Ohio | Department of Education

Interventions and Supports for Identified Priority# Schools in Ohio's ESEA Flexibility Waiver

Interventions and Supports	*Priority Schools*
Use the Decision Framework to create building focused plans. These plans will implement data driven goals (including subgroup performance data and non-academic barriers to student learning).	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
Building leadership team will insure that information flows to the DLT and TBTs in accordance with the Ohio Improvement Process.*	Required
Annually by October 31st and May 31st complete the OIP Rubric identifying progress in OIP implementation in collaboration with Transformation Specialist and/ or State Support Team.	Required
Implement quarterly (or preferably more often) formative assessments providing data to assess the effectiveness of instructional practices. Formative assessments can be district, building and/or teacher based team driven.	Required
Participate in on-site monitoring and customized technical assistance visits by the SEA assigned staff to assure implementation of required intervention model components.	Required
School Improvement Diagnostic Review on-site or Self-Assessment for ESEA identified schools	Select by the State
Instructional Improvement System (IIS)[1]	Optional
Strategies for Diverse Learners[2]	Required

#**Definition:** Priority Schools
Non-SIG Funded
Priority Schools are those that meet the criteria for identification and are not selected to receive 1003(g) competitive funds or lose funding during the funding period. The criteria for identification of Priority Schools include the lowest achieving five percent of Title 1 served schools and the lowest achieving five percent Title I eligible secondary schools. In addition to the lowest achieving five percent, any school (Title 1 served or Title 1 eligible) that has an average graduation rate less than 60% over a five year period will also be identified as a Priority School.
SIG Funded
Any Priority or focus schools with active SIG 1003(g) funds must comply with additional federal requirements.

* **OIP fidelity standard for required implementation:**
BLTs and DLTs collaboration meetings 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.

[1] Instructional Improvement System (IIS): This will provide timely information regarding student achievement, including ELL students and students with disabilities, to teachers, students, parents, and school administrators. The IIS will provide teachers with online access to electronic curriculum, resources, and tools that are aligned to the Ohio's New Learning Standards, and which teachers may use to differentiate instruction based upon individual student needs. In addition to formative and summative assessments, the IIS will have data-analysis capabilities that will track the progress of each student and provide early warnings if individual students are not making expected progress in particular subject areas and/or if student attendance is low.

[2] Strategies for Diverse Learners: To ensure that all students, including students with disabilities, students identified as gifted and English Language Learners are able to access the Ohio's New Learning Standards and demonstrate the mastery of the skills and knowledge embedded in these standards, the model curricula incorporates the Universal Design for Learning (UDL) framework. When teachers are aware of the background, needs and strengths of their students, and have an understanding of strategies and resources under, they can work together to help students in these diverse groups access Ohio's revised standards. Ohio will continue training educators over the next three years on how to transition from the old to the new academic content standards, as well as helping educators understand innovative and student-centered learning environments that support these new standards. The Office of Curriculum has created professional development for teachers on Ohio's New Learning

Standards and addressing the needs of diverse learners. State Support Team members will be trained in the strategies for reaching diverse learners so they can target the schools in their region to receive and implement this professional development. In addition, Ohio will continue targeting additional training to urban LEAs.

Technical Assistance provided by SEA assigned staff includes but is not limited to:

- Each year completing by October 31st and May 31st the OIP Rubric identifying progress in OIP implementation.
- Using sub-group gap analysis and state level data, create goals for closing the achievement gaps.
- Assisting building leadership team will insure that information flows to the DLT and TBTs in accordance with the Ohio Improvement Process.
- Using Ohio's Five Step Process to implement school improvement plan.
- Assisting buildings to implement quarterly, (or preferably more often) formative assessments providing data to assess the effectiveness of instructional practices.
- On-site monitoring and customized technical assistance visits by the SEA assigned staff to assure implementation of required intervention model components.