

Submit Your Application



# LEA Scope of Work

LEA Name:

Cleveland Metropolitan School District

LEA IRN:

043786

LEA Contact:

Eric S. Gordon; Chief Academic Officer

*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 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 the Top 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](http://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?*

It is the primary goal of the Cleveland Metropolitan School District (CMSD) to become a premier school district in the United States of America. In pursuit of this goal, CMSD envisions a school district in which every one of our 120 district and community schools are rated in Continuous Improvement on the Ohio Report Card and at least 50% of these schools have already earned the ratings of Effective, Excellent, or Excellent with Distinction!

In January 2010, in order to achieve this ambitious goal, CMSD announced one of the most ambitious district transformation plans in the country. Seven clear goals have been outlined in the CMSD Academic Transformation Plan. These are:

- 1) Graduate all students ready to compete in the 21st century global economy;
- 2) Provide high quality schools that raise student achievement in every neighborhood so that all families have choices;
- 3) Hold everyone accountable for success, using performance data – teachers and principals, central office staff, parents and students, and community;
- 4) Recruit, support, and retain high-quality principals and teachers;
- 5) Expand what is working today for students, be bold in rethinking, and changing what is not working;
- 6) Attract and retain students and families in Cleveland; and,
- 7) Right-size the district by eliminating excess capacity, addressing overcrowding and ensuring effective use of resources.

These broad goals are further defined through annual benchmark targets, with the successful achievement of each goal accomplished by the 2014-2015 academic year. The CMSD Academic Transformation Plan goals are closely aligned to the four Race to the Top (RttT) assurances, and both our local and the state's Race to the Top commitments will serve as key components of our success.

The Academic Transformation Plan, in and of itself, is not the district's Academic Achievement Plan. Instead, the Academic Transformation Plan supports those Achievement Plan components that have worked most effectively over the last four years. CMSD's achievement plan is working! Under the district leadership of Chief Executive Officer Eugene T.W. Sanders, Ph.D. and Cleveland Teachers Union leadership of President David J. Quolke, the district has earned the rating of Continuous Improvement twice in the last four years, and each year an increasing number of schools have moved into the ratings of Continuous Improvement, Effective, Excellent, or Excellent with Distinction.

Several collaboratively developed strategic initiatives have contributed to these measurable successes, and it is these initiatives which have influenced and informed the overall development of the Academic Transformation Plan and of this Scope of Work. These initiatives are:

(Standards and Assessments) The collaborative development, revision and refinement of a common Scope and Sequence curriculum in all subject areas and the intentional design of an ongoing, large-scale job-embedded professional development for all English/language arts and mathematics teachers and intervention specialists to dramatically increase teacher capacity to deliver high quality, data driven instruction aligned to that Scope and Sequence. How do we know that these strategies changed teacher and student experiences? Measureable results include:

- increases on 7 of 8 state reading indicators with the most significant gains occurring in sixth grade (+9.4%), seventh grade (+11.2%), and eighth grade (17.1%);
- increases on 6 of 8 state math indicators with the most significant gains occurring in sixth grade (7.3%) and eighth grade (6.2%);
- significant decreases in achievement gaps in reading as measured by Adequate Yearly Progress (CMSD met AYP targets in all subgroups except Students with Disabilities);
- significant decreases in achievement gaps in mathematics as measured by Adequate Yearly Progress (CMSD met AYP targets in five of ten subgroup targets); and,
- the district rating of value-added “above” for two consecutive years indicating that, on average, the CMSD student is learning far more than is typically expected of students in the state of Ohio.

This Race to the Top Scope of Work outlines how CMSD will expand upon the successful creation and implementation of district curriculum and early work to transition to the enhanced Common Core Curriculum to accelerate these achievement gains for students and successes for teachers.

(Using Data to Improve Instruction) The careful development of an instructional management system (IMS) which provides real time access for teachers and leaders to longitudinal testing and survey data to inform decision-making, regularly and effectively assesses student performance and learning conditions throughout the school year, and provides tools and resources aligned with state standards and district curriculum, to ensure ample resources for the district’s professional staff to use to impact these data. How do we know that these strategies changed teacher, administrator, and student experiences? Measureable results include:

- Dramatic one year increases in the use of the district’s instructional management system (165% increase in the number of staff members accessing the IMS);
- 379% increase in the number of times the IMS is accessed; and a 267% increase in the amount of time spent in the IMS when accessed);
- the development and implementation of Reading and Mathematics Benchmark Assessments in Grades 3 through 8 with an average 0.73 correlation coefficient and using Benchmark Scaled Scores we were correctly able to predict the passage/failure of students on the spring Ohio Achievement Assessments 79% of the time;
- the implementation of a ninth grade measure in reading and math with correlations significantly stronger than the state’s practice test ( $r=.715$  in reading and  $r=.811$  in math on CMSD’s assessments compared to  $r=.693$  in reading and  $r=.731$  in math on the state practice test);
- the implementation of a second grade measure in reading and math with strong correlations to the third grade Ohio Achievement Assessments ( $r=.618$  on CMSD’s fall second grade reading measure and  $r=.620$  on CMSD’s fall second grade math measure;  $r=.605$  on CMSD’s spring second grade reading measure and  $r=0.654$  on CMSD’s spring second grade math measure) and stronger than the state diagnostic tests in reading ( $r=.618$  on CMSD’s reading assessment compared to  $r=0.531$  on the state reading diagnostic test; comparisons on

the state math diagnostic test are not yet complete); and,

- the implementation of a Conditions For Learning survey that measures student perception of challenge, support, safety, and social and emotional learning practices, elements that are strongly correlated with student achievement (add data).

This Race to the Top Scope of Work outlines CMSD's plans to develop a dynamic stage-two assessment system which responds to annual refinement of local curriculum, deepens formative assessment strategies and resources for faculty, increases the scoring speed for interim and summative assessments, and continues the professional development and support of faculty and staff in the use of increasingly sophisticated data and information.

(Great Teachers and Leaders) CMSD leads the state in its commitment to great teachers and leaders. The District and the Cleveland Teachers Union have jointly committed to develop a robust new system of Evaluation and Professional Growth for teachers and professional staff that uses value-added data and other statistically valid data as a component of performance evaluation. The district has developed principal and assistant principal contracts that are based specifically and directly upon accountability for achievement with clearly stated goals written directly into each administrator's contract. And through the Promoting Educator Advancement in Cleveland (PEAC) program, the district and CTU have explored how to effectively implement merit-pay structures, have implemented an effective peer assistance and review program, and have created opportunities for teacher professional advancement and leadership while remaining in the classroom. Further, the district and the CTU have agreed to a staffing strategy that allows building teams to interview and select most effective personnel for their school's needs when filling vacancies and have further agreed to several Memoranda of Understanding that allow for the equitable distribution of effective staff through joint hiring teams in many district schools and for several teacher leader functions (literacy, math, career and college, and data coaches, as examples). How do we know that these strategies changed administrator, teacher and student experiences? Measureable results include:

- the interviewing and rehiring of nearly all school administrators, resulting in new administration in almost one-third of the district's schools and resulting in performance contracts for all reappointed administrators;
- the development of a Principal Pipeline that identifies and supports aspiring administrators and promising talent, early career and assistant principal development, mid-career support, and individualized on-going support of the master administrator;
- the successful negotiation of an implementation plan that will ensure the use of value-added data and other reliable data measures in all teacher evaluations in the 2012-13 school year;
- an achievement-based incentive pay structure that will award approximately 925 administration, faculty, and professional support staff in 20 schools with \$1.08 million for significantly increasing achievement and student attendance in the 2009-10 school year;
- the implementation of a peer-assistance and review program in which, during the 2009-10 school year, teacher-leaders provided needed professional support for 85 struggling teachers and recommended the non-renewal of 12 additional teachers who, after receiving on-going and targeted support failed to demonstrate acceptable levels of improvement;
- the rigorous selection of 117 teacher-leaders who, while remaining in full-time classroom assignments, accepted 155 professional leadership obligations in service to the district during 2009-10; and,
- the development of collective bargaining unit language regarding staffing assignment and eight memoranda of understanding that have allowed for the selection of staff in 21% of district schools (including New and Innovative School models, new school buildings,

reconstituted schools, and School Improvement Grant Turnaround model schools) to be determined by collaborative school-based teams who best understand the needs of the school and its students.

Administrator and teacher behavior have clearly changed and this Race to the Top Scope of Work seeks to accelerate the district's early work in these areas. In addition, by taking advantage of the state's residency program, CMSD proposes a bold teacher and administrator residency program through an accredited CMSD University to develop and support teachers and leaders specifically trained to meet the needs of our students.

(Turning Around the Lowest-Achieving Schools) Long before the federal government's formal commitment to turning around "the persistently lowest achieving schools", CMSD and the CTU began an intentional investment in Turning Around schools that fail to meet state and community expectations. These TurnAround Schools received specific support in leadership and resources under the constant guidance of a collaborative team of district and union leadership. Both the District and the CTU embraced a commitment to successfully turn these schools around or to make the difficult decision to close them. Further, CMSD and CTU collaboratively won a School Improvement Grant award to service sixteen schools identified as "persistently lowest achieving". And, unlike many of our district peers, CMSD chose some of the harshest sanctions, closing four schools at the end of 2009-10 and "repurposing" eight others using the federal/state Turnaround Model. Finally, CMSD is a state leader in the Governor's Closing the Achievement Gap initiative. CMSD was an original CTAG awardee in 2007-08 and 2008-09; however, after difficult state budget cuts which eliminated the program funding, CMSD continued to support 22 linkage coordinators in 12 schools in 2009-10. This school year, 2010-2011, we have downsized our Linkage Coordinator staff to 13 that serves 11 schools. This program, supporting our Students of Promise, continues today with local philanthropic support. How do we know that these strategies changed administrator, teacher and student experiences? Measureable results include:

- the rating improvement of 4 out of 10 TurnAround schools on the Ohio Report Card, with one school jumping from Academic Emergency to Continuous Improvement today (the school has never earned Continuous Improvement and has earned Academic Emergency in five of the last 7 years), and 3 schools moving from Academic Emergency to Academic Watch this year;
- strong value-added scores, earning the "above" rating, in 6 of 10 TurnAround schools in 2008-09 (only one earned the "below" rating) and in 7 of 10 TurnAround Schools in 2009-10 (none earned the below rating). (5 of 10 TurnAround Schools earned the "below" rating in 2007-08 and none of these schools earned the above rating);
- the reconstituting of one TurnAround School at the conclusion of the 2009-10 school year which failed to meet District and Union expectations after two years of direct support and intervention;
- the implementation of the TurnAround model in 50% of SIG Tier I Schools, the Closure model in 25% of SIG Tier I Schools, and the Transformation model in 25% of SIG Tier I Schools in 2010-11; and,
- the continued implementation of the state's largest CTAG linkage coordinator program, with 77% of identified at-risk male students on track for graduation in the fourth year of the program (compared to a 2008-09 district graduation rate of 54.3% overall).

Using Race to the Top resources, CMSD is strongly committed to continuing the supports and interventions of those schools identified as "persistently failing" and of any school rated below Continuous Improvement by expanding the implementation of our proven capacity to TurnAround our lowest achieving schools. This Scope of Work also outlines the continued commitment for effective implementation of the CTAG

Students of Promise Program and our broader commitment to improve the conditions for learning for all CMSD students using a three-tier public health model of promotion/prevention, early intervention and supports for those in need, and wrap-around services for high need students and families.

How will the Cleveland Metropolitan School District be different in 2014 as a Result of Race to the Top? What will be different for Students, Teachers, and Administrators?

By 2014, the Cleveland Metropolitan School District will have fully implemented a new Scope and Sequence curriculum developed using the State's enhanced content standards, including the Common Core Standards in mathematics and English language arts. Extensive professional development will ensure that teachers and administrators are prepared to effectively implement these new standards and that families are familiar with and are able to participate in this new curriculum. New formative, interim, and summative assessments will have been developed and teachers will have been trained to use these tools to measure student progress in this new curriculum.

By 2014, every classroom teacher and building administrator will have access to and, through extensive professional development, will be prepared to appropriately use student data, including value-added data and other measures of student growth. Classroom teachers will be able to analyze student level data and aggregate this data to make classroom decisions; school administrators and district personnel will be able to aggregate data to classroom, grade-level, subject, and building in order to make broader ranging instructional decisions as well. This data will be used to customize and strengthen instruction, measure student growth, and identify effectiveness of instructional programs.

