



# Support schools

*Office for Improvement and Innovation*

December 2017

# Introduction and Goals

## Introduction

1. Sue Murphy/OII

2. ESSA

- Focus on increasing sub-group academic performance
- District/Sponsor roles in support

# Seven Principles of OIP

- Align district/school vision
- Continuous systemic procedures
- Quality data analysis and interpretation
- Collaborative and collegial
- Communication!
- One plan directs work and resources
- Non-negotiable adult practices impacting student performance

## STAGE 0 Prepare for the OIP

Preparing for the OIP provides the basics on establishing the collaborative structures and processes necessary to develop, implement, monitor, and evaluate the OIP. In addition to defining the necessary collaborative structures, it describes the practices of communication and engagement, decision making, and resource management that are threaded throughout the OIP.

## STAGE 1

Identify Critical Needs of Districts and Schools.

### How

do these teams work in districts and schools?

Use data to identify critical needs.

### How

do these teams work in districts and schools?

Review data.  
Gather evidence of implementation and impact.

## STAGE 4

Evaluate the Improvement Process.

## STAGE 2

Develop a Focused Plan.

### How

do these teams work in districts and schools?

Develop goal(s), strategies, indicators, and action steps focused on Stage 1 critical needs.

### How

do these teams work in districts and schools?

Implement strategies and action steps to achieve district goals.  
Monitor fidelity of implementation and effect on changes in adult practice and student learning.

## STAGE 3

Implement and Monitor the Focused Plan.

### Who Is Involved?

- District and Community School Leadership Team (DLT/CSLT)
- Building Leadership Teams (BLTs)
- Teacher-Based Teams (TBTs)

### The Ohio 5-Step Process

#### STEP 1

Collect and chart data.

#### STEP 2

Analyze data.

#### STEP 3

Establish shared expectations for implementing specific changes.

#### STEP 4

Implement changes consistently.

#### STEP 5

Collect, chart, and analyze post data.

# Stage 0: Prepare for the OIP

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## Establish the collaboration

- Build the team
- Establish roles
- Make agreements
- Plan the project

Communication System

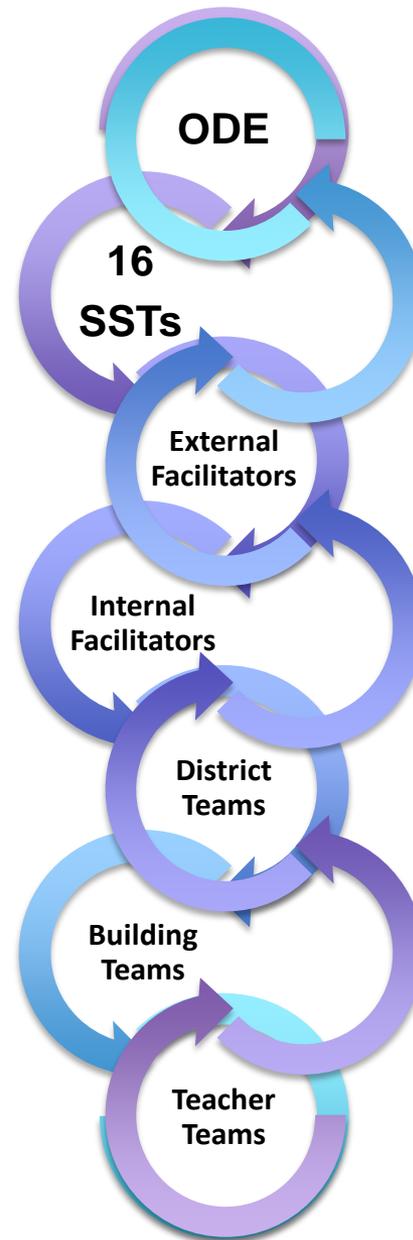
# Shared Leadership

Teacher base, Building Leadership and District Leadership Teams





# State System of Support



# Local Report Card



## Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

### COMPONENT GRADE

**C**

[VIEW MORE DATA](#)

[VIEW GIFTED DATA](#)

#### Performance Index

78.3%.....**C**

#### Indicators Met

64.5%.....**D**



## Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

### COMPONENT GRADE

**Not Rated**

[VIEW MORE DATA](#)

