Welcome
Today's Agenda

Getting Started

Planning Resources

Implementation Resources
Getting Started

Every Student Succeeds Act (ESSA)
System of Supports
Identification
2018-19 Timeline
Every Student Succeeds Act
Every Student Succeeds Act (ESSA)

- Passed in 2015
- Replaces NCLB
- Ohio’s ESSA Plan
  - Changes to the report card
  - Establishes criteria for identification for support
  - School improvement set aside (7%), direct student services
Report Card Changes

- Addition of nonacademic indicator – chronic absenteeism
- Gap Closing
  - Addition of English language proficiency
  - Greater emphasis on growth
- More disaggregation by subgroup – addition of report-only subgroups
System of Supports
State Strategic Plan

Each Child, Our Future
In Ohio, each child is challenged, prepared and empowered.

Vision
In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society.

Four Learning Domains
- Foundational Knowledge & Skills
  - Literacy, numeracy, and technology
- Well-Rounded Content
  - Social studies, sciences, languages, arts, health, physical education, etc.
- Leadership & Reasoning
  - Problem-solving, design thinking, creativity, information analysis
- Social-Emotional Learning
  - Self-awareness, self-management, social awareness, relationships, skills, responsible decision-making

Whole Child

One Goal
Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:
- Enrolled and succeeding in a post-high school learning experience, including an adult career/technical education program; an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

Three Core Principles
- Equity
- Partnerships
- Quality Schools

10 Priority Strategies
1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school/provide more paths to graduation

Ohio’s Strategic Plan for Education: 2019-2024
Improving Student Performance

Technical Assistance

Training

Feedback

Monitoring

Improvement
Office of Community Schools

- ODE reorganization to improve support and align to strategic plan
- OCS partnership with SSTs, Office of Improvement and Innovation
- Cross-agency coordination
  - Office of Early Learning/Literacy
  - Office for Exceptional Children
  - Office of Career and Technical Education
Office of Community Schools

More active role in supporting improvement:

- Regional meetings
- Coordination with sponsors
- Resources and technical assistance
- Peer-to-peer facilitation
- Partner in monitoring
Areas of Focus

- Equity
- Literacy
- Special Needs
- Climate & Culture
- Graduation Pathways
Identification of Schools
Identification Using Federal Requirements

Priority Schools

• Lowest 5% Title I schools, graduation rate < 67%

Focus Schools

• Subgroup(s) equivalent to lowest 5%
Identification of Dropout Recovery Community Schools

- Dropout recovery community schools will be included in identification for comprehensive and targeted support.

- Four-year graduation rate does not include students with disabilities graduating ‘excused from consequences’ for identification under ESSA.
Identification for Technical Assistance

- Special education rating of ‘needs intervention’
- Reading Achievement Plan (RAP)
- Applicant or awarded Direct Student Services or school improvement (1003) grant
Improvement Plan

Community schools must develop and submit improvement plan if identified as:

- Priority school
- Focus school applying for federal school improvement grant
- Identified as ‘needs intervention’ based on SPED rating
- Required to submit a Reading Achievement Plan (RAP)
- Awarded or applying for Direct Student Services or 1003 grant
- At-risk for closure
2018-19 Improvement Timeline
2018-19 Timeline

- October 2018 Identification
- Regional Meetings
- Support Survey
- October-November DSS application released
- Literacy /SPED regional meetings
- Technical assistance
2018-19 Timeline

- November 30: DSS grant applications due
- December 14: Improvement plan due to OCS
- December 17: Improvement grant (1003) application due
- December 31: Reading Achievement Plan due
- January 31, 2019: Special education CAP due
- February 2019: Improvement grant (1003) awarded
2018-19 Timeline

- Ongoing monitoring Jan. – May 2019
- Jan. – May 2019 Webinars/Peer-to-Peer/Technical Assistance
- June 2019 Comprehensive Plan due
QUESTIONS?
Planning Resources

- Ohio Improvement Process (OIP)
- Needs Assessment/Root Cause
- Goal Setting
- Evidence-Based Strategies
- Implement and Monitor
- Continuous Improvement
Ohio Improvement Process
Ohio Improvement Process

- An expanded version of Plan - Do- Study- Act (PDSA)
- Serves as a flexible framework for continuous improvement – not a compliance exercise
- Rooted in core beliefs – mission-driven
- Inclusive processes
- Strategic focus
  - Needs-based
  - Outcome and implementation goals
OIP Principles

- Shared Responsibility
- Communication and Engagement
- Resource Allocation
- Purposeful Decision-Making
Ohio Improvement Process (OIP) Five-Step Process

1. IDENTIFY Critical Needs
2. RESEARCH and Select Evidence-Based Strategies
3. PLAN for Implementation
4. IMPLEMENT and MONITOR
5. EXAMINE, Reflect, Adjust

SUPPORTING Implementation
Getting Organized

- It’s about teamwork!

