring of the work. Selected representatives of our Transformation

Team will attend and actively participate in all meetings of the Ohio Appalachian Collaborative (OAC), bringing back the work for review and action. The OAC will launch a comprehensive communication plan to explore why changes in schooling are needed. A primary communication vehicle for the OAC and Coshocton City Schools will be a comprehensive Web portal where information and resources will be available. We will use this portal to share information about our work with staff, parents, community members and other stakeholders. Other communication materials will include, but are not limited to: Frequently Asked Questions, newsletter articles, brochures/flyers and other materials. In addition, our Transformation Team will provide monthly updates to our Board of Education, staff and community regarding the work of Race to the Top (RttT) and the OAC and our progress toward meeting the goals. Initial community engagement efforts will focus on a series of meetings using a Learning Map activity to build an understanding for the need that all students need to be college- and career-ready upon high school graduation. To measure the success of our communication efforts, we will work with the OAC to conduct district and community surveys each fall and spring. Results will be analyzed by our Transformation Team and used to make adjustments in the communication plan as needed.

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

Year 1, FY 11
- By November 1, 2010, our Transformation Team will be formed with the required composition
- By February 1, 2011, content will be posted on Coshocton City Schools' Web site and informational meetings with staff will be held
- By May 2011, a written communication plan, with measurable action steps, will be available for review
- Assessment results will reveal that at least 75 percent of action steps are being successfully completed within the time line. The results will drive plan adaptation and be available for public review.
- Survey results from staff and other stakeholders will confirm a satisfaction rating of at least 80 percent regarding support for the work as important for improving student learning and the overall quality of communications. School and community survey results will be available for review.

Year 2, FY 12
- By September 2011, review composition of Transformation Team to maintain composition of 50% teachers and to include additional representation from students, parents, and community stakeholders.
- By September 2011, update postings and quality communication on Coshocton City Schools' Web site
- By May 2012, evaluate written communication plan developed and implemented throughout FY 12; survey and utilize feedback for revision and improvement.
- May 2012 assessment results will reveal that at least 75 percent of action steps are being successfully completed within the time line. The results will drive plan adaptation and be available for public review.
- May 2012 survey results from staff and other stakeholders will confirm a satisfaction rating of at least 80 percent regarding support for the work as important for improving student learning and the overall quality of communications. School and community survey results will be available for review.

Year 3, FY 13
- By September 2011, review composition of Transformation Team to maintain composition of 50% teachers and to include additional representation from students, parents, and community stakeholders.
- By September 2011, update postings and quality communication on Coshocton City Schools' Web site

- By May 2012, evaluate written communication plan developed and implemented throughout FY 12; survey and utilize feedback for revision and improvement.
- May 2012 assessment results will reveal that at least 75 percent of action steps are being successfully completed within the time line. The results will drive plan adaptation and be available for public review.
- May 2012 survey results from staff and other stakeholders will confirm a satisfaction rating of at least 80 percent regarding support for the work as important for improving student learning and the overall quality of communications. School and community survey results will be available for review

Year 4, FY 13
- By September 2011, review composition of Transformation Team to maintain composition of 50% teachers and to include additional representation from students, parents, and community stakeholders.
- By September 2011, update postings and quality communication on Coshocton City Schools' Web site
- By May 2012, evaluate written communication plan developed and implemented throughout FY 12; survey and utilize feedback for revision and improvement.
- May 2012 assessment results will reveal that at least 75 percent of action steps are being successfully completed within the time line. The results will drive plan adaptation and be available for public review.
- May 2012 survey results from staff and other stakeholders will confirm a satisfaction rating of at least 80 percent regarding support for the work as important for improving student learning and the overall quality of communications. School and community survey results will be available for review

Year 5, FY 14
- By September 2011, review composition of Transformation Team to maintain composition of 50% teachers and to include additional representation from students, parents, and community stakeholders.
- By September 2011, update postings and quality communication on Coshocton City Schools' Web site
- By May 2012, evaluate written communication plan developed and implemented throughout FY 12; survey and utilize feedback for revision and improvement.
- May 2012 assessment results will reveal that at least 75 percent of action steps are being successfully completed within the time line. The results will drive plan adaptation and be available for public review.
- May 2012 survey results from staff and other stakeholders will confirm a satisfaction rating of at least 80 percent regarding support for the work as important for improving student learning and the overall quality of communications. School and community survey results will be available for review

Assurance Area B: Standards and Assessments

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

Commitments:

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

Goals:

- All staff will participate in the alignment of curriculum to the new standards and identify clear learning goals and targets, and then, align all assessments, formative assessments, unit organizers, curriculum maps, pacing guides and short cycle assessments
- Align high school core courses to rigorous college- and career-ready ACT standards through the use of the new state/national core standards, the ACT Quality Core tools, which will be enhanced by collaboration with higher education faculty
- Implement a comprehensive formative instruction continuum, including formative assessments, clear learning targets and the use of multiple data sources (see Assurance C for activities and performance measure targets)
- Consider participation in pilot projects on formative and/or performance-based assessments and share results and learning with other LEAs in the Ohio Appalachian Collaborative (OAC)
- Our elective programs, including career-tech and joint vocational schools (JVS), will align/integrate new standards and improve transition/communication between elective programs and academic programs
- Increase the rigor of Science, Technology, Engineering, Math (STEM) curricula, connect professional develop to STEM highly effective practices and expand student access, participation and performance in STEM

Key Personnel:

District administration (9), grade level leaders (8) and department heads (7), the Transformation Team (15), and all other members of the CCS staff (127).

Budget:

$87,700.00

LEA SCOPE OF WORK ACTIVITIES
LEA ANNUAL PERFORMANCE MEASURE TARGETS

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

1. Become familiar with the new standards in English language arts, mathematics, science and social studies

2.Participate in professional development opportunities on the new standards

3.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 Scope of Work Activities)

- Provide access to the standards for all staff and dedicate time during the school day for awareness sessions to review and discuss new standards
- Participate in Ohio Department of Education (ODE)-sponsored awareness and professional development sessions on the standards and model curriculum
- Regularly seek ideas and support from the OAC and other LEAs to identify strategies for how to share professional development on new standards and assessments and the roll out of the cross walk process with all staff
- Use cross-walk documents to identify and map strategies for curriculum alignment and develop timelines for implementation
- High school staff will explore ACT Quality Core tools in preparation for course alignment to college- and career-readiness standards
- Participate in state/regional educational service center (ESC) and state support team (SST) rollouts and professional development opportunities and make information available to all staff
- Review course curriculum to address rigor and alignment with opportunities to increase STEM access, participation and performance
- Share progress with the OAC in aligning elective programs, including career-tech and JVS schools, to new standards and assessments
- Identify and share best practices in the OAC that increase student achievement in STEM areas and pursue supportive funding opportunities through the OAC that align with the expansion of these best practices

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

School Year 1: 2010-2011 (LEA Annual Performance Measure Targets)

