

# **The Ohio Model of Differentiated Accountability**

*Proposal to United States Department of Education*

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**Submitted by the Ohio Department of Education**

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# The Ohio Model of Differentiated Accountability

## *Proposal to United States Department of Education*

### EXECUTIVE SUMMARY

The accountability under No Child Left Behind has been the key driver of focused educational change. However, after six years of No Child Left Behind implementation, Ohio has concluded that rules for identification of schools in school improvement do not accurately describe the degree of complexity necessary for targeting intervention to schools and districts that have been identified.

For this reason, Ohio has chosen to participate in the US Department of Education Differentiated Accountability pilot initiative in an effort to help districts better manage improvement in their schools and make systematic changes to improve instruction and student achievement. The *Ohio Model of Differentiated Accountability* will also help the state accelerate support and better target resources, technical assistance and interventions to the schools and districts that need the most assistance. The key areas of Ohio's proposed model are (1) accountability; (2) differentiation; and (3) interventions.

#### 1. Accountability

The Ohio Model of Differentiated Accountability will help build capacity for school reform and take the most significant actions for the lowest-performing schools, including addressing the issue of teacher effectiveness and use of data to determine the method of differentiation and categories of intervention. Resources and interventions will be targeted to those schools most in need of intensive intervention and significant intervention.

Ohio will continue to require schools and districts to meet NCLB Adequate Yearly Progress (AYP) goals for all groups of students, including economically disadvantaged, minority, limited English proficient and students with disabilities. The proposed model will allow Ohio to vary the intensity and type of interventions to match the academic reasons that lead to the district/schools' identification.

#### 2. Differentiation

Ohio proposes to treat districts and buildings as part of a system instead of fragmented entities within the system. This means that a district and its buildings in improvement status would move through the improvement process as a unit.

Further, Ohio proposes to change the way districts and schools that miss AYP are categorized. Currently, districts and schools move into improvement status after missing AYP for two years. Each year that they continue to miss AYP, districts and schools face increasing consequences, which range from offering transfer options and tutoring for students to restructuring of the school or district governance. Under current law, the consequences for these districts or schools are the same whether they missed AYP for one group of students in one subject area or missed the benchmark for multiple groups of students in both subject areas.

Instead of focusing on the number of years that a school or district misses AYP, the Ohio proposed model categorizes schools and districts based upon the aggregate percentage of student groups that do not meet AYP in reading and mathematics:

- **Low support** – Districts and schools would be labeled *low support* if less than 20 percent of their AYP indicators were not met.

- **Medium support** – Districts and schools would be labeled *medium support* if 20-29 percent of their AYP indicators were not met.
- **High support** – Districts and schools would be labeled *high support* if 30 percent or more of their AYP indicators were not met.

### 3. **Interventions**

Ohio proposes to provide schools and districts that miss AYP with new options for interventions, in addition to those required by the law. Below are the current and proposed interventions for each of the three categories:

- **Low Support**

Required: Must provide public school choice to students in all identified buildings; must provide Supplemental Educational Services (SES) to students in all buildings identified and failing to make AYP for 3 or more years; state must notify parents that the district is identified; must use state's Decision Framework to create district and building needs assessments; must develop district and building focused improvement plans using state's planning guidance; must direct 10 percent of Title I funds to professional development; must meet annual measurable objectives for each affected student group.

Additional options that districts and buildings may choose: May develop and implement a District Leadership Team (DLT) and Building Leadership Teams (BLTs) that conduct business using the Ohio Leadership Advisory Council (OLAC) framework.

- **Medium Support**

Required: Same as low support, but also must develop and implement a District Leadership Team (DLT) and Building Leadership Teams (BLTs) that conduct business using the Ohio Leadership Advisory Council (OLAC) framework.

Additional options from which districts and buildings would select one or more: On-site review by a state-sanctioned diagnostic team with implementation of at least two critical items (critical items are those associated with the reasons the district/buildings were identified for improvement; replace the building staff relevant to the issues; institute and fully implement a new curriculum including professional development for teachers; significantly decrease management authority at the building level; appoint an outside expert to advise the building on its progress; extend the school year or school day for the building; restructure the internal organizational structure of the building.

- **High Support**

Required: Same as low and medium support, but also must participate in an on-site review and follow-up by the State Diagnostic Team as selected by the state.

Additional options from which districts and buildings would select one or more: On-site review by a state-sanctioned diagnostic team with aggressive implementation of critical items (critical items are those associated with the reasons the schools/district were identified for improvement); district/buildings implement their improvement plans under the oversight of the State Support Team; reopen the school as a public charter school; replace all or most of the building staff (which may include the principal); enter into a contract with an entity to operate the public school.

Additional options from which the state would select one or more: Additional options open to the state for high support districts failing to provide consistent oversight of the school improvement efforts and/or failing to demonstrate significant district improvement: Defer

programmatic funds or reduce administrative funds; institute and implement a new curriculum based on state and local content and achievement standards and provide High Quality Professional Development; replace district personnel related to the failure to make AYP; remove particular buildings from the jurisdiction of the district and establish alternative governance and supervision arrangements; appoint a receiver or trustee to administer the affairs of the district in place of the superintendent and the local school board; initiate an Academic Distress Commission if the district missed AYP for 4 consecutive years and is labeled in Academic Emergency using state accountability measures.

Districts and buildings remaining in the same category and not making significant progress would be required to add an additional consequence once every three years. Significant progress is defined as an average increase in scores over the latest three years of assessments for each identified student group that, if maintained, indicates all students in identified groups will be proficient by 2013-14.

Differentiated accountability means creating a more nuanced system of distinguishing between districts and schools in need of dramatic intervention, and those that are closer to meeting goals. This flexibility will help Ohio do what is necessary to enable all students to read and do math at grade level or better by 2014 in a more effective and efficient manner.

The Ohio Model of Differentiated Department of Education  
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**SECTION I: Accountability**

**Core Principle 1:** *AYP determinations are made for all public schools in the state, as required by NCLB and as described in the state's accountability plan. The state's accountability system continues to hold schools accountable and ensure that all students are proficient by 2013-14.*

The Ohio Department of Education (ODE) assures that its proposed model, if approved, would not change its current U.S. Department of Education approved process for determining adequate yearly progress (AYP) and identifying schools in need of improvement. Every public school and local education agency (LEA) is required to make AYP and each is included in the State Accountability System. The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts and mathematics, not later than 2013-2014.

**Core Principle 2:** *The State provides the public with clear and understandable explanations of how AYP is calculated for its schools and districts, and how it ensures that all students are included in its accountability system.*

**Ohio AYP Calculations Include ALL Students.** ODE has developed a comprehensive set of business rules to ensure that every student is included in the accountability system. These business rules are codified in the document *Where Students Statewide Assessment Scores Count*, which can be accessed at the following site:

<http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=29850>

Further, Ohio has adopted a single statewide accountability system that applies to all public school buildings and districts. Determinations of school district and school building designations are made on the basis of multiple measures – the proportion of Ohio report card indicators met, a performance index score, adequate yearly progress (AYP) as defined by federal statute, and a measure based on individual student achievement gains over time. Ohio incorporates the growth calculation once grades three through eight reading and mathematics assessments have been implemented for at least two years. **Figure 1** provides an overview of the way in which the calculations are combined to determine each school building's and each school district's designation.

All public school buildings and districts are accountable for the performance of student subgroups – including major racial/ethnic subgroups, students with disabilities, limited English proficient students, and economically disadvantaged students – through the AYP determination, provided the subgroup meets the minimum group size requirement. Both Title I and non-Title I school buildings and districts are part of the single statewide accountability system.

For accountability purposes, school buildings that have no tested grades are linked with the school buildings into which their students feed. For example, where a kindergarten through grade two school building feeds into a grades three through six school building, the AYP determination for the grades three through six school building also applies to the feeder school building.

**AYP Information is Transparent and Easily Accessible to the Public.** Section 3302.03(D)(1) of Ohio code requires that the Ohio Department of Education “issue annual report cards for each school district, each building within each district, and for the state as a whole.” The state report card is accessible via <http://www.ode.state.oh.us/reportcard/>. In addition to disaggregations that are required by Ohio code, Ohio's report card includes NCLB report card requirements including: disaggregations by disability status, English proficiency, and migrant status, economic disadvantage, percentage of students not tested,

graduation and attendance rates disaggregated by subgroup, and teacher qualifications, which includes a comparison of qualifications for schools in the top and bottom quartiles by poverty.

**Figure 1: Calculation of District and School Designations**

Using Multiple Measures, including Improvement, to Determine School Building and District Designations

	Performance Indicators		Performance Index Score		Growth Calculation		Federal AYP Requirements
<b>Excellent</b>	94% to 100% (17 or 18 for districts)	<i>or</i>	100 to 120		<i>Value Added --</i> Once grades 3 to 8 reading and math assessments are implemented and multiple years of data available, Ohio will incorporate a measure of individual student grade-to-grade achievement gains to help determine school building and district designations.	<i>and</i>	Met AYP
	94% to 100% (17 or 18 for districts)	<i>or</i>	100 to 120			<i>and</i>	Missed AYP
<b>Effective</b>	75% to 93% (14 to 16 for districts)	<i>or</i>	90 to 99			<i>and</i>	Met AYP
	75% to 100% (14 to 16 for districts)	<i>or</i>	90 to 99			<i>and</i>	Missed AYP
<b>Continuous Improvement</b>	0% to 74% (0 to 13 for districts)	<i>and</i>	0 to 89	<i>or</i>	<i>Temporary Growth Calculation --</i> Districts and schools will move from Emergency to Watch or from Watch to Improvement if: (a) improved performance index score each of past two years, (b) total two-year gain of at least 10 points, and (c) most recent year's gain of at least 3 points.	<i>and</i>	Met AYP
	50% to 74% (9 to 13 for districts)	<i>or</i>	80 to 89			<i>and</i>	Missed AYP
<b>Academic Watch</b>	31% to 49% (6 to 8 for districts)	<i>or</i>	70 to 79	<i>or</i>		<i>and</i>	Missed AYP
<b>Academic Emergency</b>	0% to 31% (0 to 5 for districts)	<i>and</i>	0 to 69			<i>and</i>	Missed AYP

Shaded rows identify school buildings and districts that missed the AYP standard. Non-shaded rows identify those that met the AYP standard.

