

School Improvement Grants

Application for FY 2013 New Awards Competition

Section 1003(g) of the

Elementary and Secondary Education Act

Fiscal Year 2013

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APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

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Signature of the Chief State School Officer: (original signature page is Attachment 1, original mailed to USDoE)	Date: 11/19/2013
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

Ohio School Improvement Grant Application

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Part 1: SEA Requirements

A. Eligible Schools

Part 1 (Definition of Persistently Lowest-Achieving Schools): Ohio is requesting the priority schools list waiver. The link to Ohio's ESEA Waiver is as follows: <http://education.ohio.gov/Topics/School-Improvement/No-Child-Left-Behind/ESEA-Flexibility-Waiver>.

Part 2 (Eligible Schools List): Ohio is requesting the priority schools list waiver, containing 155 schools that will be eligible to compete for SIG 1003(g) funds. *See Appendix B on page 29 for a complete list of Ohio's Priority Schools.*

Part 3 (Terminated Awards): Ohio does not intend to non-renew any previously-awarded SIG grants for the 2014-15 school year.

B. Evaluation Criteria

Part 1 (Three Actions that an LEA Must Take Prior To Submitting Its Application for a School Improvement Grant.) Ohio proposes to evaluate the three actions using the following criteria:

1. LEA has analyzed the needs of each priority school, identified in the LEA's application and has selected an intervention for each school. In Ohio's LEA SIG application, questions 8-17 deal with intervention model components and related topics, as follows:
 - Question 8: Governance and Shared Leadership
 - Question 9: Financial Management
 - Question 10: Instructional Model
 - Question 11: Continuous Use of Student Data to Adjust Instruction
 - Question 12: Professional Development
 - Question 13: Extended Learning Time
 - Question 14: Supports and Services for Family, Community, and Students
 - Question 15: Recruit, Place, and Retain Teachers
 - Question 16: Teacher and Principal Evaluation
 - Question 17: Identify Staff Who Are Increasing Student Achievement and Those Who Are Not

Each question area listed above is broken down into 3 sub-questions using the following pattern:

Sub-question A: What are the needs of the identified building with regard to (the model component)? How does the LEA know what the needs are? Provide data to justify the needs.

Sub-question B: What strategies will the LEA use to support the needs surrounding (the model component)? How will the LEA monitor progress in the implementation of the strategies?

Sub-question C: What SIG dollars will be needed to support the strategies and what will it be spent on? How much of these SIG funds will be spent at the building level? How much of these SIG funds will be spent at the district level?

To evaluate the extent and quality of the LEA's needs assessment (Sub-question A) in each of the model components, Ohio has created a specific list of criteria that it expects to see in the needs assessment for each Sub-question in order for the LEA's application to receive the highest score-point on the rubric. ***To examine Ohio's entire question and scoring rubric for LEA grants, reference Appendix C on page 30.*** Below is each model component question and the complete needs assessment criteria for the highest score-point. Applications that do not contain all the needs assessment criteria for each model component question will receive a reduced score.

Question 8: Governance and Shared Leadership

Criteria for Needs Assessment:

- Needs are clearly explained
- Each need is supported with **multiple** data
 - Valid data is present (principal evaluation and observation, evaluation of BLT agendas and observation of BLT meetings, OIP Building Leadership Team Rubric data, BLT data shared with DLT, SIDR data) to justify every identified building need

Question 9: Financial Management

Criteria for Needs Assessment:

- Needs are clearly explained and supported with relevant data
 - BLT's needs in managing finances for the SIG are present
 - Principal needs in managing finances for the SIG are present
 - Valid data (i.e., documentation of BLT agendas, BLT/principal surveys, DLT agenda/minutes) are present to justify all building needs.

Question 10: Instructional Model

Criteria for Needs Assessment:

- Needs are clearly explained and supported with data
 - The LEA clearly identifies an instructional model including an explanation of the research
 - The LEA describes how the model is based on student needs and adult needs
 - Valid data (i.e., student data, survey/questionnaire based on instructional model, classroom rounds) is present to justify all building needs for both students and adults.

Question 11: Continuous Use of Student Data to Adjust Instruction

Criteria for Needs Assessment:

- Needs are clearly explained and supported with data
 - The LEA describes the methods used to analyze the needs of adults.
 - The LEA clearly identified the adult needs in generating, interpreting, and using student data to adjust instruction.
 - Valid data (i.e., student data, survey/questionnaire based, BLT agendas) is present to justify all building needs.

Question 12: Professional Development

Criteria for Needs Assessment:

- The LEA describes the needs of the adults' ability to plan, implement and evaluate professional development related to student achievement and school reform needs
- Valid data (i.e., administrative classroom rounds, student data) is present to justify all building needs.

Question 13: Extended Learning Time

Criteria for Needs Assessment

- Needs are clearly explained and supported with data
- The LEA uses valid data to identify student needs for increased learning time in reading/language arts and math by grade level. (i.e., benchmark/baseline student data, annual achievement data, short-cycle assessment data)

Question 14: Supports and Services for Family, Community, and Students

Criteria for Needs Assessment

- The LEA describes the method used to survey the needs of students, families and the community with regard to social emotional conditions to sustain a positive learning culture.
- The LEA clearly identifies the needs of students, families and communities with regard to social emotional conditions to sustain a positive learning culture.
- Valid data (i.e., student data, survey/questionnaire based) is present to justify all building needs.

Question 15: Recruit, Place, and Retain Teachers

Criteria for Needs Assessment

- The LEA describes the needs of this school in regards to recruiting, placing and retaining staff members with skills and dispositions necessary to increase student achievement.
- Valid data (i.e., student data, master schedule, human resource instrument) is present to justify all building needs.

Question 16: Teacher and Principal Evaluation

Criteria for Needs Assessment

- LEA clearly identifies the needs of the teachers and principals regarding the ongoing implementation of OTES and OPES systems (or other ODE approved evaluation systems), and SLOs.
- Valid data (i.e., past evaluations, new hire profile) is present to justify all building needs.

Question 17: Identify Staff Who Are Increasing Student Achievement and Those Who Are Not

Criteria for Needs Assessment

- LEA clearly identifies the needs of the building with regard to
 - Identifying and rewarding staff who are increasing student achievement and
 - Identifying, supporting, and removing those staff that are not increasing student achievement.
 - Valid data (i.e., past evaluations, new hire profile) is present to justify all building needs.

2. The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each priority school in order to implement fully and effectively the selected intervention in each identified school. In Ohio’s LEA SIG application, question 5 deals with capacity to implement using the Ohio Improvement Process. **To examine Ohio’s entire question and scoring rubric for LEA grants, reference Appendix C on page 30.** Below is the capacity question and the specific criteria for the highest score-point. Applications that do not contain all criteria will not receive any points for the response.

Question 4: What is the LEA’s current capacity to implement, monitor, and evaluate the SIG grant using OIP at the building and district level?

Criteria for awarding points to the LEA capacity response

- The LEA demonstrates they have staff trained in OIP facilitation.
- LEA has clear evidence of a strong partnership with the SST.
- LEA has clear district guidelines or expectations for BLT and TBTs
- The LEA has described a clear record of professional development at the building level to support implementation and evaluation of the OIP.
- The LEA clearly explains the ongoing use of the Decision Framework
- The LEA explains its process for monitoring the expected adult implementation behaviors related to SIG grant components
- The LEA describes and monitors expectations of high functioning DLTs, BLTs and TBTs using OIP rubrics
- The LEA has described processes for using OIP resources found on the ODE and OLAC websites to assist DLTs, BLTs and TBTs which are not high functioning.

In addition to the criteria for question 4 listed above, the Ohio Department of Education (ODE) will employ a secondary measure to assess the LEA’s capacity to implement, monitor, and evaluate the SIG grant. ODE will use the evidence-based Quarter 3 monitoring report from March 2014 to further assess LEA applications which rank high enough from the peer review to merit SIG funding. Since ODE utilizes an evidence-based monitoring structure for all Priority Schools, monitoring data is available for all potential SIG applicants. Quarter 3 monitoring reports will be evaluated for the number of monitoring items that were not scored as “Indicator is supported by quality evidence.” If an LEA receives a qualifying score on the peer review portion of the application yet has items that are not receiving a rating of quality evidence, those schools will be provided a corrective action timeframe in which to provide the quality evidence

needed. Schools which are not able to provide quality evidence at the end of the corrective action timeframe will forfeit their SIG award.

3. The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each priority school in the application. In Ohio's LEA SIG application, questions 8-17 deal with intervention model components and related topics, as follows:

Question 8: Governance and Shared Leadership

Question 9: Financial Management

Question 10: Instructional Model

Question 11: Continuous Use of Student Data to Adjust Instruction

Question 12: Professional Development

Question 13: Extended Learning Time

Question 14: Supports and Services for Family, Community, and Students

Question 15: Recruit, Place, and Retain Teachers

Question 16: Teacher and Principal Evaluation

Question 17: Identify Staff Who Are Increasing Student Achievement and Those Who Are Not

Each question area listed above is broken down into 3 sub-questions using the following pattern:

Sub-question A: What are the needs of the identified building with regard to (the model component)? How does the LEA know what the needs are? Provide data to justify the needs.

Sub-question B: What strategies will the LEA use to support the needs surrounding (the model component)? How will the LEA monitor progress in the implementation of the strategies?

Sub-question C: What SIG dollars will be needed to support the strategies and what will it be spent on? How much of these SIG funds will be spent at the building level? How much of these SIG funds will be spent at the district level?

To evaluate the extent and quality of the LEA's needs assessment (Sub-question C) in each of the model components, Ohio has created a specific list of standardized budget criteria that it expects to see in the SIG fiscal budget description for each Sub-question in order for the LEA's application to receive the highest score-point on the rubric. ***To examine Ohio's entire question and scoring rubric for LEA grants, reference Appendix C on page 30.*** Below is the SIG

budget sub-question which applies to all model component questions (8-17), and the specific criteria for the highest score-point. Applications that do not contain all criteria will not receive any points for the response.

Sub-Question 8-17 C: SIG Dollars: What SIG dollars will be needed to support these strategies and what will it be spent on? How much money will be spent at the building level? How much money will be spent at the District level?

Criteria for awarding points to the LEA Sub-Question C Budget Response

- The LEA provides an itemized building and district budget list that is aligned with the strategies.
 - Every expenditure is clearly linked to a strategy
 - Each expenditure is clearly explained with evidence that the costs and sources have been researched, not padded
 - Purposed SIG funds are used in a cost effective and fiscally responsible manner (i.e. reasonable, modest expenditures)
 - Shared governance of SIG funds is clearly illustrated in division of funds between district and building

Part 2 (Actions That an LEA May Have Taken, in Whole or in Part, Prior to Submitting Its Application for a School Improvement Grant, but Most Likely Will Take After Receiving a School Improvement Grant. Ohio proposes to evaluate the LEA actions using the following criteria:

1. Design and implement interventions consistent with the final requirements. In Ohio's LEA SIG application, questions 8-17 deal with intervention model components and related topics as outlined in the final requirements, as follows:

Question 8: Governance and Shared Leadership

Question 9: Financial Management

Question 10: Instructional Model

Question 11: Continuous Use of Student Data to Adjust Instruction

Question 12: Professional Development

Question 13: Extended Learning Time

Question 14: Supports and Services for Family, Community, and Students

Question 15: Recruit, Place, and Retain Teachers

Question 16: Teacher and Principal Evaluation

- LEA supports and monitors buildings progress
 - The LEA provides professional development to increase effectiveness of BLT.
 - LEA is represented at the BLT meetings
 - LEA develops policies for BLT meetings
 - LEA a describes process to evaluate BLT agendas/minutes using OIP rubrics
- All strategies are aligned to needs
- Strategies clearly and completely address each identified needs

Question 17: Identify Staff Who Are Increasing Student Achievement and Those Who Are Not

Each question area listed above is broken down into 3 sub-questions using the following pattern:

Sub-question A: What are the needs of the identified building with regard to (the model component)? How does the LEA know what the needs are? Provide data to justify the needs.

***Sub-question B:* What strategies will the LEA use to support the needs surrounding (the model component)? How will the LEA monitor progress in the implementation of the strategies?**

Sub-question C: What SIG dollars will be needed to support the strategies and what will it be spent on? How much of these SIG funds will be spent at the building level? How much of these SIG funds will be spent at the district level?

To evaluate the extent and quality of the LEA’s interventions (Sub-question B) in each of the model components, Ohio has created a specific list of criteria that it expects to see in the interventions for each Sub-question in order for the LEA’s application to receive the highest score-point on the rubric. ***To examine Ohio’s entire question and scoring rubric for LEA grants, reference Appendix C on page 30.*** Below is each model component question and the complete LEA intervention criteria for the highest score-point. Applications that do not contain all the intervention criteria for each model component question will receive a reduced score.