- By May 2011, all staff participate in building-level meetings that include information about the new standards
- By June 30, 2011, develop a strategy and timeline for completion of the alignment process
- By May 2011, all high school teachers involved with first round of end-of-course exams participate in awareness sessions with ACT Quality Core tool

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

4.Ensure all educators are familiar with the new standards in English language arts, mathematics, science and social studies

5.Participate in professional development on the standards, associated curriculum models and new assessments

6.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

7.Participate in professional development and/or pilot project opportunities on formative assessments and performance-based assessments

8.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 Scope of Work Activities)

- Building/department teams will begin to analyze curriculum with cross-walk tools and develop student-friendly learning targets/"I can" statements that correlate with the new standards and share progress across the OAC
- Participate in professional development opportunities on formative and performance-based assessments
- Participate in OAC teacher collaboration sessions for professional learning on new curriculum standard alignment and assessments by grade-level, across grade levels and department meetings in grades 6-12
- Middle and high school core teachers will continue work with ACT Quality Core tools and collaborate with higher education faculty in their content area to study first year end-of-course data to enhance curriculum development
- If selected by ODE, participate in field testing items for the expanded Kindergarten Readiness Assessment
- Consider participation in pilots of formative assessments and performance-based assessments
- Share progress with the OAC in aligning elective programs, including career-tech and JVS schools, to new standards and assessments
- Identify and share best practices in the OAC that increase student achievement in STEM areas and pursue supportive funding opportunities through the OAC that align with the expansion of these best practices

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

School Year 2: 2011-2012 (LEA Annual Performance Measure Targets)

- By May 2012, team will complete the curriculum gap analysis and share information with other LEAs in the OAC to share progress
- By May 2012, all teaching staff will participate in tiered professional development sessions regarding formative instructional practices, which include formative and performance-based assessments

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

9. **Revise local curricula to align with new standards in English language arts, mathematics, science and social studies**
10. **Participate in professional development on curriculum supports and instructional resources developed by the state through regional peer review process**
11. **Participate in training and pilot opportunities on formative assessments and performance-based assessments**
12. **Participate in professional development opportunities and online training for the new state assessments**
13. **If selected by ODE, participate in field testing items for the expanded Kindergarten Readiness Assessment**
14. **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 Scope of Work Activities)

- Share progress on aligning curriculum learning targets with other LEAs and teacher-level teams in the OAC
- Continue to align high school courses to college- and career-ready levels through the use of ACT end-of-course exams and Quality Core tools
- Continue to participate in professional development opportunities on formative assessment and online training for new state assessments

- High school core teachers will continue work with ACT Quality Core tools and collaborate with higher education faculty in their content area to study end-of-course data to enhance curriculum development
- Use learning from professional development on new state assessments to develop and align learning targets and formative assessments and share across the OAC
- Ensure all kindergarten teachers participate in training on the administration of the Expanded Kindergarten Readiness Assessment (EKRA)
- Consider participation in pilots of formative assessments (i.e. middle school level formative assessments, etc.) and performance-based assessments, as available
- Share progress with the OAC in aligning elective programs, including career-tech and JVS schools, to new standards and assessments
- Identify and share best practices in the OAC that increase student achievement in STEM areas and pursue supportive funding opportunities through the OAC that align with the expansion of these best practices

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

School Year 3: 2012-2013 (LEA Annual Performance Measure Targets)
- By June 2013, 50 percent or more of our curricula aligned with state standards and have associated learning goals and targets
- By January 2013, our staff participate in sessions to share any formative assessments designed to align to new state standards
- By June 2013, 100 percent of our kindergarten teachers participate in training on the administration of the newly expanded version of the state's Kindergarten Readiness Assessment

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

15. **Ensure all local curricula are aligned with new standards in English language arts, mathematics, science, and social studies**
16. **Ensure all teachers are teaching to the new standards and revised local curricula**
17. **Integrate formative assessments and performance tasks into course activities**
18. **Participate in professional development and online training for the new state assessments**
19. **Participate in professional development on formative assessment strategies and performance tasks**
20. **Ensure students engage in online practice testing for the new state assessments**
21. **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 Scope of Work Activities)
- Finalize revisions to all local curricula to ensure alignment with the new standards and the identification of learning targets
- Communicate learning targets to all stakeholders
- Participate in training on online testing led by trained Coshocton City Schools' staff
- Continue sharing progress and results with new curriculum alignment and learning targets with other LEAs in the OAC
- Continue to develop, share and refine formative/performance-based assessments that align with new curriculum targets and participate in available sessions from ODE in preparation for new assessments
- Identify and share STEM best practices across the OAC

- Share progress with the OAC in aligning elective programs, including career-tech and JVS schools, to new standards and assessments
- Identify and share best practices in the OAC that increase student achievement in STEM areas and pursue supportive funding opportunities through the OAC that align with the expansion of these best practices

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

School Year 4: 2013-2014 (LEA Annual Performance Measure Targets)

- By April 2014, 100 percent of our curricula and course planning will be aligned to the new standards
- By May 2014, 100 percent of staff impacted by new state online tests will complete training sessions
- By June 2014, communications to parents and other stakeholders are created and available via print and the Web

Assurance Area C: Using Data to Improve Instruction

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

Commitments:

22.   LEAs with a functioning instructional improvement system (as defined by Race to the Top) commit to its active use at the classroom level
23.   LEAs without an instructional improvement system (as defined by Race to the Top) commit to adopt a qualifying system
24.   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
25.   LEAs commit to making instructional improvement system data available to researchers, consistent with the state's broader research agenda
26.   LEAs commit to partnering with institutions of higher education to evaluate and implement innovative education models

Goals:

- Implement and continually grow a comprehensive classroom-level, data-driven, team-based culture of using data to improve instruction using ODE's Instructional Improvement System (IIS) as it becomes available and integrated use of current systems (Ohio Success Portal, Focus, Implementation Management/Monitoring(IMM) Tool and Decision Framework). This will also encourage the development and utilization of new tools, including curriculum/assessment supports.
- Implement a teacher level value-added set of data and tools, including ACT end-of-course exams (see Assurance D for goals, activities and performance measure targets)
- Accelerate the effective use of data to improve learning through frequent, transparent sharing with other LEAs in the Ohio Appalachian Collaborative (OAC) to inform our efforts to build a system of teacher (and team) inquiry that uses clear learning targets and formative assessment as part of an entire continuum of tools and data sources to advance the growth of every student
- Partner with the OAC and Battelle for Kids to develop a coaching system that includes OAC Collaborative Learning Leaders, our district-based Collaborative Learning Practitioner as well as regional expertise among educational service centers (ESCs) and state support teams (SSTs) to provide ongoing training at the classroom, building and LEA levels for the implementation of a robust continuum of assessment/data used in informing teaching and learning
- Participate in data sharing and research across the OAC with the Battelle for Kids' research team and other research entities to advance the understanding of highly effective teaching
- Participate in evaluation of innovations and the overall OAC model for change with Battelle for Kids in partnership with the Ohio Department of Education (ODE), higher education institutions in the region and other partners
- Participate in OAC Formative Instructional Network to refine existing formative assessment program and to improve data-driven instruct based on formative measures.