\* Can miss AYP and earn "Excellent" or "Effective" designation for up to two years -- third year missing AYP, designation drops.

\*\* Temporary performance index growth calculation sunsets once value added measure is implemented.

Additionally, Ohio provides a link (provided below) on the Department's website to the Consolidated Application Accountability workbook (version 2-15-07) submitted to the U.S. Department of Education. This document contains the business rules that govern Ohio's accountability system. Additionally, districts submit data for each individual, which includes demographic information, through the Educational Management Information System.

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=136&ContentID=2635&Content=48281>

In 2007, the U.S. Department of Education granted Ohio conditional approval to use growth methodology as a fourth method of making AYP determinations. The condition is that Ohio needs to adopt a uniform minimum group size. The adoption requires legislative approval and the legislature recently passed a concurrent resolution to make that change.

The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2).

For determining participation rate as part of the AYP calculation, Ohio employs a minimum size of 40 for all subgroups (except students with disabilities). The federal requirement for participation is 95 percent for small groups of students. The 95 percent participation requirement means that all students must be tested when the subgroup numbers less than 20; no more than one (1) student can miss the test when the subgroup size is between 20 and 39; and no more than two (2) students can miss the test when the subgroup size is 40. A minimum subgroup size of 40 provides schools with a cushion against failing the participation requirement for reasons that are beyond their control. For AYP calculations, the minimum subgroup size for all groups is expected to be 30 beginning with the 2007-08 school year. A concurrent resolution was recently passed by the State Legislature.

**Core Principle 3:** *Title I schools in the state continue to be identified for improvement as required by NCLB and as outlined in the state’s accountability plan.*

Ohio assures that it identifies for improvement all schools and school districts receiving Title I funds and those not receiving Title I funds after missing AYP for 2 years, as required by NCLB and Ohio State Statute (Section 3302.04 of Ohio Revised Code (ORC)) and as outlined in the state’s accountability plan. All NCLB current consequences except Public School Choice (PSC) and Supplemental Educational Services (SES) apply equally to Title I and non-Title I districts and schools. This proposal will maintain that equality of consequences.

**Annual Reporting.** Ohio annually provides for a State report and State and Local report cards in conformance with NCLB. Schools identified for improvement are annually monitored to ensure they send, prior to the beginning of the school year, the required notices to parents related to the AYP determinations. Additionally, Title I schools are monitored and expected to inform parents of their options under PSC and SES. Schools not meeting the requirements are provided technical advice, generally required to resubmit the notification to parents if the original is found technically deficient, and required to develop and implement a plan to ensure the problem does not surface in subsequent years.

## **SECTION II: *Differentiation Model***

**Core Principle 4:** *The method of differentiation of identified schools is technically and educationally sound, based upon robust data analysis, and uniform across the state. The differentiation of schools is based primarily on proficiency in reading and mathematics.*

Accountability under No Child Left Behind (NCLB) has been a key driver of focused educational change. Key beneficiaries of this law are groups of students identified as economically disadvantaged, minority, limited English proficient, and students with disabilities. NCLB creates:

- A set of rules for identification;
- A set of rules for labeling districts and buildings within districts; and
- A set of interventions for labels the districts and buildings might receive.

Unfortunately, the labels do not describe the degree of failure to perform or a degree of complexity in solving the conditions that caused the districts and buildings to be identified.

An example illustrating this point is embedded in the District Improvement (DI) labels. In 2007, Ohio identified 47 districts for Corrective Action (CA) for missing Adequate Yearly Progress (AYP). District Corrective Action requires direct involvement by the state and includes rigid interventions. Data indicate that the reasons for missing AYP vary markedly among the districts. For instance, some districts are identified for inadequate assistance to a relatively small group of students in reading or mathematics—admittedly, over several years. Other districts are identified because they are not adequately helping large numbers and multiple groups of students in both curricular areas. Yet the interventions for these districts and the attention from the State are essentially the same.

The same labeling system affects buildings in School Improvement (SI) status. Some buildings fail to support a relatively small group of students and other buildings place at risk the education of many students. There are districts identified for improvement with no buildings in school improvement status. In other cases, buildings are identified in improvement status when the district is not. The result is a complex system that is difficult to understand and difficult to support in a meaningful and consistent manner.

Ohio's proposal will affect all districts and schools identified for improvement. Current NCLB requirements use the element of time to prescribe consequences. Current consequences, in general, can be described as follows:

- The consequence(s) increases in scope and rigor each year the school and/or district fails to maintain Adequate Yearly Progress (AYP).
- Consequences often require replacing personnel (teachers, principals) or governance structures (superintendents, local boards)—these are practices that have limited research demonstrating they are effective practices. The teachers and principals are often moved to other buildings, which later are identified for improvement, and contribute to staffing instability.
- Aside from safe harbor, and more recently growth models, statutory consequences make little adjustment for the frequent increases in proficiency required to ensure 100% proficiency by the 2013-14 school year.
- While sensitive to time, the statutory consequences tend not to be sensitive to the number of reasons that caused the district and/or school to be identified. Consequences are the same for a building that missed AYP in one student group in one subject area as for all content areas and all student groups.
- The typical consequence is not very conducive to developing and maintaining a statewide support system that builds the capacity of existing teachers and administrators—who often remain in the district.

***Basic Assumptions of the Support Structure Under NCLB.*** The public school district is responsible for the oversight and success of school improvement efforts. The state steps in when it determines the district failed to exercise its responsibilities under the law. This assumption will not be altered at all. The legal requirements for the state to provide for and offer technical assistance and support in the form of support teams and other means to Title I funded districts and schools identified for improvement will remain but the proposed interventions and structure will enable the State to implement and maintain a more targeted and focused set of interventions that the state can build and maintain capacity around.

Complexity and fragmentation reduce the effectiveness of a systematic approach. Ohio's approach is to treat districts and their attached schools as parts of a whole, rather than as individual entities that have little relationship or effect on each other. For instance, teachers or administrators moved from a low-performing building to a higher performing building will likely affect the outcomes of students in their newly assigned building. In the context of systems, treating districts and buildings as an inter-related unit needing improvement is essential. Ohio's goal is to improve the outcomes of the district system—the district and buildings—by instituting consistent improvement processes across the district.

Districts are identified for improvement because of the performance of the students in individual buildings. School performance is affected by many things—some are internal such as the learning climate and focus on instruction, others are external such as mobility, the rigor and alignment of district curriculum, district policy, teacher and administrative mobility, etc. There are some cases where individual buildings succeed in spite of the district. There are no cases of moderate to large districts where all the buildings succeeded in spite of the district.

By unifying the treatments, the state can consistently focus more of its limited capacity on units of districts and their associated buildings with the most severe problems. Our data show a significant relationship between districts with the most severe problems and the number and percent of buildings with the most severe problems.

***Rationale for Differentiation.*** In creating this proposal, we attempted to provide a strong rationale for a different kind of accountability model that has the capacity to:

- Streamline and simplify the labeling;

- Make it easier for districts and the state to manage improvement by:
  - Creating a consistent improvement process for all schools and districts, and;
  - Moving districts and buildings through the improvement process as a unit;
- Recognize individual district needs by viewing a wide range of district data to determine needs and customize solutions to meet those needs;
- Recognize individual building needs by using building data to determine need and customize the solutions to those needs; and
- Ensure the capacity for a strong support system of tools and personnel to help districts and schools improve.

***Assumption Inherent in Ohio's Proposed Model.*** The proposed model is based on the **assumption** that:

1. There is no change to the AYP determination process. Districts and buildings are identified as making or not making AYP using the current approved process.
2. The method for districts and buildings to exit improvement status will remain unchanged.
3. As the accountability process ages, increases to the state standard, as measured by percent proficient, will cause more districts and schools to be identified. This is mitigated somewhat by the Safe Harbor provision.
4. Newly identified districts and buildings have fewer educational problems and educate at higher levels than the districts and schools identified early in the AYP process.
5. The state and districts need some flexibility to ensure that limited resources are targeted at the lowest performing districts and schools.
6. Time and consistency are important in that it takes three to five years for a consistently applied research-based strategy to show remarkable and sustainable results.
7. There are three levels with labels as follows: low support, medium support and high support.
  - ***Low support*** means the district (if in district improvement) and all the buildings in improvement status were identified in fewer than 20% of the AYP measures.
  - ***Medium support*** means the district (if in district improvement) and all buildings in improvement status were identified in 20% to 29% of the AYP measures.
  - ***High support*** means the district (if in district improvement) and all buildings in improvement status were identified in over 30% of the AYP measures.
8. The labeling and treatment of districts in improvement status, districts not in improvement status but with buildings in improvement status, and buildings in improvement status within a district would all be the same except:
  - Buildings failing to make AYP for six consecutive years (currently called Restructuring) would be evaluated using a building matrix to determine level of significant progress.
    - No building failing to make AYP for six consecutive years could be treated in any status lower than *medium support*.
    - In determining significant progress in buildings identified for restructuring, we propose to look at the progress of students over the period of time.
    - Low- and medium-support buildings failing to make AYP for six consecutive years would fall into the category of *medium support* unless the district is *high support*. The more severe category takes precedence.
    - High-risk buildings failing to make AYP for six consecutive years would fall into the category of *high support*, even if the district is *low* or *medium support*.
  - Districts with buildings in improvement status, but not identified for district improvement would not be labeled but would be required to implement the basic treatments at the district level as if they had been identified.

The rationale for this treatment is that:

- The Ohio Improvement Process (OIP) model of support relies heavily on District and Building Leadership Teams operating concurrently;
  - The structure of the automated Comprehensive Continuous Improvement Plan (CCIP) forces a connection of district goals and strategies to the building goals and strategies; and
  - The strength of a building improvement plan is strongly connected to the focus and strength of the district plan.
- Schools that are in year one of school improvement but located in *high support* districts will be elevated to *high support* status.
  - The number of years in improvement status would not be a major factor except to establish points in time to measure progress and initiate additional interventions as needed. The exception is that buildings failing to make AYP for six consecutive years must be given a status of *medium* or *high support*.

