

Ohio’s System of Differentiated Interventions and Supports for Identified Focus Schools in Ohio’s ESEA Flexibility Waiver

Interventions and Supports	<i>Focus Schools (Regardless of LEA support status)</i>
Use the Decision Framework to create LEA and building needs assessments to develop one focused plan for the LEA. Institute and fully implement data driven goals (including subgroup performance data) to form one focused plan including PD for teachers and technical assistance by State Support Team or Educational Service Center.	Required
Direct Title I funds to interventions including: expanded learning time, job embedded professional development, and other school specific needs as identified through the intervention models and/or School Improvement Plans.	Required
Establish a District Leadership Team (DLT), Building Leadership Teams (BLT) and Teacher Based Teams (TBT) in accordance with the Ohio Improvement Process.*	Required
Implement quarterly, short cycle formative assessments to provide data to assess the effectiveness of instructional practices.	Required
Conduct a School Improvement Diagnostic Review (SIDR) with the State Diagnostic Team or SIDR Self-Assessment and follow-up as selected by the state.	Required
Implement School Improvement Model (SIG models or Ohio’s Intervention and Improvement Model). Interventions are included in School Improvement Plan.	Optional
Receive desk-top monitoring of plan and OIP implementation by the State Support Team using the Ohio Improvement Process Implementation Review.	Required
Receive on-site and distance monitoring by the State Support Team as determined by the SEA with required annual interventions.	Required
Distribute as needed across buildings according to data driven goals 720 – 1,420 hours of on-site support from State Support Team per year per LEA (Attention to <i>Focus</i> schools).	Required
LEP/ELL Improvement Plan as required in CCIP	Required
Instructional Improvement System (IIS)	Required
Strategies for Diverse Learners	Required

*** OIP fidelity standard for required implementation:**

- BLTs and DLTs meet at least once a month during the school year
- TBTs meet at least 40 minutes per week when schools in session
- BLTs and TBTs are highly encouraged to meet more frequently

Definition: Focus schools include Title I served schools with the highest subgroup proficiency and graduation rate gaps that have not made sufficient progress in decreasing those gaps over three years. They are identified by having school subgroups with the highest gaps (proficiency and graduation rates) that have not made sufficient progress over time in reducing those gaps. These schools will keep the focus school designation for three years unless they make sufficient progress to meet exit criteria requirements.

Required: State Support Team OIP consultants will monitor progress and assist schools to:

- Complete the OIP rubric building self-assessment within 60 days of notification
- Using sub-group gap analysis and state level data, create goals for closing the achievement gaps
- Medium and high support LEAs will be required to address school safety, discipline and non-academic barriers to learning in their LEA and School Improvement Plans
- Use assessment and analysis to revise building plans
- Building Leadership Teams (BLTs) will monitor school improvement plan progress on a monthly basis
- Buildings will implement quarterly, short-cycle formative assessment
- BLTs will conduct formative assessment data reviews
- LEAs in High and Medium support will fully understand and implement the OIP by the end of the first semester