Key Personnel:

District administration (9), grade level leaders (8) and department heads (7), the Transformation Team (15), and all other members of the CCS staff (127).

Budget:	

LEA SCOPE OF WORK ACTIVITIES
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**
27.   **Cooperate with research/evaluation initiatives as requested**

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

School Year 1: 2010-2011(LEA Scope of Work Activities)

• Participate in OAC work and training sessions to become familiar with and use data tools/systems available through the OAC
• Develop a Coshocton district-level team to evaluate current Coshocton City Schools' data tools/systems utilizing the evaluation tool provided by ODE to identify current use, alignment of systems and needs for future system development
• Participate in professional development provided by BFK with ODE, ESCs, and SSTs to develop staff understanding and use of value-added data and the implementation of formative instructional practices, including the use of toolkits, technological tools, online courses and the development of Coshocton building/teacher and principal coaches who will work with OAC coaches to provide ongoing, job-embedded support
• Implement Battelle for Kids' teacher-student linkage tool (BFK•Link) to ensure the accuracy and transparency of value-added data
• Cooperate with research/evaluation projects as requested
• Consider participation in sessions to assist ODE in establishing system requirements for an IIS that meets RttT criteria
• Report to the Ohio Department of Education the aggregate number of effective and highly effective teachers and principals in the district

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

School Year 1: 2010-2011 (LEA Annual Performance Measure Targets)
• By June 2011, participate in training on the Battelle for Kids' data tools/system and work sessions to discuss the alignment and use of current systems in LEAs

- By June 2011, successfully complete the teacher-student linkage process in tested grades
- By June 2011, identify a plan for creating time to work on building a culture of data use by providing time on an ongoing basis to understand and analyze value-added and create teams that participate in ongoing inquiry using formative feedback to inform improvement
- By July 2011, 25 percent of our teachers participate in face-to-face professional development regarding value-added and formative instruction practices
- By July 2011, 75 percent of our teachers will log into online value-added professional development system
- By July 2011, identify at least one teacher per building who will receive training on being data/formative instruction coaches and leadership teams will have completed training in leading value-added and formative instruction

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

28.   (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 ACTIVITIES]

School Year 2: 2011-2012 (LEA Scope of Work Activities)
- Participate in various professional development related to analyzing and using teacher level value-added data, the BFK•Focus™ tool for team inquiry, ACT Quality Tools, and formative instruction practices (including work with coaches, OAC sessions with teams of teachers and leaders, online courses/tools, etc.)
- Continue to develop the expertise of teacher/building/Coshocton City Schools' leaders in using data to support the ongoing implementation and job-embedded use of data-driven inquiry for improvement of student learning
- Participate in professional development and OAC learning sessions provided by the OAC, ODE and ESCs regarding integrating the use of state generated, subject-specific content and formative assessments.
- Evaluate existing strengths and areas for growth in current formative assessment programs and learn from best practices, including use of integrated technology tools, across the OAC to continually evolve and strengthen formative assessment practices to accelerate student growth
- Use results of evaluation to analyze district formative assessment program and create a plan to expand on strengths and address areas for growth
- Cooperate with research/evaluation projects as requested
- Consider participation in pilots of formative assessments
- Continue to participate in sessions to help ODE develop the IIS, including testing components, providing feedback, etc.
- Report to the Ohio Department of Education the aggregate number of effective and highly effective teachers and principals in the district

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

School Year 2: 2011-2012 (LEA Annual Performance Measure Targets)

- By September 2011, building/Coshocton City Schools' coaches complete in-depth training with Battelle for Kids in using value-added and other data, using the ACT Quality Core tools, implementing formative instruction practices and leading collaborative change in a culture of continuous inquiry to improve student learning
- By October 2011, teachers in grades 3-8 in reading, math, science and social students and in some high school end-of-course subjects have value-added teacher level reports
- By December 2011, 100 percent of our teachers complete introductory value-added professional development, including the Battelle for Kids' data tools/system and its integration with existing systems and an introduction to the BFK•Focus™ tool for team inquiry for improvement
- By December 2011, 90 percent of our high school core teachers working with the ACT end-of-course exams participate in training in the ACT Quality Core tools, the analysis of end- of-course exam data and aligning course expectations to ACT college- and career-readiness content and skills
- By June 2012, 50 percent of our teachers and principals participate in professional development in formative assessment and instruction practices, including the sharing of best practices across the OAC
- By June 2012, complete review of our current data/assessment systems using the tool provided by ODE

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 ACTIVITIES]

School Year 3: 2012-2013 (LEA Scope of Work Activities)

- Support the process to embed formative instruction practices, including the use of formative assessments in every classroom through professional learning with other LEAs in the OAC, utilizing CLLs and CLPs, face-to-face training and online courses
- Participate in ODE face-to-face and online professional development modules that focus on content-specific formative assessments, state-provided curriculum supports and share ideas for alignment and implementation with other LEAs in the OAC
- Continue to evaluate the implementation of the formative assessment program and ensure that the system provides opportunities for students to track their own progress
- Consider sending a representative to participate in an OAC work group to explore the efficacy of current grading system practices, research

best practices and report findings across the OAC to inform the alignment of reporting practices with the formative instruction
- Participate in professional development on new state assessments and IIS system
- Report to the Ohio Department of Education the aggregate number of effective and highly effective teachers and principals in the district
- Continue to develop the expertise of our LEA/building coaches to lead professional learning and the ongoing implementation of the use of multiple data sources, the use of IIS systems and creating classrooms that utilize formative instruction practices
- Participate in ODE professional development sessions regarding ODE's IIS for curriculum and formative assessment support in order to prepare for integration with other LEA systems and for roll out in the classroom
- Ensure that teachers actively and regularly use the IIS system at the classroom level.
- Facilitate the integration of data tools/systems with state IIS systems in building a culture that uses a continuum of assessment data including value-added and formative assessments on a frequent, ongoing basis
- Continue to develop the expertise of our LEA/building coaches to lead professional learning and the ongoing implementation of the use of multiple data sources, the use of IIS systems and creating classrooms that utilize formative instruction practices
- Provide PD opportunities for staff on the new assessments (district, state)

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

School Year 3: 2012-2013 (LEA Annual Performance Measure Targets)
- By June of 2013, higher percentage of students reach the college-ready ACT score in math and English than in 2010 and higher percentages of students are taking the ACT
- By June 2013, 50 percent of our teachers participated in professional learning in the use of value-added data and other measures, the use of IIS systems and formative instruction practices to continually inform improving learning
- By June 2013, 70 percent of our teachers giving new state assessments complete training
- By June 2013, 75 percent or more of our staff rate the coaches providing support to Coshocton City Schools as effective or highly effective on a survey
- By June 2013, participate in OAC professional learning sessions to share, replicate and accelerate best practices using data to improve instruction
- By June 2013, use results of evaluation of our current formative instruction practices and use existing IIS systems to create a plan to expand strengths, address areas for growth with specific strategies and ensure practices reach every classroom
- By June 2013, use results of evaluation of our current formative instruction practices and use existing IIS systems to create a plan to expand strengths, address areas for growth with specific strategies and ensure practices reach every classroom

