SCHOOL IMPROVEMENT GRANTS - CHECKPOINT #2

Grant Implementation and Monitoring Preparation

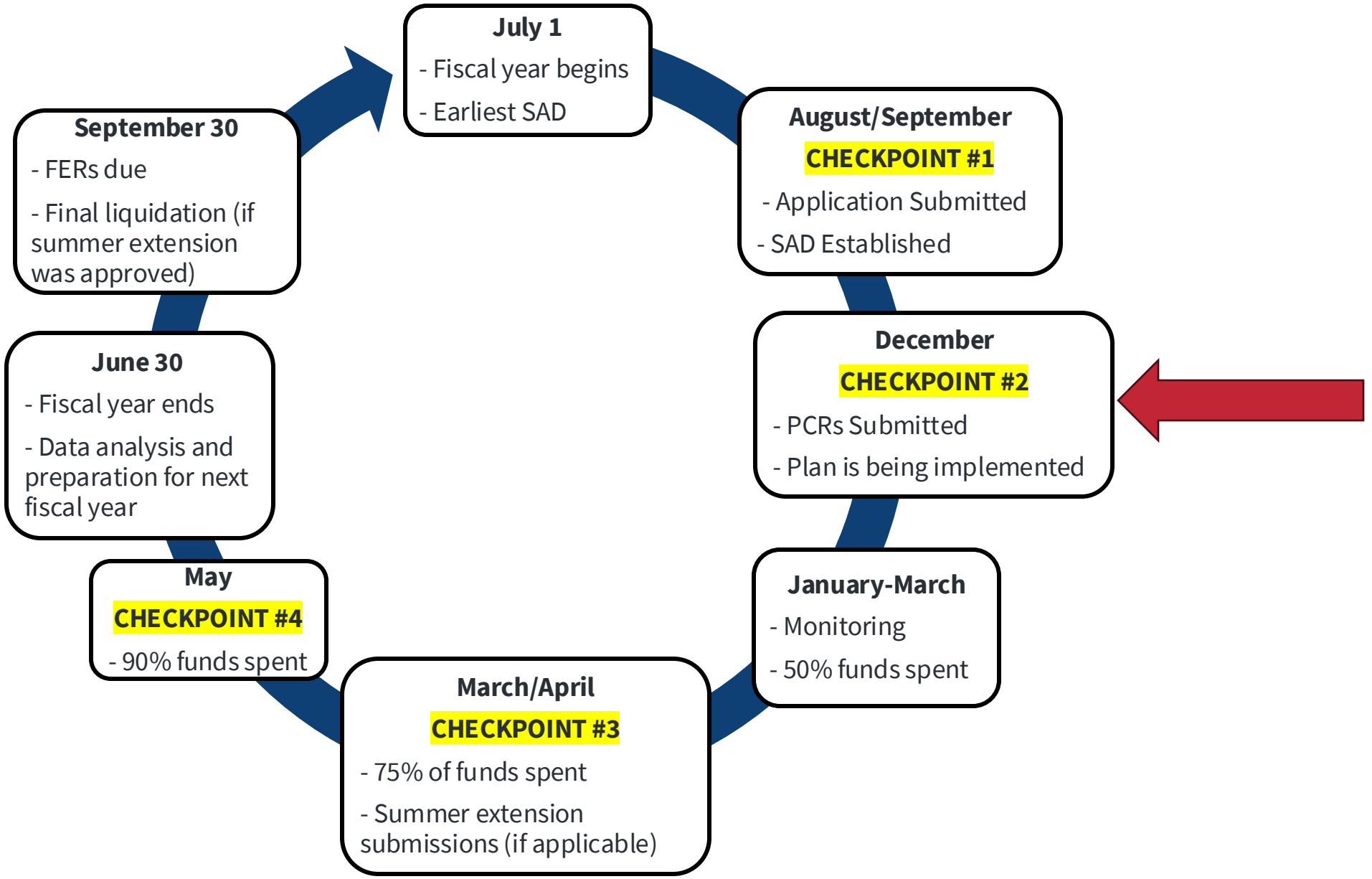
December 18, 2025

Department of Education & Workforce

SCHOOL IMPROVEMENT GRANTS TEAM

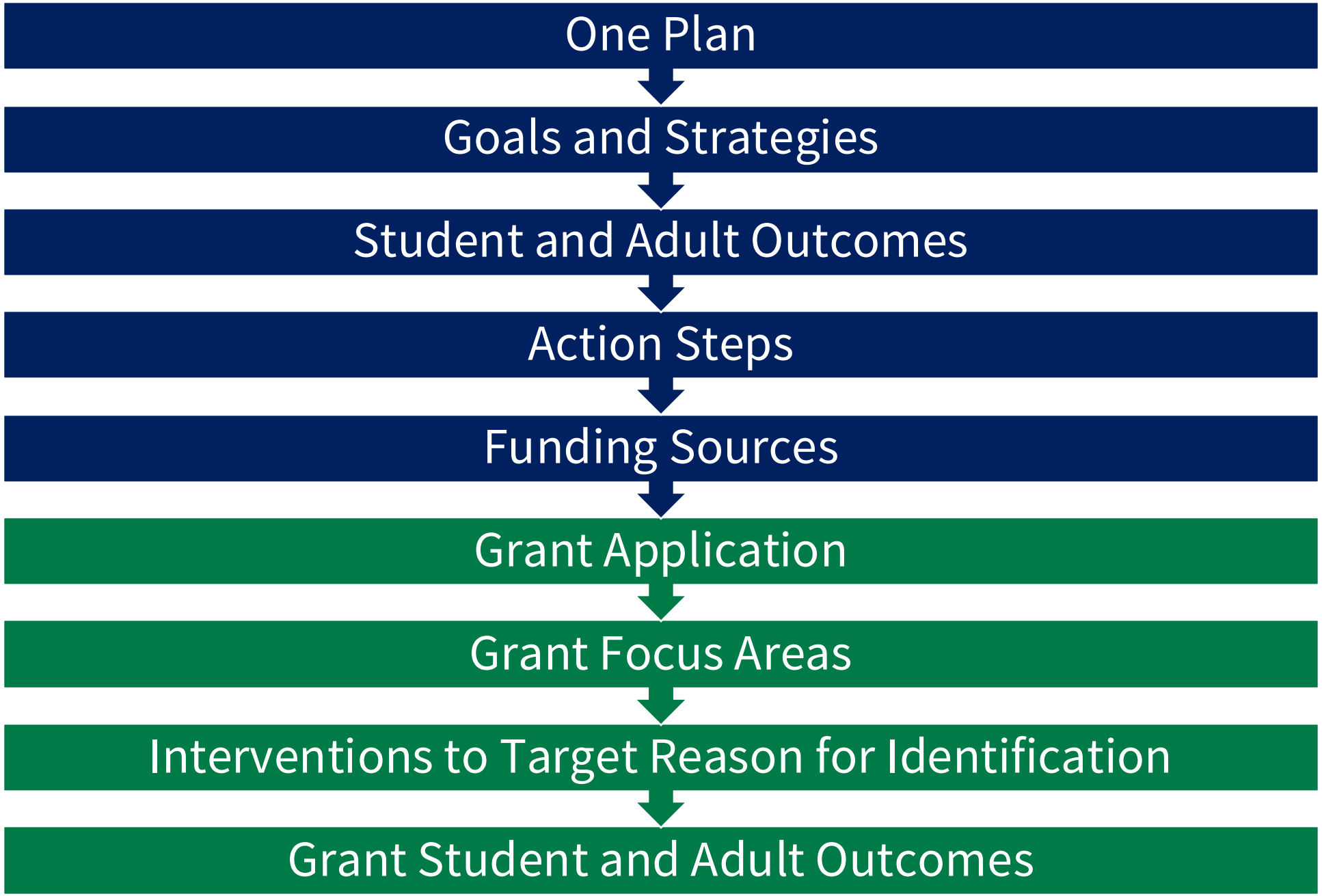
- **Jackie Carlin**, Assistant Administrator
- **Katharine Delavan**, School Improvement Grants Manager
- **Jennifer Myree**, Expanding Opportunities for Each Child Grants Manager
- **Dan Sipek**, Educational Program Specialist
- **David Cloud**, Rural Liaison
- **Chavon Harris,** Management Analyst