Question 8: Governance and Shared Leadership

Criteria for Interventions:

- LEA supports and monitors buildings progress
 - The LEA provides professional development to increase effectiveness of BLT.
 - LEA is represented at the BLT meetings
 - LEA develops policies for BLT meetings

- LEA a describes process to evaluate BLT agendas/minutes using OIP rubrics
- All strategies are aligned to needs
- Strategies clearly and completely address each identified needs
- A plan for monitoring implementation of the strategies is present

Question 9: Financial Management

Criteria for Interventions:

- LEA supports and monitors building's progress
 - LEA provides professional development on budget
 - LEA monitors itemized budget monthly
 - LEA has a process and personnel to support BLT and principal in managing the SIG finances.
 - LEA describes the strategies to support the building in managing the SIG finances.
 - LEA describes monitoring process of the strategies

Question 10: Instructional Model

Criteria for Interventions:

- Strategies clearly and completely address the adults in the building with regards to implementing and evaluating the selected instructional model
- The LEA describes process for monitoring the implementation and evaluation of the instructional model.
- The LEA establishes quarterly adult implementation monitoring expectations
- The LEA develops policies and procedures to ensure that buildings report valid data on adult implementation indicators quarterly
- LEA explains the classroom walkthrough process which will be used on a daily basis to informally monitor the instructional model, including "look fors" in adult and student behaviors

Question 11: Continuous Use of Student Data to Adjust Instruction

Criteria for Interventions:

- Strategies clearly and completely address each identified need

- Strategies are aligned to generating, interpreting, and using student data to adjust instruction.
- The LEA has described how it will monitor the implementation of the strategies.
- The LEA has described how it will monitor the adult implementation of the strategies on a quarterly basis

Question 12: Professional Development

Criteria for Interventions:

- Strategies clearly and completely address each identified need
- Strategies for PD contain a clear connection to increasing student achievement.
- PD strategies are differentiated using the data from one of the following methods:
 - TURNAROUND MODEL – data from the PRE-IMPLEMENTATION screening process used to screen all staff and rehire no more than 50% using locally-developed measures OR
 - TRANSFORMATION/RESTART -- data from the PRE-IMPLEMENTATION screening of all staff) in order to provide targeted professional development for staff needing support in raising student achievement.
- The LEA has described how it will monitor the implementation of the strategies.
- The LEA has described how it will monitor the adult implementation of the strategies on a quarterly basis

Question 13: Extended Learning Time

Criteria for Interventions:

- The LEA clearly describes strategies to support extended learning time for all students
- The main strategy for student extended learning time is lengthening the day (expanding the bell schedule) OR adding days to the school calendar so that ALL students are present for extended learning time.
- There is a strategy present which provides time for teams of staff members to collaborate using OIP structures.

- The LEA clearly describes the methods it will use to monitor the implementation of the strategies.

Question 14: Supports and Services for Family, Community, and Students

Criteria for Interventions:

- The LEA describes strategies it will use to provide supports and services for family, community, and students
- LEA strategies are aligned to needs
- The LEA describes its process for monitoring the implementation of the strategies to provide supports and services for family, community, and students

Question 15: Recruit, Place, and Retain Teachers

Criteria for Interventions:

- The LEA describes strategies it will use to revise the recruitment, placement and retention practices in order to assure that all staff in the building have the skills and dispositions necessary to increase student achievement.
- The LEA describes strategies it will use, IN THE PRE-IMPLEMENTATION PERIOD, to either rehire no more than 50% of staff using locally-developed measures (turnaround) OR strategies it will use to screen all staff (transformation, restart) in order to provide targeted professional development for staff needing support in raising student achievement.
- LEA describes strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are offered to staff with a proven track record of increasing student achievement
- The LEA describes its process for monitoring the implementation of the strategies to recruit, place, and retain teachers who have the skills and dispositions necessary to increase student achievement.

Question 16: Teacher and Principal Evaluation

Criteria for Interventions:

- The LEA describes strategies it will use to support the ongoing implementation of OTES and OPES, including all of the following:
 - classroom observations,
 - SLOs
 - Support for teachers and principals not increasing student achievement.

- A clear timeline for support of, and removal of, a teacher or principal not making satisfactory progress as determined by the district.
- All needs are addressed in the strategies
- The LEA describes the monitoring process it will use in the ongoing implementation of OTES and OPES.

Question 17: Identify Staff Who Are Increasing Student Achievement and Those Who Are Not

Criteria for Interventions:

- The LEA describes strategies it will use, IN THE PRE-IMPLEMENTATION PERIOD, either
 - To rehire no more than 50% of staff using locally-developed measures (turnaround) OR
 - To screen all staff (transformation, restart) in order to provide targeted professional development for staff needing support in raising student achievement.
- The LEA describes strategies it will use to meet the needs of the building with regard to
 - Identifying and rewarding staff who are increasing student achievement and
 - Identifying, supporting, and removing those staff that are not increasing student achievement.
- The LEA describes its process for monitoring the strategies.

2. Recruit, screen, and select external providers, if necessary, to enable it to implement the interventions fully and effectively. In Ohio’s LEA SIG application, question 3 deals with external partners. ***To examine Ohio’s entire question and scoring rubric for LEA grants, reference Appendix C on page 30.*** Below is the external partners question and the specific criteria for the highest score-point from the LEA application. LEA applicant must address all criteria for Question 3 (see below). Applications that do not contain all criteria will not receive any points in the grant scoring process for the response.

Question 3: Explain the process the LEA will use to recruit, screen, select and evaluate(monitor) external providers to ensure their quality.

Criteria for Question 3:

- LEA has a process to recruit, screen, select and evaluate (monitor) external providers
 - LEAs chosen external providers are based on student and adult needs
 - Valid data is present to justify the identification of the external providers
 - LEA has a plan to check references of the provider
 - LEA has a process that ensures that the external provider has a clear scope of work that is aligned with the needs of the building
 - The LEA has established performance measures for each external provider.
 - The LEA's plan for the quarterly monitoring of the provider's scope of work is included.
 - LEA provides support to the external providers to guarantee external provider is meeting the needs of the building
- OR, LEA STATES THAT NO EXTERNAL PROVIDERS WILL BE USED

ADDED 2-11-14: Specifically, Ohio will look for a thorough needs analysis in questions 8a – 17a, and will want to see these needs referenced in question #3 of the application as evidence that the LEA is using the needs to select external providers. In addition, Ohio will expect LEAs to select external providers with the specific expertise and track record (past experience) to meet the identified needs. Ohio will expect this to be a part of the reference check that each LEA performs on the potential external providers.

3. Align other resources with the interventions. In Ohio's LEA SIG application, question 5 deals with alignment of funds and resources. ***To examine Ohio's entire question and scoring rubric for LEA grants, reference Appendix C on page 30.*** Below is the alignment of funds and resources question and the specific criteria for the highest score-point. Applications that do not contain all criteria will not receive any points for the response.

Question 5: What is the LEA's Assurance of state and local funds, alignment of funds and resources with SIG grant intervention components, and maintenance of requirements of Operating Standard and of other state requirements?

Criteria for Question 5:

- LEA has made a statement of assurance that the SIG school will receive all local and state funds that it would have received if the SIG grant had not been awarded.
- LEA explains how local and state funds, including Federal entitlement dollars, and any competitive grant funds will be aligned to support the SIG intervention components **and the district-created strategies** as listed in this application. Alignment of the funds must be linked to the strategies in the application.

- LEA assures that all legal requirements for the SIG school, including things such as, but not limited to, Operating Standards, new state assessments, safety and security Third Grade guarantee, will continue to be fully supported with non-SIG funds.
- LEA assures that SIG funds will be used only to support the intervention model components and district-created strategies in this application (or modifications approved by ODE), and that expenditure of SIG funds at the district level will be limited to critical services to support the SIG building in areas where the district does not have the current capacity.

ADDED 2-11-14: Specifically, Ohio will check to see that generally-available fund sources are aligned to the SIG reform efforts, including the following: Federal entitlement funds (i.e. Title I, VI-b); state and local general operating funds that are allocated for school improvement and professional development; competitive funds for reform (if awarded to the school) including Race to the Top, Ohio's Straight A grant fund, and Innovative grants; and locally-awarded grants or support funds (such as a grant from a local foundation, or a fundraising effort supporting improvement by a Parent-Teacher group) as available.

4. Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively. In Ohio's LEA SIG application, question 6 deals with elimination of barriers. ***To examine Ohio's entire question and scoring rubric for LEA grants, reference Appendix C on page 30.*** Below is the elimination of barriers question and the specific criteria for the highest score-point. Applications that do not contain all criteria will not receive any points for the response.

Question 6: How has the LEA consulted and collaborated with relevant stakeholders to ensure that barriers to implementing all components of the intervention model in year 1 will be sufficiently resolved in the pre-implementation period (pre-implementation deadline is August, 31 2014)?

Criteria for Question 6:

- LEA lists the stakeholders that were consulted as a part of the SIG grant development.
- Barriers to full implementation are listed (or a statement that there are no barriers).
- A plan for resolving each barrier is provided, including the date by which the district will resolve the barrier not later than August 31, 2014 (or a statement that there are no barriers), and the way stakeholders will be used to resolve barriers.
- A signed letter from the Teachers' Association leadership is provided (via email to ODE by April 1, 2014) and described in the grant narrative. The letter affirms

acceptance of the SIG grant narrative and pledges ability to assure full implementation of model components in year one (or a statement that the school has no Teacher's Association.) Model components for full implementation in year 1 which must be LISTED in the letter are **(ALL MUST BE IN THE DOCUMENTATION):**

TRANSFORMATION and RESTART: Replace principal, evaluation system with student growth as a significant factor, identify and reward staff increasing student outcomes, strategies to recruit, place, retain staff, instructional model based on student needs, job-embedded professional development, continuous use of student data, expanded learning time for all students; social-emotional and community-oriented services for students, community and family engagement, operating flexibility, and participation in ODE ongoing technical assistance.

TURNAROUND: Replace principal, use locally-adopted competencies to rehire no more than 50% of staff, identify and reward staff increasing student outcomes, strategies to recruit, place, retain staff, instructional model based on student needs, job-embedded professional development, continuous use of student data, expanded learning time for all students; social-emotional and community-oriented services for students, new governance structure, and participation in ODE ongoing technical assistance.

- Official School Board action is provided (via email to ODE by April 1, 2014) and described in the grant narrative. The action authorizes the implementation of the SIG grant in the identified school. Board action lists each building, the model component, and the model components as follows:

TRANSFORMATION and RESTART: Replace principal, evaluation system with student growth as a significant factor, identify and reward staff increasing student outcomes, strategies to recruit, place, retain staff, instructional model based on student needs, job-embedded professional development, continuous use of student data, expanded learning time for all students; social-emotional and community-oriented services for students, community and family engagement, operating flexibility, and participation in ODE ongoing technical assistance.

TURNAROUND: Replace principal, use locally-adopted competencies to rehire no more than 50% of staff, identify and reward staff increasing student outcomes, strategies to recruit, place, retain staff, instructional model based on student needs, job-embedded professional development, continuous use of student data, expanded learning time for all students; social-emotional and community-oriented services for students, new governance structure, and participation in ODE ongoing technical assistance.

ADDED 2-11-14: Ohio will assess each LEA's plans to resolve barriers in the pre-implementation period of the grant, as written into the grant narrative. Specifically, Ohio will use a matching criteria to assure that each identified barrier has a proposed resolution plan in the grant narrative. In addition, Ohio will evaluate the proposed resolutions for each barrier to determine the likelihood that each resolution plan will overcome the barrier in the pre-implementation period. LEA's receiving SIG funding may be asked to strengthen their barrier-resolution plans as a condition of receiving the SIG grant funds.

5. Sustain the reforms after the funding period ends. In Ohio's LEA SIG application, question 18 deals with sustaining reforms. ***To examine Ohio's entire question and scoring rubric for LEA grants, reference Appendix C on page 30.*** Below is the sustaining reforms question and the specific criteria for the highest score-point. Applications that do not contain all criteria will not receive any points for the response.

Question 18: How many total strategies has the LEA included in this application (Questions 8b—17b)? Of the number of strategies in 18.b, how many will the LEA be able to implement in absence of SIG funding? How many strategies cannot be implemented in the absence of SIG money? For these strategies, the LEA must describe how those strategies will be sustained once the SIG funding ends. (1000)

Criteria for Question 18:

- At least 75% of strategies can be implemented in the absence of SIG funds
- LEA explains how local and state funds, including Federal entitlement dollars, and any competitive grant funds will be used in the future to sustain the SIG intervention components and the district-created strategies as listed in this application once SIG funding is no longer available.
- LEA explains how existing district and building staff (2013-14 SY) will be trained to support and sustain the strategies so that they will continue once SIG funding is no longer available.
- LEA explains how existing resources (including ESC partnership, community resources, State Support Team, and OLAC website) will be used to sustain the reforms once SIG funding is no longer available.

