

Alignment of Education Reform Initiatives

Race to the Top, Blueprint for ESEA Reauthorization and Ohio House Bill 1

REFORM INITIATIVE	RTTT	ESEA	HB 1
Developing and implementing common standards	✓	✓	✓
Developing and implementing common, high-quality assessments	✓	✓	✓
Supporting the transition to enhanced standards and high-quality assessments	✓	✓	✓
Fully implementing a statewide longitudinal data system	✓		
Accessing and using state data	✓	✓	✓
Using data to improve instruction	✓	✓	
Providing high-quality pathways for aspiring teachers and principals	✓	✓	✓
Improving teacher and principal effectiveness based on performance	✓	✓	✓
Ensuring equitable distribution of effective teachers and principals	✓	✓	✓
Improving the effectiveness of teacher and principal preparation programs	✓	✓	✓
Providing effective support to teachers and principals	✓	✓	✓
Intervening in the lowest-achieving schools and LEAs	✓	✓	
Turning around the lowest-achieving schools	✓	✓	

Alignment of Race to the Top, Blueprint for ESEA Reauthorization and Ohio House Bill 1

STANDARDS AND ASSESSMENTS

RTTT	ESEA	HOUSE BILL 1
Develop and adopt a common set of K-12 standards.	Develop and adopt standards in English language arts and mathematics that build toward college and career readiness.	Adopt new statewide academic standards for all grades in English language arts, mathematics, science and social studies.
Jointly develop common, high-quality assessments with other states.	Develop and implement the upgraded assessments aligned to college and career-ready standards.	Develop assessments that align with the new standards and a new high school assessment system to replace the Ohio Graduation Tests (OGT).
Support the statewide transition to and implementation of internationally-benchmarked K-12 standards and high-quality assessments.	Support states, districts, school leaders and teachers through improved professional development and evidence-based instructional models and supports.	Adopt model curricula reflecting the revised standards.

DATA SYSTEMS

RTTT	ESEA	HOUSE BILL 1
Measure the extent to which state longitudinal data systems meet the <i>America COMPETES Act</i> .	Not addressed in ESEA but addressed in federal <i>America COMPETES Act</i> .	Not addressed.
Ensure access to state data to inform and engage key stakeholders and ensure that the data support decision-makers in continuous improvement.	Gather information to determine how schools and districts are progressing in preparing students to graduate from high school college- and career-ready.	Share value-added data with the Ohio Board of Regents.
Increase use of instructional information systems, provide professional development on their use and share data with researchers to evaluate the effectiveness of instructional practices, materials and supports.	Support more effective use of data to identify local needs and improve student outcomes.	Not addressed.

Alignment of Race to the Top, Blueprint for ESEA Reauthorization and Ohio House Bill 1

TEACHERS AND SCHOOL LEADERS

RTTT	ESEA	HOUSE BILL 1
<p>Provide alternative routes for licensure, identify areas of teacher and principal shortage and prepare teachers and principals to fill these areas of shortage.</p>	<p>Strengthen traditional and alternative pathways to teaching and leadership.</p>	<p>Establish the Intensive Pedagogical Training Institute for individuals seeking an alternative resident educator license.</p>
<p>Establish clear approaches to measuring student growth. Design and implement rigorous, transparent and fair evaluation systems for teachers and principals that take into account data on student growth as a significant factor.</p> <p>Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes and schools.</p> <p>Use these evaluations to inform decisions regarding: professional development; compensating, promoting and retaining teachers and principals; granting tenure; and removing ineffective teachers and principals.</p>	<p>Establish statewide definitions of “effective teacher,” “effective principal,” “highly effective teacher,” and “highly effective principal,” developed in collaboration with teachers, principals and other stakeholders, that are based in significant part on student growth and also include other measures, such as classroom observations of practice.</p> <p>Develop evaluation systems that (i) meaningfully differentiate teachers and principals by effectiveness across at least three performance levels; (ii) are consistent with their state’s definitions of “effective” and “highly effective” teacher and principal; (iii) provide meaningful feedback to teachers and principals to improve their practice; and (iv) are developed in collaboration with teachers, principals and other education stakeholders.</p>	<p>Develop a method of measuring the academic improvement of individual students over a one-year period and make recommendations for incorporating the measurement, as one of multiple evaluation criteria, into eligibility for teacher or principal licenses, the Ohio Teacher Residency Program and the Educator Standards Board’s model teacher and principal evaluation instruments.</p>

continued on next page

TEACHERS AND SCHOOL LEADERS

continued from previous page

RTTT	ESEA	HOUSE BILL 1
<p>Ensure the equitable distribution of teachers and principals by developing a plan to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals; and increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas.</p>	<p>Develop meaningful plans to ensure the equitable distribution of teachers and principals that receive at least an “effective” rating. If states are unsuccessful in improving the equitable distribution of these teachers and principals, they will be required to develop and implement more rigorous plans and additional strategies more likely to improve equity.</p>	<p>Permit the creation of the Ohio Teaching Program to provide undergraduate scholarships for qualified students going into the teaching profession who commit to teaching at a hard-to-staff public school, a public school in “academic watch” or a public school in “academic emergency” for at least four years, if there is sufficient funding for the program.</p>
<p>Link student achievement and student growth data to the students’ teachers and principals, link this information to the in-state programs where those teachers and principals were prepared for credentialing, and publicly report the data for each credentialing program in the state; and expand preparation and credentialing options and programs that are successful at producing effective teachers and principals.</p>	<p>Monitor the effectiveness of traditional and alternative teacher and principal preparation programs, and invest in programs whose graduates are succeeding in the classroom, based on student growth and other factors.</p>	<p>Establish metrics for educator preparation programs for the preparation of educators and other school personnel, and provide for inspection of the institutions. Require the Chancellor to issue an annual report on the quality of approved teacher preparation institutions.</p>
<p>Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded; and measure, evaluate and continuously improve the effectiveness of those supports in order to improve student achievement.</p>	<p>Support states, districts, school leaders and teachers in implementing a more complete education through improved professional development and evidence-based instructional models and supports.</p>	<p>Develop a model peer assistance and review program and make recommendations to expand the use of peer assistance and review programs in school districts.</p>

Alignment of Race to the Top, Blueprint for ESEA Reauthorization and Ohio House Bill 1

TURNING AROUND THE LOWEST ACHIEVING SCHOOLS

RTTT

Identify the persistently lowest-achieving schools and support LEAs in turning around these schools by implementing one of the four school intervention models: turnaround model, restart model, school closure or transformation model.

ESEA

Identify the lowest-performing 5 percent of schools in each state, based on student academic achievement, student growth and graduation rates, that are not making progress to improve. In these schools, implement one of four school turnaround models. *Note:* This is also part of the federal School Improvement Grant program.

HOUSE BILL 1

Revise the current performance criteria that trigger automatic closure of community schools.