SCHOOL IMPROVEMENT GRANT LIFE CYCLE



Agenda

1. **Implementing grant-funded activities**
   - Monitoring student and adult outcomes
   - Example of data-based decision making and grant uses
2. **FY26 Grant Monitoring**
   - On-site and desk review grantees
   - Updated risk factors
   - Timeline and requirements
3. **Discussion and Q&A**


One Plan
Goals and Strategies
Student and Adult Outcomes
Action Steps
Funding Sources
Grant Application
Grant Focus Areas
Interventions to Target Reason for Identification
Grant Student and Adult Outcomes

IDENTIFYING GRANT USES

1. Reason for building identification:
   - **CSI:** Bottom 5% overall performance and/or 4-year federal graduation rate of ≤67%
   - **ATSI:** Identified student group
   - Focus on improving literacy and mathematics to address identification criteria
   - Review building-level data related to reason for identification
2. Align to the One Plan
   - All CSI schools must have a literacy goal
   - Schools that were identified as a CSI building for graduation rate should have a graduation goal, strategy, or action step
   - Schools that were identified for ATSI should have a goal, strategy, or action step centered around improving the group's performance
3. Just because there's an allowable use listed in the guidance does not mean your school can use the funds on it

CSI BUILDING EXAMPLE

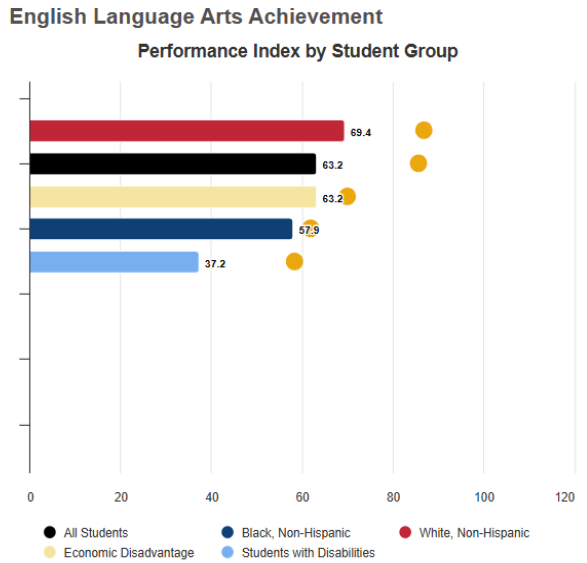
ABC Elementary - CSI (Bottom 5%)

- 2 Stars in Achievement
- 1 Star in Early Literacy
- 2 Stars in Gap Closing

Achievement Data

	Tests Proficient	Tests Taken	Percent Proficient
Third Grade			
Third Grade English Language Arts	6	17	35.3%
Third Grade Mathematics	1	17	5.9%
Fourth Grade			
Fourth Grade English Language Arts	0	13	0.0%
Fourth Grade Mathematics	1	13	7.7%
Fifth Grade			
Fifth Grade English Language Arts	< 10	< 10	NC
Fifth Grade Mathematics	< 10	< 10	NC
Fifth Grade Science	< 10	< 10	NC
Sixth Grade			
Sixth Grade English Language Arts	5	17	29.4%
Sixth Grade Mathematics	5	17	29.4%

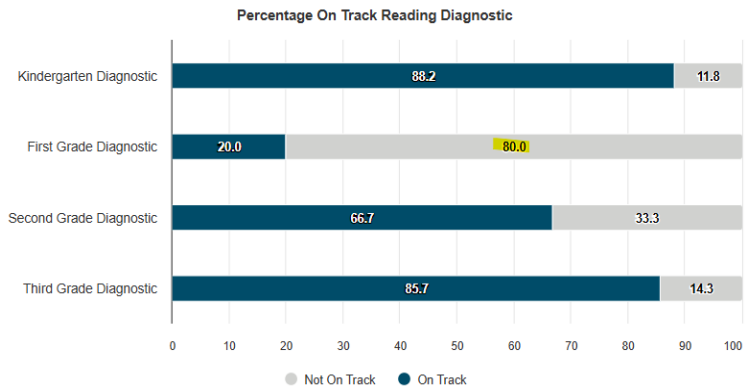
Gap Closing Data



Early Literacy Diagnostic Data

Fall 2023 Reading Diagnostics

The fall 2023 reading diagnostics in kindergarten through second grade are the baselines for kindergarten through second grade improvement on the 2025 Improving K-3 Literacy Measure.