The benefits of this proposed model are that it removes the issue of identifying districts and buildings separately and treatment could be uniform across the district. If the district is in district improvement status solely for the district statistics (i.e., no buildings are in any SI status) and the percentage of conditions causing the identification is low, the district would be put at low support status regardless of the amount of time. This results in a more stable set of conditions for buildings. In addition, ODE could still place individual buildings in a status based on a number of conditions rather than time. Using the percentage of AYP conditions not met as the main criteria, and not time, **Figure 2** below describes the three statuses for districts and buildings that are included in Ohio’s proposed model.

**Figure 2: District & Building Status Based on Percentage of Conditions Not Met**

Low Support	Medium Support	High Support
Less than 20% not met	20 to 29% not met	30% or more not met

A major benefit is increased ease in making a determination of when:

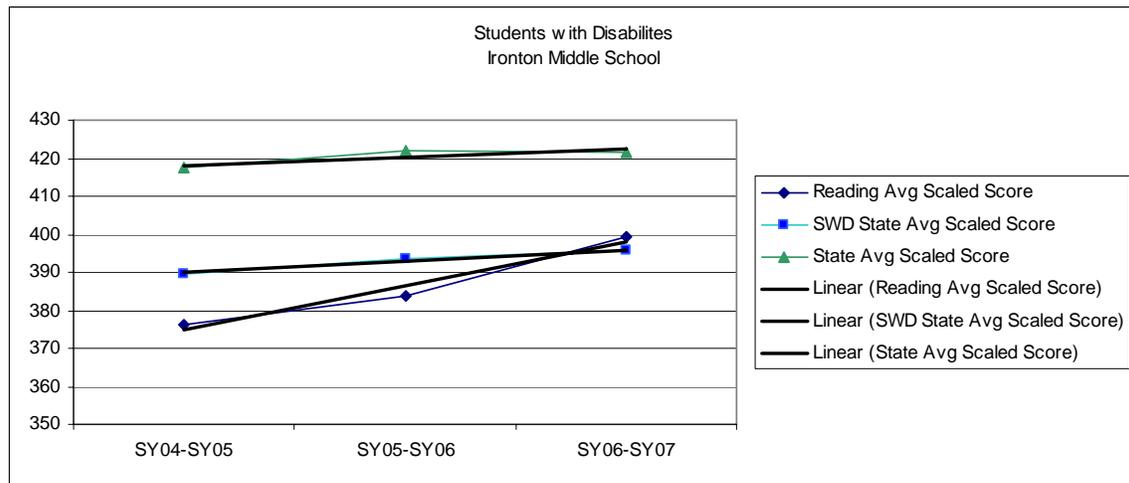
- A district or building should/should not be required to get help;
- An Educational Service Center (ESC) could be the source of support; and
- The State Support Team (SST) would work with a district and its buildings.

The state assures that a district/school having a subgroup repeatedly missing performance targets over time is not allowed to remain in a lock-step process. However, our data indicate that districts and/or schools could be making significant progress toward meeting the 100% proficiency target by 2013-14 but may not be able to catch up to the increase in the proficiency requirement (percentage of students that annually must demonstrate proficiency).

One way to measure this “significant” progress is to view the average increase in scores over the latest three years and set a trajectory toward 100% proficiency by the school year 2013-2014. **Figure 3** represents this concept. Displayed are the average scaled scores for all students beginning in 2004-05 (417.4) until 2006-07 (421.5); for all students with disabilities in the state (389.7 in 2004-05 and 395.7 in 2006-07); and for students in one district identified when students with disabilities (SWD) failed to make AYP (376.3 in 04-05 and 399.4 in 06-07). During this three-year period, the average scaled scores of all students increased by 4.1, those of SWD across the state grew by 6.0, but those of SWD in the district grew by 23.1 thus closing the gap by 19 points. This increase, while substantial, did not automatically translate into sufficient numbers of SWD being proficient over that time to allow the district to make AYP but it did indicate they were making significant progress that would not likely be accelerated by moving teachers, administrators, etc.

The state would like to use measures such as this to measure significant progress. The measures would not affect AYP designations but would indicate when additional interventions are warranted.

**Figure 3: Analyzing Rate of Improvement Along Trajectory**



**The Ohio Improvement Process.** This proposal requires all districts and schools identified under the accountability plan to implement the Ohio Improvement Process using the tools developed by the State. Degrees of support and level of required interventions are dictated by the category of support—low, medium, high—required. **Table 1: Interventions by Improvement Support Status, beginning on page 14,** provides a list of proposed interventions.

**Educational Soundness.** Ohio is committed to the implementation of a unified state system of support directly focused on improving the academic achievement of all students and student groups. The *Ohio Improvement Process (OIP)* is Ohio’s strategy for ensuring a systematic and coherent approach for building the capacity of all districts and schools in meaningful and real ways that allow districts to improve instructional practice on a district-wide basis, and make and sustain significant improvement in student performance against grade-level benchmarks aligned with academic content standards for all students across the district.

Inherent in the OIP is the belief that:

- Improvement is everyone’s responsibility – at all levels of the district and in all districts, but especially those in corrective action or improvement status;
- Leadership – the purpose of which is the improvement of instructional practice and performance, regardless of role – is a critical component of the OIP and must be addressed in more meaningful ways to ensure scalability and sustainability of improvement efforts on a district-wide basis;
- State-developed products and tools, including professional development, need to be designed for universal accessibility and applicability to/for every district in the state; and
- A unified state system of support requires the intentional use of a consistent set of tools and protocols by all state-supported regional providers, rather than allowing for multiple approaches across the state, based on preference.

**Redefining Leadership to Leverage Improvement.** In March 2007, the Ohio Department of Education (ODE), in partnership with the Buckeye Association of School Administrators (BASA), convened a large stakeholder group to identify the essential practices that must be implemented by adults at all levels of the education system for improvement in student performance to be made. This group – the **Ohio Leadership Advisory Council (OLAC)** – recommended the creation of a new leadership framework that can be used to distribute key leadership functions, align and focus work across the system, and hold adults at all levels accountable for improving instructional practice and student performance (Elmore, 2006).

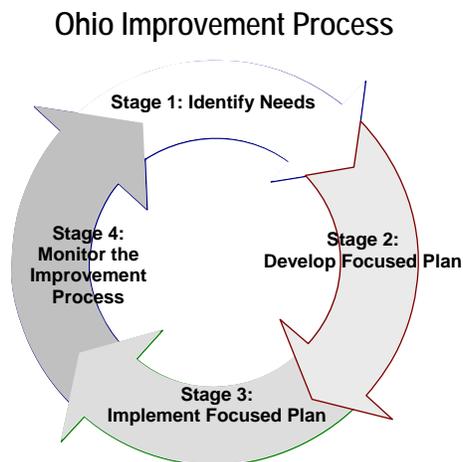
Rather than focusing on making improvement through a “school-by-school” approach, Ohio’s concept of scale up redefines how people operate by creating a set of expectations that, when consistently applied statewide by all districts and regional providers, will lead to better results for all children. OLAC’s recommendations are supported by recent meta-analytical studies on the impact of district and school leadership on student achievement, and provide strong support for the creation of district and school-level/building leadership team structures to clarify shared leadership roles/responsibilities at the district and school level, and validate leadership team structures needed to implement quality planning, implementation, and ongoing monitoring on a system-wide basis.

OLAC identified the following six core areas for categorizing the MOST ESSENTIAL leadership practices for superintendents and district and school-level/building leadership teams in six core areas:

1. Data and the decision-making process
2. Focused goal setting process
3. Instruction and the learning process
4. Community engagement process
5. Resource management process
6. Board development and governance process (*at the BLT level – Building Governance Process*)

**Stages of the Ohio Improvement Process (OIP).** The Ohio Improvement Process (OIP) involves four-stages across which processes, structures, tools, and people are connected – all with the intent of helping districts (1) use data to identify areas of greatest need; (2) develop a plan to address those areas of need that is built around a limited number of focused goals and strategies to significantly improve instructional practice and student performance; (3) implement the plan with integrity; and (4) monitor and evaluate the effectiveness of the improvement process in changing instructional practice and impacting student performance.

In districts that have been effective in making steady improvement, superintendents work with stakeholders to identify a few “non-negotiable” goals, defined as goals that all staff members must act upon, in at least two areas (i.e., student achievement and classroom instruction), set specific achievement targets for schools and students, and ensure the consistent use of research-based instructional strategies in all classrooms to reach those targets (McREL, 2006).



This kind of improvement is not random. Rather, it is highly focused, beginning with an honest assessment of student data and the identification of academic weaknesses that must be addressed. **Stage 1** of the OIP begins with this kind of assessment using the **Decision Framework (DF)** tool. The DF is a decision-making process designed to assist districts in making informed decisions – based on what their data tell them -- about where to spend their time, energy, and resources to make significant and substantial improvements in student performance. A state-developed data warehouse allows for relevant

data needed to complete the DF process to be readily available to districts and buildings. Such data are organized in such a way as to allow DLTs and BLTs to answer essential questions and make decisions about their greatest need related to improving student performance.

To that end, the DF will help DLTs and BLTs:

- Sort through and categorize data in meaningful ways;
- Prioritize areas of need and make decisions based on an analysis of data;
- Identify root causes of prioritized needs; and
- Develop a more focused plan leading to improved student achievement.

The DF asks essential questions to assist DLTs in identifying and analyzing critical components (e.g., curriculum alignment and accessibility) for improving academic performance of all students, including sub-group populations. The essential questions are organized around the following four levels:

#### **Level I: Student Proficiency**

In Level I, DLTs review student proficiency data across three years by grade level, building level/grade span, and disaggregated student groups to identify **up to two** content areas of greatest concern. Further analyses using subscale performance data are completed by the DLT *only* for those content area(s) identified as areas of greatest concern. The remainder of the DF – Levels II, III, and IV – provide essential questions for helping districts conduct a root cause analysis of those factors contributing to the district’s current situation. Level II, which has a direct impact on student performance, is completed for *each* area of concern identified under Level I of the DF. Levels III and IV, which have a more global impact, are completed once.

