Pathway to Improvement for Identified Schools

Introduction

Ohio's 1.7 million public school students attend nearly 4,000 schools operated by one of approximately 620 school districts or community schools authorized by sponsoring organizations. State and federal regulations dictate that Ohio routinely identify its lowest performing schools and districts (Ohio Administrative Code 3301-56-01; Elementary and Secondary Education Act, 1965; Every Student Succeeds Act, 2015).

As Ohio's districts and schools are identified for support, they must create or update district and school improvement plans through the ED STEPS platform. The ED STEPS platform includes the One Needs Assessment and the One Plan.

School Identification

Based on federal requirements, the lowest performing schools in Ohio are identified for comprehensive or targeted support and improvement.

- **Comprehensive Support and Improvement (CSI)** designations encompass, at a minimum, the lowest performing 5% of schools receiving Title I funds statewide and any public school with a graduation rate at or under 67%.
- **Additional Targeted Support and Improvement (ATSI)** and **Targeted Support and Improvement (TSI)** designations include schools with one or more student groups that are among the lowest performing of student groups statewide.

The pathway to improvement for identified schools includes notification, a comprehensive assessment of needs, effective planning, and access to support from the Ohio Department of Education and Workforce and its statewide regional partners. The Department provides comprehensive and targeted improvement support for schools and districts (including community schools). Support activities including professional development, coaching, technical assistance, tools for improvement planning and implementation, and grant funding.

Notification of Identification

The Ohio Department of Education and Workforce notifies schools of their identification status on an annual basis. CSI and ATSI identification status is determined every three years, while TSI identification occurs annually. Once identification takes place, schools generally have until the following fiscal year to complete requirements.

Comprehensive Needs Assessment

Before a school or district can develop a plan to improve student outcomes, the school must complete a needs assessment to identify key improvement priorities. The One Needs Assessment, part of the EDSTEPS platform, helps guide schools and districts through analysis of student performance data

Effective Planning: Required Actions

Each district and school will be assigned required actions based on the identification category. Schools should assemble their Building Leadership Team (BLT) to create or revise their improvement plans.

All schools identified for improvement support (CSI, ATSI, and TSI) are required to examine their school data and complete or update the One Needs Assessment and One Plan. Improvement plans are developed using the Ohio Improvement Process. The Department expects schools to routinely update One Needs Assessment and One Plan submissions based on progress made addressing priorities. As part of Ohio's Plan to Raise Literacy Achievement, identified schools must examine literacy outcomes and include a literacy-related goal in their One Plan that is aligned with the state's Literacy Plan.

The Department must approve the One Plan for all CSI designated traditional public and community schools. For traditional public schools, the operating district must approve all One Plans from CSI, ATSI and TSI designated schools.

When identified as CSI, ATSI or TSI, the school must take the following steps related to their One Plan:

- ❑ Develop or revise their One Plan in partnership with stakeholders. The school's leadership team must include input from a variety of stakeholders. Examples include but are not limited to: district and school leaders, classified staff, teachers, specialists, parents, students, the school sponsor or partner agency and community partners.
- ❑ Include a goal in their One Plan focusing on literacy.
- ❑ Ensure the plan addresses the reason for identification utilizing relevant data from the *Ohio School Report Card* or the identification dashboard.
- ❑ Include a minimum of two evidence-based strategies as defined by the *Every Student Succeeds Act, 2015*.
- ❑ Allocate fiscal resources in alignment to the strategies identified in their One Plan.
- ❑ Identify resource inequities, which may include a review of local educational agency and school level budgeting.

Access to Support

Identified districts and schools have access to the following supports provided by the Department and its regional partners.

COORDINATED SUPPORT FROM THE DEPARTMENT

Ohio utilizes a statewide system of support that includes services from the Department, State Support Teams (SSTs), Educational Service Centers (ESCs), Information Technology Centers (ITCs) and other professional associations and organizations.

STATE SUPPORT TEAMS (SST)

State Support Team consultants provide professional development, technical assistance, coaching, and support to revise or create One Needs Assessments and One Plans, within ED STEPS. They also provide specialized support for the Ohio Improvement Process (OIP), Early Literacy, Early Learning and School Readiness, Regional Data needs, and Special Education. Contact your SST for additional information.

SCHOOL IMPROVEMENT GRANT FUNDING

The Title I Non-Competitive, Supplemental School Improvement Grant funds should support evidence-based school improvement strategies that are data driven and aligned with the Ohio Improvement Process (OIP) and the school's One Plan. The funds should also build the capacity of building staff and the community to address identified needs. For information about the Title I Non-Competitive, Supplemental School Improvement Grant, contact school_improvement@education.ohio.gov.

The Expanding Opportunities for Each Child Non-Competitive Grant is designed to expand access to and increase enrollment in school improvement activities for low-achieving students and students from low-income families through four grant focus areas: advanced coursework, career pathways, personalized learning, and credit recovery and academic acceleration services. For information about the Expanding Opportunities for Each Child Grant, contact eoecgrant@education.ohio.gov.

MONITORING IMPROVEMENT PLAN IMPLEMENTATION

The Support Schools Tool helps districts and schools track the implementation of their One Plans. The Support Schools Tool contains questions that help district and building leadership teams reflect on and adjust the implementation of their One Plan. The tool can be accessed and used by all districts and schools, but it is required for CSI and ATSI schools and their districts at the mid-point of their One Plan implementation.