Chronic Absenteeism Data

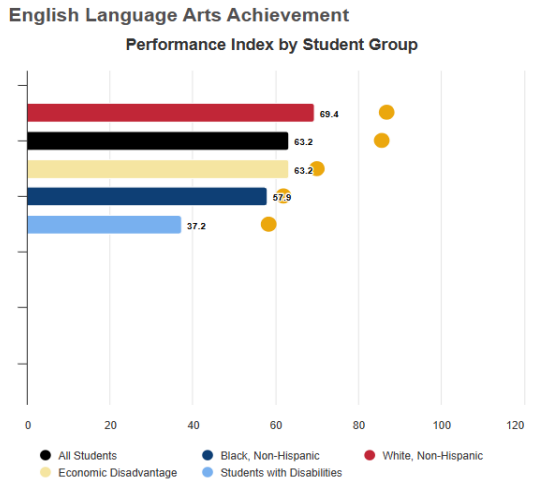
	Chronic Absenteeism Rate
All Students	89.4%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	89.1%
Hispanic	88.5%
Multiracial	NC
White, Non-Hispanic	NC
Economic Disadvantage	90.5%
English Learner	NC
Students with Disabilities	87.3%

Note: *Data was collected from various schools to highlight areas where School Improvement Grant funds may be used.*

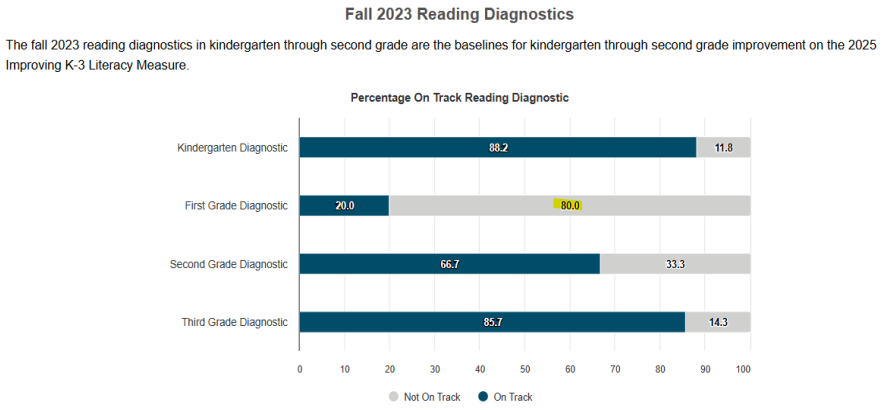
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Gap Closing Data



Early Literacy Diagnostic Data

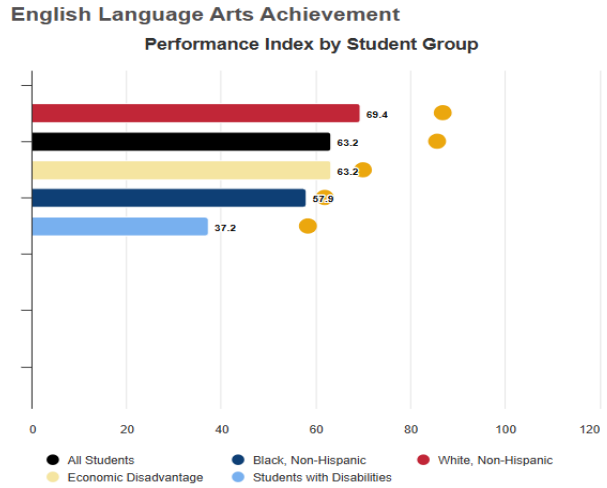


Using TI NC SSI Grant Funds:

- Instructional Coach (ELA or Math)
- High-dosage tutoring
- Purchase HQIM for Tier 2 and Tier 3 ELA Instruction