SCHOOL YEAR 4: 2013-2014   [SUGGESTED ACTIVITIES]

29. Assess the use of the Instructional Improvement System at the classroom level and continue to deepen the focus on data-based instruction
30. Ensure all teachers have completed face-to-face and online professional development modules on content-specific formative assessments
31. 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
32. Participate in professional development on the implementation of new state assessments

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

School Year 4: 2013-2014 (LEA Scope of Work Activities)

- Coshocton City School district and building coaches will take the lead on providing ongoing training and support to Coshocton City Schools' staff. Battelle for Kids staff/coaches will be on-call for support and will continue to provide professional development to coaches and will facilitate a professional learning community among cadre of coaches.
- Continue implementing and deepening the use of data and data tools to drive instruction by assessing levels of understanding and implementation of using value-added data at the classroom level, using the IIS system and implementing formative instruction practices at the classroom level
- Ensure that teachers actively and regularly use the IIS system at the classroom level.
- Facilitate the ongoing use of state curriculum supports, IIS and development and sharing of formative assessment items/tools across the OAC
- Continue to participate in professional development on new state assessments
- Continue discussions around grading policies and make adjustments as necessary with an emphasis on a process that allows students to track their own progress against identified standards
- Report to the Ohio Department of Education the aggregate number of effective and highly IIeffective teachers and principals in the district

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

School Year 4: 2013-2014 (LEA Annual Performance Measure Targets)

- By June 2014, measureable improvement in value-added and Ohio performance index scores achieved
- By June of 2014, a higher percentage of students reach the college-ready ACT score in math and English than in 2010 and higher percentages of students are taking the ACT
- By June 2014, 100 percent of our teachers giving new state assessments complete training
- By June 2014, 90 percent or more of our staff rate the coaches providing support to their building as effective or highly effective on a survey
- By June 2014, implement a strategy for students to track their ongoing progress and conduct at least two staff sessions to discuss and review the findings of the OAC work group on grading practices
- By June 2014, 100 percent of our teachers participated in professional learning in the use of value-added data and other measures, the use of ISS systems, and formative instruction practices to continually inform improving learning

Assurance Area D: Great Teachers and Leaders

Commitments:

Measure Student Growth

33.   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.
34.   LEAs commit to identify measures of student growth for grades and subjects that do not receive value-added reports

Evaluation Systems

35.   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
36.   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
37.   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)
38.   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
39.   LEAs commit to including evaluation results as a significant input into tenure decisions
40.   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

41.   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.)
42.   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

43.   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.

44.	**LEAs commit to using the state's professional development standards when designing and implementing professional development.**
45.	**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 Supports to Teachers and Principals)

Measure Student Growth

- Through learning from all LEAs in the Ohio Appalachian Collaborative (OAC), build a teacher level value-added culture that uses multiple sources of data to continuously improves teaching and learning and accelerate every student to a college-and career-ready level and Pilot innovative measures of student growth in currently non-tested areas and share results across the OAC regarding the implementation of new tools and the improvement of current tools
- Refine other measures of student growth used to supplement value-added data, such as growth in literacy levels, grade gains on supplemental tests and performance-based assessments
- Use student growth and other data as diagnostic tools to inform instruction, decisions about professional development and teacher team inquiry/collaboration for improvement
- Teachers will receive training and annual updates regarding interpretation and use of VA reports prior to distribution and use of those reports.

Evaluation Systems

- Implement comprehensive evaluation systems and definitions of effective and highly effective teachers and principals which encompass multiple measures, including student growth, that are aligned with the state/federal criteria
- Share evaluation systems and collaborate with other LEAs to identify core shared evaluation areas across all instruments that will be used as the centerpiece of a Peer Assistance and Review (PAR) model (this includes sharing our peer coaches with other LEAs in the OAC)
- Conduct evaluations annually for teachers and principals and use data and results from evaluations to plan professional development, drive budget development and inform decisions for peer support, leadership assignments, promotion, retention and tenure. Principals and peer review coaches will be proficient in the administration of the evaluation tool as demonstrated by reliability testing on rubric scoring of evaluators.
- As an Ohio TIF LEA, we will participate in the design of innovative compensation and incentive systems and will share results with the OAC and other Ohio TIF LEAs

Equitable Distribution of Effective Teachers and Principals

- Conduct annual review of teacher placement, retention and attrition using value-added data, teacher exit survey data and the Teacher/Principal Distribution Data Analysis Tool to assess the placement of effective teachers with high-need students, the coverage of hard-to-staff subjects, and the working conditions that influence retention/attrition
- Participate in the OAC's work to investigate and share best practices for teacher recruitment, placement and retention and create pilots of

innovative strategies for recognizing and retaining highly effective educators (i.e. leadership roles, additional compensation, etc.)

Effective Support to Teachers and Principals

- Teachers and principals will engage in OAC-provided professional learning aligned with Ohio professional development standards through access to experts and the opportunity to learn from other LEAs in the OAC
- Principals and peer coaches will develop a high level of expertise in supporting job-embedded professional learning of teachers through the formative feedback process during evaluation, including providing instructional leadership for goal setting and identifying professional development
- Teachers with high value-added growth will participate in research to identify best practices and inform professional learning for all teachers on highly effective practices
- Implement the Teacher Residency Program as required by Ohio House Bill 1
- Teachers and administrators will work to strengthen content and grade level teams' collaborative skills.

Key Personnel:

District administration (9), grade level leaders (8) and department heads (7), the Transformation Team (15), and all other members of the CCS staff (127).