By 2014, the Cleveland Metropolitan School District and the Cleveland Teachers Union will have implemented a high-quality Teacher Development and Evaluation System and the District will have implemented a high-quality Administrator Development and Evaluation System. Both systems will include the appropriate use of value-added data and other reliable measures of student growth as significant factors in the evaluation and development process and will inform professional development decisions for the CMSD professional staff. Highly effective teachers and principals will be identified and rewarded and less effective educators will be provided extensive support and professional development in order to increase their knowledge and improve their instructional skills. If improvement does not occur, ineffective principals and teachers will be removed and replaced with highly effective new staff.

By 2014, the Cleveland Metropolitan School District will have implemented school-reform models based upon national best practices that address persistently low performing schools. These models, including turn-around models for lowest performing schools and the implementation of new models such as AVID, and International Studies models, and the continued expansion of additional Early College, NewTech, and STEM academies, will ensure CMSD students and families have high quality choices to meet their educational needs. Through mutual agreement between the CMSD and the Cleveland Teachers Union, these schools will be granted the autonomies necessary to accelerate change and increase achievement. An

expanded system of supports, using the Governor’s Closing the Achievement Gap program model, will be developed to provide necessary interventions for students who are at-risk for dropping out of high schools.

The CMSD Board of Education has established aggressive measureable goals for the district to evaluate the impact of these sweeping changes. These include expectations that by 2014 the district will:

- achieve a graduation rate for the class of 2013-2014 of 85% with an expected average ACT score of 20 for this class, a significant change from the 54.3% graduation rate and 16.2 ACT score earned during the 2008-09 academic year;
- earn the rating of at least *Continuous Improvement* in 85% of the district’s schools with no fewer than 40% earning a rating of *Effective, Excellent, or Excellent with Distinction*, dramatically improving the high quality choices available for students and families from the current 37% of CMSD schools earning the minimum rating of *Continuous Improvement* and 15% earning the state’s highest ratings;
- earn the minimum value-added rating of “MET” in 95% of the district’s school buildings, ensuring that CMSD students are being taught by highly effective teachers and are gaining a year’s worth of learning for a year’s worth of attendance in school;
- fully implement Administrative and Teacher Development and Evaluation Systems which use data to hold all professional staff accountable for student success, rewarding those who meet the highest standards and removing those who do not meet minimum performance standards; and,
- develop and fully implement systems to ensure the district is able to recruit and retain nearly all of those teachers (98%) and administrators (99%) who demonstrate they are highly qualified to teach and lead in a high performing urban school system in Ohio.

There is no question in Cleveland as to whether this can be done. CMSD and the Cleveland Teachers Union have demonstrated that each of the strategies outlined in this RttT Scope of Work can be implemented collaboratively with measureable results. Indeed there are already pockets of excellence throughout our city. It is now time to accelerate what we know has worked over the last four years to improve achievement for some of CMSD’s students to ensure that we are successful for each CMSD student!

## RACE TO THE TOP PRESSING ISSUES

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

#### **Standards and Assessments**

The district must immediately begin to revise the district Scope and Sequence curriculum to align with the Common Core English/language arts and mathematics standards and to align with the enhanced Ohio standards in science and social studies. Revision of the curriculum must be followed by particular attention to in depth, job-embedded professional development in the implementation of this new curriculum. The district will also need to quickly begin the work of revising district assessments and identifying and creating new materials and resources for instruction that are clearly aligned to these new standards. The most pressing issues facing the District in this area include facing the aggressive timeline of developing curriculum and instructional resources for these four core subjects which can be brought to scale in the district’s 112 school buildings, realigning

the district's current assessment and classroom level data analysis systems to these new curricula, and training the over 5000 professional staff in the uniform and consistent use of these resources to guide high quality instruction all in a very short four year time period. The district will also face the challenge of needing to develop or select appropriate instructional resources for these new curricula, most of which has not yet been appropriately unpacked and developed, and will face the challenge of the fiscal investment needed to support the adoption of high quality instructional resources in all four core subjects (typically an investment of about \$2.5 million per subject) during a period of projected financial difficulty.

### **Using Data to Improve Instruction**

CMSD has a rigorous interim assessment system which delivers data to classroom teachers at the student level in a user-friendly format. The district also has a rich data warehouse that ensures teachers and administrators have longitudinal data for each student that includes local, state, and federal measures of performance at the sub-scale level over time. However, the district faces several pressing issues in the access to instructional data. First, while the district's benchmarks are highly reliable and predictive of likely student performance, the data are not immediately available to faculty and staff because of the cumbersome nature of scoring and data delivery of paper and pencil assessments with open ended items. The district needs to make immediate investments in tools that allow for the immediate return of formal assessment data (interim and summative assessments) and allows for the creation and use of formative assessments by teachers. In addition, while information is available to teachers and administrators at the student level, teacher access is severely limited by the technology available in school buildings to access information and the district needs to aggressively implement a solution that ensures that teachers can easily access and use information at their worksite on a daily basis. And, while the district has made significant strides in the training of teachers and administrators in the use of student level data to inform instructional planning, the district must continue to build upon the implementation of job-embedded professional development. To ensure that the use of data becomes a daily part of professional practice. Finally, the district must also address outdated technology infrastructure serving human resources, professional development, finance, and other central supports which limit the district's current ability to use data to inform hiring decisions, the planning of professional development informed by identified needs of the professional faculty, and the measurement of how district resources are used as investments in academic achievement.

### **Great Teachers and Leaders**

The Great Teachers and Leaders assurance is the greatest challenge facing the Cleveland Metropolitan School District. Both the District and the Cleveland Teachers Union agree that the single most pressing need facing our system is the need to create high quality Teacher and Administrator Development and Evaluation Systems that are fair to professional staff but hold teachers and administrators accountable for effective performance measured, in significant part, by value-added data and other reliable measures of student growth. While there is agreement that this is a pressing issue for the District, both parties also recognize that this will be difficult work as it represents significant change from the current district evaluation system. Further, while the district has demonstrated strong building level scores on the state's value-added measures (with 81% of district buildings earning the the "MET" or "ABOVE" ratings in 2009-10), the district faces the challenge of providing teacher-level data to faculty and building administration and providing the job-embedded training and support necessary to ensure the fair and appropriate use of that data. The district needs to reengage with Battelle for Kids in the use of student level value-added data in preparation for the use of this data as a

measure of teacher performance. And, despite declining enrollment which has limited the number of new employees hired in the past several years, the district is increasingly pressed to identify, recruit, support, and retain high quality principals and administrators and teachers for high need areas including all areas of special education, library/media specialists, teachers licensed to serve the gifted, school psychologists, and others and faces fiscal barriers and barriers in district policy which prohibit the district from proactively recruiting the best professional talent in a timely manner. The district must place heavy emphasis on the identification, recruitment, and/or training of high quality administrator candidates to successfully fill all administrative positions and must prepare for the implementation of a teacher residency program that recruits, trains, and supports a high quality teaching workforce in a timely and cost efficient manner.

### Turning Around the Lowest-Achieving Schools

CMSD faces some of the most significant school turnaround challenges in the state of Ohio. After closing four of 16 schools identified as “persistently lowest achieving”, the district still has 12 school buildings identified as among the bottom 5% of schools in the state; six of these are comprehensive high schools. Further, as noted above, 63% of the district’s current school buildings have ratings of *Academic Watch* or *Academic Emergency*, indicating that CMSD, unlike many districts which need to address pockets of need, faces a massive school turnaround effort. The district needs to deploy extremely limited resources to additional low-performing schools in a manner consistent with those deployed in the district's earlier TurnAround efforts and in the district's successful School Improvement Grant award. CMSD also has persistently low graduation rates with 13 of 19 district high schools earning graduation rates of less than 80% in 2008-09. The district needs to both expand the Governor's Closing the Achievement Gap Initiative in order to provide much needed support to students in these schools and must also do a great deal more to ensure that the supports of the linkage coordinators are carefully coordinated to align with the district’s overall strategy to improve learning conditions in schools and for students.

### 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?*

#### People, Processes, and Resources

Implementation of Race to the Top cannot be thought of as an additional function or priority of the district but, instead, must be carefully designed to support a coherent improvement strategy. In designing this Scope of Work, CMSD has been careful to both examine gaps in our current capacity and also to align our Race to the Top planning to existing district functions and to our District’s five-year Academic Transformation Plan. Therefore, the district intends to build upon its existing internal capacity to guide, lead, and implement the scope of work outlined below. Examples include:

- Our district’s current collaboration with the Cleveland Teachers Union which pairs union leadership with the district’s Curriculum and Instruction Department and Research, Assessment, and Evaluation Department in the development of curriculum and identification of

instructional resources and who will assume the primary responsibility for implementing the scope of work outlined in the Standards and Assessments assurance;

- Our district's current collaboration with the Cleveland Teachers Union which pairs union leadership with the district's Leadership and Growth Department to plan job-embedded professional development for all core faculty who will assume the primary responsibility for developing the significant professional development called for in areas such as the use of value-added and other reliable growth measures, the use of formative assessments as part of robust data-driven instructional planning, the implementation of new curricula, and the training of professional staff on the implementation on new Teacher and Administrator Development and Evaluation System;
- Our district's current collaboration with the Cleveland Teachers Union, as memorialized in the attached memorandum of understanding, to develop and implement a new Teacher Development and Evaluation System; and,
- Our district's current building level Academic Achievement Planning and Academic Progress Monitoring Teams which will ensure through the annual development and quarterly monitoring of building level Academic Achievement Plans alignment of Scope of Work activities at the school building level.

The RttT Transformation Team, which will oversee stakeholder workgroups aligned to the five assurances, will monitor implementation of this Scope of work, evaluate and publicly report results and will allocate the necessary resources to meet the Scope of Work Goals. The Team will be supported by the Academic Resources Department and the district's Chief Financial Officer. The RttT funds will not be sufficient to fund all aspects of this Scope of Work and the district, through the Academic Resources Department, will be required to align all funding sources (e.g. Title I, Title IIA, Title III, IDEA, and general funds) to Scope of Work activities. Further, the district will need to continue aggressively seeking resources through application for new state/federal grants, reapplication for School Improvement Grant funds, and through the support of local resources including funds provided by public/private partnerships. The Academic Resources Department, working with the Chief Executive Officer, Chief Financial Officer, and Chief of Staff, will coordinate these funding revenue requests.

#### Engaging Stakeholders

CMUSD's local RttT Transformation Team has been established with 50% of the members representing teachers appointed by the Cleveland Teachers Union and with the Team being co-chaired by the District's Chief Academic Officer and the Teachers Union's Director of Professional Issues. The Transformation Team plans to meet regularly and to engage stakeholder "focus groups" in advising the team in implementation of the Scope of Work in each of the four assurance areas. Recognizing that the work will look different in each of these four areas, the team has planned to implement these groups in a flexible way, allowing the District and Teachers Union to take advantage of existing collaborative capacity as described above while ensuring that a wide range of stakeholders (teachers and administrators widely representing our 112 school buildings, as well as parents and community stakeholders) are able and expected to provide meaningful and appropriate input into the implementation of this Scope of Work. Finally, the district recognizes the importance of accountability to our primary stakeholders, our students and their families, and plans as part of this Scope of Work to actively and publicly report to our community our progress and challenges in implementing the activities of

this Race to the Top Scope of Work and the resulting achievement changes over time.

What are possible risks and how will you mitigate those risks?

In the early implementation of Race to the Top, both Delaware and Tennessee have reported the single most significant risk as communication with stakeholders. Communication is likely to be the single largest challenge facing CMSD as well. Over a period of forty years, the Cleveland Metropolitan School District has had 19 superintendents, each with his or her own plan for reforming the district and each guided in part by state and federal reform efforts. During this time, the district has experienced a desegregation plan, a state takeover, and the implementation of mayoral control, and each time the Cleveland community was promised an improved school system. This causes an understandable distrust of educational change efforts proposed by the district, state of Ohio, and federal government and therefore increases the importance of high quality communications to all stakeholders (students, parents, teachers and other professional staff, business and community leaders, governmental leaders, faith-based leaders, etc.). As part of the district's Academic Transformation Plan and included in the Scope of Work below, CMSD has focused on implementing a Strategic Communication process that focuses on preliminary messaging (building the case for change, informing the public of RttT initiatives, and listening to public feedback to identify recurring themes which need attended to in future communications) and also on implementation messaging (engaging stakeholders in the RttT initiatives, transitioning communication from identified concerns to proactive messaging about anticipated outcomes, and maintenance of communication through continuous information updates in multiple venues).