#### **Level II: Instructional Management (*Curriculum, Assessment, & Instructional Practice; Educator Quality; Professional Development*)**

In Level II, DLTs answer essential questions in relation to *each* of the content area(s) of greatest concern identified under Level I. Essential questions under Level II focus on curriculum, assessment, instructional practices; educator qualifications, teacher and principal turnover; and the degree to which district professional development (PD) is aligned to problem areas, is designed to promote shared work across the district/buildings, and is effective in helping teachers acquire and apply needed knowledge and skills related to the improvement of instructional practice and student performance. Following the completion of the Level II analyses, DLTs make decisions about the most probable causes contributing to the major problem areas identified under Level I.

#### **Level III: Expectations & Conditions (*Leadership; School Climate; Parent/Family, Student, Community Involvement*)**

In Level III, DLTs answer essential questions related to leadership; school climate (including student discipline occurrences, student attendance and mobility, students with multiple risk factors, and teacher and student perception); and parent/family, student, and community involvement and support to identify additional probable causes contributing the areas of greatest need identified in Level I.

#### **Level IV: Resource Management**

In Level IV, DLTs answer essential questions related to resource management – defined as the intentional use of time, personnel, data, programmatic, and fiscal resources – to identify additional causes contributing the area(s) of greatest need identified in Level I.

Through the completion of the DF, the DLT prioritizes areas of greatest concern, as well as causes contributing to those areas of concern. The decisions made by the DLT at Stage 1 of the OIP using the DF provide the foundation for creation of a district plan with a limited number (two to three) of focused goals and a limited number (three to five) of focused strategies associated with each goal.

At the school level, Building Leadership Teams (BLTs) complete a similar process at stage 1 of the OIP by using a building-level decision framework to review data and identify a limited number of action steps for improving performance to reach district goals. Marzano, Waters, and McNulty (2005) describe the

development of strong building leadership teams (BLTs) and the distribution – throughout the team – of some of the 21 practices that characterize the job of an effective principal as key steps in enhancing student achievement. Such practices, identified through McREL’s meta-analysis of 35 years of research on school-level leadership, suggests that leading a building requires a “complex array of skills” not likely to be found in a single individual and support the need for strong leadership team structures. In addition, it has been found (Simmons, J., 2006) that “The better the leadership in school leadership teams, the better the school.”

The Decision Framework assists DLTs and BLTs in selecting the right work (i.e., work that has a high probability of improving student achievement), based on data-based decision making and focused planning, as well as developing the collective know-how to do the right work across the system.

Districts with the greatest degree of need (i.e., selected *high support* districts) also receive an on-site review from the **State Diagnostic Team** (SDT). The SDT conducts a *District/School Improvement Diagnostic Review*, a process designed to help districts and schools improve student performance by analyzing their current practices against diagnostic indicators – effective research-based practices critical to improving academic achievement for all students. Using the diagnostic indicators, review team members determine the degree to which a school or district demonstrates effective instructional practices.

The focus of this intensive review process is on identifying critical needs (*Stage 1 of the OIP*) of the educational system. Unlike traditional self-assessments, the district/school improvement diagnostic review process relies upon a team of skilled reviewers from outside of the district or school, who is trained on the diagnostic indicators and standardized protocols for data collection and analysis. Regardless of their role, all members of the SDT receive formal training on using the diagnostic indicators, interviewing, observing classrooms, analyzing data, and writing reports. Findings from the review (e.g., data from classroom observation, interviews, and review of documents, diagnostic profiles completed following the review) become additional sources used by districts as they complete the decision framework process and identify critical needs to be addressed.

At *Stage 2* of the OIP, DLTs affirm the priority areas identified through use of the DF in developing a district improvement plan that has a limited number (i.e., two or three) focused goals and strategies. In Ohio, the Consolidated Comprehensive Improvement Plan (CCIP) is the automated state tool for creating district and building improvement plans. All districts in Ohio are required to submit a CCIP, which includes the district goals, strategies, and action steps for improving student performance. The CCIP is a unified grants application that requires district personnel to work together in the development of one coherent plan that aligns and focuses the work across the district. All school-level plans must adhere to the district plan and school-level strategies and action steps must respond directly to district goals. Schools receiving Title I School Improvement funds must also create their improvement plans in the CCIP.

The CCIP provides the structure, format and means for almost all district/building-level plans submitted to the Ohio Department of Education (ODE), and is used by each district to create one coherent improvement plan describing how it intends to:

- Achieve the district vision and mission over the next five years;
- Address requirements and consequences prescribed by state and federal statute [corrective action, restructuring, Highly Qualified Teacher (HQT)];
- Take advantage of flexibility provisions of Title I Schoolwide to combine resources – fiscal, personnel, and time; and
- Draw on funding from multiple state, federal, and local sources to achieve district goals.

To assist DLTs in developing focused plans, ODE has developed a process guide outlining critical steps in affirming priority areas identified at Stage 1 of the OIP, turning these priority areas into focused goals and strategies, and developing progress indicators for monitoring plan implementation. SSTs and ESCs are being trained to assist districts/schools in this stage of the process.

At *Stage 3* of the OIP, the focus is on implementation of the focused plan across the district. Recent research on the effects of full implementation (Leadership and Learning Center, 2007) and its impact on student achievement note that *partial* implementation of evidence-based strategies is not much better than *no* implementation. For example, in one school when fewer than 50% of the teachers aligned curriculum, assessment, and instruction to state-content standards in science, the percent of students proficient in that content area on state assessment was 25%. In stark contrast, when over 90% of the teachers in the same school aligned curriculum, assessments, and instruction to the state science standards, student proficiency increased to 85% (Reeves, 2006). These findings – based on a synthesis of multiple research sources on teaching, leadership, and organizational effectiveness – highlight the critical importance of full implementation of the district plan based on focused goals that remain stable over time (Reeves, 2008).

The need for implementation of the focused plan *across the district as a system* adds support to the critical role that highly effective district and building leadership teams play in continuously improving system planning and implementation of focused improvement strategies, structures, and processes at the district and school level. When school board members, superintendents, central office staff, principals, and teachers “stay the course” on the right work, as defined by focused goals for instruction and achievement, student learning increases.

McREL (2006), in its study of factors that contribute to effective district-level leadership, suggest a positive correlation between leadership stability and increases in student performance, and a negative correlation between building autonomy (i.e., site-based management in the absence of district leadership) and increases in student achievement. Both findings support the need for effective leadership team structures to perform critical functions and sustain a focus on higher levels of learning for all children across the district.

For example, at the district level, DLTs perform such functions as:

- Setting performance targets aligned with district goals;
- Monitoring performance against the targets;
- Building a foundation for data-driven decision making on a system-wide basis;
- Facilitating the development and use of collaborative structures;
- Brokering or facilitating high quality PD consistent with district goals; and
- Allocating system resources toward instructional improvement.

Similarly, at the school level, BLTs perform such functions as:

- Fostering shared efficacy;
- Building a school culture that expects effective data-driven decision making;
- Establishing priorities for instruction and achievement aligned with district goals;
- Providing opportunities for teachers to learn from each other;
- Monitoring and providing effective feedback on student progress; and
- Making recommendations for the management of resources, including time, and personnel to meet district goals.

At *Stage 4* of the OIP, the focus is on monitoring the implementation of the improvement process at multiple levels (classroom, BLT, DLT, regional, state) and its impact on student achievement. Key indicators are customized for each level, while maintaining the focus on essential practices in the areas mentioned above (e.g., data and the decision-making process, focused goal setting process, instruction and the learning process, etc.).

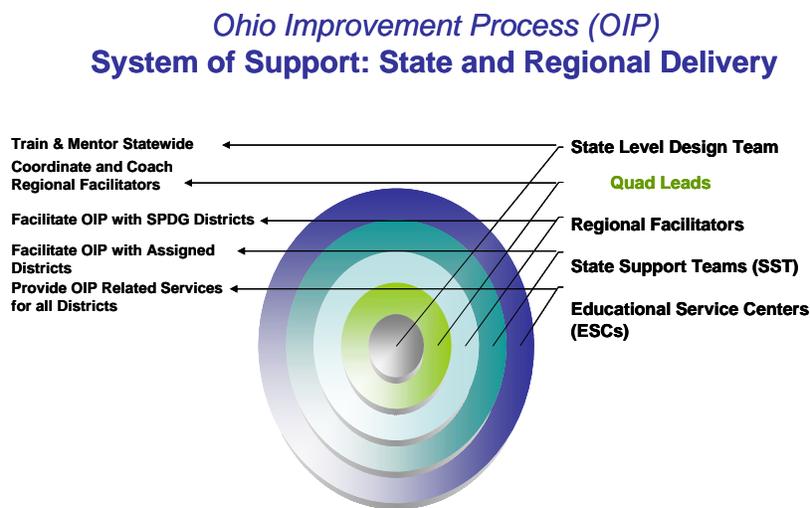
At the district level, continuous monitoring is necessary to gauge the effectiveness of improvement efforts on student achievement and to ensure a sustained focus on district goals for instruction and achievement, and is the key function of the DLT. At the regional and state level, monitoring the OIP is the primary function of regional managers assigned to oversee the work of state support teams who work with DLTs

to review data, develop focused plans, and ensure fidelity of plan implementation and its effect on instruction and achievement.

Ohio employs a tiered model to support the continuous development of regional providers to ensure consistency and quality in the services provided to districts needing a high level of support, as well as to those needing a moderate or low level of support. **Figure 4** illustrates Ohio’s training design, and delineates roles of regional providers at each level of the system. At the core, a state-level design team comprised of a representative from each of Ohio’s 16 state support team (SST) regions assists the State in developing and deploying training to other regional providers to increase consistency and focus around the OIP. Four members of the state-level design team – referred to as “quad” leads (i.e., four SSTs per each quadrant) – have the additional responsibility of coordinating training and deployment of OIP training on a quadrant basis and serve as an added layer of support for other regional providers across the state.