Note: *Data was collected from various schools to highlight areas where School Improvement Grant funds may be used.*

Gap Closing Data



Chronic Absenteeism Data

	Chronic Absenteeism Rate
All Students	89.4%
American Indian or Alaskan Native	NC
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Hispanic	88.5%
Multiracial	NC
White, Non-Hispanic	NC
Economic Disadvantage	90.5%
English Learner	NC
Students with Disabilities	87.3%

Using TI NC SSI Grant Funds:

- Summer School
- Family & Community Engagement

Note: *Data was collected from various schools to highlight areas where School Improvement Grant funds may be used.*

MONITORING STUDENT AND ADULT OUTCOMES

- Remember to monitor the student and adult outcomes as indicated in your application. Such as monthly, trimester or quarterly.
- The outcomes data is not separate or additional; it is the data identified in Question 4a and 4b, student and adult outcomes in TI NC SSI application and Progress Monitoring in the EOEC application.
- The FY26 monitoring survey will pull in the student and adult outcomes from the applications. These are the data outcomes you will need to provide data for during monitoring.

GRANT APPLICATIONS AND MONITORING

- Grant applications should only focus on what grant funds are being spent on during the 2025 – 2026 school year.
- We know you are doing a lot of great work; however, you don’t need to include it if it is not funded with these grant funds.
- Any measures included in the application will need to be monitored so it is best to keep your application focused.

IF YOU DECIDE TO...

- Hire an instructional coach
- Purchase HQIM
- Implement high-dosage tutoring

YOU MUST THEN...

- *Establish both student and adult outcomes*
- *Progress monitor staff hired with grant funds*
- *Progress monitor student progress*

QUESTIONS?

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Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

Student Learning Components

Universal Screening

The proactive, systematic process of collecting academic and non-academic data of all students to identify areas of need.

Data-Based Decision-Making

The proactive and systematic process of collecting, analyzing and using forms of data to inform student needs and allocate resources.

Continuum of Supports

The organization of evidence-based academic and non-academic instruction and supports across three tiers that include core, targeted, and intensive instruction and supports.

Progress Monitoring

The ongoing and frequent collection and use of data for assessing students' performance and evaluating the effectiveness of instruction and supports.

Team-Based Problem Solving

The collaborative, responsive, and systematic process for understanding and addressing complex problems that are impacting students.

Adult Implementation Components

Shared Leadership

The collaborative approach to providing strong, ongoing leadership for the implementation of an integrated multi-tiered system of supports, including infrastructure, professional development, and monitoring for effective instruction within the continuum of supports.

Professional Capacity

The professional knowledge, skills, and practices that ensure staff members are knowledgeable, organized, and equipped to deliver effective instruction using an integrated multi-tiered system of supports.

Communication and Collaboration

The essential processes to promote and support engagement and shared responsibility for creating the conditions for effective instruction for all students through a strengths-based lens among all teaching and non-teaching staff, administrators, families, caregivers, and students.

DATA-BASED DECISION MAKING

DEFINITION



- The proactive, systematic process of collecting, analyzing, and using screening, progress monitoring, and other forms of data to inform student needs and allocate resources at the individual, classroom, building, and system level.

DATA-BASED DECISION MAKING

ESSENTIAL FEATURES



- A written comprehensive assessment plan is in place and used for collecting various types of assessment data.

- An integrated data system is in place and used to document and access student-level academic and non-academic data — represented visually or graphically — and support teams in using and analyzing data together (such as analyzing literacy data alongside attendance data) to inform decision-making.

- A written, iterative data-based decision-making process is in place and used for analyzing and using assessment data at the individual, classroom, building, and system levels.

- Who may need help? Where is help needed?
- What kind of help is needed?
- What instruction, supports, and resources will address the identified need?
- Are the selected instructional materials, supports, and resources effectively meeting the need?

See Department webpage for complete list.

PROGRESS MONITORING

DEFINITION



- The ongoing, frequent collection and use of formal data for assessing students' performance, quantifying students' rate of improvement or responsiveness to instruction, and evaluating the effectiveness of instruction and supports.