  - District/Building Leadership Team (BLT/CSLT)
    - Administrators, teachers, parents, support staff, community/civic/business, sponsor representative, governing authority representative
    - Collect and analyze data to establish goals, benchmarks and priorities
    - Support teacher teams
    - Monitor implementation
    - Review results (provide feedback)
Getting Organized

- It's about teamwork!
  - Teacher-Based Teams (TBT)
    - Focus on needs of all students and instructional practice
    - Review student data
    - Monitor student progress
Staying Organized

- Everyone has a role
  - Facilitator, timekeeper, recorder, process facilitator
- Set and stick to a meeting agenda – have specific deliverables
- Ensure all information or materials are available
- Start and end on time – stay focused
- Keep minutes
- Meet regularly
- Be transparent
- Communication is key
# School Improvement Plan Template

**[INSERT SCHOOL NAME] IMPROVEMENT PLAN**

**[IRN]**

**[SCHOOL ADDRESS]**

**[CITY, STATE, ZIP CODE]**

For Implementation during the following years: FY 2019 – FY 2021

<table>
<thead>
<tr>
<th>Members of School Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Title:</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Title:</td>
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<tr>
<td>Title:</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Title:</td>
</tr>
</tbody>
</table>

Last Date Reviewed/Revised by School Team: 

Date Reviewed by School Governing Authority: 

Note: School plans must be developed in consultation with parents, teachers, administrators, Governing Board member(s) & other appropriate school personnel.
Needs Assessment
Ohio Improvement Process

1. IDENTIFY Critical Needs
2. RESEARCH and Select Evidence-Based Strategies
3. PLAN for Implementation
4. IMPLEMENT and MONITOR
5. EXAMINE, Reflect, Adjust

SUPPORTING Implementation
# Planning Template: Needs Assessment

## Comprehensive Needs Assessment

**Data Reviewed & Analyzed:**
In addition to statewide assessments, check all school data reviewed and analyzed in preparation and development of the School Improvement Plan.

<table>
<thead>
<tr>
<th>School Data</th>
<th>English Language Learner (ELL) Data</th>
<th>Special Education Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Statewide Assessments                                                   • Service Delivery Models                                                                      • Alternate Assessment Significant Cognitive Disabed (AASCD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Formative Assessments                                                   • Content/ESL Staffing &amp; Trainings                                                                 • Achievement Gap Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interim Assessments                                                     • Policies &amp; Procedures                                                                         • Individualized Educational Programs (IEP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Summative Assessments                                                   • Parental Involvement                                                                           • Service Delivery Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SAT/ACT Assessments                                                     • Monitoring Former ELLs (exited less than two years)                                             • Special Education Procedures – Schoolwide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Graduation Rates                                                        • AMAOs/OELPA Analysis                                                                           • Special Education Profile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Attendance Data                                                         • Comparison of OELPA with other Assessments (i.e., CRT, MAP, Proficiency, etc.)             • Special Education Ratings (for last 3 years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fiscal Resources                                                        • Achievement Gap Data (i.e., graduation rates, attendance, interim test scores, etc.)       • IEP Team Membership/Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teacher/Administrator Observation Data                                  • Other:                                                                                         • IEP Compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Stakeholder Focus Group Information                                     •</td>
<td>Approaches to Testing Accommodations</td>
<td></td>
</tr>
<tr>
<td>• Student Demographic Data                                                •</td>
<td>Special Ed Staffing &amp; Professional Development</td>
<td></td>
</tr>
<tr>
<td>• Stakeholder Survey Information                                          •</td>
<td>Availability of Curriculum for IEP Students</td>
<td></td>
</tr>
<tr>
<td>• Family Engagement Data                                                  •</td>
<td>Special Ed Policies &amp; Procedures</td>
<td></td>
</tr>
<tr>
<td>• Free &amp; Reduced Lunch Achievement Gap Data                               •</td>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>• Subgroup Achievement Gap Data                                           •</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Coordination of Services for FRL, ELL, and/or IEP students              •</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Achievement Plan                                                 •</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Grants                                                                  •</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other:                                                                  •</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please attach copies of other data reviewed or analyzed as part of the Improvement Plan needs assessment.
School Report Card

School Overview

Distances and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to ten measures and six components.

Click here to go to the school’s profile page.

By clicking this link you will leave the Ohio Department of Education’s website, and the Department is not responsible for any external site’s content.

Achievement
The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.

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

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

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

Improving At-Risk K-3 Readers
This component looks at how successful the school is at improving at-risk K-3 readers.

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

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are seven levels on the index and schools receive points for every student who takes a test. The higher the achievement level, the more points awarded in the school’s index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

55.8 of a possible 120.0

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Pct of Students</th>
<th>Points for this Level</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Plus</td>
<td>0</td>
<td>1.3</td>
<td>0</td>
</tr>
<tr>
<td>Advanced</td>
<td>2</td>
<td>1.2</td>
<td>2.4</td>
</tr>
<tr>
<td>Accelerated</td>
<td>6.4</td>
<td>1.1</td>
<td>7</td>
</tr>
<tr>
<td>Proficient</td>
<td>17</td>
<td>1.0</td>
<td>17</td>
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<tr>
<td>Basic</td>
<td>23.4</td>
<td>0.6</td>
<td>14.1</td>
</tr>
<tr>
<td>Limited</td>
<td>51.2</td>
<td>0.3</td>
<td>15.4</td>
</tr>
<tr>
<td>Untested</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

55.8
### Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator and the chronic absenteeism indicator. Test results are reported for each student in a grade and subject. The passage rate for each test indicator is 80% and the End of Course (EOC) Improvement Indicator is 25%.