The quad leads and regional facilitators also support the OIP process with districts participating in Ohio’s State Personnel Development Grant (SPDG), a USDOE/Office of Special Education Programs (OSEP) funded project designed to support the development of a unified system of education that meets the needs of all students, including those identified as having disabilities under the Individual with Disabilities Education Improvement Act (IDEIA). In this way, the SPDG is providing a vehicle for *moving past* the traditional notion of special education as a separate system or subsystem that should respond to or interact with general education *to* a focus on creating a single unified system that can meaningfully build the capacity of every district to move all children to much higher levels of performance.

**Figure 4: Ohio System of Support Training Design**



Regional facilitators support their fellow SST members in their home region to ensure that high priority districts receive a consistent level of quality support using the OIP. Finally, SST staff work with personnel in Ohio’s 59 educational service centers (ESCs) in understanding and using the OIP and its associated tools to support districts *not* in priority status but still interested in making improvement. ESC providers who complete training in the OIP are recognized by the state as part of the regional provider pool eligible to provide services related to the OIP. In this way, the OIP is being used to scale up the intentional use of a consistent set of tools and protocols by all state-supported regional providers, rather than allowing for multiple approaches across the state based on preference and, at the same time, creating incentives for other regional personnel (ESCs) to use the same focused process in working with districts to prevent them from entering a higher risk/support status.

The reliance on data to determine appropriate actions is integral to the success of this model. Additional support for Ohio’s educationally sound approach to system improvement is found in a study of

restructuring in Michigan (Scott, C., 2007). In this study, The Center on Education Policy (CEP) found, in general, that multiple reform efforts tailored to the needs of the schools were more likely to result in the schools' making AYP and exiting restructuring.

***Selected References Supporting the Development of the Ohio Improvement Process***

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**Data Analyses & Technical Soundness.** The proposed model disregards individual district and building ratings and instead categorizes the district and buildings based on the aggregate percentage of met/not met items from districts and buildings within districts failing to make AYP. Therefore, if the district is in district improvement status and three building are also identified for improvement, ODE would calculate the percent of conditions for which the district and buildings failed to make AYP and place them all in the same category status regardless of the number of years any of the entities were identified for improvement. Using the same example, if the district were not in improvement status, we would simply use the three buildings and not the district for the calculation.

A district not identified for improvement but with buildings in improvement status would be considered as part of the risk category for purposes of the interventions but would not be labeled—i.e. no district improvement letter to parents. Figure 2 illustrates the three categories based on a set percentage of conditions not met.

There currently are 91 districts in district improvement status. The aggregate district/building scores were rank ordered yielding 270 distinct school districts (which include school districts that are currently in improvement and school districts that have schools identified for improvement) from the highest percent “Not Met” to the lowest percent “Not Met” for evaluated disaggregated subgroups. Natural cutoffs for the levels of support – *high, medium, or low* – occurred at 30% and 20%. **Figure 5** below lists the number of districts and schools in each level.

**Figure 5: Number of Districts & Schools by Support Level**

Support Level	Districts	Schools
High ( $\geq 30$ )	74	565
Medium ( $20 \leq 29$ )	73	158
Low ( $< 20$ )	123	185

The categorization process included the following rules: 1) the safe harbor provision was evaluated as met, 2) the school group was included, 3) district determinations by subgroup supplemented the SI school results, and 4) the determination counts by subgroup for both the reading and mathematics components were aggregated.

**Table 1** below lists proposed interventions for each category. Districts and buildings could always to choose additional interventions from the list. Districts and buildings remaining in the same category and not making “significant” progress would be required to add an additional consequence once every three

years. Districts and buildings remaining in the same category but making “significant” progress would not need to add additional interventions as their current progress (if maintained) is likely to ensure all students are proficient by the school year 2013-2014. Significant progress is an average increase in scores over the latest three years of assessments for each identified population of students that, if maintained, indicate that all students are proficient by the year 2013-2014.

**Table 1: Interventions by Improvement Support Status**

<b>Low Support Interventions</b>	<b>Medium-Support Interventions</b>	<b>High-Support Interventions</b>
<p><b>Required Package:</b></p> <ul style="list-style-type: none"> <li>• Public school choice required for all identified Title I funded buildings</li> <li>• Supplemental Educational Services (SES) required for all Title I funded buildings identified and failing to make AYP for 3 or more years</li> <li>• State to notify parents that the district is identified as a low support district</li> <li>• Must use the state’s Decision Framework to create district and building needs assessments</li> <li>• Must develop district and building focused improvement plans using state’s planning guidance</li> <li>• 10 percent of Title I funds directed to Professional Development (PD)—at the building and/or district level as appropriate</li> <li>• Annual measurable objectives for each affected disaggregated group</li> </ul> <p><b>Additional optional items which districts and building may choose:</b></p> <ul style="list-style-type: none"> <li>• Develop and implement a District Leadership Team (DLT) and Building Leadership Teams (BLTs) which conduct business in accordance with (iaw) the OLAC framework</li> </ul>	<p><b>Required Package:</b></p> <ul style="list-style-type: none"> <li>• Public school choice required for all identified Title I funded buildings</li> <li>• Supplemental Educational Services (SES) required for all building identified and failing to make AYP for 3 or more years</li> <li>• State to notify parents that the district is identified as a medium support district</li> <li>• Must use the state’s Decision Framework to create district and building needs assessments</li> <li>• Must develop district and building focused improvement plans based on state’s planning guidance</li> <li>• Must develop a District Leadership Team (DLT) and Building Leadership Teams (BLT) which conduct business iaw the OLAC framework</li> <li>• 10 percent of Title I funds directed to Professional Development (PD)—at the building and/or district level as appropriate</li> <li>• Annual measurable objectives for each affected disaggregated group</li> </ul> <p><b>Additional items from which the district/school would select one or more:</b></p> <ul style="list-style-type: none"> <li>• On-site review by a state approved Diagnostic Team with implementation of at least two critical items (critical items are those associated with the reasons the schools/district were identified for improvement)</li> <li>• Replace the building staff relevant to the issues</li> <li>• Institute and fully implement a new curriculum including PD for teachers</li> <li>• Significantly decrease management authority at the building level</li> <li>• Appoint an outside expert to advise the building on its progress</li> </ul>	<p><b>Required Package:</b></p> <ul style="list-style-type: none"> <li>• Public school choice required for all identified Title I funded buildings</li> <li>• Supplemental Educational Services (SES) required for all Title I funded buildings identified and failing to make AYP for 3 or more years</li> <li>• State to notify parents that the district is identified as a high support district</li> <li>• Must use the state’s Decision Framework to create district and building needs assessments</li> <li>• Must develop district and building focused improvement plans based on state’s planning guidance</li> <li>• Must develop a District Leadership Team (DLT) and Building Leadership Teams (BLT) which conduct business iaw the OLAC framework</li> <li>• On-site review and follow-up by the State Diagnostic Team as selected by the State</li> <li>• 10 percent of Title I funds directed to Professional Development (PD)—at the building and/or district level as appropriate</li> <li>• Annual measurable objectives for each affected disaggregated group</li> </ul> <p><b>Additional items from which one or more would be selected:</b></p> <ul style="list-style-type: none"> <li>• On-site review by a state approved Diagnostic Team with aggressive implementation of critical items (critical items are those associated with the reasons the schools/district were identified for improvement)</li> <li>• District/buildings implement their improvement plans under the oversight of the State Support Team</li> <li>• On-site review by a state</li> </ul>

Low Support Interventions	Medium-Support Interventions	High-Support Interventions
	<ul style="list-style-type: none"> <li>• Extend the school year or school day for the building</li> <li>• Restructure the internal organizational structure of the building</li> </ul>	<p>approved Diagnostic Team with aggressive implementation of critical items (critical items are those associated with the reasons the schools/district were identified for improvement)</p> <ul style="list-style-type: none"> <li>• Reopen the school as a public charter school</li> <li>• Replace all or most of the building staff (which may include the principal)</li> <li>• Enter into a contract with an entity to operate the public school</li> </ul> <p><b>Options for districts failing to provide consistent oversight of the school improvement efforts and/or failing to demonstrate significant district improvement:</b></p> <ul style="list-style-type: none"> <li>• Defer programmatic funds or reduce administrative funds</li> <li>• Institute and implement a new curriculum based on state and local content and achievement standards and provide High Quality Professional Development (HQPD)</li> <li>• Replace district personnel related to the failure to make AYP</li> <li>• Remove particular buildings from the jurisdiction of the district and establish alternative governance and supervision arrangements</li> <li>• Appoint a receiver or trustee to administer the affairs of the district in place of the superintendent and the local school board</li> <li>• Initiate the Academic Distress Commission if the district missed AYP for 4 consecutive years and is labeled as in Academic Emergency using state accountability measures.</li> </ul>

**Figure 6** shows the relationship of districts and buildings in terms of support needed. The first column identifies, using 2006-07 data, the re-designation of districts and their buildings into high, medium and low support. Of the schools associated with “high support districts,” 362 (67% of those identified) would be categorized as high support, 64 (12%) as medium support and 111 (21%) as low support if each building were identified as its own unit using the percent of conditions missed model. Under Ohio’s proposed model, all 537 buildings will be categorized as high support. Similarly, only 13 (7%) buildings that would be characterized as high support are located in districts that in the aggregate are categorized as low support. Any of the high support buildings not making AYP for 6 or more years would immediately be identified as at least medium support under the model.

The term “CS” is not a risk category but is an aggregate view of community schools. Community schools will be further disaggregated by sponsor, and Ohio will label the aggregate of community schools associated with each sponsor as low, medium, or high support in the same fashion as schools associated with a district. In this table, 109 community schools are identified as high support, nine (9) as medium support, and 25 as low support.