CMSD also faces considerable risk in its ability to sustain Race to the Top efforts over time. Both in local Academic Transformation Plan efforts and in the broader RttT efforts, federal and state funds are fueling important changes to our educational system. However, at the same time, CMSD is forecasting rapidly declining revenue and continued incremental gains in expenditures that are consistent with normal inflationary values. The deficit gaps in general operating funds projected in the next five years are dramatic. Therefore, CMSD will be facing the responsibility of investing \$29 million dollars in Race to the Top efforts over the next four years while, at the same time balancing a general fund operating budget of approximately \$700 million dollars which shows a projected deficit gap of \$58 million in FY12 alone. CMSD has demonstrated the ability to make real quantifiable sacrifices in order to avoid catastrophic budget cuts. For example, in FY11, all CMSD employees took a pay reduction averaging 4.62% per employee and resulting in approximately \$22 million in savings in the general fund. The district will continue to work with our stakeholders to examine both revenue generating sources and opportunities for reductions in expenditures to create a sustainable system over time. Race to the Top initiatives have also been designed to take full advantage of the resources available through RttT funding to implement low-cost, sustainable systems over time.

## 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. Provide consistent delivery of news and positive messages to stakeholders through CMSD internal communications and external communications.**
  - A. Counter misconceptions about schools and the District with timely, accurate information, personal testimonials and evidence of use of RttT funds.
  - B. Improve media relations through generation of more news about the District's academic and other achievements.
  - C. Launch a proactive public relations campaign with consistent messaging about achievements and improvements in the schools within the District:

**We will communicate** via newsletters, letters to parents and community, regular news releases , placement in education magazines, website and social media releases related to :

- The purpose of RttT and how programs are being funded and developed, with particular attention to informing teachers and parents about RttT. This will be done early so community and parents feel a part of RttT.
- How funds are being used and the number of jobs that are saved or created as a result of funding.
- Progress in upgrading teaching and learning, particularly as we bring more qualified teachers into classrooms.
- How CMSD is using RttT to help the lowest performing students.
- How CMSD is increasing STEM education efforts.
- Involvement of community and community partners in planning and implementing RttT activities.
- Up-to-date progress on RttT initiatives in a specified area of the District website
- What CMSD is doing with professional development and its impact on student achievement.
- How RttT programs will continue after funding runs out.

### **Tools of RttT communication:**

- Board of Education meetings
- Internal and external newsletters, including union communications to its members
- Interviews with local media – radio and TV
- Website
- Social Media

- Community forums
- Editorial board meetings
- Op. Editorials in local papers and magazines
- Creation of a logo or graphic element to communicate RttT Initiatives

**Stakeholders** to involve and to reach with RttT messaging:

- School committees
- Unions
- Early education and higher education professionals
- Business leaders
- Community groups
- Board of Education

**Key RttT messaging:**

“Shared commitment – Shared Responsibility”

- Improvement of curriculum & instruction
- Development of Accountability
- Enhancement of Assistance Systems
- Strengthening Professional Development
- Progress and milestones

This goal supports goal for of the Transformation Plan - Hold everyone accountable for success, using performance data - teachers and principals, central office staff, parents and students and community.

**Key Personnel: [List Transformation Team members and roles]**

Christine Fowler-Mack; Chief of Staff	Mark Baumgartner, Teacher and CTU Director of Professional Issues
Eric Gordon; Chief Academic Officer	Jillian Ahrens, Teacher and CTU Third Vice-President, K-8 Schools
Renee Cavor; Chief Transformation Officer	David Buttram; Teacher and CTU Chapter Chair
Russ Brown, Ph.D; Deputy Chief - Organizational Accountability	Nicole Gentile; Teacher and CTU Chapter Chair
Karen Thompson; Deputy Chief - Curriculum & Instruction	Debbie Paden; Teacher and CTU Chapter Chair
Roseann Canfora, Ph.D.; Deputy Chief - Strategic Communications	L'Taundra Everhart; Teacher and CTU Chapter Chair

**Budget:**

Approximately \$1.5 million invested in media marketing services, advertising, conducting surveys, and producing and distributing RttT materials and literature as outlined on the attached budget worksheet.

**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]**

Develop and implement a comprehensive RttT communication plan and communicate progress made toward meeting district RttT commitments to multiple constituents (parents and families, community stakeholders, internal stakeholders, political stakeholders, etc.) Include within the development of the communication plan a public dashboard of metrics for accountability.

**Year One**

- Form a Race to the Top (RttT) Team of twelve to include district administrators with knowledge and expertise in standards and assessments, using data, including growth data, to improve instruction, human capital management (evaluation systems, induction and support programs, and talent recruitment and management), improving low-performing schools and supporting high need students, and effective communications, and with at least half of the team members being teachers selected by the Cleveland Teachers Union.
- Conduct monthly meetings to provide oversight for local RttT efforts as outlined in this Scope of Work.
- Conduct Communications Survey (external)
- Conduct Communications Survey (internal)
- CTU Communications with its members
- Establish Communications and Media Relations Protocols
- Establish a Strategic Communications Plan
- Build a stakeholder database and mailing list
- Publish quarterly editions of CMSD newsletters
- Publish monthly editions of online news via CMSD web
- Hold public forums on academic improvement for stakeholders
- Provide an update on the progress of the RttT Scope of Work at each CMSD Board of Education work session with joint presentations by the

superintendent and union president and members of the RttT Transformation Team, as appropriate.

**Year Two**

- Continue to conduct monthly meetings to provide oversight for local RttT efforts as outlined in this Scope of Work.
- Based on external and internal audits, coordinate community engagement initiatives, as appropriate.
- Continue to publish quarterly editions of news media, adding teacher column in internal newsletters.
- CTU will continue to communicate with its members
- Hold public forums with business leaders, investors and other stakeholders
- Create RttT School Recognition Awards for schools that have yearly improvement based on state requirements.
- Perform yearly internal and external audit to measure growth of understanding of the RttT goals and objectives.
- Provide an update on the progress of the RttT Scope of Work at each CMSD Board of Education work session with joint presentations by the superintendent and union president and members of the RttT Transformation Team, as appropriate.

**Year Three**

- Continue to conduct monthly meetings to provide oversight for local RttT efforts as outlined in this Scope of Work.
- Continue to coordinate community engagement initiatives as appropriate.
- Continue to publish quarterly editions of news media.
- CTU will continue to communicate with its members
- Continue to hold public forums with business leaders, investors and other stakeholders
- Perform yearly internal and external audit to measure growth of understanding of the RttT goals and objectives.
- Coordinate Photographic Portrait Series in form of school calendar to recap what CMSD has done to improve academic performance.
- Provide an update on the progress of the RttT Scope of Work at each CMSD Board of Education work session with joint presentations by the superintendent and union president and members of the RttT Transformation Team, as appropriate.

**Year Four**

Continue all efforts, measuring effectiveness. Seek investors and grant opportunities to continue RttT initiatives and activities.

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

**Year One**

- Develop a public dashboard of metrics for accountability with regard to RttT messaging.
- Survey stakeholders in January/February 2011 to determine public understanding of school funding challenges and the role of the RttT initiative in raising student achievement.

**Year Two**

- Maintain the public dashboard of metrics for accountability with regard to RttT messaging.
- Survey stakeholders in September 2012 to measure public understanding of school funding challenges and the role of the RttT initiative in raising student achievement.

**Year Three**

- Maintain the public dashboard of metrics for accountability with regard to RttT messaging.

**Year Four**

- Final survey of stakeholders in March 2013 to measure their public understanding of school funding challenges and the role of the RttT initiative in raising student achievement.
- Provide final public dashboard of metrics for accountability with regard to RttT messaging summer 2014.

## Assurance Area B: Standards and Assessments

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

#### Commitments:

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

#### Goals:

CMSD will fully implement the Common Core Standards and Enhanced Ohio Science and Social Studies Standards on an accelerated timeline. This work will support; Transformation Plan Goal#1- Graduate all students ready to compete in the 21<sup>st</sup> century global economy and; Transformation Plan Goal#4- Recruit, support, and retain high quality principals and teachers.

#### Key Personnel:

Curriculum & Instruction Department  
Department of Organizational Accountability  
Cleveland Teachers Union President or Designee

#### Budget:

Approximately \$4.5 million invested in staff professional development and support, curriculum development projects, staff and community information sessions, and personnel support as outlined on the attached budget worksheet.

## LEA SCOPE OF WORK ACTIVITIES LEA ANNUAL PERFORMANCE MEASURE TARGETS

### SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]

- Become familiar with the new standards in English language arts, mathematics, science and social studies
- Participate in professional development opportunities on the new standards
- 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]**

**1)** Beginning in November 2010, CMSD will host four (4) Enhanced Standards symposia for all district administrators, faculty and professional staff to examine the new standards in English Language Arts, mathematics, science and social studies. Members of the symposia will conduct an in-depth audit of district, school and classroom implementation readiness in the following areas; a) curriculum, b) professional development, c) materials and resources, d) alignment of instructional strategies, assessments, data systems, e) implementation of monitoring strategies, f) resources and staff supports; and g) social and other student supports.

**2)** Beginning in January 2011, primary grade/licensed teachers identified in the District’s PEAC master teacher program will be selected to unpack the K-2 Enhance Core Curriculum (ECC) and plan professional development for the building level ECC Champions as well as all district K-2 teachers. Every school building will identify a teacher, who will serve as the ECC Champion. Using a train-the-trainer model, the ECC Champion will participate in monthly professional development to prepare for staff awareness training during monthly two-hour early release development meetings.

**3)** During the Spring Semester (Jan/Feb/Mar and Apr/May/June) of the 2010-11 school year, each district K-2 teacher, in cohorts of 60, will be provided two six hour professional development days of training to prepare for the early adoption of the ECC in the fall of 2011. District literacy and math coaches along with the ECC Champions will provide job-embedded support for teachers following each training experience. Substitute teachers will be provided for these district teachers while they attend this required training.

**4)** Using the crosswalk documents provided by the Ohio Department of Education, the district assessment division will map existing grade K-2 longitudinal data sources by March 2011. Based on the needs identified in the mapping, an evaluation of interim and formative assessment materials will be performed by K-2 teaches during one of the two professional development sessions provided in the spring of 2011.

**5)** In June 2011, the district will created the first draft ECC Scope and Sequence and aligned assessment materials for Grades K-2 using the district’s Scope and Sequence curriculum planning process and will use crosswalk documents provided by the Ohio Department of Education to link current Scope and Sequence content to the newly created ECC Scope and Sequence documents.

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

**Target#1:** Completion of four enhanced standard symposia by the end of February 2011 with the completion of the readiness matrix by the end of March 2011.

**Target#2:** Identification of ECC champions in each school building by February 2011, and documentation of ECC champions completing 4 days times

6 hours per day (24 hours of professional development) which will be completed by June 2011.

**Target#3:** Documentation of 2 six hour sessions for a total of 12 hours of professional development for K-2 teachers in preparation of the early adoption of the ECC.

**Target# 4:** Completion of data mapping/needs assessment for interim and formative assessments by March 2011. Evaluation of potential assessment solutions/tools no later than June 2011.

**Target#5:** Completed document ECC scope and sequence version 1.0 with concurrent mapping of assessment resources for K-2 will be completed by August 2011.

### **SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]**

- **Ensure all educators are familiar with the new standards in English language arts, mathematics, science and social studies**
- **Participate in professional development on the standards, associated curriculum models and new assessments**
- **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**
- **Participate in professional development and/or pilot project opportunities on formative assessments and performance-based assessments**
- **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]**

**1)** CMSD will continue to implement the Enhance Core Curriculum (ECC) champion as begun in year one. Primary grade/licensed teachers identified in the District's PEAC master teacher program will be selected to unpack the 3-5 Enhance Core Curriculum (ECC) and plan professional development for the building level ECC Champions as well as all district 3-5 teachers. Every school building will identify a teacher, who will serve as the ECC Champion for grades 3-5. Using a train-the-trainer model, the ECC Champion will participate in monthly professional development to prepare for staff awareness training during monthly two-hour early release development meetings.

**2)** District K-2 teachers will implement the ECC using the first draft ECC Scope and Sequence and each K-2 teacher, in cohorts of 60, will be provided four six hour professional development days of training to support early adoption for the ECC. District literacy and math coaches along with the ECC Champions will provide job-embedded support for teachers following each training experience. Substitute teachers will be provided for these district teachers while they attend this required training.

**3)** During the Spring Semester of the 2011-12 school year, each district 3-5 teacher, in cohorts of 60, will be provided two six hour professional

development days as part of their scheduled four professional development day training, to prepare for the early adoption of the ECC in the fall of 2012. District literacy and math coaches along with the ECC Champions will provide job-embedded support for teachers following each training experience. Substitute teachers will be provided for these district teachers while they attend this required training.