![F 6.7%](image-url)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Comparison</th>
<th>Achievement Levels</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Grade</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>17.4%</td>
<td>![icon]</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>14.4%</td>
<td>![icon]</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Grade</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>24.3%</td>
<td>![icon]</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>23.9%</td>
<td>![icon]</td>
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</tr>
<tr>
<td><strong>Fifth Grade</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>35.4%</td>
<td>![icon]</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>21.5%</td>
<td>![icon]</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>30.8%</td>
<td>![icon]</td>
<td></td>
</tr>
<tr>
<td><strong>Sixth Grade</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>15.7%</td>
<td>![icon]</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>21.4%</td>
<td>![icon]</td>
<td></td>
</tr>
<tr>
<td><strong>Seventh Grade</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>38.8%</td>
<td>![icon]</td>
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<tr>
<td>Mathematics</td>
<td>20.4%</td>
<td>![icon]</td>
<td></td>
</tr>
<tr>
<td><strong>Eighth Grade</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>35.3%</td>
<td>![icon]</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>52.0%</td>
<td>![icon]</td>
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</tr>
<tr>
<td>Science</td>
<td>44.1%</td>
<td>![icon]</td>
<td></td>
</tr>
</tbody>
</table>

**Non-Test Indicators**

- Gifted Indicator: View More Data, NC
- Chronic Absenteeism: 33.7%
Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are seven levels on the index and schools receive points for every student who takes a test. The higher the achievement level, the more points awarded in the school’s index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

F

55.8 of a possible 120.0

Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator and the chronic absenteeism indicator. Test results are reported for each student in a grade and subject. The passage rate for each test indicator is 80% and the End of Course (EOC) Improvement Indicator is 25%.

F

6.7%

1 out of 15

Calculation  Pie Chart  Trend

<table>
<thead>
<tr>
<th>Year</th>
<th>Limited</th>
<th>Basic</th>
<th>Proficient</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>82.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>75.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>61.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>56.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>55.8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicators  Comparison  Achievement Levels  Trend

Third Grade

English Language Arts  Mathematics
Progress

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

For more detailed data on Progress and Value-Added, click here.

Overall
This measures the progress for all students in math, ELA, and science using tests in grades 4-8 and some end-of-course exams.

Gifted Students
This measures the progress for students identified as gifted in reading, math, science, and/or superior cognitive ability.

Students in the Lowest 20% in Achievement
This measures the progress for students identified as the lowest 20% statewide in reading, math, or science achievement.

Students with Disabilities
This measures the progress for students with disabilities.

Progress Details
These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

<table>
<thead>
<tr>
<th>Test Grade</th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>All Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Grades</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th Grade</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>5th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th Grade</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Grade</th>
<th>English I</th>
<th>English II</th>
<th>Algebra</th>
<th>Geometry</th>
<th>Mathematics I</th>
<th>Mathematics II</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do the colors mean?
The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state.
Ohio School Report Card Value-Added Measures

The Ohio A-F School Report Card system includes Value-Added as graded measures within the Progress component. This includes the Overall Value-Added, as well as the following subgroups: Gifted, Students with Disabilities, and the Lowest 20% of Achievement in English language arts, math, and science.

<table>
<thead>
<tr>
<th>Accountability Measure</th>
<th>Multi-Year Index</th>
<th>Multi-Year Letter Grade</th>
<th>Single Year Index</th>
<th>Single Year Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>-6.26</td>
<td>F</td>
<td>-1.31</td>
<td>D</td>
</tr>
<tr>
<td>Gifted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest 20%</td>
<td>-5.33</td>
<td>F</td>
<td>-0.51</td>
<td>C</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>-3.25</td>
<td>F</td>
<td>0.27</td>
<td>C</td>
</tr>
</tbody>
</table>
### Multi-Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Number of Students</th>
<th>Growth Measure</th>
<th>Standard Error</th>
<th>Multi-Year Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>All</td>
<td>688</td>
<td>-0.30</td>
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</tr>
<tr>
<td></td>
<td>4</td>
<td>215</td>
<td>-6.10</td>
<td>0.705</td>
<td>-0.34</td>
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<td></td>
<td>5</td>
<td>191</td>
<td>0.1403</td>
<td>0.8033</td>
<td>0.13</td>
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<td></td>
<td>6</td>
<td>105</td>
<td>-0.6544</td>
<td>0.7559</td>
<td>-0.11</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>154</td>
<td>1.3581</td>
<td>0.6503</td>
<td>1.59</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>103</td>
<td>0.1586</td>
<td>1.1112</td>
<td>0.14</td>
</tr>
<tr>
<td>Algebra I</td>
<td>All</td>
<td>30</td>
<td>2.8435</td>
<td>2.5515</td>
<td>0.77</td>
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<tr>
<td>Geometry</td>
<td>All</td>
<td>10</td>
<td>-2.4274</td>
<td>3.9861</td>
<td>-0.55</td>
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<tr>
<td>English Language Arts</td>
<td>All</td>
<td>903</td>
<td>-8.62</td>
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<tr>
<td></td>
<td>4</td>
<td>206</td>
<td>-6.1344</td>
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<td>196</td>
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<td>0.9731</td>
<td>-3.13</td>
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<td>6</td>
<td>104</td>
<td>-0.9641</td>
<td>0.9576</td>
<td>-1.16</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>154</td>
<td>0.6278</td>
<td>1.3091</td>
<td>0.48</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>126</td>
<td>-1.3272</td>
<td>1.1334</td>
<td>-1.03</td>
</tr>
<tr>
<td>English Language Arts I</td>
<td>All</td>
<td>29</td>
<td>-0.0561</td>
<td>2.1667</td>
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</tr>
<tr>
<td>English Language Arts II</td>
<td>All</td>
<td>10</td>
<td>0.4107</td>
<td>3.1532</td>
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</tr>
<tr>
<td>Science</td>
<td>All</td>
<td>291</td>
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<td></td>
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<td></td>
<td>8</td>
<td>114</td>
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<tr>
<td>Social Studies</td>
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<td>108</td>
<td>-2.48</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>108</td>
<td>-6.2688</td>
<td>1.8603</td>
<td>-2.48</td>
</tr>
<tr>
<td>Overall / All Subjects</td>
<td>All</td>
<td></td>
<td>-2.26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Single Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Number of Students</th>
<th>Growth Measure</th>
<th>Standard Error</th>
<th>Single Year Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>All</td>
<td>280</td>
<td>-0.4589</td>
<td>1.3025</td>
<td>-1.86</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>71</td>
<td>-3.2033</td>
<td>1.3025</td>
<td>-1.80</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>15</td>
<td>2.7624</td>
<td>1.2484</td>
<td>2.50</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>10</td>
<td>-1.3561</td>
<td>1.2623</td>
<td>-0.91</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>40</td>
<td>3.3326</td>
<td>1.4929</td>
<td>2.33</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>20</td>
<td>3.1152</td>
<td>2.1068</td>
<td>1.42</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>All</td>
<td>288</td>
<td>-4.3028</td>
<td>1.6057</td>
<td>-2.63</td>
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<td></td>
<td>4</td>
<td>70</td>
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<td></td>
<td>5</td>
<td>65</td>
<td>-0.7623</td>
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<td>70</td>
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<td></td>
<td>8</td>
<td>34</td>
<td>-0.9501</td>
<td>2.0945</td>
<td>-0.12</td>
</tr>
<tr>
<td>Science</td>
<td>All</td>
<td>95</td>
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<td></td>
</tr>
<tr>
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<td>63</td>
<td>-0.7979</td>
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<td>-0.23</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>32</td>
<td>-4.3599</td>
<td>2.5094</td>
<td>-1.31</td>
</tr>
<tr>
<td>Overall / All Subjects</td>
<td>All</td>
<td></td>
<td>-1.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>37</td>
<td>-1.36</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>35</td>
<td>-2.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>13</td>
<td>0.39</td>
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<tr>
<td></td>
<td>7</td>
<td>13</td>
<td>1.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>12</td>
<td>0.03</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math, and graduation. It also measures how schools are doing in helping English learners to become proficient in English.

Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if goals exist. These charts show how each group compares to the state average in ELA, math, and graduation. A fourth AMO measures whether English Learners are making progress toward becoming proficient in English. The ultimate goal is for all groups to achieve at high levels.

Performance Index by Subgroup

Grade Key

Each student subgroup has its own target goal. Meeting the subgroup goal is one of the ways to meet Annual Measurable Objectives. Subgroups with fewer than 25 students are not rated and do not appear on the graphs.

Ohio | Department of Education
Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.
Additional Data

- Downloadable data
- EVAAS
- Diagnostic test results
- Staff surveys
- Student surveys
- Parent/family surveys
- Discipline data
- Attendance data
- Staff evaluations
- Equity Plan
## Curriculum and Instruction

Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Slightly agree</th>
<th>Slightly disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My curriculum and instruction are aligned to provide opportunities for students to learn State-adopted content standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My school/district encourages me to try new things to improve instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in my instructional practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I regularly use assessment data to inform instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I provide student-centered instruction informed by formative assessment tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I focus on using culturally responsive instructional practices to address opportunity and achievement gaps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I set clear learning goals and expectations for my students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I give my students opportunities to take ownership of their learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I regularly provide substantive feedback to students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## School climate

Please rate how strongly you agree or disagree with the following statements about your school.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Slightly agree</th>
<th>Slightly disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have sufficient access to appropriate instructional materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have sufficient access to a broad range of professional support personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have sufficient access to instructional technology, including computers, printers, software and internet access</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have access to reliable communication technology, including phones, faxes and email</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The reliability and speed of Internet connections in this school are sufficient to support instructional practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have adequate space to work productively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school environment is clean and well maintained</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The physical environment of classrooms in this school supports teaching and learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is an atmosphere of trust and mutual respect in this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I regularly hold parent-teacher conferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I regularly share information with parents/guardians on an electronic parent portal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I share with parents/guardians how classroom assessments are used in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I provide parents/guardians with a class website, listserv, or blog sharing when assessments will occur</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I regularly provide parents/guardians with report cards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I regularly provide parents/guardians with outcomes of formative assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I regularly provide parents/guardians with outcomes of summative assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I regularly send email communications to parents/guardians on assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please circle the picture that describes how you feel when you read a book.

17. How do you feel about stories you read in reading class?

18. How do you feel when you read out loud in class?

19. How do you feel about using a dictionary?

20. How do you feel about taking a reading test?
# Planning Template: Data Analysis

## RESULTS FROM DATA ANALYSIS
Identify the data sources or evidence that supports the statements made in the narratives under Areas of Strength and Areas of Concern.

<table>
<thead>
<tr>
<th>Areas of Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas of Concern: Identify the ROOT CAUSE for each area of concern</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Root Cause

Getting to Root Causes


Possible Root Causes derive from “Because”

Priority Performance Concern

Problem Statement: My car won’t work.

Symptom/Evidence: Last night, I was on your way home from work and my car stopped in the middle of the road.

It ran out of gas.

I didn’t buy any gas on my way to work.

I didn’t have any money.

I lost all of my money in a poker game.