MEASURING OUTCOMES USING A SMART GOAL APPROACH

- Measuring the student and adult outcomes you need to be:
  - **S**pecific
  - **M**easurable
  - **A**chievable
  - **R**elevant
  - **T**ime Bound
- Example: By **06/30/2025** we will improve the performance of **Students with Disabilities** students at the ABC High School building to **increase 5.00 %** in **Graduation** using **all available graduation data**.
- Who is responsible for fidelity of implementation and data tracking?

BEST PRACTICES FOR IMPLEMENTATION

1. **Shared Leadership:** Effective leaders believe teams should share decision-making, empowering all staff to contribute to purposeful choices and resource management.

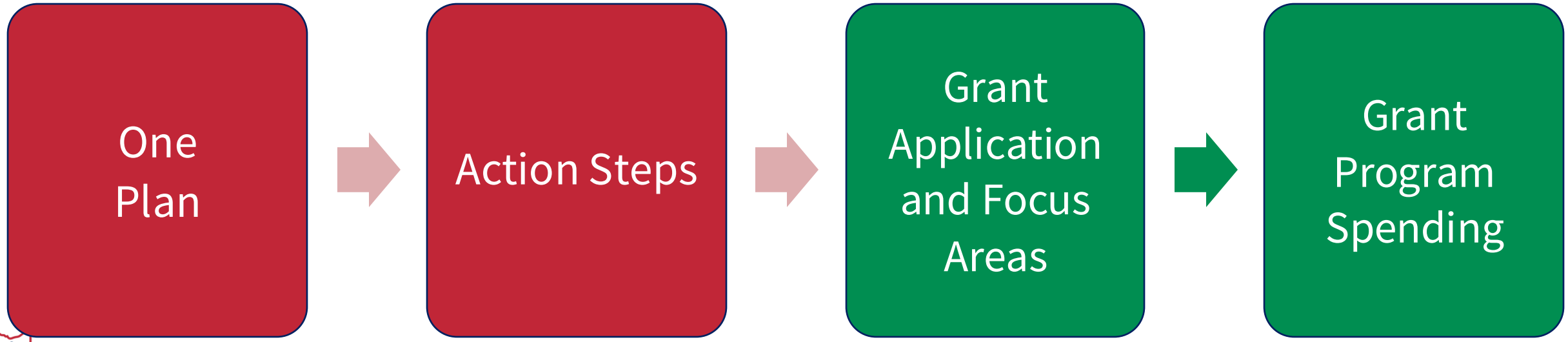
2. **Communication and Engagement:** Effective teams require actively engaged members who communicate consistently with all staff and stakeholders. These teams must engage in two-way communication to collect and share the information and data they need to implement evidence-based strategies. This feedback loop helps teams communicate their support needs, barriers to implementation and successes.

BEST PRACTICES FOR IMPLEMENTATION *(CONTINUED)*

3. **Resource Management:** Teams direct resources to support district and school goals. These resources include people, program materials, time and funds. All teams should evaluate and align resources to district- and building-level plans to provide professional learning, including coaching, selecting and onboarding staff.

4. **Purposeful Decision-Making:** Informed decision-making and resource management calls for analyzing adult and student data. Teams at all levels collect, monitor and analyze the data through this continuous process to monitor their improvement goals.

FUND YOUR ONE PLAN



QUESTIONS?

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FY26 DEW MONITORING

FY26 DEW MONITORING

- DEW is responsible for monitoring the overall performance of the federal award to ensure that the goals and objectives of the grant are achieved.

1. **Fiscal Evaluation:** Expenditures must be reasonable, allowable, allocable and necessary.
2. **Program Evaluation:** Ensure all requirements and performance expectations are met.
    - Must also ensure grant funds are spent in alignment with the intent and purpose of the grant and the reason the school was federally identified.