**Figure 6: Relationship of Districts & Schools to Level of Support Needed**

District Support	School Support			
	Low	Medium	High	Grand Total
High	111	64	362	537
Medium	34	70	50	154
Low	106	63	13	182
CS	25	9	109	143
Grand Total	276	206	534	1016

**Table 2** lists the community school (charter school) sponsors and the status of each of the schools and then the overall status of the aggregate community schools associated with the sponsor. Based on the conditions missed by the aggregate of community schools associated with the sponsor, each group is categorized as low-, medium- or high-support—the category is stated in the first column.

The category in the first column would be imposed on each of the community schools failing to make AYP and associated with the sponsoring agent.

**Table 3** shows the variability of risk in each of the current *district* improvement strata, which are based primarily on time and not conditions. The term “delay” represents districts that made AYP using the 2006-07 data and thus would be shown as not missing any of the conditions. Of the districts in district improvement 1 status, 14 (48%) would be identified as low support, 8 (28%) would be categorized as medium support, and 7 (24%) would be identified as high support. Alternately, 10 of the districts in DI 3 (Corrective Action) would be recognized as low support but treated as medium support.

**Table 4** shows the variability of risk in each of the current *school* improvement strata, which are based primarily on time and not conditions. The term “delay” represents buildings that made AYP using the 2006-07 data and thus would be shown as not missing any of the conditions.

Of the buildings in school improvement 1 status, 175 (32%) would be identified as low support, 131 (24%) would be categorized as medium support, and 234 (43%) would be identified as high support. Alternately, 4 (24%) of the buildings in SI-6 would be categorized as low support but treated no less than medium support under the proposal.

**Table 2: Community Schools by Support Status**

Overall Support	Community Schools Sponsor Name	Support Status			
		Grand Total	Low	Medium	High
H	Akron City School District	1			1
H	Ashe Culture Center, Incorporated	6	1	1	4
H	Buckeye Hope Foundation	9	1	1	7
H	Canton City School District	1			1
L	Cincinnati City School District	1	1		
L	Cuyahoga Falls City School District	1	1		
H	Delaware-Union Educational Service Center	1			1
H	Educational Resource Consultants of Ohio, Inc.	12	2		10
L	Fairborn City School District	1	1		
L	Hamilton Local School District	1	1		
H	Kids Count of Dayton, Inc	2			2
L	Lancaster City School District	1	1		
H	Lucas County Educational Service Center	36	7	2	27
M	Mahoning County Educational Service Center	2	1		1
L	Mansfield City School District	1	1		
H	Marion City School District	1			1
M	New Philadelphia City School District	1		1	
H	Ohio Council of Community Schools	35	3	3	29
H	Reynoldsburg City School District	2			2
M	Richland Academy	2	1		1
H	St. Aloysius Orphanage	17	3		14
H	Thomas B Fordham Foundation	5			5
H	Toledo City School District	3		1	2
H	Tri-Rivers Joint Vocational Center	1			1
<b>CS Total</b>		<b>143</b>	<b>25</b>	<b>9</b>	<b>109</b>

**Table 3: Level of Support by District Improvement Status**

Status	Current #	Low support	Medium support	High support
DI-1	29 (7 delay) = 32%	14 = 48%	8 = 28%	7 = 24%
DI-2	15 (3 delay) = 16%	5 = 33%	6 = 40%	4 = 27%
DI-3	26 (4 delay) = 29%	10 = 38%	6 = 23%	10 = 38%
DI-4	21 (0 delay) = 23%	2 = 10%	3 = 14%	16 = 76%
<b>Totals</b>	<b>91 (14 delay)</b>	<b>31 = 34%</b>	<b>23 = 25%</b>	<b>37 = 41%</b>

**Table 4: Level of Support by School Improvement Status**

Status	Current #	Low support	Medium support	High support
SI-1	540 (115 delay)	175 = 32%	131 = 24%	234 = 43%
SI-2	223 (48 delay)	64 = 29%	37 = 17%	122 = 55%
SI-3	123 (18 delay)	24 = 20%	21 = 17%	78 = 63%
SI-4	90 (5 delay)	7 = 8%	12 = 13%	71 = 79%
SI-5	12 (4 delay)	2 = 17%	3 = 25%	7 = 58%
SI-6	17 (5 delay)	4 = 24%	1 = 6%	12 = 71%
SI-7	8 (0 delay)		1 = 13%	7 = 88%
SI-8	3 (0 delay)			3 = 100%
<b>Totals</b>	1016	276	206	534

Tables 3 and 4 above demonstrate that most interventions will be started earlier in the process under this proposal. However, we are concerned that growth of the number of high support districts and schools in the future might exceed the capacity of some of our regional State Support Teams (SSTs). Ohio's regional support system is divided into 16 regions. Each of those regions is provided resources to organize SSTs whose purpose is to help struggling schools and districts. Our data show the numbers of high support districts are not evenly spread across these regions. For instance, some of the more populated regions will have 15 to 28 high support districts (representing 4% to 14% of the districts in their region) while other regions will have 3 to 9 high support districts (representing 1% to 4% of the districts in their regions).

Our data show some regions will have additional capacity for the foreseeable future. Other regions will have their capacity stretched from the very beginning of this process. The state does request some flexibility for future years to retain districts in medium support rather than moving them to high support if the capacity of the region is over extended. ESCs will be asked to provide additional support to any district that the state determines exceeds the capacity of the regional SSTs to deliver high quality support.

Using prior-year data, **Tables 5 and 6** below illustrate the number and percent of schools in urban versus rural localities per the NCES assigned metro-centric codes. The distribution across the levels of support is generally scattered with several exceptions. For instance, 74% of the large and mid-size city school districts will require a high level of support. Similarly, 58% of the urban fringe, for both large and mid-size city school districts combined, will require a low level of support.

**Table 5: Districts in District Improvement**

Level of Support by Metro-centric Locale				
Locale	Current #	Low	Medium	High
City	18 = 20%	2 = 11%	2 = 11%	14 = 78%
Urban Fringe	47 = 52%	22 = 47%	12 = 26%	13 = 28%
Large Town	3 = 3%		1 = 33%	2 = 67%
Small Town	8 = 9%	3 = 38%	1 = 13%	4 = 50%
Rural	15 = 16%	4 = 27%	7 = 47%	4 = 27%
<b>Total</b>	91	31	23	37

**Table 6: Districts in District Improvement & Districts with Schools in School Improvement**

Level of Support by Metro-centric Locale				
Locale	Current #	Low	Medium	High
City	19 = 7%	3 = 16%	2 = 11%	14 = 74%
Urban Fringe	113 = 42%	65 = 58%	25 = 22%	23 = 20%
Large Town	4 = 1%	1 = 25%	1 = 25%	2 = 50%
Small Town	41 = 15%	18 = 44%	12 = 29%	11 = 27%
Rural	93 = 34%	36 = 39%	33 = 35%	24 = 26%
<b>Total</b>	270	123	73	74

**NOTE:** Ohio will not add additional academic indicators but will use indicators other than percent proficient to measure significant district and/or building progress.

**Core Principle 5:** *When transitioning to the differentiated accountability model, the state considers the current status of schools, including interventions previously implemented in schools and services provided to students.*

Ohio believes that the transition can be a relatively smooth one. The *building blocks* of the Ohio Improvement Process that each district and school are expected to initiate are the:

- Establishment of District Leadership Teams and Building Leadership Teams;
- Use of the Decision Framework, as described under core principle 4, to prioritize areas of need and identify root causes of prioritized needs;
- Development of focused district and building improvement plans in the CCIP using the model described in the Focused Plan Guidance; and
- Implementation of the focused improvement plans with high levels of integrity.

**Transition Time Line.** The process for getting the first three pieces of the building blocks initiated will require about one school-year. Districts and schools, though relabeled, would be expected to continue their current plans for improvement, corrective action and restructuring for the 2008-09 school year. Districts and schools will then implement the focused plans during the 2009-10 school year.

**PSC & SES.** No students will lose their rights to participate in PSC or SES as a result of this proposal.

**Core Principle 6:** *The process for differentiation and the resulting interventions for schools in different categories or phases of differentiation are data-driven, understandable, and transparent to the public.*

All differentiation determinations and the need for requiring additional interventions are totally objective (i.e., driven by data). Districts and schools may always voluntarily choose to initiate additional interventions as a result of their local review of data. The initial building blocks of the Ohio Improvement Process -- establishment of District Leadership Teams and Building Leadership Teams, conducting the Decision Framework process, and developing/implementing a focused plan are all data focused.

**The proposed interventions are described in Table 1 under Core Principle 4.**

## SECTION III: *Interventions*

**Core Principle 7:** *All identified schools receiving Title I funds are subject to interventions, and they progress through an intervention timeline with interventions increasing in intensity over time. The state describes its comprehensive system of interventions, including, if applicable, how its proposal aligns with its state accountability system*

**The proposed interventions are described in Table 1 under Core Principle 4.**

**Educator Effectiveness.** The Office of Educator Equity (OEE) has developed a teacher equity infrastructure in collaboration with the Center for School Improvement through the Comprehensive Continuous Improvement Plan (CCIP). All school districts, including the high support districts, complete the process described in **Table 7** below.

To ensure a more equitable distribution of highly qualified and experienced teachers for all students in every classroom, it is essential to collect accurate teacher distribution data. These data findings should determine how districts distribute highly qualified and experienced teachers equitably throughout their schools.

**Table 7: Teacher Equity Analysis Process**

District Data Findings	Aligned Strategies	Ongoing Progress Measures
Conduct an analysis to ensure that core subject area courses in schools are taught by highly qualified teachers (using the Teacher Distribution File developed for every district).	Implement strategies that align with what the data reveal as teacher inequities.	Continuously measure the progress of district strategies. Are the strategies working? What measures are used to ensure this? What evidence documents that these strategies have moved toward ensuring equitable teacher distribution?  Complete this process annually to ensure that all students are taught by highly qualified teachers.