I’m not very good at bluffing when I don’t have a good hand.
Fishbone Diagram
### Root Cause Analysis

**SYMPTOM/CAUSE:** Math proficiency for low-income students is 28%.

<table>
<thead>
<tr>
<th>Sample Root Causes</th>
<th>NOT Root Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers lack strategies to differentiate instruction for struggling learners.</td>
<td>• Students enter the middle school behind grade level.</td>
</tr>
<tr>
<td>• School lacks benchmark assessments to provide real-time data to inform interventions.</td>
<td>• A growing English language learner (ELL) population makes instruction increasingly complex.</td>
</tr>
<tr>
<td>• Math coach is split between 3 schools and cannot spend enough time coaching teachers.</td>
<td>• Students don’t care about math.</td>
</tr>
<tr>
<td>• 3 of 5 math teachers are new.</td>
<td>• Students’ basic health and wellness needs are not being addressed.</td>
</tr>
</tbody>
</table>
Setting Goals
SMART Goals

SPECIFIC
MEASURABLE
ACHIEVABLE
RELEVANT
TIME BOUND
## SMART Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Actions</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>More effective</strong></td>
<td>Improve parent, guardian, and community participation in school meetings and activities</td>
<td>Translate school communications into home languages; provide bilingual services for parent meetings</td>
</tr>
<tr>
<td><strong>Less effective</strong></td>
<td>Promote a college going and career ready culture with high expectations</td>
<td>Implement full-day kindergarten; develop alternative middle school activities; improve CTE program; increase access to AP courses; provide training to improve student behavior</td>
</tr>
</tbody>
</table>
Goals and Indicators

- SMART
- Student- and Adult- Specific
- Long- and Short-Term
- Used to Monitor Activities
### INQUIRY PROCESS

What are the causes/factors in the areas of Curriculum & Instruction, Assessment, Climate, Support Services and/or Leadership that may impact or impede student achievement for each priority need, and what are the solutions/strategies that will address each priority need and the underlying causes/factors?

<table>
<thead>
<tr>
<th>PRIORITY NEED/GOAL</th>
<th>Root Causes: List as many causes as necessary for each priority need (Example: no common school-wide curriculum or assessment system, ineffective teaching strategies)</th>
<th>Solutions (Strategies):</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIORITY NEED/GOAL 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRIORITY NEED/GOAL 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRIORITY NEED/GOAL 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRIORITY NEED/GOAL 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRIORITY NEED/GOAL 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evidence-Based Strategies
Ohio Improvement Process

1. IDENTIFY Critical Needs

2. RESEARCH and Select Evidence-Based Strategies

3. PLAN for Implementation

4. IMPLEMENT and MONITOR

5. EXAMINE, Reflect, Adjust

SUPPORTING Implementation
What are evidence-based strategies?

- Strategies that have been evaluated and proven to improve student outcomes.

- Schools can have confidence that the strategies are likely to produce positive results when implemented.
Why do evidence-based strategies matter?

- Student needs are diverse and resources are limited.

- Using evidence-based strategies goes a long way in enabling student success.
Evidence-based Defined

ESSA (Section 8002) defines evidence-based using the following language:
“…the term ‘evidence-based’ when used with respect to a State, local education agency, or school activity, means an activity, strategy, or intervention that –

(i) Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
- **Strong evidence** from at least one well-designed and well-implemented quasi-experimental study;
- **Moderate evidence** from at least one well-designed and well-implemented quasi-experimental study;
- **Promising evidence** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii) (I) demonstrates a rational based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(II) includes ongoing efforts to examine the effectives of such activity, strategy, or intervention.
**ESSA ‘Tiers of Evidence’**

<table>
<thead>
<tr>
<th>ESSA tiers of evidence</th>
<th>Strong evidence</th>
<th>Moderate evidence</th>
<th>Promising evidence</th>
<th>Demonstrates a rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strong evidence</strong></td>
<td>• Well designed and well implemented experimental study.</td>
<td>• Well designed and well implemented QED or RCT with high attrition.</td>
<td>• Well designed and well implemented correlational study or well-designed and implemented RCT or QED without a large/multisite sample.</td>
<td>• Well specified logic model.</td>
</tr>
<tr>
<td>• Significant favorable effect on relevant outcome.</td>
<td>• No overriding negative effects from causal studies.</td>
<td>• Significant favorable effect on relevant outcome.</td>
<td>• Statistical controls for selection bias.</td>
<td></td>
</tr>
<tr>
<td>• No overriding negative effects from causal studies.</td>
<td>• Large, multisite sample.</td>
<td>• No overriding negative effects from causal studies.</td>
<td>• Significant favorable effect on relevant outcome.</td>
<td></td>
</tr>
<tr>
<td>• Large, multisite sample.</td>
<td>• Overlaps with population.</td>
<td>• Large, multisite sample.</td>
<td>• No overriding negative effects from causal studies.</td>
<td></td>
</tr>
<tr>
<td>• Overlaps with population.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A large sample is 350 or more students, or 50 or more groups with 10 or more students. A multisite sample is more than one site, and a site is a local education agency, locality, or state. Multiple studies can be combined to meet the large and multisite sample requirement as long as all studies meet the other requirements and examine the effects of an intervention on the same outcome domain.
Ohio’s Evidence-Based Clearinghouse

Ohio’s Evidence-Based Clearinghouse:
You don’t need a Ph.D. in statistics to be empowered by evidence – to bring about powerful change for your students. The Ohio Department of Education’s empowered by evidence tool can help you make strategy decisions that reflect your time and resources and make an impact on your students.

GETTING STARTED

Identifying Critical Needs
Different students in different districts all have different needs. Carefully assess your student’s district needs and your district’s capacity and resources before selecting evidence-based strategies.

Research and Select Evidence-Based Strategies
Districts and schools often have many options when it comes to addressing their students’ needs. How do you decide what path to pursue? Resources like the Ohio Evidence-Based Clearinghouse can help you find the evidence-based strategies that are best for you.