UPDATED RISK FACTORS

- **SCHOOL IMPROVEMENT GRANTS SHARED RISK FACTORS**
  - **Risk Factor 1** - FY26 School Improvement and Support Grants Application Submission Date
  - **Risk Factor 2a** - CSI Identification Multiple Year (Average)
  - **Risk Factor 2b** - ATSI Identification Multiple Year (Average)
  - **Risk Factor 3** - AY2023-2024 to AY2024-2025 Comparison of Performance Index (Average)
  - **Risk Factor 4** - FY26 Revision 0 Application Returned Multiple Times

UPDATED RISK FACTORS

- **TITLE I NON-COMPETITIVE SUPPLEMENTAL SCHOOL IMPROVEMENT (TI NC SSI) GRANT RISK FACTORS:**
  - Risk Factor 1 – Amount of FY25 unclaimed TI NC SSI grant funds
  - Risk Factor 2 – Duplicative Application from FY25 to FY26
- **EXPANDING OPPORTUNITIES FOR EACH CHILD NON-COMPETITIVE (EOEC NC) GRANT RISK FACTORS:**
  - Risk Factor 1 – Amount of FY25 unclaimed EOEC NC grant funds
  - Risk Factor 2 – Duplicative Application from FY25 to FY26

TIERS OF MONITORING

- **TIER THREE:** On-Site Visit and Review
  - Scored the highest on the risk assessment
  - Survey must be completed and submitted
  - OSDI will visit the grant-funded school(s) and meet with grant-funded staff
- **TIER TWO:** Virtual Desk Review
  - Scored the next highest on the risk assessment
  - Survey must be completed and submitted
  - OSDI will virtually meet with the grant-funded school(s) and meet with grant-funded staff
- **TIER ONE:** Technical Assistance Virtual Desk Review
  - Next highest on the risk assessment
  - Survey must be completed and submitted
  - OSDI will provide a technical assistance session with grantee to discuss possible areas of improvement to avoid future virtual desk review or on-site visit.

FY26 TI NC SSI MONITORING GRANTEES

FY26 TI NC SSI MONITORING GRANTEES: ON-SITE

LEA IRN	LEA Name
043745	Chillicothe City
015714	Five Rivers Career Prep High School

FY26 TI NC SSI MONITORING GRANTEES: DESK REVIEW

LEA IRN	LEA Name
049056	Northern Local
000813	Gem City Career Prep High School
149047	GOAL Digital Academy
047845	East Knox Local
046078	Ripley-Union-Lewis-Huntington Local
142919	Black River Career Prep High School
000664	Capital City Career Prep High School
048843	Franklin Local
008063	Cascade Career Prep High School
015237	Flex High School
019152, 019442, 019441	Buckeye Community School, Buckeye Community School - Marion, Buckeye Community School - London

FY26 TI NC SSI MONITORING GRANTEES: TECHNICAL ASSISTANCE

LEA IRN	LEA Name
044818	Springfield City School District
045914	Federal Hocking Local
044669	Portsmouth City
000640	Rittman Academy
000303	Summit Academy Secondary - Youngstown
043588	Bellefontaine City
044446	Nelsonville-York City

LEA IRN	LEA Name
048231	Washington Local
043489	Akron City
044677	Princeton City
149302	Skyway Career Prep High School
012867	Townsend North Community School
044909	Toledo City
000936	Promise Academy

FY26 EOEC NC MONITORING GRANTEES

FY26 EOEC NC GRANTEES: ON-SITE

LEA IRN	LEA Name
043745	Chillicothe City
149047	GOAL Digital Academy
012867	Townsend North Community School
000936	Promise Academy

FY26 EOEC NC GRANTEES: DESK REVIEW

LEA IRN	LEA Name
015714	Five Rivers Career Prep High School
142919	Black River Career Prep High School
000664	Capital City Career Prep High School
043588	Bellefontaine City
013962	Liberty Preparatory School
044644	Piqua City