All school districts conduct a Teacher Distribution Data Analysis (TDDA) by core subject area courses to identify where and to what extent any teacher distribution inequities exist on a school-by-school basis. To conduct the TDDA, ODE developed a Teacher Distribution File (TDF) for all school districts that provides the following data for each school in the district:

- Percentage of the core subject courses in schools taught by teachers who are NOT highly qualified (note: Ohio has identified “high percentages” as schools where more than 10 percent of the core subject courses are taught by teachers who are NOT highly qualified.).
- Percentage of poor and minority students who are taught by inexperienced vs. experienced teachers in the core subject areas.
- Percentage of poor and minority students who are taught by highly qualified vs. NOT highly qualified teachers.
- Percentage of inexperienced (less than three years) vs. experienced (more than three years) teachers in high-poverty schools vs. low-poverty schools.
- Percentage of highly qualified vs. not highly qualified teachers in high-poverty schools vs. low-poverty schools.

After conducting the analysis, districts develop aligned strategies that address specific findings from the data to resolve teacher inequities. Districts are encouraged to annually measure progress and to publicly report district progress.

OEE will provide technical assistance to high support districts whose teacher equity plans do not meet a level three on the rubric used to evaluate these plans. The office will also collaborate with those districts to establish HQT/Teacher Equity teams to work with OEE in developing and implementing effective and measurable teacher equity strategies.

Ohio is trying to create a statewide system of rewarding teachers and school leaders for high levels of performance and solid achievement with competitive compensation and career opportunities. The Ohio Teacher Incentive Fund (OTIF) will provide opportunities for teacher development, differentiated leadership roles and incentive pay. OTIF is building on existing models, including the Teacher Advancement Program (TAP) – Cincinnati and Columbus, Promoting Educator Advancement in Cleveland (PEAC) – Cleveland, and Teacher Review and Alternative Compensation System (TRACS) – Toledo. Under OTIF, state standards are being established for teacher and principal evaluation systems to ensure evaluations are fair, credible and evidenced-based, include multiple measures of performance in both knowledge and skills, and are linked to student academic progress, align with Ohio’s teacher and principal standards, and suggest professional development to enhance future performance in areas that are not meeting expectations. These standards will serve as benchmarks for design, development, and implementation of evaluation and compensation systems in districts across the state. The state will provide technical assistance and collaborate with high support districts interested in designing evaluation and compensation systems aligned with these standards. Four high support districts are participating in OTIF.

Beginning in FY 09, the state budget will fund two new programs to provide incentives for foreign language, science, and mathematics teachers to teach in hard-to-staff schools. The signing bonus program is funded at \$4.0 million and the loan forgiveness program is funded at \$2.5 million. To qualify for either program, an individual must be licensed, assigned to teach in foreign language, science, or mathematics, and agree to teach in a hard-to-staff traditional public school for a minimum of five years. An individual who has met all requirements will receive either a \$20,000 signing bonus or \$20,000 in loan forgiveness.

We anticipate participation in the incentives programs by high support districts because many schools in those districts will likely be designated as hard-to-staff schools. The rules for participation are still being developed in cooperation with the Governor’s Office. At this time we can not report how many high support schools will be involved.

Of the 13 districts participating in Ohio’s state funded Principal Evaluation Pilot, seven (7) are high support districts. Research confirms that schools succeed when its principal serves as an instructional leader with an unrelenting focus on student learning. The Ohio Principal Evaluation System is designed for use by all schools in the state. The system highlights both the behaviors that principals perform and the effectiveness of those behaviors in terms of school outcomes. This system is built on the framework of collaboration and negotiation between the evaluator and the principal regarding the appropriateness of leadership styles, the establishment of ground rules as a framework for collaboration, and a co-ownership of data realized from the 360 degree staff perception survey. The evaluation system is comprised of three broad components or dimensions, each of which is weighted equally:

1. A goal setting process in which standards-based goals are crafted, targets of performance are established, and sources of evidence are identified
2. A 360 degree survey process in which assessments of effectiveness based on the *Ohio Standards for Principals* are drawn from educators who work with and for the principal
3. Measures of organizational effectiveness, both in terms of student learning outcomes and measures of client satisfaction.

**Professional Development/Teacher Training.** Ohio is committed to providing high quality professional development to educators over the entire continuum of their careers. The foundation for Ohio’s system of professional development is the state’s new professional development standards. These new standards, adopted by the State Board of Education in 2005, are aligned with findings from national research and consistent with the definition of high-quality professional development contained in *NCLB*. Ohio’s PD standards are not minimal expectations. Schools that successfully implement these standards should expect to see higher quality teaching and increased student achievement. These standards will help inform the types of professional development that Ohio teachers include as part of their career growth.

High support districts will have opportunities to participate in high quality professional development offerings such as:

- New Principals – Ohio’s Entry-Year Principal Mentoring/Induction Program (*70% of high risk districts participate in this program*)
- New Teachers – Ohio’s Entry-Year Teacher Mentoring/Induction Program (*60.8% of the high risk districts participate in this program*)
- Veteran Teachers – Ohio’s Master Teacher Program & National Board Certification
- Veteran Principals – Ohio’s Principal Evaluation Pilot (currently in 13 districts)

Ohio’s new standards for teachers, principals, and professional development provide a solid framework for a coherent, aligned system to improve teacher quality.

The state earmarks Poverty-Based Assistance funds for professional development to school districts having a poverty-rating above 1.0. Currently, 103 (48% of the 103 are High Support Districts) Ohio districts qualify. The funds are delivered as part of the districts’ foundation payments; districts are required by law (House Bill 66) to complete and submit a description of their professional development programs in one or more of the following areas: data-based decision making, standards-based curriculum models, research-based high quality professional development and professional learning communities.

Districts must provide a narrative description of the PD offered. The descriptions are given to a reviewer, who vets them against the Ohio Standards for Professional Development. Narratives, which provide standards-based PD at the adequate or exemplary level on all six standards, are authorized for that fiscal year. Approved districts and vendors are listed on the ODE web page. Programs and districts which received approval in FY 2007 are not necessarily approved without some revision. The review team’s attention to detail is just one step in securing the best possible professional development for Ohio’s educators.

Future plans include requiring exit data from districts in an effort to concentrate on the effect that high quality professional development has on student achievement. Eventually, evaluating Ohio professional development will involve the reporting of the *impact* on teacher effectiveness and student achievement over time.

In addition, Ohio has enhanced its Standards-Based Individual Professional Develop Plan (IPDP). Teachers who are developing their plans starting school year 2008 – 2009, must use the IPDP Rubric aligned with Ohio’s Professional Development Standards.

Teachers will:

- Examine their practice by examining student data, completing an educator standards’ self-evaluation, considering school and district goals, and providing a goal rationale when creating these plans;
- Determine Priorities and Goals by prioritizing needs, relating them to licensure, current assignment, future plans, and district/building goals, and writing specific, measurable, attainable, results-based, and time-bound (SMART) goals;
- Complete the IPDP according to the Local Professional Development Committee (LPDC) policy; and
- Obtain pre-approval from LPDC.

**Core Principle 8:** *Interventions must be educationally sound. The state provides a rationale, including evidence of effectiveness, for each intervention proposed. The state explains how it will leverage state and local resources along with federal resources (e.g., Title I school improvement funds, Title II funds) to promote meaningful reform in schools, provide options for parents and students, and improve teacher effectiveness.*

The Ohio Improvement Process tools and training will be available to all Ohio districts and schools. It is not a process for just a few. This large scale systems approach to improvement will help ensure the resources of the agency are focused on the implementation of Ohio Improvement Process. The CCIP already provides districts the means of leveraging resources from almost 50 state and federal programs including most of NCLB and the Individuals with Disabilities Education Improvement Act (IDEIA). Many of these resources can and should be focused on improving student results.

***Alignment & Intentional Use of Resources to Support Improvement.*** The CCIP facilitates transferability as allowed under section 6123 of NCLB. Additionally, embedded in the CCIP is a mechanism for realistically pooling local, state and federal funds (including IDEIA funds) as authorized under the school-wide provisions of Title I, Part A. We encourage districts to consider pooling funds (including IDEIA funds) in eligible buildings to remove the silos created by separately funded programs and provide a true mechanism for developing and implementing school-wide reform. There are over 1,000 school-wide buildings in Ohio.

***Strengthening State & District Capacity to Improve.*** Heretofore, the Statewide System of Support rested with the regionally located State Support Teams (SSTs). The SSTs are supported primarily by state funds with additional federal support for some staffing and training. The SSTs are located in each of 16 regions and employed by 16 of the 59 Educational Support Centers (ESCs) in the State.

The increase of districts and schools identified for improvement forces SSTs to continually add districts and schools thus diluting the amount of time they can spend with any one district. This diluted workload and the revolving door of district and school statuses decreases the quality of support. In developing this proposal, the ODE is responding in two ways. One way is creating trained State Diagnostic Teams to conduct reviews in high support districts and the building in those districts. Corrective Action districts are targeted because the State has a clear responsibility for the oversight of the district corrective action process. Our review of data; however, strongly suggests that all Corrective Action districts are not needing this type of thorough review. A focus on the “high support” districts and schools will be more strategic and beneficial.

A second improvement is to expand capacity to help districts to as many of the 59 Educational Service Centers as will volunteer to engage in the work. We have offered to train ESC personnel on the Ohio Improvement Process tools and steps and to provide them with very precise data on the districts and buildings in their area. The full implementation of the data warehouse and Decision Framework will allow this type of data mining and dissemination. Additionally, we offered to train their staff to conduct the Diagnostic Review. We hope to offer one-time grants, from Title I School Improvement funds, to districts to defray the Diagnostic Review costs as an incentive for the districts to request the service and for the ESC’s to offer another valued service.

The state will add additional intermittent (part-time) staff for the sole purpose of conducting Diagnostic Reviews. Aside from intermittent staff, the SEA will not be permitted to add additional staff. Increased capacity will come from ESC staff across the state trained in and willing to provide support to the Ohio Improvement Process. Improved longitudinal data and results from district/building decision framework processes will greatly improve the state’s efforts to more precisely understand the areas needing the most attention regionally and statewide.