#### Value-Added

Overall.....**NR**

Gifted.....**NR**

Lowest 20% in Achievement.....**NR**

Students with Disabilities.....**NR**



## Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

### COMPONENT GRADE

**F**

[VIEW MORE DATA](#)

#### Annual Measurable Objectives

50.0%.....**F**



## Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

### COMPONENT GRADE

**B**

[VIEW MORE DATA](#)

#### Graduation Rates

90.5% of students graduated in 4 years.....**B**

96.2% of students graduated in 5 years.....**A**



## K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

### COMPONENT GRADE

**D**

[VIEW MORE DATA](#)

#### K-3 Literacy Improvement

35.4%.....**D**



## Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

**C**

[VIEW DATA](#)

# Stage 1: Identify Critical Needs

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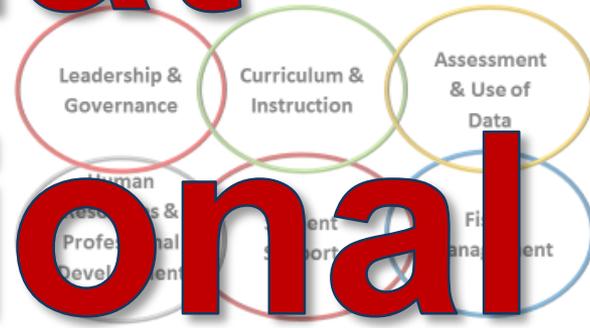
## Six Critical Areas

The School Improvement Diagnostic (SID) instrument identifies the **SYSTEMIC** practices and policies in these areas.



## Standards

The District Review instrument identifies the **SYSTEMIC** practices and policies in these areas.



# What additional

# data is needed?

The screenshot shows a web interface for program selection. At the top, it says 'Program Selected: Decision Renewal' and '050765 - Ohio Department of Education'. Below this are search filters: 'PROGRAM PERIOD: DF FY 2018', 'REGION: All', 'COUNTY: All', and 'SORT ORDER: IRN'. There are also fields for 'DISTRICT IRN', 'DISTRICT NAME', and 'SCHOOL IRN'. A 'STATUS' dropdown menu is open, showing options like 'Not Started', 'Stage 0 (Prep)', 'Stage 1 (Data)', 'Stage 2 (Influencing)', 'Stage 3 (OTF/IES)', 'Self-Assessment', 'Self-CCIP', and 'School Closed'. A 'Search' button and a 'Reset' button are at the bottom.

# Stage 2: Developing a Focused Plan

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## Ohio Improvement Process (OIP) District Action Plan 2012-2013 and 2013-2014 School Years

### Academic Goal Plan

#### District Goal 1

By August 2014, 100% of students in the ██████ City School District will demonstrate a minimum of one year's growth in all subject areas, as well as perform at the accelerated or advanced level on all state assessments; and, when appropriate, will meet nationally normed benchmarks that indicate college and career readiness

#### Improvement Strategies and Indicators

##### Strategy 1.A

Utilizing the Ohio 5-Step Process, monitor the implementation of Ohio's New Learning Standards in ALL learning environments, with particular focus on identified target groups.

##### Adult Implementation Indicator:

100% of Teacher Based Teams (TBTs), and other professionals as needed, will meet weekly and will use the Ohio Five-Step Process to systematically analyze and monitor student achievement data based on Ohio's New Learning Standards

##### Student Performance Indicators:

- 100% of students will demonstrate a minimum of one year's growth annually.
- 100% of students will perform at accelerated or advanced on state assessments.
- The achievement gap for the identified targeted groups will decrease by ten percent each year.

##### Strategy 1.B

Utilizing the Ohio 5-Step Process, implement and monitor research-based instructional strategies in all circles PK-12 to address the needs of all individual learners with particular focus on identified target groups

##### Adult Implementation Indicators:

- 100% of teachers will utilize effective teaching strategies through daily instruction based on Ohio's New Learning Standards as measured by walk through data.
- 100% of Teacher Based Teams (TBTs), and other professionals as needed, will meet weekly and will use the Ohio Five-Step Process to systematically analyze and monitor student performance data based on the use of effective instructional strategies
- 100% of staff will understand, develop and use their own Student Learning Objectives (SLOs) in lesson design and delivery

##### Student Performance Indicators:

- 100% of students will demonstrate a minimum of one year's growth.
- 100% of students will perform at accelerated or advanced on state assessments.
- The achievement gap for the identified targeted groups will decrease by ten percent each year.
- 100% of students will demonstrate ongoing growth on standards-aligned formative and summative assessments

##### Strategy 1.C

Monitor the implementation of aligned formative, summative and performance-based assessments in PK-12 to determine student growth and guide instruction, with particular focus on identified target groups.