**4)** Using the crosswalk documents provided by the Ohio Department of Education, the district assessment division will map existing grade 3-5 longitudinal data sources by March 2012. Based on the needs identified in the mapping, an evaluation of interim and formative assessment materials will be performed by 3-5 teachers during one of the four professional development sessions provided during the 2011-2012 school year for all grade 3-5 teachers.

**5)** In June 2012, the district will create the second draft ECC Scope and Sequence and aligned assessment materials for Grades K-2 and the first draft ECC Scope and Sequence for Grades 3-5 using the district's Scope and Sequence curriculum planning process and will use crosswalk documents provided by the Ohio Department of Education to link current Scope and Sequence content to the newly created ECC Scope and Sequence documents.

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

**Target#1:** Identification of Grade 3-5 ECC champions in each school building by February 2012, and documentation of ECC champions completing 4 days times 6 hours per day (24 hours of professional development) which will be completed by June 2012.

**Target#2:** Documentation of 4 six hour sessions for a total of 24 hours of professional development for K-2 teachers of job-embedded support of K-2 ECC Scope and Sequence.

**Target#3:** Documentation of 2 six hour sessions for a total of 12 hours of professional development for 3-5 teachers in preparation of the early adoption of the ECC.

**Target# 4:** Completion of data mapping/needs assessment for interim and formative assessments by March 2012. Evaluation of potential assessment solutions/tools no later than June 2012 for ECC scope and sequence 1.0 for Grades 3-5.

**Target#5:** Completed document ECC scope and sequence version 2.0 with concurrent mapping of assessment resources for K-2 will be completed by August 2012 and completed documents ECC scope and sequence version 1.0 with concurrent mapping of assessment resources for 3-5 will be completed by August 2012.

**SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]**

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

**1)** CMSD will continue to implement the Enhance Core Curriculum (ECC) champion as begun in year one. Secondary licensed teachers identified in the District’s PEAC master teacher program will be selected to unpack the 6-8 and 9-12 Enhance Core Curriculum (ECC) and plan professional development for the building level ECC Champions as well as all district 6-12 teachers. Every school building will identify a teacher, who will serve as the ECC Champion for grades 6-8 or 9-12. Using a train-the-trainer model, the ECC Champion will participate in monthly professional development to prepare for staff awareness training during monthly two-hour early release development meetings.

**2)** District K-5 teachers will implement the ECC using the second draft ECC Scope and Sequence K-2 and the first draft ECC Scope and Sequence 3-5 and each K-5 teacher, in cohorts of 60, will be provided four six hour professional development days of training to support adoption for the ECC. District literacy and math coaches along with the ECC Champions will provide job-embedded support for teachers following each training experience. Substitute teachers will be provided for these district teachers while they attend this required training.

**3)** During the Spring Semester of the 2012-13 school year, each district 6-12 teacher, in cohorts of 60, will be provided two six hour professional development days as part of their scheduled four professional development day training, to prepare for the early adoption of the ECC in the fall of 2013. District literacy and math coaches along with the ECC Champions will provide job-embedded support for teachers following each training experience. Substitute teachers will be provided for these district teachers while they attend this required training.

**4)** Using the crosswalk documents provided by the Ohio Department of Education, the district assessment division will map existing grade 6-8 and grade 9-12 longitudinal data sources by March 2013. Based on the needs identified in the mapping, an evaluation of interim and formative assessment materials will be performed by 6-12 teachers during one of the four professional development sessions provided during the 2012-2013 school year for all grade 6-12 teachers.

**5)** In June 2013, the district will create version 2.1 ECC Scope and Sequence (SS) and aligned assessment materials for Grades K-2, version 2.0 ECC SS for Grades 3-5 and the first draft ECC SS for Grades 6-12 using the district’s Scope and Sequence curriculum planning process and will use crosswalk documents provided by the Ohio Department of Education to link current Scope and Sequence content to the newly created ECC Scope and Sequence documents.

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

**Target#1:** Identification of Grade 6-8 and 9-12 ECC champions in each school building by February 2013, and documentation of ECC champions completing 4 days times 6 hours per day (24 hours of professional development) which will be completed by June 2013.

**Target#2:** Documentation of 4 six hour sessions for a total of 24 hours of professional development for K-5 teachers of job-embedded support of K-5 ECC Scope and Sequence.

**Target#3:** Documentation of 2 six hour sessions for a total of 12 hours of professional development for 6-8 and 9-12 teachers in preparation of the early adoption of the ECC.

**Target# 4:** Completion of data mapping/needs assessment for interim and formative assessments by March 2013. Evaluation of potential assessment solutions and tools no later than June 2013 for ECC scope and sequence 1.0 for Grades 6-12.

**Target#5:** Completed document ECC scope and sequence version 2.1 with concurrent mapping of assessment resources for K-2, completed document ECC scope and sequence version 2.0 with concurrent mapping of assessment resources for 3-5, and completed document ECC scope and sequence version 1.0 with concurrent mapping of assessment resources for 6-12 all will be completed by August 2013.

### **SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]**

- **Ensure all local curricula are aligned with new standards in English language arts, mathematics, science, and social studies**
- **Ensure all teachers are teaching to the new standards and revised local curricula**
- **Integrate formative assessments and performance tasks into course activities**
- **Participate in professional development and online training for the new state assessments**
- **Participate in professional development on formative assessment strategies and performance tasks**
- **Ensure students engage in online practice testing for the new state assessments**
- **Ensure all kindergarten teachers administer the expanded Kindergarten Readiness Assessment**

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

**1)** CMSD will continue to implement the Enhance Core Curriculum (ECC) champion as begun in years 1-3. Licensed teachers identified in the District's PEAC master teacher program will continue to plan professional development for the building level ECC Champions. Every school building will have ECC Champions for grades K-2, 3-5, 6-8 and 9-12. Using a train-the-trainer model, the ECC Champion will participate in monthly professional development to prepare for staff awareness training during monthly two-hour early release development meetings.

**2)** District K-12 teachers will implement the ECC using version 2.1 ECC Scope and Sequence K-2, version 2.0 ECC Scope and Sequence 3-5 and version 1.0 ECC Scope and Sequence 6-12 and each K-12 teacher, in cohorts of 60, will be provided four six hour professional development days of training to support adoption for the ECC. District literacy and math coaches along with the ECC Champions will provide job-embedded support for teachers following each training experience. Substitute teachers will be provided for these district teachers while they attend this required training.

**3)** In June 2013, the district will create version 2.2 ECC Scope and Sequence (SS) and aligned assessment materials for Grades K-2, version 2.1 ECC SS for Grades 3-5 and version 2.0 ECC SS for Grades 6-12 using the district's Scope and Sequence curriculum planning process and will use crosswalk documents provided by the Ohio Department of Education to link current Scope and Sequence content to the newly created ECC Scope and Sequence documents.

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

**Target#1:** Training documents developed by PEAC master teacher program to support K-2, 3-5, 6-8 and 9-12 ECC champions in each school building by November 2013, and documentation of ECC champions completing 4 days times 6 hours per day (24 hours of professional development) which will be completed by June 2014.

**Target#2:** Documentation of 4 six hour sessions for a total of 24 hours of professional development for K-12 teachers of job-embedded support of K-12 ECC Scope and Sequence by June 2014.

**Target#3:** Completed document ECC scope and sequence version 2.2 with concurrent mapping of assessment resources for K-2, completed document ECC scope and sequence version 2.1 with concurrent mapping of assessment resources for 3-5, and completed document ECC scope and sequence version 2.0 with concurrent mapping of assessment resources for 6-12 all will be completed by August 2014.

## Assurance Area C: Using Data to Improve Instruction

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

#### Commitments:

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

#### Goals:

CMSD will expand and focus vetted resources and information that will meaningfully inform instruction (eg. Value-Added data, conditions for learning data, assessment resources, and instructional resources) on a real time basis. This goal supports Transformation Goal #1 – Graduate all students ready to compete in the 21<sup>st</sup> century global economy.

#### Key Personnel:

Curriculum & Instruction Department  
Department of Organizational Accountability  
Cleveland Teachers Union President or Designee

#### Budget:

Approximately \$3.0 million invested in staff professional development and support, assessment development projects, assessment item banks, upgrade of data systems and technology tools, and investment in scannable assessment solutions as outlined on the attached budget worksheet.

## 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**
- **Cooperate with research/evaluation initiatives as requested**

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

- 1) Complete audits of:
  - a) existing Instructional Improvement System (Schoolnet) to ensure that it meets all USDoE requirements. Develop a contract addendum to make necessary improvements to Schoolnet that meets all requirements by June 2011.
  - b) existing classroom computer resources that would support the instructional management system and paired assessment solution.
- 2) Collaboratively complete the selection and implementation of public and secure assessment item banks and a local scan solution for both teacher-made formative assessments and secure interim (benchmark) assessments that feeds directly back into the Instructional Improvement System.
- 3) Publish to the Instructional Improvement System model lesson units, lesson plans, assessments, materials, and resources identified or produced by district PEAC master teachers (as outlined in Assurance B) for grades K-5.
- 4) Develop a research protocol with the District's Office of Research and Assessment and Cleveland State University's Center for Urban Education (CUE) to collaboratively develop research projects that effectively evaluate the implementation of district programs.
- 5) Using the crosswalk documents provided by the Ohio Department of Education, the district assessment division will map existing grade K-2 longitudinal data sources by January of 2011. Based on the needs identified in the mapping, an evaluation of interim and formative assessment materials will be performed by K-2 teachers during the professional development provided in the spring of 2011.

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

##### Target 1:

- a) The audit of the instructional management system will be completed by February 2011, and the contract addendum (if necessary) will be completed by June of 2011.
- b) The audit of the existing classroom/building/District computer resources necessary to support a scan solution for formative/interim assessments will be completed by April 2011.

Target 2: An item bank will be purchased by June of 2011. Selection of a scan solution will be completed by June of 2011.

Target 3: Model lessons units, lesson plans, assessments, materials which were developed and aligned by PEAC teachers to the ECC will be loaded into the instructional management system by August of 2011.

Target 4: By August of 2011, the research relationship between the District and the University will be formalized. By August of 2011, at least one joint research project will defined for the evaluation of a program activity in CMSD during the 2011-2012 academic year.

Target 5: Completed document ECC scope and sequence version 1.0 with concurrent mapping of assessment resources for K-2 will be completed by August 2011.

**SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]**

- **(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]**

1) District K-2 teachers will implement the ECC using the first draft ECC Scope and Sequence and each K-2 teacher, in cohorts of 60, will be provided four six hour professional development days of training to support early adoption for the ECC including training in the use of the Instructional Improvement System and paired assessment resources. District literacy and math coaches along with the ECC Champions will provide job-embedded support for teachers following each training experience. Substitute teachers will be provided for these district teachers while they attend this required training.

2) Publish to the Instructional Improvement System model lesson units, lesson plans, assessments, materials, and resources identified or produced by district PEAC master teachers (as outlined in Part B above) for grades 6-12.

3) Implement research protocols between the district's Office of Research and Assessment and the Cleveland State University's Center for Urban Education to begin study of the effectiveness of district programs. Add findings from these studies to the district's existing local "What Works"

database and use the findings to end ineffective programs and ensure fidelity of implementation for programs found to be effective.

4) Using the crosswalk documents provided by the Ohio Department of Education, the district assessment division will revise first draft K-2 assessments in conjunction with K-2 teachers during one of the four six hour professional development days.

5) Using the crosswalk documents provided by the Ohio Department of Education, the district assessment division will map existing grade 3-5 longitudinal data sources by March 2012. Based on the needs identified in the mapping, an evaluation of interim and formative assessment materials will be performed by 3-5 teachers during one of the spring professional development sessions provided during the 2011-2012 school year for all grade 3-5 teachers.

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

Target 1: Documentation of 4 six hour sessions for a total of 24 hours of professional development for K-2 teachers of job-embedded support of ECC Scope and Sequence with concurrent implementation of the ECC scope and sequence and matched formative/interim assessment solution in the Instructional Improvement System by June 2012.

Target 2: Model lessons units, lesson plans, assessments, materials which were developed and aligned by PEAC teachers to the ECC will be loaded into the instructional management system by August of 2012.

Target 3: At the conclusion of the 2011-2012 academic year, at least one joint research project will be completed and added to the local "What Works" database by August of 2012. At least one joint research project will have been defined between the University and the District for the 2012-2013 academic year.

Target 4: Version 2.0 of paired interim/formative assessments for the ECC Scope and Sequence in grades K-2 will be available in the Instructional Improvement System no later than June of 2012.

Target 5: Version 1.0 of the paired assessments for the ECC Scope and Sequence in grades 3-5 will be available in the Instructional Improvement System no later than August of 2012.