Examine, Reflect, Adjust
Once you start implementing an evidence-based strategy, you want to know if it’s working. Look at the data. Are you seeing the improvements you expected?

Building Up the Evidence-Base
When you engage in the full cycle of continuous improvement, you are contributing to the broader understanding of how evidence-based strategies work.
Evidence-Based Clearinghouse

Ohio's Evidence Clearinghouse

You don't need a Ph.D. in statistics to be empowered. Why? Ohio's Empowered by Evidence model helps you bring a positive impact on your students.

Getting Started

Identifying Critical Needs

Different students in different districts all have different needs. Carefully assess your students' district needs and your district's capacity and resources before selecting evidence-based strategies.

Research and Select Evidence-Based Strategies

Select one or more characteristics important to describe your students, grades, school, and setting. If you wish to view all of the strategies, simply click the “See Results” button in the bottom right corner.

Content Focus Area

- Subject: Curriculum, Instruction, and Assessment
- Grade Band: Community Engagement
- Demographics: School Climate and Supports
- Evidence Level: Human Capital Management
- District: College and Career Readiness

Building Up the Evidence Base

When you evaluate the strategies being used in your districts and schools, you are contributing to the broader understanding of how evidence-based strategies work.
# Evidence for ESSA

## Success for All — Struggling Readers

### Program Description
Success for All (SFA) is a comprehensive school reform program designed to ensure success in reading for children in high-poverty schools. It provides schools with a K-5 reading curriculum that focuses on phonemic awareness, phonics, comprehension, and vocabulary development, beginning with phonetically-centred mini-books in grades K-1. Cooperative learning is extensively used at all grade levels. Struggling students, especially first graders, receive one-to-one or small-group reading. Children are frequently assessed on curriculum-based measures. These are used to regroup children into reading groups according to current reading level across grade lines. Extensive professional development and a full-time facilitator help teachers effectively apply all program elements. A Solutions Team works with parents to help them support their children’s achievement and social-emotional development and to deal with issues such as attendance and behavior problems.

### Program Outcomes
Success for All has been evaluated in six qualifying studies in which separate analyses for low-achieving students were reported. Results for low-achieving students were reported for five of the studies, but one large study with a mean effect size of -0.16 for low achievers brought the mean overall down to -0.12. This qualifies Success for All for struggling readers at the ESSA “Strong” level, and for a “Solid outcomes” rating (at least two studies with effect sizes of at least -0.20).

### Staffing Requirements
Success for All is implemented as a core part of the school program by all teachers and administrators. A key role in the implementation is the identification of program facilitators, who provide support for program implementation, manage central data collection and review, and serve as a coach for teachers as they learn to implement the cooperative learning-based instructional program. Usually, an assistant principal, Title I Coordinator, or other existing staff member takes on this role. In addition, paraprofessionals are allocated to serve as tutors.

### Professional Development/Training
Professional development is provided through a combination of onsite workshops, email, and telephone.

---

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Strength</th>
<th>No. Studies</th>
<th>No. Students</th>
<th>Average Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strong</strong></td>
<td>6</td>
<td>2,987</td>
<td>+0.17</td>
<td></td>
</tr>
</tbody>
</table>

**Provider:**
- Success for All Foundation
  - Phone: 412-653-1500
  - Info: successforall.org
  - Contact: Success for All Foundation

**Cost:**
- Approximately $75,000 per year for three years for a school of 200 students (about $375 per student per year). About half of this cost is materials and half professional development.
- Cost per teacher or school for training/professional development: $75 per student per year over three years.

**Grades Studied:**
- K-4

**Groups Studied:**
- African American
- English Learners
- Free and Reduced Price Meals
- Hispanic

**Community-Served:**
- Rural
- Urban

**Parent Engagement Tools:**
- Yes

**Detailed Overview:**
- Key Studies
- What Works Clearinghouse

---

Have you implemented this program?
Share tips for your peers.
## Choosing Strategies

| Feasible | Appropriate | Evidence-Based | Likely to Work |
|----------|-------------|-----------------|----------------|----------------|

- Choosing strategies should be appropriate, feasible, and based on evidence to likely work.
Choosing Strategies

- Are there any interventions supported by strong evidence or moderate evidence?
- If strong evidence or moderate evidence is not available, is there promising evidence? Is there a rationale supported by evidence?
- What do the majority of studies re: this intervention find? Are results statistically significant?
- Were studies conducted in settings and with populations relevant to your critical issue?
- Can the success of the intervention be measured?
Is this strategy feasible?

- What resources are required to implement this intervention?
  - Time, money, technology, space
- What is the capacity of current staff to implement the strategy?
- Are necessary resources available?
- Does this strategy align with mission, vision, education plan, performance expectations, other strategies?
- Is this strategy sustainable?
- Is another strategy a better fit?
Implementation and Monitoring
Ohio Improvement Process

1. Identify Critical Needs
2. Research and Select Evidence-Based Strategies
3. Plan for Implementation
4. Implement and Monitor
5. Examine, Reflect, Adjust
Action Steps

- What action steps are necessary to implement chosen strategies?
- Are action steps feasible?
- Who is responsible for each step?
- What is the timeline for completing each task?
- How will progress be measured? (indicators)
- Aligned with school mission, vision, contract?
Planning Template: Action Steps & Monitoring

**ACTION, MONITORING & EVALUATION PLAN DESIGN**

List the action steps to implement the solutions/strategies for each priority need, as well as the timeline, resources, and the entity responsible for the action steps. Also identify the monitoring plan implementation evidence, the timeline for collecting the data, and the person or position responsible for ensuring the action steps occur. For the evaluation, provide the results of the implemented action step.