B.1 ADDITIONAL EVALUATION CRITERIA

In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

Part 1: How will the SEA review and LEA’s proposed budget with respect to activities carried out during the pre-implementation period to help and LEA prepare for full implementation in the following school year?

In Ohio’s LEA SIG application, question 2 deals with pre-implementation budget and activities. ***To examine Ohio’s entire question and scoring rubric for LEA grants, reference Appendix C on page 30.*** Below is the pre-implementation budget and activities question, and the specific criteria for the highest score-point. Applications that do not contain all criteria will receive a reduced score for the response.

Question 2: What funds are needed for the pre-implementation period and how will these funds be used? Which components of the intervention model will be supported by the use of pre-implementation funds?

Criteria for Question 2:

- The total amount for pre-implementation is broken down **completely** into purpose (instruction, support, professional development, family and community, transportation, and governance/administration), with a **detailed and thorough** explanation of the specific use of the funds in each purpose.
- Pre-implementation funds by purpose are clearly linked to components of the intervention model.

Part 2: How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

For each building application that receives a score high enough to be funded for the 2014-15 school year, a transformation specialist will conduct individualized technical assistance with the building principal, district (LEA) representative, and building leadership team. During this technical assistance meeting, each proposed pre-implementation activity, and the associated budget, will be reviewed for allowability. The principal, district representative, and building leadership team will explain to the transformation specialist how each proposed pre-implementation activity:

- Is directly related to at least one component of the selected intervention model;
- Is reasonable and necessary for the full implementation of the selected model;
- Is designed to address a specific need or needs identified through the LEA’s needs assessment as included in the application;
- Represents a meaningful change that could help improve student achievement from prior years;
- Is research-based; and
- Represents a significant reform that goes beyond the basic educational program.

In the event that the transformation specialist finds a pre-implementation activity which does not meet the previous criteria, the transformation specialist will direct the district to remove the activity from the pre-implementation list OR to fund it completely with non-SIG dollars.

Notification of grant awards to districts will be made on or about April 15, 2014. Pre-implementation site visits will take place during the period of April 22 through May 3, 2014, in order for districts and schools to have ample time to adjust and implement strategies and budgets in the pre-implementation period.

C. TIMELINE

An SEA must describe its process and timeline for approving LEA applications:

The complete timeline for the FF13 SIG grant competition and awards is as follows:

SIG New Grant Timeline –

- a. SUBMIT GRANT to USDOE – November 26, 2013 –
- b. LEA grant due to Federal Programs – December 1, 2013
- c. Committee of Practitioners – Second consultation -- December 5 or 6, 2013
- d. Preliminary Feedback from USDOE -- Mid-December 2013
- e. Notification of SEA funding – January 10, 2014
- f. Electronic notification from ODE to eligible LEAs including release of grant questions and information packet – January 16, 2014
- g. Webinar for eligible grantees – January 21, 2014
- h. Regional technical assistance for potential grantees – Week of January 27 (areas are Columbus, Cincinnati, Dayton, Toledo, Cleveland).
- i. Grant opens in CCIP -- January 31, 2014
- j. Grant closes in CCIP – Tuesday, April 1, 2014, 5:00 p.m.
- k. Peer SIG grant read – Wednesday, April 9, 2014 , Delaware County Career Center
- l. Data reviewed by ODE to determine awards – Friday, April 11, 2014
- m. Notification (electronic) of awards and non-awards – Tuesday, April 15, 2014
- n. Pre-implementation LEA/building visits – April 22 through May 2, 2014
- o. Pre-Implementation availability of funds begins – Tuesday, April 15, 2014
- p. Full Implementation of Model Components – September 15, 2014

Process for Approving LEA Applications – Ohio will use a peer-review process to score grant narrative and budget components. ***To examine Ohio’s entire question and scoring rubric for LEA grants, reference Appendix C on page 30.***

Each question is accompanied by a rubric which contains the criteria needed in order to earn the highest score for that question. Applicants will be provided this rubric during the January/February 2014 technical assistance. Each applicant will be required to identify a minimum of 1 scorer for the grant read, which is on April 9, 2014. During the peer review, all scorers will read blind copies of the application and will not read applications from their school district or area of the state. Scorers will all be calibrated using one application, and will then work in teams of 3 to score the applications.

During the team score, each scorer will read and score the application individually. Once all three scorers have completed the application, the scores will compare and discuss the scores. Scorers will re-examine the rubrics for any question in which there is a variability in score, and will use the rubrics to justify and adjust, if necessary, each score. Once this process is finished, the scorers will submit their individual score sheets and move on to the next grant. It is estimated that scorers will complete the calibration application and then score 3 difference grant narratives.

ODE will process the scores using the sum of all three scorers. The sum of weighted questions will be multiplied by the weight factor (2 or 3). The sums and the weighted sums will be totaled, yielding a composite score for each application. ODE will rank order the applications from high to low using the composite score, and the top-scoring applications will be funded for the 2014-15 school year.

D. DESCRIPTIVE INFORMATION

An SEA must include the information set forth below:

Part 1 – Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its priority schools, and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more priority schools, in an LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

During each quarterly monitoring period, Ohio will require each LEA to submit a report of the progress it has made on the leading indicators and its annual goals, including evidence of progress (ie interim assessments, teacher attendance records). Monitoring transformation specialists will make recommendations, as needed, to assist LEAs with course corrections early in the school year, in order to increase the likelihood that leading indicator data will increase each year.

In addition, each school receiving SIG dollars will report quarterly the progress on the lagging indicators with regard to math and reading achievement at each tested grade, broken down by subgroups.

Transformation specialists will provide customized technical assistance to each LEA and building, based on the quarterly data from the leading and lagging indicators and the annual goals.

During the process of SIG funding renewal, the transformation specialists will conduct a comprehensive review which will examine quarterly progress on leading and lagging indicators by building, the progress on the annual goals, the overall fidelity of implementation of each component of the chosen intervention model, and the completion of all recommendations made during all quarters of monitoring. Schools who have implemented, with a high level of fidelity, all components of the intervention model and who have completed all recommendations made during all quarters of the year 1 monitoring will be considered for renewal, even if the LEA's annual goals and leading indicators are not yet showing improvement. It is not likely that Ohio will renew a SIG grant for any school that is not implementing all model components at a high level of fidelity or that is not completing all recommendations made during any quarter of monitoring.

In the event that Ohio needs to consider the non-renewal of a SIG grant, the school and district will have an opportunity to meet Ohio Department of Education staff to bring any additional data forward prior to a final decision on non-renewal of funding.

Nothing in this section of the Ohio application for SIG dollars replaces Ohio's intent and right to remove funding from a building or LEA that is not implementing model components with fidelity as measured by quarterly monitoring or transformation specialists' weekly visits and site visit reports.

Part 2 – Goals for Tier III Schools

N/A – Ohio is submitting the priority school list for approval.

Part 3 – Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Priority Schools the LEA is approved to serve.

Transformation specialists will be assigned to each funded LEA and schools. Specialists will make weekly monitoring and technical assistance visits. During each visit, the specialist will examine data related to each component of the intervention model, and will assist the

principal, building leadership team, and district contacts with strategies and best-practice recommendations, feedback, and support. Specialists will record their observations and a summary of the visit in a site visit form. Specialists will use data from each site visit report to plan agendas and provide information at upcoming visits. Specialists will analyze trends in each school's reports over time and will report to ODE any patterns that would indicate that a school is not implementing each model component with fidelity. This "early warning system" is designed to provide the highest level of support while documenting issues in implementation which could require removal of SIG funds.

Each quarter, transformation specialists will conduct formal monitoring involving the examination of evidence of implementation. Evidence for each model component will be provided by buildings and districts. Those schools failing to produce satisfactory evidence will receive recommendations to return the implementation of SIG to full compliance. Schools that are unable to implement recommendations and supply evidence will be considered for removal of funding. Formal quarterly monitoring reports will reflect evidence collected, the evaluation rating for each intervention model component, and any recommendations for corrections. The reports will be shared with principals and district leaders and will serve as formal notice of non-compliance.

Part 4 – Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

An LEA will submit a separate application for each school that it wishes to serve. The scoring process (described in "**Process for Approving LEA Applications**" on page 21 of this application) will result in a composite score for each school application. Applications will be rank-ordered beginning with the highest-scoring, and funding will be awarded beginning with the highest-ranked schools. Using this methodology, it is probable that all eligible schools within an LEA might not receive SIG funds.

Part 5 – Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools.

N/A – Ohio is submitting the priority school list for approval.

Part 6 – SEA take-over of any Tier I or Tier II Schools

N/A – Ohio will not take over any Priority Schools.

Part 7 – SEA providing services directly to schools.

N/A – Ohio will not provide services directly to schools.

E. ASSURANCES

By submitting this application, the Ohio Department of Education assures that it will do the following:

- ✓ Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- ✓ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each priority school that the SEA approves the LEA to serve.
- ✓ Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- ✓ Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- ✓ If a priority school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- ✓ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information:
 - Name and NCES identification number of each LEA awarded a grant;
 - Total amount of the three year grant listed by each year of implementation;
 - Name and NCES identification number of each school to be served; and
 - Type of intervention to be implemented in each priority school.
- ✓ Report the specific school-level data required in section III of the final SIG requirements.

F. SEA RESERVATION:

Ohio intends to reserve 5% of its School Improvement Grant for administration, evaluation, and technical assistance expense.

Ohio intends to employ transformation specialists who will provide monitoring, support, and technical assistance to SIG-funded schools. Ohio intends to identify and contract with an external evaluator to examine the overall effects of the SIG grant on student achievement and adult behaviors.

G. CONSULTATION WITH STAKEHOLDERS

- ✓ The Ohio Department of Education assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application. *To examine Ohio's email transcript which served as the consultation with the Committee of Practitioners, reference Appendix D on page 47.*

H. WAIVERS

Ohio requests a waiver of the State-level requirements it has indicated below. Ohio believes that the requested waivers will increase its ability to implement the SIG program effectively in eligible schools in Ohio in order to improve the quality of instruction and raise the academic achievement of students in its priority schools.

Waiver 1: Tier II Waiver

N/A – Ohio is applying to use its priority list and therefore does not request Waiver 1.

Waiver 2: N-size Waiver

N/A – Ohio is applying to use its priority list and therefore does not request Waiver 2.

Waiver 3: Priority Schools Waiver List

- ✓ Ohio requests to use its priority lists in place of its lists of Tier I, Tier 2, and Tier III schools.

Ohio assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying Ohio's lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

Waiver 4: Period of Availability of FY 2013 Funds Waiver

- ✓ Ohio requests to waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

Waiver 5: School Improvement Timeline Waiver

N/A – Ohio has been approved for ESEA flexibility and therefore does not seek a waiver to the school improvement timeline

Waiver 6: Schoolwide Program Waiver

N/A – Ohio has been approved for ESEA flexibility and therefore does not seek a waiver to the schoolwide program eligibility.

I. ASSURANCE OF NOTICE AND COMMENT PERIOD FOR WAIVERS REQUESTED

- ✓ Ohio assures that, prior to submitting its School Improvement Grant application, Ohio provided all Ohio LEAs that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver requests and has attached a copy to that notice as well as copies of any comments it received from LEAs. Ohio also assures that it provided notice and information regarding the above waiver requests to the public in a manner in which Ohio customarily provides such notice and information to the public and has attached a copy of, or link to, that notice.

To examine Ohio’s email transcript which served as the notice to eligible LEAs and the reasonable opportunity to comment, reference Appendix E on page 51.

To examine public notification of the waiver requests, use the following

link: <http://education.ohio.gov/Topics/School-Improvement/Transforming-Schools>

Part 2: LEA Application Requirements

To examine Ohio’s LEA application template, reference Appendix F on page 56.