##### Adult Implementation Indicator:

100% of Teacher Based Teams (TBTs), and other professionals as needed, will use best-practice assessments and analyze the data to guide instruction.

##### Student Performance Indicator:

100% of students will show a minimum of one year's growth on best-practice assessments, with particular focus on identified target groups.

#### Action Steps

##### Step 1.A.1

Provide ongoing and embedded professional development on Ohio's New Learning Standards.

##### Step 1.A.2

Monitor the implementation of Ohio's New Learning Standards and provide intervention and differentiated support as indicated by the data.

##### Step 1.B.1

Provide ongoing and embedded professional development on research-based effective instructional strategies.

##### Step 1.B.2

Monitor the implementation of effective research-based instructional strategies and provide intervention and differentiated support as indicated by the data.

##### Step 1.C.1

Using Formative Instructional Practices (FIP), train teachers on various forms of best-practice assessments, through the use of both on-line modules and face-to-face sessions.

##### Step 1.C.2

Develop and use district-wide best-practice assessment toolkit/ resources.

##### Step 1.C.3

Monitor the implementation of various forms of best-practice assessments.

# Table Discussion

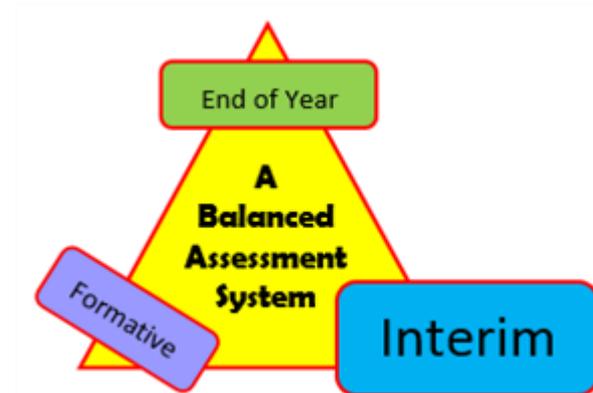


How can  
Districts/Sponsors support the  
Ohio Improvement Process  
Stages 0, 1 and 2?