Budget:

LEA Scope of Work Activities
LEA Annual Performance Measure Targets

School Year 1: 2010-2011 [Suggested Activities]

Measure Student Growth

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

Evaluation Systems

50.   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

51. **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

52. **Conduct a needs assessment to determine whether there are inequities in the assignment of educators to high-poverty and high-minority schools**
53. **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**
54. **Participate in professional development on best-in-class recruitment and retention strategies and tools**
55. **Build a high-quality applicant pool by establishing partnerships with teacher education programs and institutions**
56. **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

57. **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**
58. **For schools designated as persistently low-achieving, provide co-teaching support for new teachers**
59. **Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers**
60. **Assess current professional development to determine if it meets state professional development standards**
61. **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

School Year 1: 2010-2011(LEA Scope of Work Activities)

Measure Student Growth

- Implement Year 1 activities (as described in Assurance C) related to teacher level value-added data in grades 3 – 8 and high school through ACT end-of-course exams, including professional development around value added, use of ACT Quality Core tools and formative instruction practices
- Implement teacher-student linkage tools to ensure the accuracy and quality of value-added data (as described in Assurance C)
- Participate in a workgroup with other LEAs in the OAC to explore the creation of a written narrative about student growth that would accompany student value-added scores

Evaluation Systems

- Conduct gap analysis using ODE's tool to determine the degree of alignment of current teacher and principal evaluations to state and federal criteria

- Participate in professional development within the OAC regarding: various national models for multiple measure evaluation; the considerations in designing multiple measure evaluation and experiences of Coshocton City Schools in the OAC; participating in the field test of the Ohio Teacher Evaluation System (OTES); and, implementing Ohio's Principal Evaluation System (OPES)
- Create a collaborative team of teachers and administrators to review gap analysis results, explore evaluation models and revise (adopt if needed) evaluation systems that include annual evaluations, the use of student growth measures as one of multiple factors and other state/federal criteria
- Explore new, innovative tools for measuring teacher effectiveness, including Measuring Effective Teaching (MET) tools from the Bill & Melinda Gates Foundation (such as the Teacher Content Assessment); and, also explore The Gallup Student Poll, etc. As a result, identify pilots for Year 2
- Participate in OAC and ODE professional development regarding Peer Assistance Models and create a process to select and identify a first cohort of peer coaches
- Participate in professional development regarding various national models of compensation and incentive design and a review of Ohio's basic framework for performance-based compensation. Then, participate in follow-up discussions at the OAC and local level to brainstorm design and then share across the OAC
- Engage in collaborative planning with the union to finalize the adoption of any new tool or revisions to the current tool evaluation tool (may be completed early in Year 2, if needed)

Equitable Distribution of Effective Teachers and Principals

- Conduct a needs assessment to determine areas of need in hard-to-staff subjects or with high-need students using ODE's Teacher and Principal Distribution Data Analysis tool and any other available data regarding placement of highly effective staff
- Implement the Ohio Teacher Exit Survey Tool to begin collecting data regarding teacher attrition/retention
- Participate in OAC sessions regarding needs and/or patterns in the data and participate in professional development on innovative strategies for recruitment, placement and retention

Effective Support to Teachers and Principals

- Attend information sessions, utilize state guidelines and establish conditions to implement the Teacher Residency Program for all new teachers
- Participate in ongoing professional learning sessions provided by the OAC to learn about results from OAC highly effective teacher research, including model peer review programs from across the country
- Work with OAC coaches to build the expertise of Coshocton City Schools and building-level coaches to support implementation and provide ongoing, job-embedded professional learning around research and highly effective instructional practices
- Identify Coshocton City Schools or building-level formative instruction and peer review coaches who will complete training

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

School Year 1: 2010-2011 (LEA Annual Performance Measure Targets)

Measure Student Growth

- By June 2011, administer additional tests, including Terra Nova and ACT end-of-course exams, to provide baseline data
- By June 2011, complete the teacher-student linkage process

Evaluation Systems

- By June 2011, form a team to work on evaluation, complete ODE's gap analysis criterion to assess the current evaluation tool, participate in OAC sessions on evaluation and determine an approach to finalize and adopt tool by early Year 2
- By June 2011, participate in OAC sessions on current national models using multiple measures of teacher and principal effectiveness and decide if we will participate in the pilot. If so, we will determine which measures will be piloted in Year 2.
- By June 2011, participate in professional development related to models for incentive program design and will form a team to design a model
- By June 2011, Coshocton City Schools will have completed the selection process for peer coaches and identify a first cohort of peer coaches

Equitable Distribution of Effective Teachers and Principals

- By June 2011, review available data using ODE's tools to assess needs regarding equity of assignment of effective teachers with high-need students and identify any hard-to-staff subjects/areas
- By June 2011, participate in OAC sessions to learn about national innovations and local strategies for recruitment, placement, and retention

Effective Support to Teachers and Principals

- By fall 2011, implement the Teacher Residency Program
- By June 2011, participate in OAC professional learning and research around highly effective teachers and principals
- By June 2011, our first cohort of coaches will be identified and complete initial training
- By June 2011, ensure all Teacher Residency Program mentors are trained

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SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

Measure Student Growth

62. **Attend professional development training sessions on the use of value-added data**
63. **Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data**
64. **Distribute and utilize annual value-added reports for principal teachers with tested grades to inform professional development and areas of performance improvement**
65. **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**

66.	Determine how student growth will be measured for teachers in subjects or grade levels that do not have statewide standardized tests

Evaluation Systems

67. **Develop comprehensive models for teacher and principal evaluations, including timelines, activities, and personnel, with the goal of full implementation of new evaluation system by 2013-14**
68. **Provide training to teachers and principals on the use of the new comprehensive evaluation system**
69. **Begin piloting components of the revised evaluation system and use data to inform changes**
70. **Report to ODE the state of the evaluation systems in terms of alignment to state and federal criteria**
71. **Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level**
72. **Review current process for removing ineffective teachers and principals and develop plan to remove persistently low performing teachers and principals**
73. **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

74. **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.**
75. **(For districts with turnaround schools) Conduct working conditions assessments and develop an action plan and strategies for improving working conditions**
76. **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

77. **Fully implement the Teacher Residency program for all new teachers**
78. **For schools designated as persistently low-achieving, provide co-teaching support for new teachers**
79. **Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers**
80. **Use the state professional development standards and results of teacher evaluations in planning, conducting, and evaluating professional development**
81. **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

School Year 2: 2011-2012 (LEA Scope of Work Activities)

Measure Student Growth

- Continue to implement activities (as described in Assurance C) related to teacher level value-added data in grades 3 – 8 and high school through ACT end-of-course exams, including professional development around value added, use of ACT Quality Core tools and formative instruction practices
- Continue to implement teacher-student linkage tools to ensure the accuracy and quality of value-added data (as described in Assurance C)
- Participate in OAC sessions to explore, identify, and field test student growth measures for teachers for whom value-added data is not available (i.e. K-2, foreign language, art, etc.) and report out results
- Work in pilots across the OAC to identify and field test additional measures of student growth for teachers with value-added data that can be used to supplement value-added growth data, such as growth in literacy levels, grade gains on supplemental tests and performance-based assessments
- Review the written narrative draft to accompany value-added reports (designed by the OAC work group) and participate in ongoing discussion and revision
- Participate in OAC learning sessions on how to use student growth and other data as diagnostic tools to inform instruction and inform decisions about professional development and team inquiry for planning improvement (also see the connection in the "Evaluation Systems" section of Assurance D)

Evaluation Systems

Evaluation Systems

- Implement a model for principal/teacher evaluation that meets state/federal criteria, including student growth and other measures of effectiveness
- Participate in training on the research underpinnings and the use of the new evaluation systems
- Adopt pilot model for PAR for use across the OAC with other participating LEAs
- PAR reviewers, participants and principals will complete training regarding the implementation of the evaluation tool, multiple measures and the evaluation process, including training to ensure the reliability of scoring with evaluation rubrics
- Implement pilots of new measures of effectiveness that provide additional information for teacher and principal evaluation, such as a student survey, teacher content assessment, teacher working condition survey, etc
- Conduct an end-of-year review regarding the implementation of various initiatives and report out in OAC sessions
- Design and implement a pilot around compensation/incentive programs with staff who volunteer and share various designs and lessons learned with the OAC and Ohio TIF LEAs
- 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