- A. **SCHOOLS TO BE SERVED**: The LEA must include the schools to be served, the selected model for each school, and the 3-year budget (including the year 1 pre-implementation) in the “Intervention Model and Budget” section of the LEA narrative. One complete narrative must be submitted for each building the LEA intends to serve. The narrative and the budget template must be completed. The budget request per year cannot be more than \$2 million multiplied by the number of schools the LEA intends to serve, or no more than \$6 million over three years (per school).
- B. **DESCRIPTIVE INFORMATION**
 - 1. LEA analyzed the needs of each school – Questions 8-17 sub-question a.
 - 2. LEA assures full availability of other state and local funds – Question 5.
 - 3. LEA Actions
 - a. Capacity – Question 4
 - b. Interventions – Questions 8-17 sub-question b.
 - c. External Providers – Question 3

- d. Modify Practices and Policies – Question 6
- e. Sustain Reforms – Question 18
- 4. Timeline – Question 7
- 5. Monitoring
 - a. Establishing Annual Goals – Question 1.a
 - b. Monitoring Annual Goals – Question 1.b
 - c. Measuring Progress on Leading Indicators – Question 1.c
- 6. Tier III Services – N/A, Ohio is applying for the priority list.
- 7. Tier III Goals – N/A, Ohio is applying for the priority list.
- 8. LEA Consult with Stakeholders – Question 6

C. BUDGET

- 1. Implement selected model – Questions 8-17, sub-question c
- 2. Conduct LEA activities with part of SIG budget – Questions 8-17, sub-question c
- 3. Support school improvement activities for Tier III – N/A, Ohio is applying for the priority list
- 4. Budget Sufficiency and Adjustment – Once the grants are scored by the peer review process, ODE will examine the budgets proposed by each school scoring high enough to be funded. ODE will check the following, and will request budget adjustments and documentation of expenses, proposals, written estimates, salary schedules, etc. as needed to determine if costs are both sufficient and reasonable. ODE will check that each budget is completely aligned to the strategies outlined in questions 8-17 of the application, and that budget padding has not occurred. As needed, ODE will contact LEAs to increase or decrease budget items related to specific strategies where the cost of the strategy appears to be too high or low to effectively and efficiently execute the strategy in year one of funding, including the pre-implementation period.

D. ASSURANCES – All assurances are added to the application.

E. WAIVERS – Ohio will not offer “starting over” waiver or the Title I Schoolwide waiver because we have an approved ESEA Flexibility Waiver.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Ohio Department of Education	Applicant's Mailing Address: 25 S. Front Street Columbus, OH 43215
State Contact for the School Improvement Grant Name: Pamela VanHorn; Jeremy Marks Position and Office: Director, Office of Improvement and Innovation (Pam); Interim Director, Office of Federal Programs (Jeremy) Contact's Mailing Address: 25 S. Front Street, Columbus, OH 43215 Telephone: (614) 995-1474 Fax: (614) 728-2627 Email address: <u>Pamela.vanhorn@education.ohio.gov</u>; <u>Jeremy.marks@education.ohio.gov</u>	
Chief State School Officer (Printed Name): Dr. Richard A. Ross	Telephone: (877) 644-6338
Signature of the Chief State School Officer: X 	Date: 11/19/2013
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Appendix B, page 30 -- Priority Schools

LEA Name	LEA NCES ID#	School Name	School NCES ID#	Priority Status	Newly Eligible
Academy of Columbus	3900438	Academy of Columbus	04997	Priority	no
Akron City	3904348	Akron Opportunity Center	05408	Priority	no
Akron City	3904348	Bridges Learning Center	05265	Priority	no
Akron City	3904348	Buchtel High School	00051	Priority	no
Alternative Education Academy	3900203	Alternative Education Academy	04727	Priority	no
C.M. Grant Leadership Academy	3901317	C.M. Grant Leadership Academy	05435	Priority	no
Canton City	3904371	Canton City Digital Academy	05489	Priority	no
Canton City	3904371	Choices Alternative School	04202	Priority	no
Cincinnati City	3904375	George Hays-Jennie Porter Elem	00332	Priority	no
Cincinnati City	3904375	James N. Gamble Montessori Hi	05375	Priority	no
Cincinnati City	3904375	Oyler School	00357	Priority	no
Cincinnati City	3904375	Rothenberg Preparatory Acader	00371	Priority	no
Cincinnati City	3904375	South Avondale Elementary Sch	00379	Priority	no
Cincinnati City	3904375	Virtual High School	04213	Priority	no
Cincinnati City	3904375	Western Hills Engineering High	04241	Priority	no
Cincinnati City	3904375	William H Taft Elementary Scho	00381	Priority	no
Cincinnati City	3904375	Woodward Career Technical Hig	04416	Priority	no
Cleveland Community School	3900569	Cleveland Community School	05061	Priority	no
Cleveland Municipal	3904378	Adlai Stevenson School	00413	Priority	no
Cleveland Municipal	3904378	Andrew J Rickoff	00418	Priority	no
Cleveland Municipal	3904378	Bolton	00425	Priority	no
Cleveland Municipal	3904378	Buckeye-Woodland School	00429	Priority	no
Cleveland Municipal	3904378	Alfred Benesch (Carl & Louis Sto	00434	Priority	no
Cleveland Municipal	3904378	Case	00433	Priority	no
Cleveland Municipal	3904378	Charles Dickens School	00436	Priority	no
Cleveland Municipal	3904378	Charles W Eliot School	00440	Priority	no
Cleveland Municipal	3904378	Collinwood High School	00444	Priority	no
Cleveland Municipal	3904378	East Clark	00453	Priority	no
Cleveland Municipal	3904378	East Technical High School	00456	Priority	no
Cleveland Municipal	3904378	Euclid Park Elementary School	05641	Priority	no
Cleveland Municipal	3904378	Franklin D. Roosevelt	00500	Priority	no
Cleveland Municipal	3904378	Fullerton School	00462	Priority	no
Cleveland Municipal	3904378	George Washington Carver	00464	Priority	no
Cleveland Municipal	3904378	Glenville High School	00468	Priority	no
Cleveland Municipal	3904378	Hannah Gibbons-Nottingham El	00729	Priority	no

Cleveland Municipal	3904378	Harvey Rice Elementary School	00474	Priority	no
Cleveland Municipal	3904378	Iowa-Maple Elementary School	00479	Priority	no
Cleveland Municipal	3904378	John F Kennedy High School	00484	Priority	no
Cleveland Municipal	3904378	Joseph M Gallagher School	00551	Priority	no
Cleveland Municipal	3904378	Law & Municipal Careers @ MLI	04259	Priority	no
Cleveland Municipal	3904378	Lincoln-West High School	00496	Priority	no
Cleveland Municipal	3904378	Luis Munoz Marin School	00495	Priority	no
Cleveland Municipal	3904378	Marion-Sterling Elementary Sch	00505	Priority	no
Cleveland Municipal	3904378	Mary B Martin School	00507	Priority	no
Cleveland Municipal	3904378	Mary M Bethune	00508	Priority	no
Cleveland Municipal	3904378	Miles Park School	00514	Priority	no
Cleveland Municipal	3904378	Miles School	00513	Priority	no
Cleveland Municipal	3904378	Mound Elementary School	00518	Priority	no
Cleveland Municipal	3904378	Nathan Hale School	00522	Priority	no
Cleveland Municipal	3904378	Patrick Henry School	00527	Priority	no
Cleveland Municipal	3904378	Paul Revere Elementary School	00529	Priority	no
Cleveland Municipal	3904378	Robert H Jamison School	00533	Priority	no
Cleveland Municipal	3904378	The School of One	05339	Priority	no
Cleveland Municipal	3904378	Willow School	00561	Priority	no
Cleveland Municipal	3904378	Willson School	05637	Priority	no
Columbus Bilingual Academy	3900533	Columbus Bilingual Academy	05243	Priority	no
Columbus City School District	3904380	Columbus Scioto 6-12 (Alum Cr	04430	Priority	no
Columbus City School District	3904380	Arlington Park Elementary Scho	00583	Priority	no
Columbus City School District	3904380	Broadleigh Elementary School	00596	Priority	no
Columbus City School District	3904380	COLUMBUS GLOBAL ACADEMY	02557	Priority	no
Columbus City School District	3904380	Champion Middle School	00605	Priority	no
Columbus City School District	3904380	Columbus Africentric Early Colle	00685	Priority	no
Columbus City School District	3904380	East Columbus Elementary Schc	00625	Priority	no
Columbus City School District	3904380	East Linden Elementary School	00626	Priority	no
Columbus City School District	3904380	Fairwood Alternative Elementar	00635	Priority	no
Columbus City School District	3904380	Highland Elementary School	00649	Priority	no
Columbus City School District	3904380	Leawood Elementary School	00665	Priority	no
Columbus City School District	3904380	Lincoln Park Elementary School	00668	Priority	no
Columbus City School District	3904380	Linden-Mckinley STEM Academ	00672	Priority	no
Columbus City School District	3904380	Livingston Elementary School	00674	Priority	no
Columbus City School District	3904380	Ohio Avenue Elementary School	00696	Priority	no
Columbus City School District	3904380	South High School	00714	Priority	no
Columbus City School District	3904380	South Mifflin STEM Academy (K	00715	Priority	no

Columbus City School District	3904380	Trevitt Elementary School	00723	Priority	no
Columbus City School District	3904380	Weinland Park Elementary Scho	00732	Priority	no
Columbus City School District	3904380	West High School	00733	Priority	no
Columbus City School District	3904380	Windsor STEM Acadmey (K-6)	00740	Priority	no
Dayton City	3904384	Belle Haven PreK-8 School	00776	Priority	no
Dayton City	3904384	Belmont High School	00778	Priority	no
Dayton City	3904384	Dunbar High School	00785	Priority	no
Dayton City	3904384	Edwin Joel Brown PreK-8 School	00826	Priority	no
Dayton City	3904384	Edison PreK-8 School	00787	Priority	no
Dayton City	3904384	Fairview PreK-8 School	00789	Priority	no
Dayton City	3904384	Louise Troy PreK-4 School	00780	Priority	no
Dayton City	3904384	Meadowdale High School	00813	Priority	no
Dayton City	3904384	Meadowdale PreK-8 School	00812	Priority	no
Dayton City	3904384	Rosa Parks PreK-8 School	00783	Priority	no
Dayton City	3904384	Thurgood Marshall High School	00782	Priority	no
Dayton City	3904384	Westwood PreK-8 School	00800	Priority	no
Dayton City	3904384	Wogaman 5-8 School	00832	Priority	no
East Cleveland City School District	3904390	Shaw High School	00866	Priority	no
East End Comm Heritage School	3900089	East End Comm Heritage School	03463	Priority	no
Electronic Classroom Of Tomorrow	3900079	Electronic Classroom Of Tomorr	03420	Priority	no
Green Local	3904961	Green High School	03648	Priority	no
Klepinger Community School	3901347	Klepinger Community School	05453	Priority	no
Life Skills Center of Canton	3900175	Life Skills Center of Canton	04699	Priority	no
Lorain City	3904426	Credit Recovery Academy (Acad	05452	Priority	no
Lorain City	3904426	New Beginnings	05595	Priority	no
Mansfield City	3900525	Mansfield Elective Academy	05235	Priority	no
Mansfield City	3904429	Mansfield Integrated Learning C	01325	Priority	no
Midnimo Cross Cultural Community Sch	3900435	Midnimo Cross Cultural Commu	04994	Priority	no
Mollie Kessler	3900209	Mollie Kessler	04733	Priority	no
Mount Gilead Exempted Village	3900145	Tomorrow Center	04757	Priority	no
Mt Healthy City	3904441	South Elementary School	01345	Priority	no
Newark City	3900133	Newark Digital Academy	04183	Priority	no
Ohio Virtual Academy	3900180	Ohio Virtual Academy	04704	Priority	no
Renaissance Academy	3901354	Renaissance Academy	05507	Priority	no
Southern Local	3904644	Southern Local Jr/Sr High Schoo	02559	Priority	no
Springfield City	3904481	Keifer Academy	00117	Priority	no
Springfield City	3904481	Lincoln Elementary School	01692	Priority	no
Star Academy of Toledo	3901298	Star Academy of Toledo	05378	Priority	no