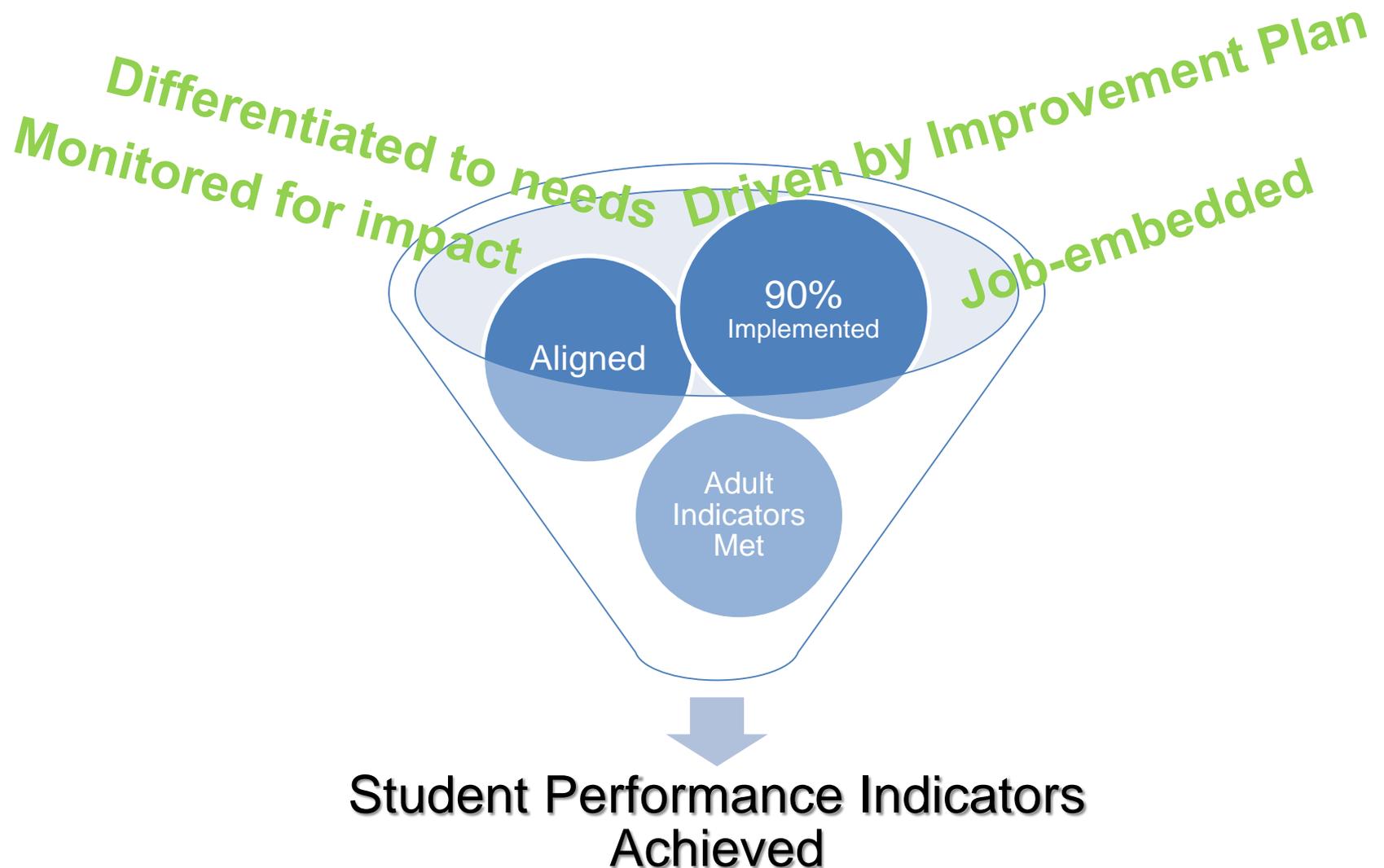
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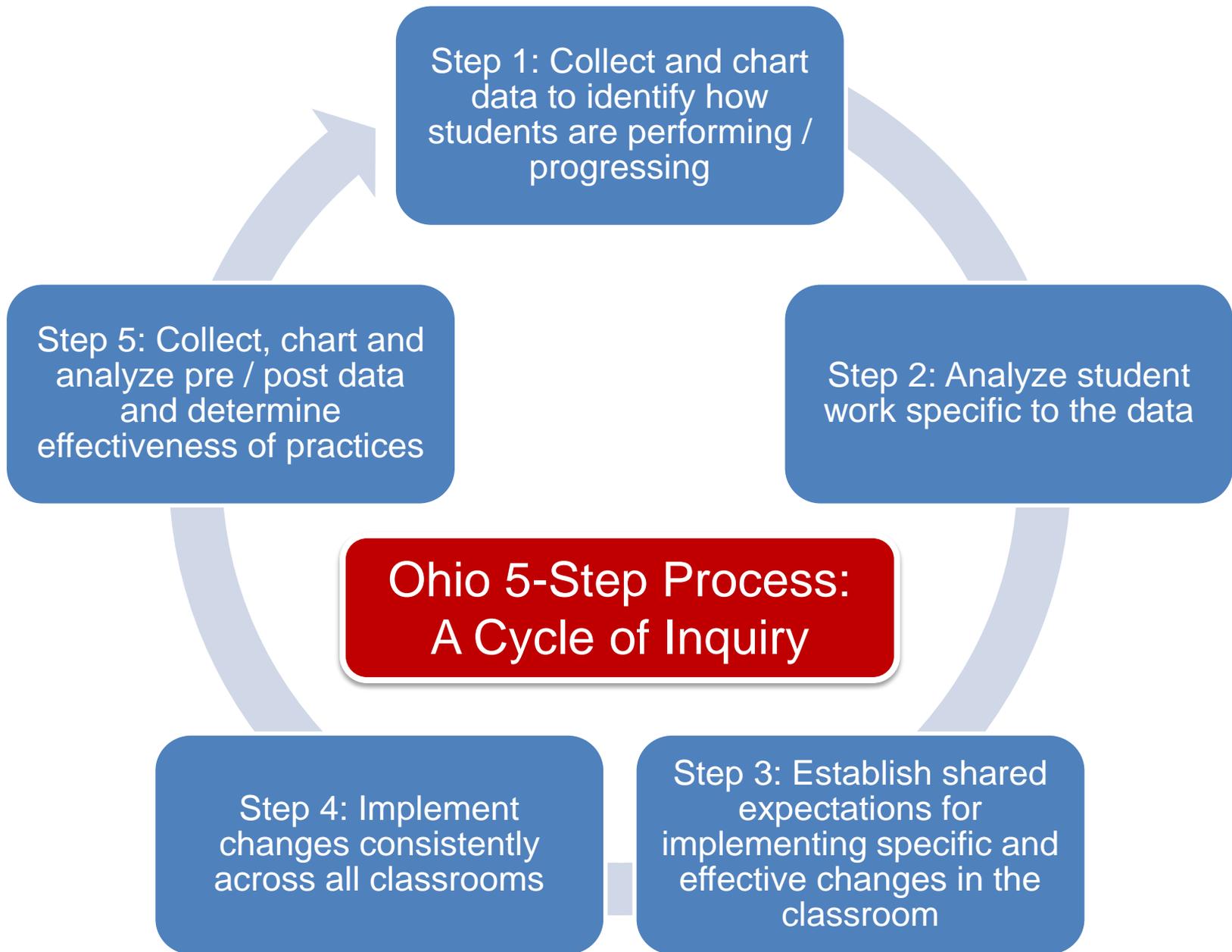
# Stage 3: Implementing the Focused Plan