### **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]**

- 1) District K-5 teachers will implement the ECC using the first draft ECC Scope and Sequence and each K-5 teacher, in cohorts of 60, will be provided four six hour professional development days of training to support early adoption for the ECC including training in the use of the Instructional Improvement System and paired assessment resources. District literacy and math coaches along with the ECC Champions will provide job-embedded support for teachers following each training experience. Substitute teachers will be provided for these district teachers while they attend this required training (as outlined in Assurance B).
- 2) Continue to publish to the Instructional Improvement System model lesson units, lesson plans, assessments, materials, and resources identified or produced by district PEAC master teachers (as outlined in Assurance B) for grades K-12.
- 3) Continue the implementation of studies of effectiveness of district programs using research protocols developed between the district's Office of Research and Assessment and the Cleveland State University's Center for Urban Education. Add findings from these studies to the district's existing local "What Works" database and use the findings to end ineffective programs and ensure fidelity of implementation for programs found to be effective.
- 4) Using the crosswalk documents provided by the Ohio Department of Education, the district assessment division will revise first draft 3-5 assessments and second draft K-2 assessments in conjunction with K-5 teachers during one professional development days provided during the 2011-2012 school year.
- 5) Using the crosswalk documents provided by the Ohio Department of Education, the district assessment division will map existing grade 6-12 longitudinal data sources by March 2012. Based on the needs identified in the mapping, an evaluation of interim and formative assessment materials will be performed by 6-12 teachers during one of the spring professional development sessions provided during the 2011-2012 school year for all grade 6-12 teachers.

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

Target 1: Documentation of 4 six hour sessions for a total of 24 hours of professional development for K-5 teachers of job-embedded support of ECC Scope and Sequence with concurrent implementation of the ECC scope and sequence and matched formative/interim assessment solution in the Instructional Improvement System by June 2013.

Target 2: Model lessons units, lesson plans, assessments, materials which were developed and aligned by PEAC teachers to the ECC will be

loaded into the instructional management system by August of 2013.

Target 3: At the conclusion of the 2012-2013 academic year, at least one joint research project will be completed and added to the local “What Works” database by August of 2013. At least one joint research project will have been defined between the University and the District for the 2013-2014 academic year.

Target 4: Version 2.0 of paired interim/formative assessments for the ECC Scope and Sequence in grades 3-5 and Version 2.1 of the paired interim/formative assessments for the ECC Scope and Sequence in grades K-2 will be available in the Instructional Improvement System no later than June of 2013.

Target 5: Version 1.0 of the paired assessments for the ECC Scope and Sequence in grades 6-12 will be available in the Instructional Improvement System no later than August of 2013.

#### **SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]**

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

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

- 1) District K-12 teachers will implement the ECC using the first draft ECC Scope and Sequence and each K-12 teacher, in cohorts of 60, will be provided four six hour professional development days of training to support early adoption for the ECC including training in the use of the Instructional Improvement System and paired assessment resources. District literacy and math coaches along with the ECC Champions will provide job-embedded support for teachers following each training experience. Substitute teachers will be provided for these district teachers while they attend this required training (as outlined in Assurance B).
- 2) Continue to publish to the Instructional Improvement System model lesson units, lesson plans, assessments, materials, and resources identified or produced by district PEAC master teachers (as outlined in Part B above) for grades K-12.
- 3) Continue the implementation of studies of effectiveness of district programs using research protocols developed between the district's Office of Research and Assessment and the Cleveland State University's Center for Urban Education. Add findings from these studies to the district's existing local "What Works" database, an evidence-based database located in the district’s Instructional Improvement System – SchoolNet, and use the

findings to end ineffective programs and ensure fidelity of implementation for programs found to be effective.

4) Using the crosswalk documents provided by the Ohio Department of Education, the district assessment division will revise first draft 6-12 assessments and second draft 3-5 assessments and third draft K-2 assessments in conjunction with K-12 teachers during one professional development days provided during the 2011-2012 school year.

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

Target 1: Documentation of 4 six hour sessions for a total of 24 hours of professional development for K-12 teachers of job-embedded support of ECC Scope and Sequence with concurrent implementation of the ECC scope and sequence and matched formative/interim assessment solution in the Instructional Improvement System by June 2014.

Target 2: Model lessons units, lesson plans, assessments, materials which were developed and aligned by PEAC teachers to the ECC will be loaded into the instructional management system by August of 2014.

Target 3: At the conclusion of the 2013-2014 academic year, at least one joint research project will be completed and added to the local “What Works” database by August of 2014. At least one joint research project will have been defined between the University and the District for the 2013-2014 academic year.

Target 4: Version 2.0 of paired interim/formative assessments for the ECC Scope and Sequence in grades 6-12 and subsequent iterations of the paired interim/formative assessments for the ECC Scope and Sequence in grades K-5 will be available in the Instructional Improvement System no later than June of 2014.

Target 5: Student-level value-added data and student-level conditions for learning data will be added to the Instructional Improvement System (Schoolnet) as collaboratively defined as appropriate by CMSD and the CTU by August 2014.

## Assurance Area D: Great Teachers and Leaders

### Commitments:

#### Measure Student Growth

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

#### Evaluation Systems

- 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
- 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
- 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)
- 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
- LEAs commit to including evaluation results as a significant input into tenure decisions
- 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

- 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.)
- 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

- 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.
- LEAs commit to using the state’s professional development standards when designing and implementing professional development.
- 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)*

- 1) Measures of student growth, K-12, including value-added data, will be defined through the Teacher Development and Evaluation System Committee as outlined in the Collective Bargaining Agreement. This goal supports Transformation Goal #3 – Hold everyone accountable for success, using performance data.
- 2) Adopt a comprehensive Teacher Development and Evaluation System as detailed in the CBA. This goal supports Transformation Goal #3 – Hold everyone accountable for success, using performance data.
- 3) Recruit and retain staff for hard-to-staff buildings, subjects, and areas to insure highly effective teachers in high poverty and high minority schools. This goal supports Transformation Goal #4 – Recruit, support, and retain high-quality principals and teachers.
- 4) Implement the residency program in House Bill 1 with the support of a newly designed Teacher Induction System with an emphasis on teaching in an Urban Environment and lowest-performing schools. This goal supports Transformation Goal #4 – Recruit, support, and retain high-quality principals and teachers.
- 5) Design and evaluate a strategic professional development and support system aligned to the state’s professional development standards. This goal supports Transformation Goal #4 – Recruit, support, and retain high-quality principals and teachers.
- 6) Utilize the PEAC/PAR program to provide interventions and incentives to teachers. This goal supports Transformation Goal Transformation Goal #3 – Hold everyone accountable for success, using performance data, and Transformation Plan Goal #4 – Recruit, support, and retain high-quality principals and teachers.

### Key Personnel:

Chief Academic Officer  
Teacher Development and Evaluation Committee  
Human Resources Department

Cleveland Teachers Union President or Designee

**Budget:**

Approximately \$15.4 million invested in development of assessment tools and frameworks, consultant services to support development of human capital systems (evaluation, residency, use of growth data, etc.), resources for Peer Assistance and Review, resources for Teacher Residencies, Resources for tuition assistance for hard to staff licensure areas, tools for professional development and human resource functions, technology infrastructure investments to support new tools, significant professional development and support for staff, and program support as outlined on the attached budget worksheet.

**LEA SCOPE OF WORK ACTIVITIES  
LEA ANNUAL PERFORMANCE MEASURE TARGETS**

**SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]**

**Measure Student Growth**

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

**Evaluation Systems**

- **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**
- **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**

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

- 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**

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

- 1) Examine potential current district and school practices related to student growth, including an analysis of the current level of utilization of available value-added measures and the identification of the training needs to be able to effectively use these resources.
- 2) Engage district content experts from the Office of Research and Assessment and the Office of Curriculum and Instruction and participate in state and regional professional development about the UVAS value-added model to prepare to provide professional development for the appropriate use of value-added data.
- 3) The District will train teachers to utilize the student linkage tool to ensure the accuracy of the student-teacher association used for producing the value-added reports.
- 4) Mutually develop a plan to distribute value-added reports with paired quality professional development to facilitate the appropriate use of the data.

#### **Evaluation Systems**

- 1) A joint steering committee comprised of five (5) CMSD and five (5) Cleveland Teachers Union (CTU) members will be formed to create a new Teacher Development & Evaluation System (TDES). Of these ten (10) members, at least one (1) District and at least one (1) CTU member shall be selected from the PEAC/PAR Governing Board. The steering committee will be led and co-chaired by one (1) representative each appointed by the CEO of CMSD and President of CTU and will provide oversight of all planning and development of the new evaluation system. The PEAC/PAR Governing Board will be the committee responsible for overseeing the implementation of and the evaluation of piloting and field testing of the TDES and will report evaluation findings and recommendations to the joint steering committee. The TDES will be developed by practicing stakeholders (teachers and building administrators), facilitated by co-chairs selected from the joint steering committee. Measures of student

growth, including value-added data will be a component of the scope of work for the TDES Steering Committee to develop. Timelines and procedures as detailed in the Collective Bargaining Agreement will be followed for full implementation by 2013-2014.

2) Attend training session and use gap analysis tools to determine the degree of alignment of current teacher and principal evaluation systems to state models and federal criteria. This gap analysis will allow the TDES Steering Committee to:

- examine significant findings and research relevant to high quality evaluation systems;
- Study best practice examples of high quality teacher evaluation systems and identify promising practices (including those of the Ohio Department of Education, the American Federation of Teachers, and others);
- Finalize a set of guiding principles that delineate the essential characteristics/beliefs the district/teachers union holds for a high quality evaluation system for teachers;
- Design strategies for ongoing and open communication with district staff to ensure that the processes are transparent; and,
- Identify resource needs for the design and implementation phase of the work (e.g., technical assistance from outside consultants, Educational Service Centers, the Ohio Department of Education, the American Federation of Teachers, and others)

3) A committee comprised of CMSD administrators will be formed to create a new administrative development and evaluation system. Practicing administrators from all levels of the organization will be involved in the development and implementation.

4) Identify appropriate national consultants (i.e. Charlotte Danielson) to facilitate development of the TDES and (Administrative Evaluation).

5) Continue to develop Peer Assistance and Review protocols to support teachers and administrators who need additional assistance, recommend the removal of persistently poor performing teachers and administrators, and Master Teacher protocols to identify and reward teachers and administrators who consistently demonstrate exemplary performance.

6) Identify of a minimum of ten (10) schools for participation in field testing and piloting of the proposed TDES evaluation model during the 2010-11 school year. The ten (10) schools shall include the four (4) School Improvement Grant (SIG) Tier I Schools identified as “Refocus Schools” in the District’s Academic Transformation Plan and in which the federal Transformation Model is being implemented, and six (6) schools representing two (2) schools identified in each of the three remaining categories of the Academic Transformation Plan (“Growth Schools”, “Repurpose Schools”, and “Monitor Schools”). The ten pilot schools shall represent a cross section of geographic and academic neighborhoods, grade spans, and both schools with written MOUs and those operating under the existing CBA. Pilot schools (other than the Tier I SIG schools identified above) will be selected through an “opt-in” process in which schools can volunteer for participation through a 75% majority vote of the teachers. Should the “opt-in” process fail to recruit a sufficient number of schools from which the Joint Steering Committee can select, the committee shall be responsible for identifying this cross section of schools, subject to the mutual agreement of the CEO and the CTU President.

7) During spring 2010-11, design, field test, revise, and field test (without consequence) the components of the TDES, including the

certification/training of the evaluators, in the identified pilot schools.

8) The TDES and ADES, developed with reliability measures as described above, will support struggling teachers and administrators and reward excellent teachers and administrators, and will be used to inform decisions on employment.

### **Equitable Distribution of Effective Teachers and Principals**

- 1) 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.
- 2) Create a district-wide talent management plan for teachers, school administrators, central office, and other staff that considers workforce planning, recruitment, selection, induction.
- 3) 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).
- 4) Build capacity within the Human Resources department to track multiple talent management metrics, including training of human resource personnel in service to schools and planning for the implementation of a modern Human Resources Information System.
- 5) Utilize the PEAC/PAR teacher incentive program for teachers to engage in leadership roles in the district. The PEAC/PAR Governing Board will monitor RttT goals/projects involving PEAC teachers.
- 6)The RttT Transformation Team and the PEAC Governing Board will meet to align the RttT Scope of Work.
- 7) Develop a Teacher Licensure Pipeline for hard-to-staff subjects and specialty areas including math, science, special education, ELL, and media.