Summit Academy Akron Middle School	3900098 Summit Academy Akron Middle 04167	Priority	no
Summit Academy Community School - C	3900501 Summit Academy Community Sc 05211	Priority	no
Summit Academy Community School - D	3900493 Summit Academy Community Sc 05203	Priority	no
Summit Academy Community School Alt	3900109 Summit Academy Community Sc 04106	Priority	no
Summit Academy Community School for	3900071 Summit Academy Community Sc 03346	Priority	no
Summit Academy Community School-Co	3900492 Summit Academy Community Sc 05202	Priority	no
Summit Academy Community School-To	3900499 Summit Academy Community Sc 05209	Priority	no
Summit Academy Community School-W	3900500 Summit Academy Community Sc 05210	Priority	no
Summit Academy Middle School - Colur	3900339 Summit Academy Middle Schoo 04876	Priority	no
Summit Academy Middle School - Lorair	3900338 Summit Academy Middle Schoo 04875	Priority	no
Summit Academy Toledo Learning Cente	3900360 Summit Academy Toledo Learni 04897	Priority	no
Summit Academy-Youngstown	3900350 Summit Academy-Youngstown 04887	Priority	no
Summit Acdy Comm Schl for Alternative	3900096 Summit Acdy Comm Schl for Alt 03913	Priority	no
Theodore Roosevelt Public Community S	3901388 Theodore Roosevelt Public Com 05606	Priority	no
Toledo City	3904490 Glenwood Elementary School 05482	Priority	no
Toledo City	3904490 Jesup W. Scott High School 05361	Priority	no
Toledo City	3904490 Leverette Elementary School 01795	Priority	no
Toledo City	3904490 Pickett Elementary School 01823	Priority	no
Toledo City	3904490 Robinson Elementary School 01828	Priority	no
Toledo City	3904490 Rosa Parks Elementary School 01777	Priority	no
Toledo City	3904490 Samuel M. Jones at Gunckel Par 01800	Priority	no
Toledo City	3904490 Sherman Elementary School 01832	Priority	no
Toledo City	3904490 Spring Elementary School 05548	Priority	no
Toledo City	3904490 Woodward High School 01844	Priority	no
Trimble Local	3904592 Trimble Elementary School 02385	Priority	no
Trimble Local	3904592 Trimble Junior High 02386	Priority	no
V L T Academy	3900479 V L T Academy 05038	Priority	no
Virtual Community School Of Ohio	3900217 Virtual Community School Of Of 04741	Priority	no
Virtual Schoolhouse, Inc.	3900311 Virtual Schoolhouse, Inc. 04848	Priority	no
West Central Learning Academy II	3900276 West Central Learning Academy 04816	Priority	no
Xenia Community City	3904515 Cox Elementary School 02051	Priority	no
Xenia Community City	3904515 McKinley Elementary School 02052	Priority	no
Xenia Community City	3904515 Shawnee Elementary School (Sp 02053	Priority	no
Youngstown Academy of Excellence	3900580 Youngstown Academy of Excellen 05072	Priority	no
Youngstown City Schools	3904516 Chaney Campus VPA & STEM 02063	Priority	no
Youngstown City Schools	3904516 East High School 02082	Priority	no

School Improvement Grants

Application Scoring Rubric for FY 2013 New Awards Competition

Section 1003(g) of the

Elementary and Secondary Education Act



Office of Improvement and Innovation

25 S. Front Street

Columbus, OH 43215

(614) 644-6838

NOTE: In a November 2013 USDoe cited the Ohio Department of Education for failing to adequately monitor the implementation of extended learning time that was available to all students. To address this situation moving forward, Question 13 of this application and the accompanying scoring rubric reflect an increased expectation for districts and schools to implement extended learning time strategies so that ALL students are PRESENT for extended learning time activities.

1. What are the LEA’s annual goals for student achievement on the State’s assessments in reading/language arts, math, graduation and attendance for each tested grade? How will you monitor the building’s progress on these annual goals? How will you measure progress of the leading indicators as defined within the School Profile Requirements?

- **Leading Indicators:** Number of minutes within the school year; Dropout rate; Student attendance rate; Discipline incidents; Truants; Teacher attendance rate; Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroups; Number and percentage of students completing advanced coursework, (e.g., AP/IB,) early-college high schools or dual enrollment; Distribution of teachers by performance level on LEA’s teacher evaluation system; Graduation Rate

Elements	0	3	6
1.a Annual goals Weight = score x2	All criteria for a score of 3 are not present	The LEA’s annual goals, for reading/language arts, math, graduation and attendance contain 3 of the 5 components -- specific, measurable, attainable, relevant and time based. Academic goals are broken down by grade and subject.	The LEA’s annual goals, for reading/language arts, math, graduation and attendance are specific, measurable, attainable, relevant and time based. Academic goals are broken down by grade, subject and sub-group.
1.b Monitor annual goals Weight = score x3	All criteria for a score of 3 are not present	The LEA clearly and thoroughly defines/includes all of the following monitoring components: <ul style="list-style-type: none"> • Processes and procedures for monitoring • Data sources • Persons accountable at building level • Timeline • Plan to support staff whose students are not achieving 	The LEA clearly and thoroughly defines/includes all of the following monitoring components: <ul style="list-style-type: none"> • Processes and procedures for quarterly monitoring • Data sources and instruments used • Baseline data for all tested grades in reading and math. • Persons accountable at building and district levels • Timeline • Data on Adult implementation and plan to support staff whose students are not achieving
1.c Measure progress on leading indicators Weight = actual score	All criteria for a score of 3 are not present	District monitors <u>Monthly monitoring:</u> <ul style="list-style-type: none"> • student attendance; • discipline incidents; • teacher attendance rate • dropout rate; • truants <u>Yearly monitoring:</u> <ul style="list-style-type: none"> • number of minutes within school year; • student participation rate on state assessments in reading/language arts and mathematics, by student subgroups; • number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools or dual enrollment classes. <u>Baseline data on all leading indicators</u> Data published or displayed in the building at the frequency listed above	District and building jointly monitor: <u>Daily monitoring:</u> <ul style="list-style-type: none"> • student attendance; • teacher attendance rate <u>Weekly monitoring:</u> <ul style="list-style-type: none"> • discipline incidents; <u>Monthly monitoring:</u> <ul style="list-style-type: none"> • dropout rate; • truants <u>Yearly monitoring:</u> <ul style="list-style-type: none"> • number of minutes within school year; • student participation rate on state assessments in reading/language arts and mathematics, by student subgroups; • number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools or dual enrollment classes. Baseline data and year one goal for each leading indicator Data published or displayed in the building at the frequency listed above

2. What funds are needed for the pre-implementation period and how will these funds be used? Which components of the intervention model will be supported by the use of pre-implementation funds?			
Element	0	3	6
<p>Pre-implementation funding; links to components of intervention model.</p> <p>Weight=actual score</p>	All criteria for a score of 3 are not present	The total amount for pre-implementation is broken down into smaller amounts. A general explanation of costs is provided. Components of the intervention model are present in the explanation.	The total amount for pre-implementation is broken down completely into purpose (instruction, support, professional development, family and community, transportation, and governance/administration), with a detailed and thorough explanation of the specific use of the funds in each purpose. Pre-implementation funds by purpose are clearly linked to components of the intervention model.

3. Explain the process the LEA will use to recruit, screen, select and evaluate external providers to ensure their quality.		
Elements	0	6
<p>Recruit, screen, select, and evaluate</p> <p>Weight = actual score</p>	All details for a score of 6 are not present	<ul style="list-style-type: none"> • LEA has a process to recruit, screen, select and evaluate external providers <ul style="list-style-type: none"> ○ LEAs chosen external providers are based on student and adult needs ○ LEA has a plan to check references of the provider ○ LEA has a process that ensures that the external provider has a clear scope of work that is aligned with the needs of the building ○ The LEA has established performance measures for each external provider. ○ The LEA's plan for the quarterly monitoring of the provider's scope of work is included. ○ LEA provides support to the external providers to guarantee external provider is meeting the needs of the building • OR, LEA STATES THAT NO EXTERNAL PROVIDERS WILL BE USED

4. What is the LEA's current capacity to implement, monitor and evaluate the SIG grant using OIP at the building and district level?		
Elements	0	6
Capacity Weight = score x2*	All details for a score of 6 are not present	<ul style="list-style-type: none"> ○ The LEA demonstrates they have staff trained in OIP facilitation. ○ LEA has clear evidence of a strong partnership with the SST. ○ LEA has clear district guidelines or expectations for BLT and TBTs ○ The LEA has described a clear record of professional development at the building level to support implementation and evaluation of the OIP. ○ The LEA clearly explains the ongoing use of the Decision Framework ○ The LEA explains its process for monitoring the expected adult implementation behaviors related to SIG grant components ○ The LEA describes and monitors expectations of high functioning DLTs, BLTs and TBTs using OIP rubrics ○ The LEA has described processes for using OIP resources found on the ODE and OLAC websites to assist DLTs, BLTs and TBTs which are not high functioning.

*Secondary Capacity Evaluation of LEA will be done by ODE using March 2014 Quarter 3 Monitoring results. Additional evidence may be needed based on Quarter 3 Monitoring results.

5. What is the LEA's Assurance of state and local funds, alignment of funds and resources with SIG grant intervention components, and maintenance of requirements of Operating Standard and of other state requirements?		
Elements	0	6
Weight = actual score	All details for a score of 6 are not present	<ul style="list-style-type: none"> ● LEA has made a statement of assurance that the SIG school will receive all local and state funds that it would have received if the SIG grant had not been awarded. ● LEA explains how local and state funds, including Federal entitlement dollars, and any competitive grant funds will be aligned to support the SIG intervention components and the district-created strategies as listed in this application. ● LEA assures that all legal requirements for the SIG school, including things such as Operating Standards, safety and security, new state assessments, Third Grade guarantee, will be fully supported with non-SIG funds. ● LEA assures that SIG funds will be used only to support the intervention model components and district-created strategies in this application (or modifications approved by ODE), and that expenditure of SIG funds at the district level will be limited to critical services to support the SIG building in areas where the district does not have the current capacity.

6. Explain the steps the LEA will take to implement the selected Intervention model using the ODE established implementation and monitoring timeline.		
Elements	0	6
Weight = actual score	All components required for a score of 6 are not met	<p>The LEA has described the plans it will enact to implement and maintain the following components by the Monitoring deadlines listed:</p> <p><u>Pre-implementation Monitoring Deadline (not later than August 31, 2014)</u></p> <ul style="list-style-type: none"> • All identified barriers resolved • All district-selected pre-implementation activities concluded • Replace the principal if the model requires; replace 50% of staff using locally-adopted criteria if the model requires. • Institute operating flexibility/shared governance (transformation) or new governance (turnaround) • Implement schedules for within-day (expanded bell) increased learning time <p><u>Quarter 1 Monitoring Deadline (October 1, 2014)</u></p> <ul style="list-style-type: none"> • OTES and OPES implementation schedules fully in place • Instructional model fully in place • Professional development reflects focus on instructional model, increasing achievement, continuous use of data • Continuous use of data for both staff and students is in place, including full implementation of 5-step OIP process in BLT and TBTs. • Participate in any required technical assistance • Implement before and after school components of increased learning time which will be available to all students in the school. • Monitor leading indicators and academic goals <p><u>Quarter 2 Monitoring Deadline (December 1, 2014)</u></p> <ul style="list-style-type: none"> • Identify and reward staff who are increasing student achievement, provide intervention and support for those who are not • Implement mechanisms for community and family engagement designed to support increased achievement (transformation required, turnaround and restart strongly suggested) • Provide social-emotional and community-oriented services and supports for students • Monitor leading indicators and academic goals <p><u>Quarter 3 Monitoring Deadline (March 1, 2015)</u></p> <ul style="list-style-type: none"> • Evaluate implementation of all grant and intervention model components • Develop and execute any interventions needed to more fully implement each and every model component in order to prepare for year 2 funding. <p><u>Quarter 4 Monitoring Deadline (May 1, 2015)</u></p> <ul style="list-style-type: none"> • Develop and submit year two SIG grant application • Prepare for pre-implementation activities for year 2 funding using monitoring data and available student achievement data

7. How has the LEA consulted and collaborated with relevant stakeholders to ensure that barriers to implementing all components of the intervention model in year 1 will be sufficiently resolved in the pre-implementation period (pre-implementation deadline is August, 31 2014)

Elements	0	6
<p>Weight = score x 3</p>	<p>All components required for a score of 6 are not met</p>	<ul style="list-style-type: none"> • LEA lists the stakeholders that were consulted as a part of the SIG grant development. • Barriers to full implementation are listed (or a statement that there are no barriers). • A plan for resolving each barrier is provided, including the date by which the district will resolve the barrier not later than August 31, 2014 (or a statement that there are no barriers), and the way stakeholders will be used to resolve barriers. • A signed letter from the Teachers' Association leadership is provided (via email to ODE by April 1, 2014). The letter affirms acceptance of the SIG grant narrative and pledges ability to assure full implementation of model components in year one (or a statement that the school has no Teacher's Association.) Model components for full implementation in year 1 which must be LISTED in the letter are <u>TRANSFORMATION and RESTART:</u> Replace principal, evaluation system with student growth as a significant factor, identify and reward staff increasing student outcomes, strategies to recruit, place, retain staff, instructional model based on student needs, job-embedded professional development, continuous use of student data, expanded learning time for all students; social-emotional and community-oriented services for students, community and family engagement, operating flexibility, and participation in ODE ongoing technical assistance. <u>TURNAROUND:</u> Replace principal, use locally-adopted competencies to rehire no more than 50% of staff, identify and reward staff increasing student outcomes, strategies to recruit, place, retain staff, instructional model based on student needs, job-embedded professional development, continuous use of student data, expanded learning time for all students; social-emotional and community-oriented services for students, new governance structure, and participation in ODE ongoing technical assistance. • Official School Board action is provided (via email to ODE by April 1, 2014). The action authorizes the implementation of the SIG grant in the identified school. Board action lists each building, the model component, and the model components as follows: <u>TRANSFORMATION and RESTART:</u> Replace principal, evaluation system with student growth as a significant factor, identify and reward staff increasing student outcomes, strategies to recruit, place, retain staff, instructional model based on student needs, job-embedded professional development, continuous use of student data, expanded learning time for all students; social-emotional and community-oriented services for students, community and family engagement, operating flexibility, and participation in ODE ongoing technical assistance. <u>TURNAROUND:</u> Replace principal, use locally-adopted competencies to rehire no more than 50% of staff, identify and reward staff increasing student outcomes, strategies to recruit, place, retain staff, instructional model based on student needs, job-embedded professional development, continuous use of student data, expanded learning time for all students; social-emotional and community-oriented services for students, new governance structure, and participation in ODE ongoing technical assistance.