- Study results from Year 1 needs assessment and identify possible strategies to address any inequity in the distribution of effective staff with high-need students and recruitment of staff in high need subjects and areas
- Consider sending a representative to participate in the OAC work group formed to explore issues related to equitable distribution, recruitment and retention, investigate best practices, share ideas and report out to the OAC

- Continue to participate in professional development offered through the OAC regarding best practices in recruitment, placement and retention of highly effective teachers/principals
- Participate in OAC partnerships with higher education institutions in the region regarding teacher preparation of highly effective teachers and recruitment
- Develop plans to implement strategies for recruitment, placement and retention of highly effective teachers
- Continue to implement ODE's Teacher Exit Survey to provide additional data regarding attrition
- Conduct needs assessment about equitable distribution of staff with high-need students using available teacher effectiveness data

Effective Support to Teachers and Principals

- Participate in variety of professional learning opportunities across the OAC to support the development of highly effective teachers and principals (e.g. leadership teams, distance collaboration sessions, teachers by job assignment, topical offerings, Professional Learning Community (PLC) and work groups
- Work with OAC coaches to build the expertise of Coshocton City Schools and building-level coaches to support implementation and provide ongoing, job-embedded professional learning around research and highly effective instructional practices
- Participate in research around highly effective teachers and principals, as identified through multiple measures of effectiveness, and share best practices
- Create targeted professional learning opportunities for staff that directly address needs identified in value-added data, other multiple measures and evaluation rubrics
- Plan and evaluate all professional development opportunities against Ohio professional development standards and use analysis for continuous improvement of professional development offerings
- Implement the Ohio Residency Program and continue to participate in training mentors as provided by ODE through ESCs
- Analyze end-of-year value-added data to identify teachers with two years of highly effective growth who will participate in research to uncover highly effective practices

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

School Year 2: 2011-2012 (LEA Annual Performance Measure Targets)

Measure Student Growth

- By June 2012, successfully complete the teacher-student linkage process in tested grades
- By June 2012, in partnership with the OAC workgroup, report on any pilots related to multiple sources of data on student growth used in combination with value-added in tested grades
- By June 2012, in partnership with the OAC workgroup, report on the results of pilots of value-added growth measures in non-tested areas

Evaluation Systems

- By June 2012, evaluation project team will explore OTES and OPES, participating in pilot projects, and select a model for teacher and principal evaluation that meets state and federal criteria, including student growth and multiple measures of effectiveness and will have completed a pilot implementation with staff
- By June 2012, will participate in a, pilot of new measures of effectiveness that provide additional information for evaluation

- By June 2012, 100 percent of our staff will participate in professional development regarding changes in evaluation (philosophical, research, national/state policy) and a review of tools being piloted in the Coshocton City Schools
- By June 2012, 100 percent of our peer coaches and principals will participate in training on new evaluation tools and the PAR program
- By June 2012, will finalize and implement the design of a pilot for an incentive/compensation program
  By June 2012, will complete an end-of-year review of all work from the pilots and will share conclusions with OAC
- By June 2012, will complete an end-of-year survey with teachers. Survey results will indicate that 70 percent of teachers agree or strongly agree that they have the information they need to understand the tools/processes and have the opportunity to have questions answered and provide feedback

Equitable Distribution of Effective Teachers and Principals

- By June 2012, attend OAC professional development related to recruitment, placement and retention of effective teachers
- By June 2012, identify preliminary strategies to be implemented in Year 3 as a result of reviewing end-of-year data related to recruitment, equitable distribution in placement and retention
- By June 2012, participate in OAC sessions related to higher education partnerships on teacher preparation, recruitment and retention

Effective Support to Teachers and Principals

- By June 2012, Coshocton City Schools will have consistently participated in OAC-provided learning sessions, meetings, Web conferences, teacher collaboration, online collaboration, etc.
- By June 2012, Coshocton City Schools/building coaches will regularly attend training, share information collaboratively with other coaches and successfully complete a training program
- By June CL12, Coshocton City Schools and building leadership teams will actively engage with CLLs and CLPs to support, champion and implement the work
- By June 2012, 85 percent of Coshocton City Schools and building leadership teams will have rated assigned coaches as effective or highly effective
- By June 2012, fully implement a residency program for new teachers
- By June 2012, 100 percent of our professional development offerings meet 90 percent or more of Ohio professional development standards criteria

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

Measure Student Growth

82. **Ensure all teachers have participated in professional development training sessions on the use of value-added data**
83. **Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data**
84. **Distribute and utilize annual value-added reports for principal teachers with tested grades to inform professional development and areas of performance improvement**
85. **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

86. **Implement student growth measures for teachers in subjects or grade levels that do not have statewide standardized tests**

Evaluation Systems

87. **Continue training and professional development on the new evaluation systems**
88. **Make final adjustments to the evaluation system sin preparation for full implementation in Year 4**
89. **Become familiar with the federal requirement to report aggregated effectiveness ratings for teachers to the state; provide requested data to the state**
90. **Report to ODE the status of the evaluation systems in terms of alignment to state and federal criteria**
91. **Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level**
92. **Review current processes for granting tenure and develop a plan for rigorous tenure review using evaluation results and incorporating the 7-year timeframe for tenure**
93. **Implement a plan to remove persistently low-performing teachers and principals**
94. **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

95. **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**
96. **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**
97. **Conduct the Equitable Distribution of Effective and Highly Effective Educators Analysis**
98. **(For districts with turnaround schools) Conduct working conditions assessments and develop an action plan and strategies for improving working conditions**
99. **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

100. **Continue implementation of the Teacher Residency program for all new teachers**
101. **For schools designated as persistently low-achieving, provide co-teaching support for new teachers**
102. **Provide feedback on performance to all lead teachers and mentors in the Teacher Residency program**
103. **Use the state professional development standards and results of teacher evaluation in planning, conducting, and evaluating professional development**
104. **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

School Year 3: 2012-2013 (LEA Scope of Work Activities)

Measure Student Growth

- Continue to implement activities (as described in Assurance C) related to teacher level value- added data in grades 3 – 8 and high school through ACT end-of-course exams, including professional development around value added, use of ACT Quality Core tools and formative instruction practices
- Continue to implement teacher-student linkage tools to ensure the accuracy and quality of value- added data (as described in Assurance C)
- Based on sharing across the OAC, revise or expand pilots of student growth measures for teachers for whom value-added is not available (i.e. K-2, foreign language, art, etc.)
- Continue to work in pilots across the OAC to identify and field test additional measures of student growth for teachers with value-added that can be used to supplement value-added growth data, such as growth in literacy levels, grade gains on supplemental tests and performance-based assessments
- Consider piloting the written narrative to accompany value-added reports (developed by the OAC work group) with interested teachers
- Continue to participate in OAC learning sessions on how to use student growth and other data as diagnostic tools to inform instruction and inform decisions about professional development and team inquiry for planning improvement (also see the connection in the "Evaluation Systems" section of Assurance D)