### **Effective Support to Teachers and Principals**

- 1) Attend information sessions and utilize state guidelines to establish conditions necessary for the full implementation of the Teacher Residency program for all new teachers.
- 2) Expand the identification of PEAC-C teachers for participation as lead teachers and mentors for the Teacher Residency program.
- 3) Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers
- 4) Assess current district induction practices to determine if these practices meet state professional development standards and the needs of the

district's teachers and principals and develop a district induction program that is aligned to the Teacher Residency program and best practices for professional development.

5) Revise the district's Principal Pipeline program to support the recruitment, growth, and retention of high quality administrators

6) Revise the district's professional development plan to ensure training for all teachers in the implementation of the Enhanced Core Curriculum, the use of data to improve instruction, the implementation of effective instructional strategies, professional learning community practices, and to ensure access to an array of research-based supports for teachers and administrators in need of support and intervention. Examine and select a modern professional development software tool to support effective monitoring and tracking of professional development activities, dollars budgeted and spent on these activities, and activities taken by teachers in need of interventions and supports.

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

1) Review district and school practices related to student growth, including value-added measures. The District will utilize the student linkage tool to ensure the accuracy of the student-teacher association used for producing the value-added reports. The District and union will work to develop high quality professional development to facilitate the appropriate use of value-added data.

2) During spring 2010-2011, review and revise the TDES in the pilot schools as outlined in the CBA.

3) Review the timeline for the Administrative Evaluation System

4) Review and finalize the hiring and recruiting techniques for hard-to-staff schools, subjects, and specialty areas.

5) Analyze the implementation of the Teacher Residency Program.

6) The RttT Transformation Team will meet regularly to insure implementation of the Scope of Work. A periodic summary of completed work will be created at the meeting.

### **SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]**

#### **Measure Student Growth**

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

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

### **Evaluation Systems**

- **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**
- **Provide training to teachers and principals on the use of the new comprehensive evaluation system**
- **Begin piloting components of the revised evaluation system and use data to inform changes**
- **Report to ODE the state of the evaluation systems in terms of alignment to state and federal criteria**
- **Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level**
- **Review current process for removing ineffective teachers and principals and develop plan to remove persistently low performing teachers and principals**
- **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**

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

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

- 1) Continue the professional development of district content experts from the Office of Research and Assessment and the Office of Curriculum and Instruction in state and regional professional development about the UVAS value-added model to prepare to provide professional development for the appropriate use of value-added data.
- 2) Distribute the 2010-2011 value-added reports to staff in conjunction with professional development in the appropriate use of student level value-added data as agreed upon by CMSD and the CTU. The team will collaboratively identify a training plan to expand the professional development for effective and appropriate use of growth data to all teachers.
- 3) The District will continue to utilize the student linkage tool to ensure the accuracy of the student-teacher association used for producing the value-added reports.
- 4) Develop agreed upon protocols for measuring student growth in subjects and grades which are not assessed by the state's summative assessment system.

**Evaluation Systems**

1. Develop protocols including timelines, activities, and personnel expectations for implementation of the TDES, including the identification of Master Teachers/Administrators, mentors for the Teacher Residency program, and the assignment of support through Peer Assistance and Review programs. Measures of student growth, including value-added data will be a component of the scope of work for the TDES Steering Committee to develop. Timelines and procedures as detailed in the Collective Bargaining Agreement will be followed for full implementation by 2013-2014. The TDES Steering Committee will define activities related to the evaluation process.
2. Pilot and refine the fully constructed TDES in the identified pilot sites. An additional cohort of a minimum of ten (10) and a maximum of twenty (20) schools selected in the manner described in (Year 1) above will be added to the pilot. All teachers hired in the 2011-12 school year shall be assigned a PAR mentor and shall be evaluated using the fully constructed TDES as well.
3. The committee that was formed to develop the new administrative development and evaluation system will develop, implement, and monitor a piloting of the newly formed evaluation system.
4. Use data and results from the TDES to inform decision-making regarding differentiated professional development investments in the district beginning in 2012-13 school year.

5. Develop protocols for staff readiness, including the professional development and training for full implementation of the TDES in the 2012-13 school year.

6. Develop staggered development and implementation of Development and Evaluation Systems for non-teaching professional staff (including but not limited to media specialists, counselors, psychologists, social workers, para-professionals, and educational aides).

### **Equitable Distribution of Effective Teachers and Principals**

1) Review recruitment practices including analyzing the recruitment pool of highly effective staff as measured by: the number of teacher candidates by subject area/grade level; ratio of teacher applicants to vacancies; ratio of principal and assistant principal applicants to vacancies; number of early contracts offered in critical shortage fields; and offer acceptance rate

2) Implement new hiring processes and interview protocols which use standards-based interview protocols selected as a result of Year 1 review.

3) Mutually create, conduct, and review a working conditions and retention assessment by examining factors such as retention of teachers by subject area / grade level, teacher turnover by subject area / grade level and by type of school (high vs. low need schools); new teacher turn-over at the end of years 1, 2, and 3, number of voluntary transfer requests annually, number of necessary transfers placed annually, and the number of repeat necessary transfers (in transfer pool consecutive years) and develop an action plan and strategies for improving work conditions and retention.

4) Build capacity within the Human Resources department to track multiple talent management metrics by continuing training of Human Resources personnel and by implementing a modern Human Resources Information System.

5) Expand the implementation of the PEAC/PAR teacher incentive program for teacher leader positions defined by the PEAC Governing Board.

6) Implement the Teacher Licensure Pipeline program for hard-to-staff subjects and areas.

### **Effective Support to Teachers and Principals**

1) Continue to implement the Teacher Residency program for all new teachers, following state guidelines and timelines.

2) Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers.

3) Implement new teacher and principal CMSD Induction Program, and measure retention of teachers by subject area/grade level, as well as new hire satisfaction with induction program.

- 4) Implement the revised Principal Pipeline program.
- 5) Implement the revised district professional development plan to ensure training for all teachers in the implementation of the Enhanced Core Curriculum, the use of data to improve instruction, the implementation of effective instructional strategies, professional learning communities, and to ensure access to an array of research-based supports for teachers and administrators in need of support and intervention.
- 6) Mutually participate in professional development on the Instructional Rounds model. The Labor-Management Committee will identify schools/cohorts to pilot the program.
- 7) With Board of Regents approval, and in partnership with a local university, develop the curriculum for the "CMSD University" teacher/administrator credentialing program. Explore the possibility of developing a district "CMSD University" credentialing program accredited by the Ohio Board of Regents to recruit and train teacher and administrator candidates for work in high-poverty, urban schools by completing coursework in partnership with a local university while participating as a classroom teacher or administrator in high-need areas under the supervision of district identified PEAC-C master teachers.

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

- 1) Analyze effectiveness of professional development on student growth measures, including value-added measures.
- 2) Use data from the TDES to inform decision-making on full implementation of the Development and Evaluation System for the 2012-2013 school year.
- 3) Use data from the Administrator Evaluation System to inform decision-making on full implementation.
- 4) Review hiring and recruiting techniques for hard-to-staff schools, subjects, and specialty areas.
- 5) Survey staff members for effectiveness of professional development within the district. Identify areas of strength and areas to improve.
- 6) Analyze implementation of the Teacher Residency Program and identify areas in need of improvement.
- 7) The RttT Transformation Team will meet regularly to insure implementation of the Scope of Work. A periodic summary of completed work will be created at the meeting.

## **SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]**

### **Measure Student Growth**

- **Ensure all teachers have participated in professional development training sessions on the use of value-added data**
- **Utilize teacher-student linkage tools to ensure the accuracy and quality of value-added data**
- **Distribute and utilize annual value-added reports for principal teachers with tested grades to inform professional development and areas of performance improvement**
- **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**
- **Implement student growth measures for teachers in subjects or grade levels that do not have statewide standardized tests**

### **Evaluation Systems**

- **Continue training and professional development on the new evaluation systems**
- **Make final adjustments to the evaluation system in preparation for full implementation in Year 4**
- **Become familiar with the federal requirement to report aggregated effectiveness ratings for teachers to the state; provide requested data to the state**
- **Report to ODE the status of the evaluation systems in terms of alignment to state and federal criteria**
- **Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level**
- **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**
- **Implement a plan to remove persistently low-performing teachers and principals**
- **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**

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

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

- 1) Distribute the 2011-2012 value-added reports to staff in conjunction with professional development in the appropriate use of student level value-added data as agreed upon by CMSD and the CTU.
- 2) The District will continue to utilize the student linkage tool to ensure the accuracy of the student-teacher association used for producing the value-added reports.
- 3) Plan how student growth measures, including value-added data, could be used to identify quality professional development programs for implementation. Use this information to plan professional development. Professional development will be provided for the appropriate use of growth data, including value-added data and new growth metrics, to all teachers.
- 4) Field test protocols developed in year two for measuring student growth in subjects and grades which are not assessed by the state's summative assessment system.

### Evaluation Systems

- 1) The TDES Steering Committee, and PEAC/PAR Governing Board will develop procedures for the High Quality Teacher Development and Evaluation System by:
  - Using TDES data and feedback from the pilot, TDES Steering Committee will ensure the TDES:
    - Provides professional development for targeted needs;
    - Reviews and makes recommendations on the financial resources allocated to support TDES and ADES professional development needs;
  - Designing and implementing district training for the TDES/ADES system.
  - Finalizing recommendations for evaluation system after examining data collected from field testing & develop and recommend detailed plans for full implementation in 2013-14.

- 2) Implement professional development and training for TDES assessors and for those being assessed by the new evaluation system. Timelines and procedures, as detailed in the Collective Bargaining Agreement, will be followed for full implementation by 2013-2014.
- 3) Professional development for the Administrative Evaluation System will be provided.
- 4) Monitor district wide implementation of the TDES and Administrator Evaluation System, including the Peer Assistance and Review and Master Teacher/Administrator components of these systems.
- 5) Use data and results from the TDES to inform decision making regarding differentiated professional development investments in the district.
- 6) Pilot Evaluation Systems for non-teaching professional staff (including, but not limited to, media specialists, counselors, psychologists, social workers, and paraprofessionals.)
- 7) The TDES and ADES, developed with reliability measures as described above, will support struggling teachers and administrators and reward excellent teachers and administrators, and will be used to inform decisions on employment.
- 8) Review current processes for granting tenure and develop a plan for rigorous tenure review using evaluation results and incorporating the HB1 criteria for the 7-year timeframe for tenure.
- 9) Become familiar with the federal requirement to report aggregated effectiveness ratings for teachers to the state. Develop a plan using the TDES to define teacher effectiveness and provide requested data to the state.

### **Equitable Distribution of Effective Teachers and Principals**

- 1) Evaluate the success of the year two implementation of Human Resources recruitment function against the identified metrics (the number of teacher candidates by subject area/grade level; ratio of teacher applicants to vacancies; ratio of principal and assistant principal applicants to vacancies; number of early contracts offered in critical shortage fields; and offer acceptance rates) and develop an action plan to improve recruitment function.
- 2) Continue implementation of new hiring processes and interview protocols which use standards-based interview protocols selected as a result of Year 1 review.
- 3) Mutually implement the action plan and strategies for improving work conditions and retention of effective staff created as a result of the assessment conducted in year two (measuring factors such as retention of teachers by subject area / grade level, teacher turnover by subject area / grade level and by type of school (high vs. low need schools); new teacher turn-over at the end of years 1, 2, and 3, number of voluntary transfer

requests annually, number of necessary transfers placed annually, and the number of repeat necessary transfers).

4) Continue to implement the PEAC/PAR teacher incentive program.

5) Implement the Teacher Licensure Pipeline program.

### **Effective Support to Teachers and Principals**

1) Assess implementation of the Teacher Residency program and develop an action plan to improve Residency program.

2) Provide feedback to the Teacher Residency program lead teachers and mentors.

3) Assess the implementation of new teacher and principal district induction program using the metrics identified (retention of teachers by subject area/grade level, as well as new hire satisfaction with induction program) and develop an action plan to improve staff member induction. Expand induction program to other professional staff members.

4) Implement the revised Principal Pipeline program.

5) Continue implementation of the revised district professional development plan to ensure training for all teachers in the implementation of the Enhanced Core Curriculum, the use of data to improve instruction, the implementation of effective instructional strategies, and professional learning communities, and to ensure access to an array of research-based supports for teachers and administrators in need of support and intervention.

6) Pilot the Instructional Round model in cohorts identified by the Labor Management committee and continue to provide professional development to staff members.

7) With Board of Regents approval, and in partnership with a local university, recruit the first class of students to participate in "CMSD University" urban educator credentialing program.

8) Identify and evaluate professional development management tools which will allow the district to track number and percentage of teachers enrolled in PD activities, dollars budgeted to these activities, PD activities provided in support of struggling teachers and administrators, and to identify highly effective professional development practices.