8. Governance and Shared Leadership				
Elements	0	1	3	6
<p>8.a Needs - What are the needs of this building with regard to the principal’s instructional leadership abilities and capacity to lead the reform effort? What are the needs of the Building Leadership Team (BLT) with regard to following the 5-step process of OIP? How does the LEA know what the needs are? Provide data to justify needs statements.</p>	All criteria for a score of 1 are not met	<ul style="list-style-type: none"> Needs are listed Instructional leadership needs are present Valid data is missing OR data provided does not justify the listed building needs 	<ul style="list-style-type: none"> Needs are listed Needs are collectively supported with data <ul style="list-style-type: none"> Instructional leadership needs are present Valid data (principal evaluation, OIP Building Leadership Team Rubric data, SIDR data) is present to justify the listed building needs 	<ul style="list-style-type: none"> Needs are clearly explained Each need is supported with multiple data <ul style="list-style-type: none"> Instructional leadership needs are present Building leadership team’s needs with regard to the 5-step process are present Valid data is present (principal evaluation and observation, evaluation of BLT agendas and observation of BLT meetings, OIP Building Leadership Team Rubric data, BLT data shared with DLT, SIDR data) is present to justify every identified building need
<p>8.b LEA support and monitoring -- What strategies will the LEA use to support the leadership, BLT needs and the 5-step process? How will the LEA monitor progress in the implementation of the strategies?</p>	All criteria for a score of 3 are not met	NA	<ul style="list-style-type: none"> LEA supports and monitors buildings progress <ul style="list-style-type: none"> The LEA provides professional development to increase effectiveness of BLT. LEA a describes process to evaluate BLT agendas/minutes using OIP rubrics All strategies are aligned to needs 	<ul style="list-style-type: none"> LEA supports and monitors buildings progress <ul style="list-style-type: none"> The LEA provides professional development to increase effectiveness of BLT. LEA is represented at the BLT meetings LEA develops policies for BLT meetings LEA a describes process to evaluate BLT agendas/minutes using OIP rubrics All strategies are aligned to needs Strategies clearly and completely address each identified needs A plan for monitoring implementation of the strategies is present
<p>8.c SIG dollars. What SIG dollars will be needed to support these strategies and what will it be spent on? How much money will be spent at the building level? How much money will be spent at the District level?</p>	All details for the score of 6 are not met	NA	NA	<ul style="list-style-type: none"> The LEA provides an itemized building and district budget list that is aligned with the strategies. <ul style="list-style-type: none"> Every expenditure is clearly linked to a strategy Each expenditure is clearly explained with evidence that the costs and sources have been researched, not padded Purposed SIG funds are used in a cost effective and fiscally responsible manner (i.e. reasonable, modest expenditures) Shared governance of SIG funds is clearly illustrated in division of funds between district and building

9. Financial Management				
Elements	0	1	3	6
<p>9.a Needs - What are the needs of the BLT and principal in managing the finances of the proposed School Improvement Grant? How does the LEA know what the needs are? Provide data to justify needs statements.</p>	<p>All criteria for a score of 1 are not met</p>	<p>Needs are listed. Data presented is not relevant to or aligned with the needs</p>	<ul style="list-style-type: none"> • Needs are listed and supported with data <ul style="list-style-type: none"> ○ BLT's needs in managing finances for the SIG are present ○ Principal needs in managing finances for the SIG are present 	<ul style="list-style-type: none"> • Needs are clearly explained and supported with relevant data <ul style="list-style-type: none"> ○ BLT's needs in managing finances for the SIG are present ○ Principal needs in managing finances for the SIG are present ○ Valid data (i.e., documentation of BLT agendas, BLT/principal surveys, DLT agenda/minutes) are present to justify all building needs.
<p>9.b LEA support and monitoring - What strategies will the LEA use to support the needs of the principal and BLT with SIG finance management? How will the LEA monitor the school's progress in managing the SIG finances?</p>	<p>All criteria for a score of 6 are not present</p>	<p>NA</p>	<p>NA</p>	<ul style="list-style-type: none"> • LEA supports and monitors building's progress <ul style="list-style-type: none"> ○ LEA provides professional development on budget ○ LEA monitors itemized budget monthly ○ LEA has a process and personnel to support BLT and principal in managing the SIG finances. ○ LEA describes the strategies to support the building in managing the SIG finances. ○ LEA describes monitoring process of the strategies
<p>9.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?</p>	<p>All details for the score of 6 are not met</p>	<p>NA</p>	<p>NA</p>	<ul style="list-style-type: none"> • The LEA provides an itemized building and district budget list that is aligned with the strategies. <ul style="list-style-type: none"> ○ Every expenditure is clearly linked to a strategy ○ Each expenditure is clearly explained with evidence that the costs and sources have been researched, not padded ○ Purposed SIG funds are used in a cost effective and fiscally responsible manner (i.e. reasonable, modest expenditures) ○ Shared governance of SIG funds is clearly illustrated in division of funds between district and building

10. Instructional Model			
Elements	0	3	6
<p>10.a Needs – What are the needs of students and adults in this school that justify the choice of the instructional model? How does the LEA know what the needs are? Provide data to justify needs statements.</p>	<p>All criteria for a score of 3 are not present</p>	<ul style="list-style-type: none"> Needs are present and supported with data The LEA identifies an instructional model including an explanation of the research Student needs are present 	<ul style="list-style-type: none"> Needs are clearly explained and supported with data The LEA clearly identifies an instructional model including an explanation of the research The LEA describes how the model is based on student needs and adult needs Valid data (i.e., student data, survey/questionnaire based on instructional model, classroom rounds) is present to justify all building needs for both students and adults.
<p>10.b LEA support and monitoring What strategies will the LEA use with adults to support the implementation of the instructional model? How will the LEA monitor the school’s progress in implementing the instructional model?</p>	<p>All details for the score of 6 are not met</p>	<p>NA</p>	<ul style="list-style-type: none"> Strategies clearly and completely address the adults in the building with regards to implementing and evaluating the selected instructional model The LEA describes process for monitoring the implementation and evaluation of the instructional model. The LEA establishes quarterly adult implementation monitoring expectations The LEA develops policies and procedures to ensure that buildings report valid data on adult implementation indicators quarterly LEA explains the classroom walkthrough process which will be used on a daily basis to informally monitor the instructional model, including “look fors” in adult and student behaviors
<p>10.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?</p>	<p>All details for the score of 6 are not met</p>	<p>NA</p>	<ul style="list-style-type: none"> The LEA provides an itemized building and district budget list that is aligned with the strategies. <ul style="list-style-type: none"> Every expenditure is clearly linked to a strategy Each expenditure is clearly explained with evidence that the costs and sources have been researched, not padded Purposed SIG funds are used in a cost effective and fiscally responsible manner (i.e. reasonable, modest expenditures) Shared governance of SIG funds is clearly illustrated in division of funds between district and building

Appendix C: Ohio LEA Application Scoring Rubric

11. Continuous Use of Student Data to Adjust Instruction			
Elements	0	3	6
<p>11.a Needs – What are the needs of the building staff in generating, interpreting, and using student data to adjust instruction? How does the LEA know what the needs are? Provide data to justify needs statement.</p>	All criteria for a score of 3 are not met	<ul style="list-style-type: none"> The LEA clearly identified the adult needs for data analysis to adjust instruction. Valid data (i.e., student data, survey/questionnaire based, BLT agendas) is present to justify all building needs. 	<ul style="list-style-type: none"> Needs are clearly explained and supported with data The LEA describes the methods used to analyze the needs of adults. The LEA clearly identified the adult needs in generating, interpreting, and using student data to adjust instruction. Valid data (i.e., student data, survey/questionnaire based, BLT agendas) is present to justify all building needs.
<p>11.b LEA support and monitoring What strategies will the LEA use to support the needs of the staff with regard to using student data? How will the LEA monitor the school’s progress in using student data to adjust instruction?</p>	All criteria for a score of 6 are not met	NA	<ul style="list-style-type: none"> Strategies clearly and completely address each identified need Strategies are aligned to generating, interpreting, and using student data to adjust instruction. The LEA has described how it will monitor the implementation of the strategies. The LEA has described how it will monitor the adult implementation of the strategies on a quarterly basis
<p>11.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?</p>	All criteria for a score of 6 are not met	NA	<ul style="list-style-type: none"> The LEA provides an itemized building and district budget list that is aligned with the strategies. <ul style="list-style-type: none"> Every expenditure is clearly linked to a strategy Each expenditure is clearly explained with evidence that the costs and sources have been researched, not padded Purposed SIG funds are used in a cost effective and fiscally responsible manner (i.e. reasonable, modest expenditures) Shared governance of SIG funds is clearly illustrated in division of funds between district and building

12. Professional Development			
Elements	0	3	6
<p>12.a Needs – What are the needs of the staff in regard to professional development to increase student achievement? How does the LEA know what the needs are? Provide data to justify needs statements.</p>	All criteria for a score of 3 are not present	<ul style="list-style-type: none"> The LEA describes the needs of the adults’ ability to plan, implement and evaluate professional development related to student achievement and school reform needs 	<ul style="list-style-type: none"> The LEA describes the needs of the adults’ ability to plan, implement and evaluate professional development related to student achievement and school reform needs Valid data (i.e., administrative classroom rounds, student data) is present to justify all building needs.
<p>12.b LEA support and monitoring What strategies will the LEA use to support the needs of the staff with regard to professional development to increase student achievement? How will the LEA monitor the implementation of the strategies?</p> <p>Weight – score x3</p>	All criteria for the score of 6 are not met	NA	<ul style="list-style-type: none"> Strategies clearly and completely address each identified need Strategies for PD contain a clear connection to increasing student achievement. PD strategies are differentiated using the data from one of the following methods: <ul style="list-style-type: none"> TURNAROUND MODEL – data from the PRE-IMPLEMENTATION screening process used to screen all staff and rehire no more than 50% using locally-developed measures OR TRANSFORMATION/RESTART -- data from the PRE-IMPLEMENTATION screening of all staff) in order to provide targeted professional development for staff needing support in raising student achievement. The LEA has described how it will monitor the implementation of the strategies. The LEA has described how it will monitor the adult implementation of the strategies on a quarterly basis
<p>12.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?</p>	All criteria for the score of 6 are not met	NA	<ul style="list-style-type: none"> The LEA provides an itemized building and district budget list that is aligned with the strategies. <ul style="list-style-type: none"> Every expenditure is clearly linked to a strategy Each expenditure is clearly explained with evidence that the costs and sources have been researched, not padded Purposed SIG funds are used in a cost effective and fiscally responsible manner (i.e. reasonable, modest expenditures) Shared governance of SIG funds is clearly illustrated in division of funds between district and building