**Identify an Area of Focus:**

**PRIORITY NEED/GOAL 1: (Restate)**

**Evidence-Based Strategy:**

**Measurable Objective 1:**

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Action Step 1: (to implement the solutions/strategies)</th>
<th>Evidence Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Needed for Implementation: (People, Materials, PD, Funding Sources, TA, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeline &amp; Person/Position Responsible for Implementation:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitoring Plan</th>
<th>Evidence of implementation: (Data that will verify the action step has occurred)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Timeline &amp; Person/Position Responsible for Supervision of Implementation:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Plan</th>
<th>Results of implementation:</th>
</tr>
</thead>
</table>
Ohio Improvement Process

1. IDENTIFY Critical Needs
2. RESEARCH and Select Evidence-Based Strategies
3. PLAN for Implementation
4. IMPLEMENT and MONITOR
5. EXAMINE, Reflect, Adjust

SUPPORTING Implementation
Implementation

- Ongoing
- Monitor progress indicators
- Collect/analyze data
- Documentation
- Evaluate progress
Monitoring

- Multi-level
- Review implementation indicators and outcomes
- Timely
- Identify need for ‘course correction’
## Monitoring Report

### Community School Improvement Plan/DSS Monitoring Report

<table>
<thead>
<tr>
<th>Identified area of Focus:</th>
<th>Measurable Objective:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Priority Need/Goal:</th>
<th></th>
</tr>
</thead>
</table>

### Strategy 1:

- **Activity Reviewed:**
  - (Action step to implement the solutions/strategies)

- **Evidence Reviewed:**

- **Action completed per Timeline?**
  - (Yes, No, Partial completion)

- **Timeline & Person/Position Responsible for Supervision of Implementation:**

### Strategy 2:

- **Activity Reviewed:**
  - (Action step to implement the solutions/strategies)

- **Evidence Reviewed:**

- **Action completed per Timeline?**
  - (Yes, No, Partial completion)

- **Timeline & Person/Position Responsible for Supervision of Implementation:**

### Strategy 3:

- **Activity Reviewed:**
  - (Action step to implement the solutions/strategies)

- **Evidence Reviewed:**

- **Action completed per Timeline?**
  - (Yes, No, Partial completion)

- **Timeline & Person/Position Responsible for Supervision of Implementation:**
# Planning Template Checklist

**Community School Improvement Plan Checklist**

Please submit this checklist along with the planning template to the Office of Community Schools. All plans should have evidence of each of the following elements:

<table>
<thead>
<tr>
<th>Data Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence that plan is based on an analysis of data that includes subgroup data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Measurable Achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific measurable achievement goals</td>
</tr>
<tr>
<td>Targets for each of the groups of students identified in disaggregated data</td>
</tr>
<tr>
<td>No more than 3 – 5 overarching goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies &amp; Actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporate evidence-based strategies</td>
</tr>
<tr>
<td>Identify actions that have greatest likelihood of improving achievement of participating children</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitoring and Measuring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly reflects how, when and by whom implementation of strategies will be monitored and measured</td>
</tr>
<tr>
<td>Clearly reflects how, when and by whom student achievement will be monitored and measured</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Academic Subjects:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses the fundamental teaching &amp; learning needs in the school (curricular alignment)</td>
</tr>
<tr>
<td>Addresses the fundamental teaching &amp; learning need of specific academic problems of low achieving students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses Professional Development needs of instructional staff as related to the cause of identification</td>
</tr>
<tr>
<td>Commitment to not less than 10% of funds received under subpart 2 for each fiscal year identified for improvement (for Title I LEAs only)</td>
</tr>
<tr>
<td>Is highly focused and aligned to goals and strategies</td>
</tr>
<tr>
<td>Clearly identifies the targeted audience and outcomes for each professional development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan Identifies Roles &amp; Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify responsibilities of State, including technical assistance</td>
</tr>
<tr>
<td>Specify responsibilities of Sponsor, including technical assistance</td>
</tr>
<tr>
<td>Specify responsibilities of School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies for Parent/Guardian Involvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include strategies to promote effective family involvement</td>
</tr>
<tr>
<td>Families are part of the planning and decision-making process</td>
</tr>
<tr>
<td>Training for staff is included</td>
</tr>
</tbody>
</table>

---

[Ohio Department of Education Logo]
Continuous Improvement

- Were action steps implemented?
  - Yes/No – If no, why not?
  - Completely?
  - On time?
  - With fidelity?
- Desired effect?
- Is adjustment needed? If yes, what type of adjustment?
- Next steps?
Supporting Continuous Improvement

Ohio Department of Education

Ohio Improvement Process Resources

OVERALL RESOURCES
- OIP Orientation PowerPoint Presentation
- Additional Resources (Navigate to OIP > OIP Orientation Overview)

SUPPORTING IMPLEMENTATION RESOURCES
- OIP Implementation Criteria and Rubric
- Additional Resources (Navigate to OIP > Supporting Implementation)

STEP ONE - IDENTIFY CRITICAL NEED RESOURCES
- Sample Protocols to Support OIP work – Protocol for Exploring Student Work
- Additional Resources (Navigate to OIP > Identify Critical Need)

STEP TWO - RESEARCH AND SELECT EVIDENCE-BASED STRATEGIES RESOURCES
- Additional Resources