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

1) Analyze effectiveness of professional development and feedback from instructional rounds, on student growth measures, including value-added

measures. Use data to improve the professional development strategy for the 2013-2014 school year.

2) Ensure all teachers have participated in professional development training sessions on the use of student growth measures.

3) Use data and results from the TDES to inform decision-making on full implementation of the Development and Evaluation System for the 2013-2014 school year.

4) Use data and results from the Administrative Evaluation system to inform decision-making for the 2013-2014 school year.

5) Review hiring and recruiting techniques for hard-to-staff schools, subjects, and specialty areas.

6) Survey staff members for effectiveness of professional development within the district. Identify areas of strength and areas to improve.

7) Analyze implementation of the Teacher Residency Program and identify areas in need of improvement.

8) The RttT Transformation Team will meet regularly to insure implementation of the Scope of Work. A periodic summary of completed work will be created at the meeting.

#### **SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]**

##### **Measure Student Growth**

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

- **Fully implement the new evaluation system and conduct annual evaluation of teachers and principals using the new evaluation system**
- **Continue training and professional development on the new evaluation system**
- **Provide aggregated effectiveness ratings for teachers to the state as required by the US Department of Education**
- **Use data and results from the evaluation system in making decisions about professional development programs and budgets at the district and school level**

- 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
- Implement the plan to remove persistently low-performing teachers and principals
- 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**

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

- Assess implementation of the Teacher Residency program and make needed changes based on data
- Assess the success of the co-teaching support for new teachers and make needed changes based on data
- Train additional lead teachers and mentors for the Teacher Residency program as needed
- 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**

- 1) Distribute the 2012-2013 value-added reports to staff in conjunction with professional development in the appropriate use of student level value-added data as agreed upon by CMSD and the CTU.
- 2) The District will continue to utilize the student linkage tool to ensure the accuracy of the student-teacher association used for producing the value-added reports.
- 3) Implement revised protocols field tested in year two for measuring student growth in subjects and grades which are not assessed by the state's summative assessment system. Professional development will be provided for the appropriate use of growth data, including value-added data and new growth metrics, to all teachers.

4) Continue to use growth measures, where appropriate to identify quality professional development programs for implementation. Continue to use this information to inform professional development planning.

## **Evaluation Systems**

1) The TDES Steering Committee and PEAC/PAR Governing Board will implement a High Quality Teacher Evaluation System by:

- Collectively discussing and seeking to collaboratively resolve any issues or concerns that occur and identifying necessary modifications to the TDES including, but not limited to, discussions surrounding:
  - collection of evidence of consistent implementation
  - reviewing and enhancing opportunities for evaluators to identify best practices as related to inter-rater reliability
  - provide ongoing training for teachers, administrators, and evaluators
  - allocation of resources

2) Continue implementation of professional development and training for TDES assessors and for those being assessed by the new evaluation system. Measures of student growth, including value-added data will be a component of the scope of work for the TDES Steering Committee to develop. Timelines as detailed in the Collective Bargaining Agreement will be followed for full implementation by 2013-2014.

3) Monitor district-wide implementation of the fully constructed TDES, including Teacher Residency, Peer Assistance and Review, and Master Teacher components.

4) Monitor Administrative Evaluation System district-wide implementation.

5) Use data and results from the Administrative Evaluation System and TDES to inform decision-making regarding differentiated professional development investments in the district.

6) Implement Development and Evaluation Systems for non-teaching professional staff (including but not limited to media specialists, counselors, psychologists, social workers, para-professionals, and educational aides).

7) The TDES and ADES, developed with reliability measures as described above, will support struggling teachers and administrators and reward excellent teachers and administrators, and will be used to inform decisions on employment.

8) Implement the mutually developed plan for granting tenure using evaluation results and incorporating the HB1 criteria for the 7-year timeframe for tenure.

9) Become familiar with the federal requirement to report aggregated effectiveness ratings for teachers to the state. Develop a plan using the TDES to define teacher effectiveness and provide requested data to the state.

### **Equitable Distribution of Effective Teachers and Principals**

- 1) Evaluate the success of the implementation of Human Resources recruitment function against the identified metrics (the number of teacher candidates by subject area/grade level; ratio of teacher applicants to vacancies; ratio of principal and assistant principal applicants to vacancies; number of early contracts offered in critical shortage fields; and offer acceptance rates; and develop an action plan to improve recruitment function.
- 2) Continue implementation of new hiring processes and interview protocols which use standards-based interview protocols selected as a result of Year 1 review.
- 3) Implement mutually agreed upon action plan and strategies for improving work conditions and retention of effective staff created as a result of the assessment conducted in year two (measuring factors such as retention of teachers by subject area / grade level and by teacher turnover by subject area / grade level and by type of school (high vs. low need schools); new teacher turn-over at the end of years 1, 2, and 3, number of voluntary transfer requests annually, number of necessary transfers placed annually, and the number of repeat necessary transfers).
- 4) Continue to implement the PEAC/PAR teacher incentive program.
- 5) Fully implement the Teacher Licensure Pipeline program

### **Effective Support to Teachers and Principals**

- 1) Continue implementation of the Teacher Residency program.
- 2) Provide Teacher Residency program lead teachers and mentors feedback on performance.
- 3) Continue new staff member district induction program and provide data to the CMSD Office of Organizational Accountability for public reporting and accountability purposes.
- 4) Continue implementation of the revised Principal Pipeline program.
- 5) Continue implementation of the revised district professional development plan to ensure training for all teachers in the implementation of the Enhanced Core Curriculum, the use of data to improve instruction, the implementation of effective instructional strategies, and to ensure access to an array of research-based supports for teachers and administrators in need of support and intervention.

- 6) Implement professional development management tools which will allow the district to track number and percentage of teachers enrolled in PD activities, dollars budgeted to these activities, PD activities provided in support of struggling teachers and administrators, and to identify highly effective professional development practices.
- 7) Continue the Instructional Round model in cohorts identified by the Labor Management Committee and continue to provide professional development to staff members.
- 8) With Board of Regents approval, and in partnership with a local university, recruit the first class of students to participate in "CMSD University" urban educator credentialing program. Evaluate the effectiveness of the year one implementation and develop action steps to adjust program curricula and implementation as needed. Recruit the first class of students to participate in "CMSD University".

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

- 1) Analyze effectiveness of professional development and feedback from the Instructional Rounds, on student growth measures, including value-added measures.
- 2) Use data from the TDES to inform decision-making on full implementation of the Development and Evaluation System for the 2014-2015 school year.
- 3) Use data from the Administrative Evaluation System to inform decision-making for the 2014-2015 school year.
- 4) Review and revise hiring and recruiting techniques for hard-to-staff schools, subjects, and specialty areas, as needed.
- 5) Survey staff members for effectiveness of professional development within the district. Identify areas of strength and areas to improve.
- 6) Analyze implementation of the Teacher Residency Program and identify areas in need of improvement.
- 7) The RttT Transformation Team will meet regularly to insure implementation of the Scope of Work. A periodic summary of completed work will be created at the meeting.

## 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:

1. Fully implement the identified reform models for the District’s 12 SIG Schools as outlined in the approved SIG Grant.  
This goal supports Transformation Plan Goal #2 - Provide high quality schools that raise student achievement in every neighborhood so that all families have choices.
2. Continue and expand implementation of the Governor’s Closing The Achievement Gap Program.  
This goal supports Transformation Plan Goal #1 - Graduate all students ready to compete in the 21st century global economy and Transformation Plan Goal #3 - Expand what is working today for students, be bold in rethinking and changing what is not working.
3. Study new school models supported by the State of Ohio for possible implementation in CMSD.  
This goal supports Transformation Plan Goal #3 – Expand what is working today for students, be bold in rethinking and changing what is not working.
4. Explore supports for Early Warning Schools once identified by the state of Ohio.  
This goal supports Transformation Plan Goal #2 - Provide high quality schools that raise student achievement in every neighborhood so that all families have choices.

#### Key Personnel:

Chief Transformation Officer  
Linkage Coordinators

Chief Academic Officer  
Cleveland Teachers Union President or Designee

**Budget:**

Approximately \$5.2 million invested in expanding the linkage coordinator program, providing resources for linkage coordinator activities, and professional development and support of staff, and program support as outlined on the attached budget worksheet.

**LEA SCOPE OF WORK ACTIVITIES  
LEA ANNUAL PERFORMANCE MEASURE TARGETS**

**SCHOOL YEAR 1: 2010-2011 [SUGGESTED ACTIVITIES]**

- **Ensure that SIG-funded schools implement the selected intervention model**
- **Participate in ODE-sponsored quarterly technical assistance sessions**
- **Work collaboratively with ODE-assigned Transformation Specialist(s)**
- **Provide job-embedded professional development to staff**
- **Provide increased learning opportunities to staff and students**
- **Implement social-emotional and community supports for students**
- **Implement effective family engagement practices**
- **Evaluate implementation of intervention model in SIG-funded schools**
- **Apply for continuation SIG funding**
- **Complete an application for initial SIG funding for non-SIG funded schools identified as persistently low-achieving**
- **Work with schools in “Early Warning” status in coordination with regional support teams and the Office of Transforming Schools; conduct diagnostic review**
- **Convene a Family and Civic Engagement (FCE) team**
- **Work with county Family and Children First Council**
- **Develop a five-year Family and Civic Engagement plan and submit the plan to county Family and Children First Council**
- **Participate in Family and Civic Engagement professional development, coaching and evaluation**
- **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]**

- 1) Implement the School Improvement Grant as approved by the Ohio Department of Education, using the resources provided to these identified schools through SIG funding.

- The 12 schools receiving SIG monies will develop building plans (AAP) that incorporate the SIG model designated by the CMSD (i.e. Transformation, Turnaround, Close, Restart). AAP Teams consisting of CTU and CMSD Administration will work collaboratively to tailor each building's plan to the needs of its school's clientele (students, staff, families and community.)
- CMSD/CTU will create a SIG School Monitoring Taskforce. Half of the members will be selected by the District CEO and half of the members will be selected by the CTU President. The CMSD and CTU will mutually develop guidelines and timelines.

2) Revise the five-year Family and Civic Engagement plan submitted to the Cuyahoga County Family and Children First Council in 2009-10 and resubmit to FCFC.

3) Provide 13 linkage coordinators in support of CMSD high schools and plan for the implementation of additional linkage coordinators in district K-8 schools in which less than 50% of students have attained a proficient score on seventh-grade achievement assessments in English language arts or mathematics.

- The present Linkage Coordinators will begin to implement CTAG Programming at their current high schools with girls that fit the criteria as outlined in the Governors vision beginning in January of the 2010-2011 school year, as required by HB1. This expansion will increase the scope of their present work, thus increasing responsibility and compensation. *This plan will begin in January 2011.*
- Provide the current 13 Linkage Coordinators with relevant professional development to enhance their ability to serve as an intermediary with staff, community and administration on behalf of the students that they serve, while addressing the non-academic barriers affecting the learning environment for CTAG students and educators. Learning environments are transformed by improved relationships, belief systems, high achievement expectations, and the creation of a cadre of professions equipped with resources to assist. Professional development for Linkage Coordinators will include the monthly sessions provided by the Governor's Office. Other professional development including the National Alliance of Black School Educators Annual Conference and AFT Center for School Improvement training may also be considered. *This plan will begin immediately.*
- Create 2 Regional Linkage Coordinators that would monitor the implementation of the CTAG Program on all levels. These Regional Linkage Coordinators will serve as the link between "the field" and central office, where the Program Manager is housed. These Regional Linkage Coordinators would also serve as a Linkage Coordinator for their respective High School where the student populations may be smaller (i.e. Washington Park, MLK, Ginn). *This strategy and plan implementation will begin immediately.*

4) Provide resources and supports to students who qualify for participation in the CTAG Initiative (failed two or more classes; absent 36 days or more; received five or more days of out-of-school suspension; or, held back a grade/over the age for grade-level).

- Re-institute the programmatic components of the CTAG Initiative that was originally written into the Governors vision. These components included bookclubs, exposure trips (academic and cultural), tutoring, credit recovery, summer bridge programming, socio-emotional supports such as motivational speakers, CTAG uniforms/shirts/vests/blazers). The Governor's plan recommends a per pupil allowance of \$1,500 for full programming efforts. *This plan will begin in January, 2011.*
- Provide professional development to at least 3 teachers in each CTAG High School through the cultural competency professional development training (CCPDT) offered through the Governor's Office. The linkage coordinator of the school will recommend teachers for the CCPDT to the principal and chapter chair who will mutually agree to the teachers selected for training. A plan will be developed to allow these teachers as train the trainers for other teachers at their schools and within our district through sessions on our monthly PD Calendar at BBB. *This strategy and plan implementation will begin immediately.*

5) Explore the strengths and challenges of best practice / proven achievement initiatives, including but not limited to: AVID, STEM, etc. As has been the past practice within New & Innovative School design, the ultimate plan must culminate in a ratified MOU reflecting collaborative implementation methods.