# Stage 3: Implementing the Focused Plan (integrated ONE PLAN)



# Interrelationships of Professional Development and Student Results





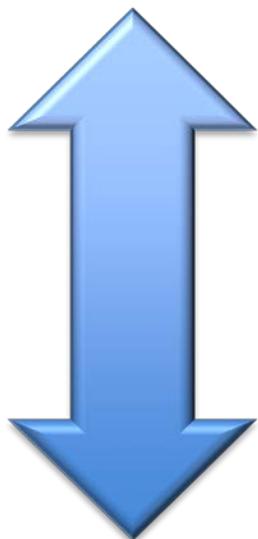
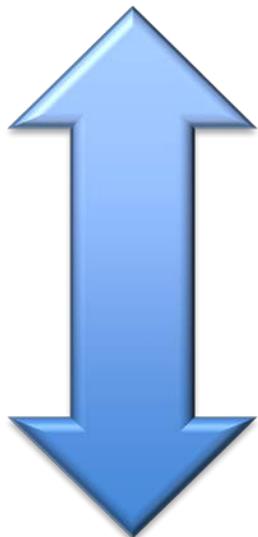
Teacher based teams



Building level teams



District level teams



- TBT's should be looking at three things
- 1. Unpacking standards
- 2. Formative assessment
- 3. Shared instructional practices.

- TBT's work best when
  1. They have an effective facilitator
  2. They have an effective structure
  3. A strong understanding of teacher practices.
  4. Examine student work.
  5. Use formative assessments.

- Out of 9,000 teachers surveyed, Brian McNulty) staff share the best part of collaboration is the effective instructional practices they learn and try.
- Teachers improve faster when they are on collaborative teams.
- When other staff take risks, then they do to.
- Collaborative teams = Happy Staff

- A more collaborative staff equals low teacher turnover.
- Collaborative teams create less teacher turnover.
- Why?