Evaluation Systems

Evaluation Systems

- Implement evaluation tools that meet state/federal criteria and share progress and lessons learned during OAC sessions
- Expand pilot of PAR involving additional staff
- Continue to build expertise of PAR coaches and principals in reliable scoring with evaluation tool and using results to connect teachers to research-based, targeted professional learning
- Expand pilots of new measurement tools to add multiple measures to evaluation process including involving additional staff in existing pilots
- Participate in ongoing professional learning regarding evaluation with multiple measures and new observation tool and PAR across the OAC through access to experts, research and lessons learned in the other LEAs
- Conduct end-of-year review regarding implementation of various initiatives and report out in the OAC
- Participate in OAC discussions and form a local team of teachers and principals to review policies and practices related to revising tenure and non renewing those teachers persistently rated below effective and implement the plan to remove low-performing teachers and principals using the new evaluation system
- Review Year 2 implementation of incentive pilot and continue to evolve the design of incentive programs, including the addition of staff as necessary

- Implement 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

Equitable Distribution of Effective Teachers and Principals

- Implement strategies identified at the end of Year 2 to address any local issues related to equitable distribution, retention, placement, and recruitment of effective teachers
- Participate in OAC sessions to share data and review best practices regarding recruitment, retention and placement
- Continue to engage in OAC partnership with higher education institutions in the region to enhance teacher preparation and recruitment
- Conduct end-of-year review to determine if selected strategies had desired impact on local issues related to equitable distribution, retention, placement and recruitment

Effective Support to Teachers and Principals

Effective Support to Teachers and Principals

- Continue to participate in a variety of professional learning opportunities across the OAC to support the development of highly effective teachers and principals (e.g. leadership teams, distance collaboration sessions, teachers by job assignment, topical offerings, PLC and work groups)
- Work with OAC coaches to build the expertise of Coshocton City Schools staff and building-level coaches' to support implementation and provide ongoing, job-embedded professional learning around research and highly effective instructional practices
- Continue to participate in research around highly effective teachers and principals, as identified through multiple measures of effectiveness, and share best practices
- Continue to create targeted professional learning opportunities for staff that directly address needs identified in value-added data, other multiple measures and evaluation rubrics
- Continue to plan and evaluate all professional development opportunities against Ohio professional development standards and use analysis for continuous improvement of professional development offerings
- Continue to implement the Ohio Residency Program and continue to participate in training mentors as provided by ODE through ESCs
- Analyze end-of-year value-added data to identify teachers with three years of highly effective growth who will participate in research to uncover highly effective practices

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

School Year 3: 2012-2013 (LEA Annual Performance Measure Targets)

Measure Student Growth

- By June 2013, successfully complete the teacher-student linkage process in tested grades
- By June 2013, in partnership with the OAC workgroup, report on results of pilots related to multiple sources of data on student growth
- By June 2013, in partnership with the OAC workgroup, report on results of pilots of value-added growth in non-tested areas
- By June 2013 in partnership with the OAC work group, report on results of pilots of the written narrative that accompanies value-added reports

- By June 2013, able to identify how student growth and other data are used as diagnostic tools to inform instruction and decisions about professional development, and used in team inquiry process for continuous improvement

Evaluation Systems

- By June 2013, participate in professional development on the new evaluation model including teachers who participated in the new development/pilot committees and PAR coaches sharing lessons learned
- By June 2013, 100 percent of our teachers and principals are evaluated with an evaluation tool that meets state and federal criteria, including student growth and multiple measures of effectiveness, which will be included in making decisions regarding tenure and non-renewal.
- By June 2013, 100 percent of PAR coaches and principals complete annual training
- By June 2013, Coshocton City Schools will have implemented at least one tool to add a multiple measure of teacher effectiveness to the evaluation process
- By June 2013, 100 percent of our staff participate in professional development regarding changes in evaluation (philosophical, research, national/state policy) and a review of tools being piloted in the Coshocton City Schools
- By June 2013, implement an incentive and compensation program for all interested and eligible staff
- By June 2013, complete an end-of-year review of evaluation, PAR and incentive/compensation programs and share conclusions with the OAC
- End of year survey completed with teachers – 80 percent agree or strongly agree that they have information they need to understand the tools/process and have the opportunity to have questions answered and give feedback

Equitable Distribution of Effective Teachers and Principals

- By June 2013, attend OAC sessions and share local plans related to recruitment, placement and retention of effective teachers
- By June 2013, implement plans that address local data related to recruitment, equitable distribution in placement and retention issues

Effective Support to Teachers and Principals

- By June 2013, consistently participate in OAC-provided learning sessions, meetings, Web conferences, teacher collaboration, online collaboration, etc.
- By June 2013, Coshocton City Schools/building coaches regularly attend training, share information collaboratively with other coaches and successfully complete a training program
- By June 2013, Coshocton City Schools and building leadership teams will actively engage with coaches to support, champion and implement the work
- By June 2013, 85 percent of Coshocton City Schools and building leadership teams rate assigned coaches as effective or highly effective
- By June 2013, 100 percent of our professional development offerings meet 90 percent or more of Ohio professional development standards criteria

Measure Student Growth

105.   Ensure all teachers have participated in professional development training sessions on the use of value-added data
106.   Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data
107.   Distribute and utilize annual value-added reports for teachers and principals to inform professional development and areas of performance improvement
108.   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

109.   Fully implement the new evaluation system and conduct annual evaluation of teachers and principals using the new evaluation system
110.   Continue training and professional development on the new evaluation system
111.   Provide aggregated effectiveness ratings for teachers to the state as required by the US Department of Education
112.   Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level
113.   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
114.   Implement the plan to remove persistently low-performing teachers and principals
115.   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

116.   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
117.   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
118.   Conduct the Equitable Distribution of Effective and Highly Effective Educators Analysis
119.   (For districts with turnaround schools) Conduct working conditions assessments and develop an action plan and strategies for improving working conditions
120.   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

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

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

Measure Student Growth

School Year 4: 2013-2014 (LEA Scope of Work Activities)

Measure Student Growth

- Continue to implement activities (as described in Assurance C) related to teacher level value- added data in grades 3 – 8 and high school through ACT end-of-course exams, including professional development around value added, use of ACT Quality Core tools and formative instruction practices
- Continue to implement teacher-student linkage tools to ensure the accuracy and quality of value- added data (as described in Assurance C)
- Based on sharing across the OAC, we will revise or expand pilots of student growth measures for teachers for whom value-added is not available (i.e. K-2, foreign language, art, etc.)
- Continue to work in pilots across the OAC to identify and field test additional measures of student growth for teachers with value-added that can be used to supplement value-added growth data, such as growth in literacy levels, grade gains on supplemental tests and performance-based assessments
- Consider piloting the written narrative to accompany value-added reports (developed by the OAC work group) with interested teachers
- Continue to participate in OAC learning sessions on how to use student growth and other data as diagnostic tools to inform instruction and inform decisions about professional development and team inquiry for planning improvement (also see the connection in the "Evaluation Systems" section)