STEP THREE - PLAN FOR IMPLEMENTATION RESOURCES
- Focused Plan Descriptors
- Focused Plan Template
- High Quality Professional Development Checklist
- Additional Resources (Navigate to OIP > OIP Plan for Implementation)

STEP FOUR - IMPLEMENT AND MONITOR RESOURCES
- Sample Protocols to Support OIP Work – Turning Protocol
- Progress Monitoring and Evaluation Model and Descriptors
- Additional Resources (Navigate to OIP > Implement and Monitor)

STEP FIVE - EXAMINE, REFLECT, ADJUST RESOURCES
- Coaching TBPs: Prompts and Log
- Additional Resources (Navigate to OIP > Examine, Reflect Adjust)
OIP Implementation

OIP Implementation Criteria and Rubric

- Section A: Effective Teams
- Section B: District/Building/Community School Leadership Teams
- Section C: Teacher-Based Teams
- Section D: Formative Assessment
- Section E: Instruction
- Section F: Standards
- Section G: Team Membership
- Section H: Review of BLT/CSLT/TBT Meeting Minutes

Implementation Resources

- Funding Supports
- Alignment
- Coordination
- Plan Template
Funding Supports
Federal Funding

- Title I
- Title II
- Title IV
- IDEA
Title I

Intervention
Title II

- Equitable access
- Instructional strategies
- Leadership development
- Human capital management
- PD to support Vulnerable students
Title IV

- Safety & Climate
  - Teacher/support staff survey
  - Student survey
  - Parent survey

- Well-Rounded
  - Arts-based instruction, STEM
IDEA/ Restorative Funds

- Previous Award Amount
- Restorative Funds
- Increased award
Competitive Resources

School Improvement 1003

- Identified Priority schools
- Identified Focus schools (?)
- Align to target areas:
  - Data
  - Family Community Engagement
  - Leadership
Competitive Resources

School Improvement (1003)

- Selection of target area should align to ODE Strategic Plan
- Selection of evidence-based strategy is what will separate applications from one another
Competitive Resources

Direct Student Services

➢ Two areas of focus:
  ▪ Access to AP/IB courses
  ▪ Access to courses not currently offered to students in core curriculum or career/technical education
Competitive Resources

Direct Student Services

- Funds are for start-up development costs or direct costs
  - Curriculum development, text books, materials to support implementation
  - Recruiting and training of qualified staff
- Must lead to enrollment and participation in “new” course
Competitive Resources

In-depth Root Cause Analysis + Focused Evidence-based Strategies + Aligned Plan = Greater Chance of Receiving $$$$
Alignment
Alignment

Improvement plans should align to:

- Vision/mission
- Education plan
- Performance framework
- Resource allocation plan

Does the improvement plan align with the sponsor – school contract?
Alignment

- Does the plan aligned to other improvement/compliance requirements?
  - Equity Plan
  - Reading Achievement Plans (RAP)
  - Corrective Action Plans (CAP)
  - Special education rating
Alignment

State Expectations (report card)

Identified Needs ('our data')

Sponsor Expectations (performance framework)

1) Literacy
2) Climate
3) Students with Disabilities
Coordination
Coordination of Support

- Who is providing support?
- What type of support?
- Do resources align with plan?
- Do improvement/DSS implementation align with sponsor’s performance expectations?
- How are you keeping the governing authority informed and involved?
Plan Coordination

Plan Template

- RAP
- SPED CAP
- DSS
- 1003
Available Support

- Regional improvement meetings
- Reading Achievement Plan ‘quad’ meetings
- SPED Corrective Action Plan ‘quad’ meetings
- CTE technical assistance
General Assistance

- Peer-to-Peer Networks
- Coordinated professional development
- Technical assistance ‘Skype’ calls
- SST
- Office of Community Schools
Plan Template
Plan Template Components

- Team members
- Data collection/needs assessment
- Goals/indicators
- Strategies
- Actions steps/ implementation
- Monitoring
Planning Template

Which schools must complete and submit planning template?

- All community schools identified as priority schools
- All community schools with special education rating of ‘needs intervention’
- All community schools required to submit a Reading Achievement Plan (RAP)
- All community schools identified as focus schools applying for 1003 or DSS
- All community schools ‘at-risk’ for closure

**Recommended that all community schools use the template as a planning tool**

Sponsor will submit completed plan to OCS via Epicenter no later December 14, 2018.
# Plan Crosswalk

<table>
<thead>
<tr>
<th>ESSA PLAN REQUIREMENTS</th>
<th>OCS PLAN TEMPLATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed with stakeholders</td>
<td>Teams include variety of stakeholders</td>
</tr>
<tr>
<td>Informed by student performance</td>
<td>Multiple sources of data including student performance</td>
</tr>
<tr>
<td>Evidence-based interventions</td>
<td>Evidence-based strategies</td>
</tr>
<tr>
<td>Includes needs assessment</td>
<td>Includes needs assessment</td>
</tr>
<tr>
<td>Addresses resource inequities</td>
<td>Available in 2019-2020</td>
</tr>
<tr>
<td>Multi-level monitoring</td>
<td>Multi-level monitoring</td>
</tr>
<tr>
<td></td>
<td>Coordinated with other improvement plans (e.g., RAP, CAP)</td>
</tr>
</tbody>
</table>
QUESTIONS?
Office of Community Schools

25 S. Front Street, Mail Stop 307
Columbus, Ohio 43215

(614) 466-7058
(877) 644-6338 (toll-free)

community.schoo ls@education.ohio.gov
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