FY22 Support Schools Tool - District Improvement Survey Questions

This resource provides a list of the questions within the District Improvement survey of the Support Schools Tool.

The District Improvement survey is provided as a reflection tool for all school districts and community schools. All districts and community schools are strongly encouraged to use this tool to evaluate their progress in the school improvement journey.

An identified group of school districts and community schools are required to complete this survey. Their responses will be reviewed by their State Support Team staff and representatives from the Ohio Department of Education. The table below indicates the Department office that will review each question. A list of the required organizations can be found on the Support Schools Tool website.

Deadlines	
Mandatory School Buildings Survey Submission (including District review)	**Friday, February 18, 2022**
Mandatory School District and Community Schools Survey Submission	**Friday, February 25, 2022**
State Support Team (SST) Review Completion	**Tuesday, March 15, 2022**
Ohio Department of Education (Education) Review Completion	**Thursday, March 31, 2022**

** Use data from school year 2020-2021 **

District and Community School, Support Schools Tool - Questions				
Question	**CCIP label**	**Answer type**	**Reviewed by (only applicable to mandatory organizations)**	**Evaluation Criteria**
District Improvement Plan				
Describe the process for determining the effectiveness of your local educational agency's continuous improvement plan.	N/A	Text box	SST Office for Improvement and Innovation	1. A description of the process was provided in a narrative. 2. Includes a description of how effectiveness of the process is evaluated (how it is determined whether the process is successful).
Upload student and adult data used to determine effectiveness of the evidence-based strategies implemented to address the root cause(s) identified in your One Needs Assessment. Please do NOT upload any personal information that can identify students or teachers.	N/A	Text box, Checkbox and File uploads	SST Office for Improvement and Innovation	1. Provide data that demonstrates the district performed a pre- and post-analysis for an evidence-based strategy that addresses a root cause. 2. Data is provided for at least two evidence-based strategies. 3. Provide both student **and** adult data.
Describe an activity or strategy that shows a productive, ongoing partnership inclusive of your school and community stakeholders throughout the continuous improvement process.	N/A	Text box	SST Office for Improvement and Innovation	1. Response describes the involved stakeholders such as parents, teachers, students, administrators and community organizations. 2. Response identifies a partnership with community stakeholders and includes a description of how the team uses OIP for continuous improvement.
What strategies were chosen for at-risk populations? Why were the strategies chosen?	N/A	Text box	SST Office for Improvement and Innovation	1. A rationale for tageting at risk-populations is provided. 2. Strategies selection process is explained and based on data. 3. Response references work or data from TBT/BLT/DLT. 4. For evidence based strategies, identify the level of evidence.
Addressing Chronic Absenteeism				
What strategy or strategies are being implemented to reduce chronic absenteeism in your district or community school?	N/A	Text box	SST Office of Whole Child Supports	1. The strategy or strategies used align to district, building, or community school data and/or root cause. (Attendance Team meeting notes, Teacher Based Team/Building Leadership Team/District Leadership Team notes, One Needs Assessment, Community partnerships and programs, strategies using ESSER or ARP funding for attendance, School and Juvenile Court Intervention Programs)
How does your district or community school use data to align supports for schools and students to reduce absenteeism? How does your district use data to track reductions in chronic absenteeism?	N/A	Text box	SST Office of Whole Child Supports	1. The district, building, or community school cited attendance data and differentiated supports to reduce absenteeism. (Attendance Team meeting notes, Teacher Based Team/Building Leadership Team/District Leadership Team notes, One Needs Assessment, Community partnerships and programs, strategies using ESSER or ARP funding for attendance, School and Juvenile Court Intervention Programs) 2. A rationale described a data protocol that tracked attendance and was connected to an EB strategy.
Teacher Equity				
What aspect of your Local Equitable Access Plan reflects progress?	Equity	Text box	SST Office of Educator Effectiveness	1. The response includes a comparison of local equitable access data that shows any progress in the district or school's equity gap (identified in the district or school's Local Equitable Access Plan). 2. The response describes the implementation of the strategies and activities identified in the district or school's Local Equitable Access Plan.
What adjustments to your Local Equitable Access Plan have you completed? What adjustments do you need to make to your Local Equitable Access Plan?	Equity	Text box	SST Office of Educator Effectiveness	1. The response describes any changes made to the stratgies or activities that were identified in the district or school's Local Equitable Access Plan. 2. The response includes a rationale for the changes made.

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English Learners				
Describe the strategies the district will implement each year to support the (1) English language development, (2) academic achievement and (3) engagement of English learners and families in school activities. Each strategy should include observable objectives, baseline data and interim targets that allow the school to determine the extent to which progress is being made during the specified year.	EL	Text box and file uploads	SST Office for Exceptional Children	1. Description of the numbers, English language proficiency levels, home languages, and grade levels of the current population of students identified as English learners. 2. Description of strategies that school staff (includes teachers of English learners and other teachers) use consistently to address the areas listed: language development, access to grade-level standards and family engagement. At least one strategy must be provided for each area. For example, the Sheltered Instruction Observation Protocol support of "building background knowledge" could be monitored through review of lesson plans, teacher observations, or teacher self-monitoring checklists. 3. Baseline, interim and end of year data (adult behaviors and student behaviors) associated with the implementation of the strategies that support students who are English learners.
Narrative Evaluation of Plan Results				
How do adult implementation results compare to student performance results in relation to your goals?	N/A	Text box	SST Office for Exceptional Children	1. Response identifies how adult implementation and student performance results are being measured. 2. Is the district making progress towards their goal or not? Does the data show if progress is being made or if the goal needs to be amended?
What should be done to eliminate unsuccessful practices? H ow can your district implement and institutionalize successful strategies based on what you learned?	N/A	Text box	SST Office for Exceptional Children	1. Response addresses both questions. 2. Response identifies the process for modifying/eliminating unsuccessful practices and implementing successful stragies based on lessons learned.
Sponsor Feedback for Community Schools	N/A	Text box	N/A	
SST Feedback for Districts and Priority Schools: Please identify the individual that submitted the comments.	N/A	Text box	N/A	
Ohio Department of Education Feedback	N/A	Text box	N/A	