Evaluation Systems

- Continue implementation of evaluation tool with multiple measures of effectiveness and share lessons learned in OAC sessions
- Implement PAR for all staff and share lessons learned in the OAC
- Continue training for PAR coaches and principals as necessary to enhance expertise in reliable scoring with evaluation tool and using results to connect teachers to research based, targeted professional learning
- Conduct end-of-year review regarding implementation of various pilots and report out across the OAC
- Revise the incentive program, as needed, and continue full implementation and share lessons learned with OAC and all Ohio TIF districts

Equitable Distribution of Effective Teachers and Principals

- Implement plans to address recruitment, equitable distribution/placement and retention, including determining assignment on criteria other than seniority and considering incentives for accepting assignment, such as additional compensation, creation of PLC's, etc.
- Continue to collect and refine data to inform ongoing needs assessments and revise strategies to address placement, recruitment, retention issues
- Participate in OAC sessions to share data and review best practices regarding recruitment, retention and placement

- Continue to engage in OAC partnerships with higher education institutions in the region to enhance teacher preparation and recruitment
- Conduct end-of-year review to determine if selected strategies had desired impact on local issues related to equitable distribution, retention, placement and recruitment, and create new strategies as necessary

Effective Support to Teachers and Principals

- Continue to participate in a variety of professional learning opportunities across the OAC to support the development of highly effective teachers and principals (e.g. leadership teams, distance collaboration sessions, teachers by job assignment, topical offerings, PLC and work groups)
- Continue to work with OAC coaches to build the expertise within Coshocton City Schools and its building-level coaches to support implementation and provide ongoing, job-embedded professional learning around research and highly effective instructional practices
- Continue to participate in research around highly effective teachers and principals, as identified through multiple measures of effectiveness, and share best practices
- Continue to create targeted professional learning opportunities for staff that directly address needs identified in value-added data, other multiple measures and evaluation rubrics
- Continue to plan and evaluate all professional development opportunities against Ohio professional development standards and use analysis for continuous improvement of professional development offerings
- Continue to implement the Ohio Residency Program and continue to participate in training mentors as provided by ODE through ESCs

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

School Year 4: 2013-2014 (LEA Annual Performance Measure Targets)

Measure Student Growth

- By June 2014, successfully complete teacher-student linkage on an annual basis
- By June 2014, create a plan for gathering student growth data in non-tested areas
- By June 2014, create a plan that identifies multiple sources of student growth that will be used to supplement value-added data and used to track student growth
- By June 2014, decide if the written narrative system will be adopted as part of our information system to inform the use of value-added data

Evaluation Systems

- By June 2014, 100 percent of staff will participate in ongoing professional development on evaluation model
- By June 2014, 100 percent of our teachers and principals are evaluated with an evaluation tool that meets state and federal criteria, including student growth and multiple measures of effectiveness
- By June 2014, fully functioning PAR program exists and will participate in PAR across the OAC, including sharing peer coaches
- By June 2014, fully implement an incentive program and report out results and lessons learned to the OAC, Ohio TIF LEAs, ODE and the U.S. Department of Education
- End of year survey completed with teachers – 90 percent agree or strongly agree that they have information they need to understand the

tools/process and have the opportunity to have questions answered and give feedback

Equitable Distribution of Effective Teachers and Principals

- By June 2014 Coshocton City Schools will have consistently participated in OAC sessions and shared local plans related to recruitment, placement and retention of effective teachers
- By June 2014, Coshocton City Schools will have implemented plans to address local needs related to recruitment, equitable distribution in placement and retention
- By June 2014, Coshocton City Schools will be connected to a higher education partner and have participated in the development of a plan for connecting teacher preparation to recruitment and retention of highly effective teachers

Effective Support to Teachers and Principals

- By June 2014, consistently participate in OAC-provided learning sessions, meetings, Web conferences, teacher collaboration, online collaboration, etc.
- By June 2014, Coshocton City Schools/building coaches will have regularly attend training, shared information collaboratively with other coaches and successfully complete a training program
- By June 2014, LEA and building leadership teams will have actively engaged with coaches to support, champion and implement the work
- By June 2014, 85 percent of Coshocton City Schools and building leadership teams rate assigned coaches as effective or highly effective
- By June 2014, 100 percent of our professional development offerings meet 90 percent or more of Ohio professional development standards criteria

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:

This section is not applicable to Coshocton City Schools because none of our schools meet the criteria for the lowest-performing 5 percent of schools in the state or the less than 80 percent graduation rate benchmark in the Governor's Closing the Achievement Gap Initiative.

Key Personnel:

Not applicable (N/A)

Budget:

-0- Not applicable (N/A)

LEA SCOPE OF WORK ACTIVITIES
LEA ANNUAL PERFORMANCE MEASURE TARGETS

SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

125. Ensure that SIG-funded schools implement the selected intervention model
126. Participate in ODE-sponsored quarterly technical assistance sessions
127. Work collaboratively with ODE-assigned Transformation Specialist(s)
128. Provide job-embedded professional development to staff
129. Provide increased learning opportunities to staff and students
130. Implement social-emotional and community supports for students

131. **Implement effective family engagement practices**
132. **Evaluate implementation of intervention model in SIG-funded schools**
133. **Apply for continuation SIG funding**
134. **Complete an application for initial SIG funding for non-SIG funded schools identified as persistently low-achieving**
135. **Work with schools in "Early Warning" status in coordination with regional support teams and the Office of Transforming Schools; conduct diagnostic review**
136. **Convene a Family and Civic Engagement (FCE) team**
137. **Work with county Family and Children First Council**
138. **Develop a five-year Family and Civic Engagement plan and submit the plan to county Family and Children First Council**
139. **Participate in Family and Civic Engagement professional development, coaching and evaluation**
140. **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]

N/A

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

N/A

SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]

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

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

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

SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]

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

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

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

SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]

163. **Continue full implementation of the intervention models**
164. **Participate in all ODE-sponsored quarterly technical assistance sessions**
165. **Work collaboratively with ODE-assigned Transformation Specialist(s)**
166. **Evaluate implementation of intervention model and continually deepen the work**
167. **Evaluate progress in schools in "Early Warning" status and take additional corrective action if needed**
168. **Participate in Family and Civic Engagement professional development, coaching and evaluation**
169. **Report progress of Family and Civic Engagement plan to the county Family and Children First Council**
170. **For districts with a three-year graduation rate lower than 80%, use RttT funds to implement linkage coordinators**

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

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