**Core Principle 9:** *The differentiated accountability model is designed to result in an increased number of students participating, in the aggregate, in PSC and SES at the state level, even if the number of students eligible for these options decreases. If a state proposes to change the eligibility requirements for SES, these services are offered, at a minimum, to low-income non-proficient students in all Title I schools identified for improvement (no later than the timeline required by NCLB).*

There is little Ohio can do to meaningfully increase the participation rate of PSC since school choice was part of a state process prior to NCLB. Prior to NCLB, Ohio had open enrollment between districts, over 200 charter schools (called community schools in Ohio), and a publicly paid voucher program in Cleveland. Since NCLB, the number of community schools has increased to around 323 and the voucher option has been expanded to provide EdChoice scholarships to up to 14,000 students to attend a participating private school of their choice. Students attending or assigned to attend public schools designated as Academic Watch or Academic Emergency – the lowest categories on the state’s school rating system – for two of the last three school-years are eligible to apply. The Cleveland Scholarship and Tutoring program is still available for residents of Cleveland. With all of the state choice options, the PSC option is not especially enticing to parents and students.

Ohio currently has over 400 SES providers on the provider list. The proposed options under SES should improve participation statewide.. Our data indicate that the SES participation rate is approximately 57% of the number of students who could be served by the schools required to offer this service. We will be setting targets for districts with schools that should be providing SES services to increase their participation rates. Ohio continues to ensure that participating LEAs provide timely, clear, accurate notice to parents about the identification of their child’s school as in need of improvement and their parental involvement opportunities, including the availability of the SES and public school choice options, in understandable language. Ohio also continues to ensure that LEAs notify parents of eligible children about SES prior to the start of the 2008-09 school year, or within the first few weeks of the school year, and provide SES shortly thereafter.

Districts are required to submit an effectiveness report for all providers with which they enter into a contract to provide SES. This report includes information about provider requirements and assurances, communication, and student achievement. A copy of the FY08 Effectiveness Report can be accessed through Ohio’s online reporting system at:

[https://webapp1.ode.state.oh.us/odesurvey/surveys/SES\\_ER\\_SY2007-2008.asp](https://webapp1.ode.state.oh.us/odesurvey/surveys/SES_ER_SY2007-2008.asp)

Our annual monitoring of SES participation strongly encourages and influences districts to provide multiple enrollment opportunities.

**All interventions are listed in Table 1 under Core Principle 4.**

## **SECTION IV: *Restructuring (or Alternate Label)***

**Core Principle 10:** *There must be a category of differentiation for at least a subset of the lowest performing schools that have not met annual achievement targets for five years (currently the restructuring category). This category of schools must be subject to the most significant and comprehensive interventions.*

***Comprehensive Interventions Directed Toward Districts/Schools with the Greatest Need.*** The proposed process for categorizing districts and schools ensures that the majority of schools negatively affecting the most students wind up in the high support category. The proposal also ensures that any school in restructuring must be categorized at a minimum as medium support or high support. Our data clearly show the districts and buildings presenting the highest risk to the most number or percentage of students

are more likely to be labeled and treated to the most stringent interventions earlier under this proposal than those same districts or schools under the current system. All of the alternative interventions described in the proposal have solid research behind them and we have worked with several of the researchers to ensure integrity with their findings. The state is quickly building technology tools and people capacity to support districts and schools through a rigorous improvement process. The process develops consistency of focus, consistency of process and consistency of behaviors as a result of careful alignment of all tools, training, and support in the Ohio Improvement Process.

Over that past several years, the state has been moving toward the real integration of general education and special education support systems. As described under core principle 4, that integration was completed in the State Support Teams staffing, training, processing, and scope of work for the 2007-08 school year and will continue in all future years (see Figure 4: Ohio System of Support Training Design on page 12). The consistency of process and focus are eliminating redundancies and mixed messages, and multiple sources of funding through grant opportunities are being leveraged to increase the coherence and consistency of Ohio's improvement process.

Table 3 (Level of Support by District Improvement Status) indicates that we will be accelerating many schools and districts into the category receiving the most intensive interventions. The schools currently in restructuring that are of low to medium support will not be moved to the high support category if they are located in a low to medium support district.

Ohio's proposal does not make it easy for a school to move out of the most significant and comprehensive interventions other than making AYP because the category of the building is connected to all other buildings and often the district category. Therefore, the whole system of schooling in the district must make significant improvement to be moved to a less comprehensive set of interventions. Time is not a major determinant in the Ohio proposal. Data (see Table 4) strongly indicate that the proposed system will move a significant number of the state's lowest performing schools to the most comprehensive set of interventions earlier than they would otherwise be moved under the current statute. The change in category would occur immediately.

**Limits.** Ohio proposes two limits. First, a small percentage of schools currently in restructuring will be placed in the category of medium support. The schools are either of low to medium support or are located in districts of low to medium support. Second, the state proposes to not force additional interventions on buildings in any category that are demonstrating "significant" progress that, if maintained, would lead to 100% proficiency by the year 2013-2014.

The state is training SST members and ESC staff across the state to provide assistance with the primary interventions. The data warehouse will provide much of the essential data needed for the Decision Framework tool to districts and buildings in a web-based environment.

## **SECTION V: *Differentiated Data Analysis***

Relevant data analyses are provided in Section II (Core Principle 4).

## **SECTION VI: *Annual Evaluation Plan***

Stage 4 of the OIP, as described in Section II (Core Principle 4) requires monitoring and evaluation of all aspects of the improvement process, including degree of implementation as well as the impact of improvement efforts on student achievement. Implementation of a consistent process and associated tools (i.e., the OIP) allows the state to aggregate data on common indicators at multiple levels, relying on built-in data systems and standardized instruments for use in evaluating the overall health of the OIP on a regular and ongoing basis. The development of a web-based evaluation system will allow ODE to check the "pulse" of the system at any given time and provide the state with constant feedback on progress

being made or interventions that need to be made to the needs assessment, planning, implementation, and/or monitoring functions.

Figure 7 outlines the levels of the system to be evaluated across each stage of the OIP. Cross-cutting indicators that have to be reported by each district and school are being identified and will be used to gauge progress on essential practices at each level on a semi-annual basis. Student results, which will be analyzed at the state and regional level, will be used to validate the data collected through the web-based OIP evaluation.

Cross-cutting (common) indicators identified for each level correspond to essential practices identified by the Ohio Leadership Advisory Council (OLAC) in the areas of:

- Data and the decision-making process;
- Focused goal setting process;
- Instruction and the learning process; and
- Resource management process.

For example, in the area of data and the decision-making process, key indicators that would be customized across the levels illustrated in Figure 7 might include the use of collaboratively developed common classroom formative assessment to inform instructional practice and its effect on student learning at the *school* level; the review of shared (common formative) assessment data at the *district* level and how such data are used by building leadership teams (BLTs) to improve instructional practice and student performance; the use of individual and aggregate district/building data to inform the type of professional development needed on a *regional* basis; and the use of statewide data by ODE to identify curricular/instructional gaps and to guide necessary changes at the *state* level.

In the area of focused goal setting, common indicators addressing the number of focused goals and strategies (at the district level) and the number of action steps (at the school level) aligned with district goals and strategies would be targeted in such a way as to provide a common metric across all levels of the OIP. Additionally, the percentage of all improvement plans that are aligned to the results of the needs assessment (i.e., decision framework process), and the degree of implementation of focused plans and their impact on changing practice would be targeted.

Figure 7: Evaluation by Level and Stage of the OIP

<b>LEVEL</b>	<b>Stage 1: Identification of Critical Needs</b>	<b>Stage 2: Focused Planning</b>	<b>Stage 3: Implementation</b>	<b>Stage 4: Monitoring &amp; Evaluation</b>
<b>State</b>				
SEA (ODE)				
<b>Regional</b>				
State Support Teams (SSTs)				
Educational Service Centers (ESCs)				
<b>Local</b>				
District (DLT)				
School (BLT)				

At the regional level, patterns across school districts as to their identified needs and/or aligned improvement plans would be used to target professional development (PD) and support provided by state support teams (SSTs) to high support districts, and by educational service centers (ESCs) to medium support districts.. For example, if one-third of all needs assessments and improvement plans focus on PD related to the integration of students with disabilities into the regular classroom, this type of analysis would inform ODE and the regional state support teams (SSTs) as to where additional supports should be targeted, especially if a pattern is found that correlates with the category of risk.

Other potential key indicators in this area would focus on the degree to which:

- The focused improvement plan incorporates measurable objectives for each affected disaggregated group of students; and
- Title I dollars directed to professional development are aligned with the results of the needs assessment and specified in the focused improvement plan at the district and building levels.

In the area of instruction and the learning process, key/common indicators would include the use of regular classroom observation and ongoing feedback to students and teachers about instructional practice.

In addition to the common indicators tracked across all levels, the state will also monitor the degree to which the district and/or school implements the required consequences for its category of risk. For example, have districts/schools in the medium- or high-support categories established and implemented a District Leadership Team and Building Leadership Teams in accordance with the essential practices outlined in the OLAC leadership development framework? If they have:

- What percent of districts/buildings are in full compliance?
- What are the reasons/ implementation barriers for the small percent of districts/buildings not in full compliance?

The Ohio SPDG, also referenced under Core Principle 4, uses an evaluation model for examining the management of systemic change. Improved system function, scaling up of practices, and improved student outcomes are components of this evaluation model. As part of the SPDG evaluation, data and information will be collected at the state, regional, and district level in relationship to levels of evaluation recommended by Thomas Guskey (Guskey, T.R., 2000, *Evaluating Professional Development*. Thousand Oaks: Corwin Publishing, Inc.):

- Participants' reactions
- Participants' learning
- Organizational support and change
- Participants' use of knowledge and skills
- Student learning outcomes

Data gleaned from the SPDG, which is in its first year of implementation, will be used to inform Ohio's annual evaluation of the proposed model, including changes in district and school practice that result from OIP implementation and its impact on the identification of student groups and school districts, as compared with the current accountability system. Standardized instruments and observation protocols developed for and tested out through SPDG will be refined for statewide use as part of the OIP evaluation.

Finally, the state will evaluate the degree to which regional providers (see Figure 4: Ohio System of Support Training Design on page 12) are providing a consistent level of high-quality support to assigned districts and schools, particularly those in the high-support category.