13. Extended Learning Time			
Elements	0	1	6
<p>13.a Needs – What are the needs of the students with regard to extended learning time in core and enrichment subject areas? How does the LEA know what the needs are? Provide data to justify needs statements.</p>	All criteria for the score of 1 are not met	<ul style="list-style-type: none"> Needs are clearly explained 	<ul style="list-style-type: none"> Needs are clearly explained and supported with data The LEA uses valid data to identify student needs for increased learning time in reading/language arts and math by grade level. (i.e., benchmark/baseline student data, annual achievement data, short-cycle assessment data)
<p>13.b LEA support and monitoring What strategies will the LEA use to support extended learning time? How will the LEA monitor the implementation of the strategies?</p> <p>Weight – score x 2</p>	All criteria for the score of 1 are not met	<ul style="list-style-type: none"> The LEA clearly describes strategies to support extended learning time for all students There is a strategy present which provides time for teams of staff members to collaborate using OIP structures. The LEA clearly describes the methods it will use to monitor the implementation of the strategies. 	<ul style="list-style-type: none"> The LEA clearly describes strategies to support extended learning time for all students The main strategy for student extended learning time is lengthening the day (expanding the bell schedule) OR adding days to the school calendar so that ALL students are PRESENT for extended learning time There is a strategy present which provides time for teams of staff members to collaborate using OIP structures. The LEA clearly describes the methods it will use to monitor the implementation of the strategies.
<p>13.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?</p>	All criteria for the score of 6 are not met	NA	<ul style="list-style-type: none"> The LEA provides an itemized building and district budget list that is aligned with the strategies. <ul style="list-style-type: none"> Every expenditure is clearly linked to a strategy Each expenditure is clearly explained with evidence that the costs and sources have been researched, not padded Purposed SIG funds are used in a cost effective and fiscally responsible manner (i.e. reasonable, modest expenditures) Shared governance of SIG funds is clearly illustrated in division of funds between district and building

14. Supports and services for family, community, and students			
Elements	0	3	6
<p>14.a Needs – What are the needs of students, families, and the community with regard to social-emotional conditions which support and sustain a positive learning culture? How does the LEA know what the needs are? Provide data to justify needs statements.</p>	<p>All criteria for the score of 3 are not met</p>	<ul style="list-style-type: none"> The LEA clearly identifies the needs of students, families and communities with regard to social emotional conditions to sustain a positive learning culture. 	<ul style="list-style-type: none"> The LEA describes the method used to survey the needs of students, families and the community with regard to social emotional conditions to sustain a positive learning culture. The LEA clearly identifies the needs of students, families and communities with regard to social emotional conditions to sustain a positive learning culture. Valid data (i.e., student data, survey/questionnaire based) is present to justify all building needs.
<p>14.b LEA support and monitoring What strategies will the LEA use to support the needs of students, families, and the community with regard to a positive learning culture? How will the LEA monitor the implementation of the strategies?</p>	<p>All criteria for the score of 6 are not met</p>	<p>NA</p>	<ul style="list-style-type: none"> The LEA describes strategies it will use to provide supports and services for family, community, and students LEA strategies are aligned to needs The LEA describes its process for monitoring the implementation of the strategies to provide supports and services for family, community, and students
<p>14.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?</p>	<p>All criteria for the score of 6 are not met</p>	<p>NA</p>	<ul style="list-style-type: none"> The LEA provides an itemized building and district budget list that is aligned with the strategies. <ul style="list-style-type: none"> Every expenditure is clearly linked to a strategy Each expenditure is clearly explained with evidence that the costs and sources have been researched, not padded Purposed SIG funds are used in a cost effective and fiscally responsible manner (i.e. reasonable, modest expenditures) Shared governance of SIG funds is clearly illustrated in division of funds between district and building

15. Recruit, Place, and Retain Teachers			
Elements	0	3	6
<p>15.a Needs – What is the need of the school with regard to recruiting, placing, and retaining teachers with the ability to increase student achievement? How does the LEA know what the need is? Provide data to justify the need.</p>	All criteria for a score of 3 are not present	<ul style="list-style-type: none"> The LEA describes the needs of this school in regards to recruiting, placing and retaining staff members with skills and dispositions necessary to increase student achievement. 	<ul style="list-style-type: none"> The LEA describes the needs of this school in regards to recruiting, placing and retaining staff members with skills and dispositions necessary to increase student achievement. Valid data (i.e., student data, master schedule, human resource instrument) is present to justify all building needs.
<p>15.b LEA support and monitoring What strategies will the LEA use to support the need of the school with regard to staffing with teachers who can raise student achievement? How will the LEA monitor implementation of the strategies?</p> <p>Weight = score x 3</p>	All criteria for a score of 6 are not present	NA	<ul style="list-style-type: none"> The LEA describes strategies it will use to revise the recruitment, placement and retention practices in order to assure that all staff in the building have the skills and dispositions necessary to increase student achievement. The LEA describes strategies it will use, IN THE PRE-IMPLEMENTATION PERIOD, to either rehire no more than 50% of staff using locally-developed measures (turnaround) OR strategies it will use to screen all staff (transformation, restart) in order to provide targeted professional development for staff needing support in raising student achievement. LEA describes strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are offered to staff with a proven track record of increasing student achievement The LEA describes its process for monitoring the implementation of the strategies to recruit, place, and retain teachers who have the skills and dispositions necessary to increase student achievement.
<p>15.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?</p>	All details for the score of 6 are not met	NA	<ul style="list-style-type: none"> The LEA provides an itemized building and district budget list that is aligned with the strategies. <ul style="list-style-type: none"> Every expenditure is clearly linked to a strategy Each expenditure is clearly explained with evidence that the costs and sources have been researched, not padded Purposed SIG funds are used in a cost effective and fiscally responsible manner (i.e. reasonable, modest expenditures) Shared governance of SIG funds is clearly illustrated in division of funds between district and building

16. Teacher and Principal Evaluation			
Elements	0	3	6
<p>16.a Needs – What are the needs of the teachers and principals in implementing evaluations which contain student growth as a significant factor? How does the LEA know what the needs are? Provide data to justify needs statements.</p>	All criteria for the score of 3 are not met	<ul style="list-style-type: none"> LEA clearly identifies the needs of the teachers and principals regarding the ongoing implementation of OTES and OPES systems (or other ODE approved evaluation systems), and SLOs. 	<ul style="list-style-type: none"> LEA clearly identifies the needs of the teachers and principals regarding the ongoing implementation of OTES and OPES systems (or other ODE approved evaluation systems), and SLOs. Valid data (i.e., past evaluations, new hire profile) is present to justify all building needs.
<p>16.b LEA support and monitoring What strategies will the LEA use to fully implement teacher and principal evaluations which contain student growth as a significant factor? How will the LEA monitor the implementation of the evaluations?</p>	All criteria for the score of 3 are not met	<ul style="list-style-type: none"> The LEA describes strategies it will use to support the ongoing implementation of OTES and OPES All needs are addressed in the strategies The LEA describes the monitoring process it will use in the ongoing implementation of OTES and OPES. 	<ul style="list-style-type: none"> The LEA describes strategies it will use to support the ongoing implementation of OTES and OPES, including all of the following: <ul style="list-style-type: none"> classroom observations, SLOs Support for teachers and principals not increasing student achievement. A clear timeline for support of, and removal of, a teacher or principal not making satisfactory progress as determined by the district. All needs are addressed in the strategies The LEA describes the monitoring process it will use in the ongoing implementation of OTES and OPES.
<p>16.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?</p>	All criteria for the score of 6 are not met	NA	<ul style="list-style-type: none"> The LEA provides an itemized building and district budget list that is aligned with the strategies. <ul style="list-style-type: none"> Every expenditure is clearly linked to a strategy Each expenditure is clearly explained with evidence that the costs and sources have been researched, not padded Purposed SIG funds are used in a cost effective and fiscally responsible manner (i.e. reasonable, modest expenditures) Shared governance of SIG funds is clearly illustrated in division of funds between district and building

17. Identify staff who are increasing student achievement and those who are not increasing student achievement			
Elements	0	3	6
<p>17.a Needs – What are the needs of the building with regard to identifying staff who are increasing student achievement and those who are not? How does the LEA know what the needs are? Provide data to justify needs statements.</p>	All criteria for the score of 3 are not met	<ul style="list-style-type: none"> • LEA clearly identifies the needs of the building with regard to <ul style="list-style-type: none"> ○ Identifying and rewarding staff who are increasing student achievement and ○ Identifying, supporting, and removing those staff who are not increasing student achievement. 	<ul style="list-style-type: none"> • LEA clearly identifies the needs of the building with regard to <ul style="list-style-type: none"> ○ Identifying and rewarding staff who are increasing student achievement and ○ Identifying, supporting, and removing those staff who are not increasing student achievement. • Valid data (i.e., past evaluations, new hire profile) is present to justify all building needs.
<p>17.b LEA support and monitoring What strategies will the LEA use to support the needs of the building with regard to staff who are and are not increasing student achievement? How will the LEA monitor the implementation of the strategies?</p> <p>Weight = score x 3</p>	All criteria for the score of 6 are not met	NA	<ul style="list-style-type: none"> • The LEA describes strategies it will use, IN THE PRE-IMPLEMENTATION PERIOD, either <ul style="list-style-type: none"> ○ To rehire no more than 50% of staff using locally-developed measures (turnaround) OR ○ To screen all staff (transformation, restart) in order to provide targeted professional development for staff needing support in raising student achievement. • The LEA describes strategies it will use to meet the needs of the building with regard to <ul style="list-style-type: none"> ○ Identifying and rewarding staff who are increasing student achievement and ○ Identifying, supporting, and removing those staff who are not increasing student achievement. • The LEA describes its process for monitoring the strategies.
<p>17.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level?</p>	All criteria for the score of 6 are not met	NA	<ul style="list-style-type: none"> • The LEA provides an itemized building and district budget list that is aligned with the strategies. <ul style="list-style-type: none"> ○ Every expenditure is clearly linked to a strategy ○ Each expenditure is clearly explained with evidence that the costs and sources have been researched, not padded ○ Purposed SIG funds are used in a cost effective and fiscally responsible manner (i.e. reasonable, modest expenditures) ○ Shared governance of SIG funds is clearly illustrated in division of funds between district and building

18. How many total strategies has the LEA included in this application (Questions 8b—17b)? Of the number of strategies in 18.b, how many will the LEA be able to implement in absence of SIG funding? How many strategies cannot be implemented in the absence of SIG money? For these strategies, the LEA must describe how those strategies will be sustained once the SIG funding ends.			
Elements	0		6
Weight = actual score	All details for a score of 3 are not present	<ul style="list-style-type: none"> At least 50% of strategies can be implemented in the absence of SIG funds LEA explains how local and state funds, including Federal entitlement dollars, and any competitive grant funds will be used in the future to sustain the SIG intervention components and the district-created strategies as listed in this application once SIG funding is no longer available. 	<ul style="list-style-type: none"> At least 75% of strategies can be implemented in the absence of SIG funds LEA explains how local and state funds, including Federal entitlement dollars, and any competitive grant funds will be used in the future to sustain the SIG intervention components and the district-created strategies as listed in this application once SIG funding is no longer available. LEA explains how existing district and building staff (2013-14 SY) will be trained to support and sustain the strategies so that they will continue once SIG funding is no longer available. LEA explains how existing resources (including ESC partnership, community resources, State Support Team, and OLAC website) will be used to sustain the reforms once SIG funding is no longer available.

Appendix D –Consultation with Committee of Practitioners

Diane:

I am thrilled that Ohio is applying for grant dollars. There are many productive results that have occurred in the past as a result of dollars provided to the state of Ohio.

However, one remark.

I do believe that we need to develop proper safe guards to assure that dollars distributed are used properly. An example might be the dollars given for schools that were failing and needed a restart. In the situation that I am relating - The understanding was that 50% of staff and the administration would be removed to make way for substantial change. However, I believe in one district they received many of the dollars on this arrangement, but simply exchanged administrators and staff between schools. This, if true, was unethical, violated the spirit of the grant dollars, and should not have been tolerated.

There are always loop holes. Let's think about them ahead of time and right the verbiage of the grants in ways that do not allow abuse of the dollars and loss of credibility to those that provide the leadership.

Beyond that point, I think the goals are strong and look forward to these dollars being supported for Ohio.

Larry Hickman
Executive Director of Tri Rivers Career Center
Ohio ACTE President

From: Longstreth, Diane [<mailto:Diane.Longstreth@education.ohio.gov>]

Sent: Wednesday, November 13, 2013 2:13 PM

To: ackerl@gips.org; binegm@urbana.k12.oh.us; bob.mengerink@esc-cc.org; Cabinets715-ji@yahoo.com; Chapman, Anna; daniel.7@osu.edu; darmers@ada.k12.oh.us; gregory.towns@pcls.net; gtkucsmahotmail.com; ijones2243@columbus.k12.oh.us; jadams@fairborn.k12.oh.us; jarendt723@gmail.com; jhennessey@daytonearlycollege.org; Koenig, Karl; Larry Hickman; lleugers@urbana.edu; lsmith1@tps.org; Marks, Jeremy; rasorg@spr.k12.oh.us; rcook@cdeducation.org; Richard, John; scook@bera.k12.oh.us; sharon.gaddis@crooksville.k12.oh.us; Terri.mclntee@esc-cc.org; ulbrich@zanesville.k12.oh.us; VanHorn, Pamela; VWatkins@dps.k12.oh.us

Cc: Grey, Patricia

Subject: ODE requests your comments on School Improvement Grant

Dear Committee of Practitioners,

This email is to notify you of Ohio's intent to apply for School Improvement Grant funds. I invite you to review the following details of Ohio's proposal and would appreciate any insight or comments that you have. Please reply to this email (diane.longstreth@education.ohio.gov) by Nov. 21, 2013, if you would like to comment. Thank you for considering this request.