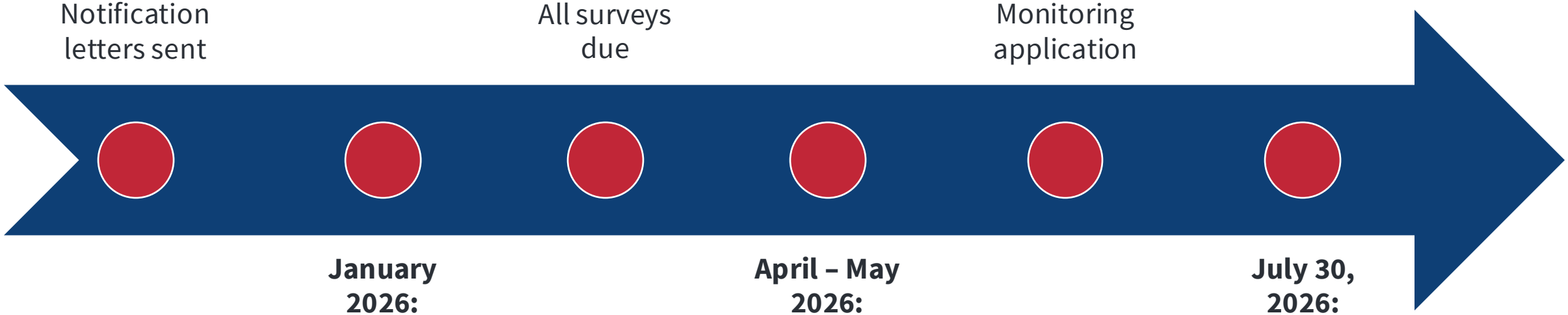
LEA IRN	LEA Name
012044	Capital High School
012041	Central High School
044743	Sandusky City
046078	Ripley-Union-Lewis-Huntington Local
044909	Toledo City
048843	Franklin Local

FY26 EOEC NC GRANTEES: TECHNICAL ASSISTANCE

LEA IRN	LEA Name
044818	Springfield City School District
149088	Fairborn Digital Academy
000813	Gem City Career Prep High School
015237	Flex High School
043711	Canton City
045914	Federal Hocking Local
000640	Rittman Academy
000525	Canton Harbor High School

LEA IRN	LEA Name
142935	Focus Learning Academy of Southeastern Columbus
048231	Washington Local
151183	Lake Erie International High School
043489	Akron City
049056	Northern Local
047845	East Knox Local
044107	Hamilton City

FY26 MONITORING TIMELINE* (ESTIMATED)



December 2025/January 2026:

Notification letters sent

January 2026:

Monitoring survey opens in system

April 17, 2026:

All surveys due

April – May 2026:

On-Site visits, Virtual desk reviews, and Technical Assistance sessions

June 30, 2026:

OSDI feedback is due in the Monitoring application

July 30, 2026:

Grant monitoring closeout communicated to grantee

**All dates are subject to change.*

QUESTIONS?

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SCHOOL IMPROVEMENT GRANTS – TIPS FOR SUCCESS

- Identify meaningful ways to spend the additional funding in FY26.
    - How can these funds have a direct impact on students this school year?
- Ensure there is alignment between the One Plan and the funding application.
    - Also ensure there is a progression in grant-funded programming from FY25 and FY26.
- Plan to attend the monthly Open Office Hours. This is an opportunity to learn from other LEAs and to ask questions.

2026 OPEN OFFICE HOURS & WEBINAR SCHEDULE

- **Thursday, January 15th, at 1pm:** *Monitoring Survey Release.* Register HERE
- **Thursday, February 19th, at 1pm:** *Grant Progress Monitoring.* Register HERE
- **Thursday, March 19th, at 1pm:** *Spending and Summer Extension.* Register HERE
- **Thursday, April 16th, at 1pm:** *Literacy and Math Ideas*, at 1pm.Register HERE
- **Thursday, May 21st, at 1pm:** *FY27 Application Requirements.* Register HERE
- **Thursday, June 18th, at 1pm:** *End of Year Grant Activities*. Register HERE

EXIT TICKET

We value your feedback!

Please take a minute to complete this brief Exit Ticket.

https://forms.office.com/g/3QC4CWRa3k



CONTACT THE GRANT TEAM

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  | Jaclyn.Carlin@education.ohio.gov
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  | Katharine.Delavan@education.ohio.gov
- **Jennifer Myree:** 614-324-5182
  | Jennifer.Myree@education.ohio.gov
- **Dan Sipek**: 614-965-4773
  | Daniel.Sipek@education.ohio.gov
- **David Cloud:** 614-738-5768
  | David.Cloud@education.ohio.gov

Schedule a Virtual Meeting:

- Schedule a meeting with Katharine and Dan (TI NC SSI)
- Schedule a meeting with Jackie and Jennifer (EOEC NC)

THANK YOU

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