# Table Discussion

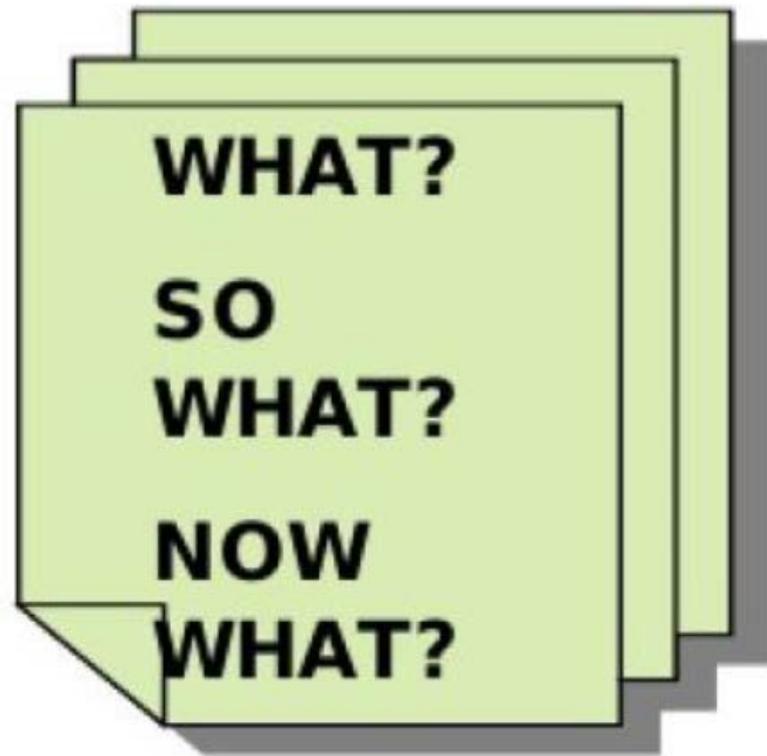
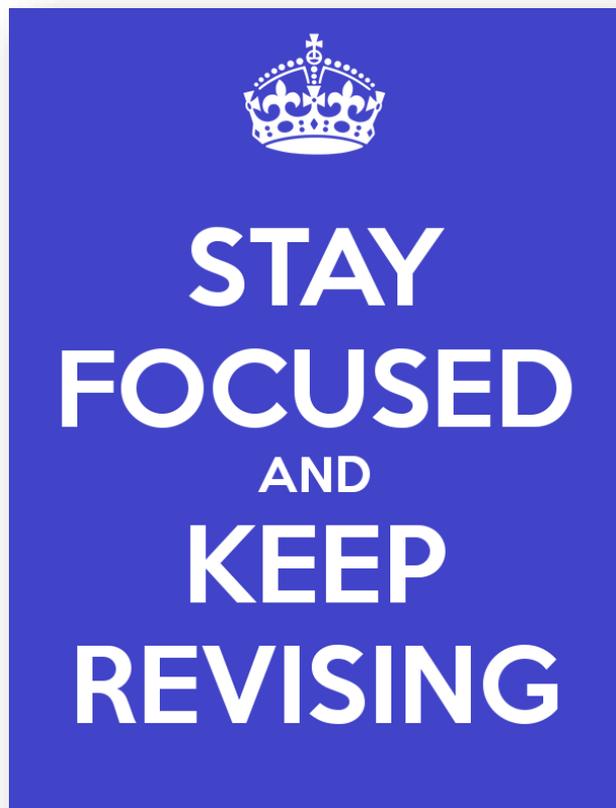


How can  
Districts/Sponsors support the  
Ohio Improvement Process Stage  
3?

- 1.
- 2.
- 3.

# Stage 4: Evaluating the Improvement Process

# Stage 4: Evaluating the Improvement Process



- Compare projected results with actual goals and results
- Look at the impact on student performance
- Degree of plan implementation
- How do adult implementation results compare to student performance?
- How do we know adult implementation results? (Walkthroughs, TBT minutes.)

- Has the District/Sponsor/Building plan been implemented as designed, on-time and within budget?
- What changes should be made to ensure improved student achievement?
- What unsuccessful practices will be eliminated?

# Table Discussion



How can Districts/Sponsors support buildings in the evaluation process?

- 1.
- 2.
- 3.

# Questions?

Submit questions regarding  
quality improvement plans

to:

[community.schools@education.  
ohio.gov](mailto:community.schools@education.ohio.gov)



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<http://education.ohio.gov/Topics/Quality-School-Choice/Community-Schools>

# Join the Conversation



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