6) The District and CTU will form a joint committee with 1/2 of the members appointed by the CTU President and 1/2 of the members by the District CEO appointed by CMSD to make recommendations for how to intervene with Early Warning Schools (once identified by the state) which may include but are not limited to the use of the A.I.T.

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

1. Analyze the effectiveness of the first 4 years of the CTAG program by comparing actual graduation rates of CTAG and non-CTAG students
2. Analyze common rubric results obtained by the SIG Monitoring Taskforce in order make recommendations to buildings relative to the implementation of their AAP in accordance to SIG requirements
3. Survey students that have been 4 year participants in CTAG in order to gain data on the value of the Linkage Coordinator in helping them overcome the non academic barriers that they were faced with throughout high school
4. Conduct survey of female participants to gain input as to the programmatic needs that they feel they have in order to provide direction to the Linkage Coordinators.
5. Survey staff that participate in the Cultural Competence Training in order to gage its relevance and impact

6. Convene Linkage Coordinators weekly to update on programmatic details and share success stories/best practices

#### **SCHOOL YEAR 2: 2011-2012 [SUGGESTED ACTIVITIES]**

- Fully implement selected intervention models in SIG-funded schools
- Participate in ODE-sponsored quarterly technical assistance sessions
- Work collaboratively with ODE-assigned Transformation Specialist(s)
- Provide job-embedded professional development to staff
- Provide increased learning opportunities to staff and students
- Provide social-emotional and community supports for students
- Provide effective family engagement practices and supports
- Evaluate implementation of intervention model
- Complete application for continuation SIG funding
- Intervene in schools in “Early Warning” status and develop and implement a systematic plan to improve the school’s performance
- Participate in Family and Civic Engagement professional development, coaching and evaluation
- Report progress of Family and Civic Engagement plan to the county Family and Children First Council
- 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]**

1) Continue implementation the School Improvement Grant as approved by the Ohio Department of Education, using the resources provided to these identified schools through SIG funding.

- Schools continuing to receive SIG monies will develop/enhance their building plans (AAP) that incorporate the SIG model designated by the CMSD (i.e. Transformation, Turnaround, Close, Restart). AAP Teams consisting of CTU and CMSD Administration will continue to work collaboratively to tailor each building’s plan to the needs of its school’s clientele (students, staff, families and community.)

2) Expand linkage coordinator support to include the 13 linkage coordinators in support of CMSD high schools and to include those K-8 schools identified in year one.

- Create K-8 Linkage Coordinators (total =5) that would be responsible for the K-8 feeders to 2-3 of our high schools that currently have Linkage Coordinators. These K-8 Linkage Coordinators would implement the CTAG Program by targeting 7<sup>th</sup> graders that will be identified as falling into the category of “at-risk of not graduating” as defined by the four criteria established by the CTAG Initiative (attendance, retention, behavior, discipline). *This strategy and the hiring of these personnel will occur in Year 2.*
- Continue professional development to at least 3 teachers in each CTAG High School through the cultural competency professional development training (CCPDT) offered through the Governor’s Office. The RttT Transformation Team will explore ways to share the training

received by these teachers with other high school teaching staff.

- Provide the current 13 Linkage Coordinators with relevant professional development to enhance their ability to serve as an intermediary with staff, community and administration on behalf of the students that they serve, while addressing the non-academic barriers affecting the learning environment for CTAG students and educators. Learning environments are transformed by improved relationships, belief systems, high achievement expectations, and the creation of a cadre of professions equipped with resources to assist. Professional development for Linkage Coordinators may include the monthly sessions provided by the Governor's Office, as well as the National Alliance of Black School Educators Annual Conference and AFT Center for School Improvement training.

3) Continue to provide resources and supports to students who qualify for participation in the CTAG Initiative (failed two or more classes; absent 36 days or more; received five or more days of out-of-school suspension; or, held back a grade/over the age for grade-level).

- Continue the programmatic components of the CTAG Initiative that was originally written into the Governors vision. These components included bookclubs, exposure trips (academic and cultural), tutoring, credit recovery, summer bridge programming, socio-emotional supports such as motivational speakers, CTAG uniforms/shirts/vests/blazers). The Governor's plan recommends a per pupil allowance of \$1,500 for full programming efforts.

4) Explore the strengths and challenges of best practice / proven achievement initiatives, including but not limited to: AVID, STEM, etc. As has been the past practice within New & Innovative School design, the ultimate plan must culminate in a ratified MOU reflecting collaborative implementation methods.

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

1. Analyze common rubric results obtained by the SIG Monitoring Taskforce in order make recommendations to buildings relative to the implementation of their AAP in accordance to SIG requirements
2. Monitor the academic growth of the 12 SIG schools based on the Ohio Report Card
3. Conduct K-8 survey with principals to gain input as to the programmatic needs of the middle grade student that qualifies for the CTAG program in an effort to create meaningful strategies to retain these students until graduation.
4. Monitor the professional development offerings that are provided to teachers trained at the Cultural Competence Center.
5. Convene Linkage Coordinators weekly to update on programmatic details and share success stories/best practices

**SCHOOL YEAR 3: 2012-2013 [SUGGESTED ACTIVITIES]**

- Continue full implementation of the intervention models
- Participate in all ODE-sponsored quarterly technical assistance sessions
- Work collaboratively with ODE-assigned Transformation Specialist(s)
- Evaluate implementation of intervention model and take steps to ensure continual deepening of the work
- Assess progress in schools in “Early Warning” status and take additional corrective action if needed
- Complete application for continuation SIG funding
- Participate in Family and Civic Engagement professional development, coaching and evaluation
- Report progress of Family and Civic Engagement plan to the county Family and Children First Council
- 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]**

1) Continue implementation the School Improvement Grant as approved by the Ohio Department of Education, using the resources provided to these identified schools through SIG funding.

- Schools continuing to receive SIG monies will develop/enhance building plans (AAP) that incorporate the SIG model designated by the CMSD (i.e. Transformation, Turnaround, Close, Restart). AAP Teams consisting of CTU and CMSD Administration will continue to work collaboratively to tailor each building’s plan to the needs of its school’s clientele (students, staff, families and community.)

2) Expand linkage coordinator support to include the 13 linkage coordinators in support of CMSD high schools and to include those K-8 schools identified in year one.

- Continue the K-8 Linkage Coordinators (total =5) that are responsible for the K-8 feeders to 2-3 of our high schools that currently have Linkage Coordinators. These K-8 Linkage Coordinators would continue the CTAG Program by targeting 7<sup>th</sup> graders that will be identified as falling into the category of “at-risk of not graduating” as defined by the four criteria established by the CTAG Initiative but will now continue to work with them as 8<sup>th</sup> graders in preparation for transitioning to high school.
- Continue professional development to at least 3 teachers in each CTAG High School through the cultural competency professional development training (CCPDT) offered through the Governor’s Office. The RttT Transformation Team will explore ways to share the training received by these teachers with other high school teaching staff.
- Provide the current 13 Linkage Coordinators with relevant professional development to enhance their ability to serve as an intermediary

with staff, community and administration on behalf of the students that they serve, while addressing the non-academic barriers affecting the learning environment for CTAG students and educators. Learning environments are transformed by improved relationships, belief systems, high achievement expectations, and the creation of a cadre of professions equipped with resources to assist. Professional development for Linkage Coordinators may include the monthly sessions provided by the Governor's Office, as well as the National Alliance of Black School Educators Annual Conference and AFT Center for School Improvement training.

- 3) Continue to provide resources and supports to students who qualify for participation in the CTAG Initiative (failed two or more classes; absent 36 days or more; received five or more days of out-of-school suspension; or, held back a grade/over the age for grade-level).
- Continue the programmatic components of the CTAG Initiative that was originally written into the Governors vision. These components included bookclubs, exposure trips (academic and cultural), tutoring, credit recovery, summer bridge programming, socio-emotional supports such as motivational speakers, CTAG uniforms/shirts/vests/blazers). The Governor's plan recommends a per pupil allowance of \$1,500 for full programming efforts.
- 4) Explore the pros and challenges of best practice / proven achievement initiatives, including but not limited to: AVID, STEM, etc. As has been the past practice within New & Innovative School design, the ultimate plan must culminate in a ratified MOU reflecting collaborative implementation methods.

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

1. Analyze common rubric results obtained by the SIG Monitoring Taskforce in order make recommendations to buildings relative to the implementation of their AAP in accordance to SIG requirements
2. Monitor the academic growth of the 12 SIG schools based on the Ohio Report Card.
3. Conduct K-8 survey with students and parents to gain input as to the programmatic needs of the middle grade student that qualifies for the CTAG program in an effort to create meaningful strategies to retain these students until graduation as well as serve their families.
4. Monitor the professional development offerings that are provided to teachers trained at the Cultural Competence Center.
5. Convene Linkage Coordinators weekly to update on programmatic details and share success stories/best practices

**SCHOOL YEAR 4: 2013-2014 [SUGGESTED ACTIVITIES]**

- **Continue full implementation of the intervention models**
- **Participate in all ODE-sponsored quarterly technical assistance sessions**
- **Work collaboratively with ODE-assigned Transformation Specialist(s)**
- **Evaluate implementation of intervention model and continually deepen the work**
- **Evaluate progress in schools in “Early Warning” status and take additional corrective action if needed**
- **Participate in Family and Civic Engagement professional development, coaching and evaluation**
- **Report progress of Family and Civic Engagement plan to the county Family and Children First Council**
- **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]**

1) Continue implementation the School Improvement Grant as approved by the Ohio Department of Education, using the resources provided to these identified schools through SIG funding.

- Schools continuing to receive SIG monies will develop/enhance building plans (AAP) that incorporate the SIG model designated by the CMSD (i.e. Transformation, Turnaround, Close, Restart). AAP Teams consisting of CTU and CMSD Administration will continue to work collaboratively to tailor each building’s plan to the needs of its school’s clientele (students, staff, families and community.)

2) Expand linkage coordinator support to include the 13 linkage coordinators in support of CMSD high schools and to include those K-8 schools identified in year one.

- Continue the K-8 Linkage Coordinators (total =5) that are responsible for the K-8 feeders to 2-3 of our high schools that currently have Linkage Coordinators. These K-8 Linkage Coordinators would continue the CTAG Program by targeting 7<sup>th</sup> graders that will be identified as falling into the category of “at-risk of not graduating” as defined by the four criteria established by the CTAG Initiative but will now continue to work with them as 8<sup>th</sup> graders in preparation for transitioning to high school.
- Continue professional development to at least 3 teachers in each CTAG High School through the cultural competency professional development training (CCPDT) offered through the Governor’s Office. The RttT Transformation Team will explore ways to share the training received by these teachers with other high school teaching staff.
- Provide the current 13 Linkage Coordinators with relevant professional development to enhance their ability to serve as an intermediary with staff, community and administration on behalf of the students that they serve, while addressing the non-academic barriers affecting the learning environment for CTAG students and educators. Learning environments are transformed by improved relationships, belief systems, high achievement expectations, and the creation of a cadre of professions equipped with resources to assist. Professional development for Linkage Coordinators may include the monthly sessions provided by the Governor’s Office, as well as the National Alliance of Black School Educators Annual Conference and AFT Center for School Improvement training.

3) Continue to provide resources and supports to students who qualify for participation in the CTAG Initiative (failed two or more classes; absent 36 days or more; received five or more days of out-of-school suspension; or, held back a grade/over the age for grade-level).

- Continue the programmatic components of the CTAG Initiative that was originally written into the Governors vision. These components included bookclubs, exposure trips (academic and cultural), tutoring, credit recovery, summer bridge programming, socio-emotional supports such as motivational speakers, CTAG uniforms/shirts/vests/blazers). The Governor's plan recommends a per pupil allowance of \$1,500 for full programming efforts.

4) Explore the pros and challenges of best practice / proven achievement initiatives, including but not limited to: AVID, STEM, etc. As has been the past practice within New & Innovative School design, the ultimate plan must culminate in a ratified MOU reflecting collaborative implementation methods.

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

1. Continue to monitor graduation rates by cohorts in order to gain quantifiable data that will help drive programming for CTAG
2. Monitor the professional development offerings that are provided for teachers trained at the Cultural Competence Center.
3. Convene Linkage Coordinators weekly to update on programmatic details and share success stories/best practices