Estimated Funds Available to Ohio and Proposed Distribution -- \$39,420,419

- 2014-2015 School Year = \$19,166,616

Appendix D –Consultation with Committee of Practitioners

- \$18,208,286 for schools
- \$ 958,330 for administrative support and monitoring
- 2015-2016 School Year = \$20,253,803
 - \$19,241,113 for schools
 - \$ 1,012,690 for administrative support and monitoring

Goals

- Higher scores in reading and math
- Use of the Ohio Improvement Process
- Higher capacity for the district to support reform

Key Components

- School and District
 - Federal reform models:
 - Transformation
 - Turnaround
 - Restart
 - Closure
 - Ohio Improvement Process to support and monitor the reform
 - Changes in adult practices that will lead to higher student achievement
 - Implementation of research-based instructional models
 - Use of data to adjust instruction
 - Use of professional development to strengthen instruction
 - Monitoring of changes in adult practices
- Ohio Department of Education
 - Alignment of Transformation Specialists and State System of Support personnel to support and monitor buildings and districts
 - Customized technical assistance to districts and buildings based on needs assessment and data

Appendix D –Consultation with Committee of Practitioners

- Fiscal and program accountability measures to support reform work
- Alignment of offices within the center to fully support reform work

Diane M. Longstreth, PhD

Transformation Specialist Coordinator

Office of Improvement and Innovation

25 South Front Street, MS 408 | Columbus, Ohio 43215-4183

(614) 644-6838 desk | (877) 644-6338 | (614) 753-8726 cell

Diane.Longstreth@education.ohio.gov

education.ohio.gov



PLEASE NOTE: This message and any response to it may constitute a public record, and therefore may be available upon request in accordance with Ohio public records law. (ORC 149.43)

Thank you for the opportunity to respond to this information. I am glad to see the continued support for the Ohio Improvement Process (OIP). Our school district has met with success by following the OIP, particularly the development of district and building leadership teams. We have established a culture of collaboration as a result of shared leadership. Outside support is helpful, but real change occurs when a district owns their issues and solves problems from within. I believe this would fall under your goal of "higher capacity of the district to support reform." Also, as a suggestion to expand "use of data to adjust instruction," you might consider "through the use of high-impact formative instructional practices" The research is clear, districts see great gains in student achievement when they utilize formative instructional practices.

Suzanne Darmer

Dr. Suzanne Darmer, Superintendent
Ada Exempted Village School District
725 West North Avenue
Ada, OH 45805
419-634-6421

-----Original Message-----

From: "Longstreth, Diane" <Diane.Longstreth@education.ohio.gov>

To: "ackerl@gips.org" <ackerl@gips.org>, "binegm@urbana.k12.oh.us" <binegm@urbana.k12.oh.us>, "bob.mengerink@esc-cc.org" <bob.mengerink@esc-cc.org>, "Cabinets715-jl@yahoo.com" <Cabinets715-jl@yahoo.com>, "Chapman, Anna" <Anna.Chapman@education.ohio.gov>, "daniel.7@osu.edu" <daniel.7@osu.edu>, "darmers@ada.k12.oh.us" <darmers@ada.k12.oh.us>, "gregory.towns@pcls.net" <gregory.towns@pcls.net>, "gtkucsma@hotmail.com" <gtkucsma@hotmail.com>, "ijones2243@columbus.k12.oh.us" <ijones2243@columbus.k12.oh.us>, "jadams@fairborn.k12.oh.us" <jadams@fairborn.k12.oh.us>, "jarendt723@gmail.com" <jarendt723@gmail.com>, "jhennessey@daytonearlycollege.org" <jhennessey@daytonearlycollege.org>, "Koenig, Karl" <Karl.Koenig@education.ohio.gov>, "lhickman@tririverscc.org" <lhickman@tririverscc.org>, "lleugers@urbana.edu" <lleugers@urbana.edu>, "lsmith1@tps.org" <lsmith1@tps.org>, "Marks, Jeremy" <Jeremy.Marks@education.ohio.gov>, "rasorg@spr.k12.oh.us" <rasorg@spr.k12.oh.us>, "rcook@cducation.org" <rcook@cducation.org>, "Richard, John" <John.Richard@education.ohio.gov>, "scook@berea.k12.oh.us" <scook@berea.k12.oh.us>, "sharon.gaddis@crooksville.k12.oh.us" <sharon.gaddis@crooksville.k12.oh.us>, "Terri.mcIntee@esc-cc.org" <Terri.mcIntee@esc-cc.org>, "ulbrich@zanesville.k12.oh.us" <ulbrich@zanesville.k12.oh.us>, "VanHorn, Pamela" <Pamela.Vanhorn@education.ohio.gov>, "VWatkins@dps.k12.oh.us" <VWatkins@dps.k12.oh.us>

Cc: "Grey, Patricia" <Patricia.Grey@education.ohio.gov>

Date: Wed, 13 Nov 2013 19:13:12 +0000

Subject: ODE requests your comments on School Improvement Grant

Appendix D –Consultation with Committee of Practitioners

Dear Committee of Practitioners,

This email is to notify you of Ohio's intent to apply for School Improvement Grant funds. I invite you to review the following details of Ohio's proposal and would appreciate any insight or comments that you have. Please reply to this email (diane.longstreth@education.ohio.gov) by Nov. 21, 2013, if you would like to comment. Thank you for considering this request.

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 - o Customized technical assistance to districts and buildings based on needs assessment and data
 - o Fiscal and program accountability measures to support reform work
 - o Alignment of offices within the center to fully support reform work

Diane M. Longstreth, PhD

Transformation Specialist Coordinator

Office of Improvement and Innovation

25 South Front Street, MS 408 | Columbus, Ohio 43215-4183

(614) 644-6838 desk | (877) 644-6338 | (614) 753-8726 cell

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education.ohio.gov

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Appendix E - Request for Waiver Comments

From: Robert Singleton [<mailto:RSingleton@mansfield.k12.oh.us>]
Sent: Sunday, November 10, 2013 9:03 PM
To: Chapman, Anna
Subject:

We at Mansfield Integrated Learning Center
-Hedges Campus would like to be strongly considered for this next opportunity. We have displayed continuous improvement and are looking forward to this opportunity to continue.

Sent from my Samsung Epic™ 4G

Confidentiality Notice:

This electronic message transmission is for the sole use of the intended recipient(s) and may contain privileged, confidential or otherwise exclusive property of the intended recipient(s). Any unauthorized review, use, disclosure, or distribution is strictly prohibited. If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message.

From: Liechty, Keith [<mailto:klichty@akron.k12.oh.us>]
Sent: Monday, November 11, 2013 12:59 PM
To: Chapman, Anna
Subject: "FY 2013 SIG Waiver Comments"

Does this mean we can roll over funds for the next 4 years? Or is this a new application?

Sent from Samsung tablet

Laura -

Thank you for your questions regarding the details of the new School Improvement Grant. At this time, the Ohio Department of Education is in the process of applying for these funds. Pending the award of new School Improvement Grant funds to the Ohio Department of Education, technical assistance for Priority Schools wishing to apply for new funds will be planned for late January and early February, 2014. We will be able to answer questions specific to the awarding of new School Improvement Grant funds at that time.

Thank you,

Anna M. Chapman
Administrative Professional 2

Appendix E - Request for Waiver Comments

Office of Improvement and Innovation
25 South Front Street | Columbus, Ohio 43215-4183
(614) 466-0057 | (877) 644-6338 |
Anna.chapman@education.ohio.gov
education.ohio.gov



From: Houser, Laura [<mailto:lhouser@ohva.org>]
Sent: Tuesday, November 05, 2013 12:37 PM
To: Chapman, Anna
Subject: FW: FY 2013 SIG Waiver Comments Request

Good afternoon Ms. Chapman,

Can you please provide more information on this release? Does this indicate the possibility of SIG carryover for current awardees? Or is this a different funding source? I have not been able to find additional clarification on the ED.gov website.

Thank you so much!
Laura

Laura Houser
OHVA Grants Coordinator
(877) 648-2512 x4016
lhouser@ohva.org

From: Chapman, Anna [<mailto:Anna.Chapman@education.ohio.gov>]
Sent: Tuesday, November 05, 2013 12:20 PM
To: abronaugh@tps.org; acomer@dps.k12.oh.us; aduckwor@tps.org; ahelm-borchers@k12.com; Helm-Borchers, Amy; ahickman@tps.org; ajones4766@columbus.k12.oh.us; albert.charpentier@summitacademies.org; allismi@cps-k12.org; allison.glass@summitacademies.org; angela.brown@summitacademies.org; angeladeepowers@yahoo.com; brian.vannest@wediducan.com; bsimmons@dps.k12.oh.us; ccubberley; chris.wheeler@summitacademies.org; chris.wheeler@summitacademies.org; christopher.haynes@imagineschools.com; cjones2970@columbus.k12.oh.us; cphillip@dps.k12.oh.us; CRBlake@dps.k12.oh.us; crossgl@spr.k12.oh.us; dallas.saunders@omeresanet.net; dbennett@columbusbilingual.org; ddavis8972@columbus.k12.oh.us; diane.solomon@summitacademies.org; dkent@limacitieschools.org; drollins@east-cleveland.k12.oh.us; DScott@columbus.k12.oh.us; dwotring; ebaker@columbus.k12.oh.us; eballock@mthcs.org; eddiebrowns2000@yahoo.com; eric.marthaler@summitacademies.org; esecrest5179@columbus.k12.oh.us; fmattison9420@columbus.k12.oh.us; ghawes@xenia.k12.oh.us; henderson_t@ccsdistrict.org; Holly.Seimetz@Youngstown.k12.oh.us; jallen@akron.k12.oh.us; jd.emnett@green.k12.oh.us; jdinkins@staracademyoftoledo.org; jdouglas@mansfield.k12.oh.us; Jebenst@cpsboe.k12.oh.us; jessica.blair@summitacademies.org; jfrazier1024@columbus.k12.oh.us; JJohnson5103@columbus.k12.oh.us; jlay@dps.k12.oh.us; JLBallew@dps.k12.oh.us; jlutz@laca.org; Joelle.T.McIntosh@cmsdnet.net; joni.craver@ohdela.com; josejac@cps-k12.org; jrenz@tps.org; jshpard@cvcschools.org; jspoores@tps.org; jspreen@columbus.k12.oh.us; jspurloc@dps.k12.oh.us;

Appendix E - Request for Waiver Comments

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Willis, Lee; Chapman, Anna; VanHorn, Pamela; Marks, Jeremy; djames@akron.k12.oh.us;

Appendix E - Request for Waiver Comments

Michael.Woods@ohdela.com; troy.schulz@leonagroup.com; allison_a@ccsdistrict.org; ronanma@cps-k12.org; MPalmeri@bza-intl.com; eric.gordon@clevelandmetroschools.org; melissa@mangen1.com; superintendent@columbus.k12.oh.us; lward@dps.k12.oh.us; mcorley@east-cleveland.k12.oh.us; education1946@gmail.com; james.thomas@ecotoh.org; sandy.mers@green.k12.oh.us; patti.marxen@whitehatmgmt.com; TTucker@lorain.k12.oh.us; bgravorick@mansfield.k12.oh.us; estephens@edsolns.com; LydiaPayton@MollieKesslerSchool.org; jeffthompson@mgschools.org; jlutz@laca.org; kstewart; mrsmartin.97@gmail.com; john.wilson@omeresanet.net; estrop@spr.k12.oh.us; jdinkins@staracademyoftoledo.org; debra.skul@summitacademies.org; daleleever@yahoo.com; rdurant@tps.org; tl_kjones@seovec.org; valerieeduc@aol.com; Jeff.Nelson@VCSLearn.org; YBelsky@virtualschoolhouse.org; connie@wcla.cs.k12.oh.us; DPiotrowski@xenia.k12.oh.us; mbrown@mosaicaeducation.com; Connie Hathorn (Youngstown)

Subject: FY 2013 SIG Waiver Comments Request



On Sept. 30, 2013, the U.S. Department of Education announced the availability of new School Improvement Grant 1003(g) funds for states to award to sub-grantees through a competitive application process. The Ohio Department of Education is applying for these funds and seeks comments from eligible school districts about the following waivers:

WAIVER 1: Priority schools list waiver

The Ohio Department of Education intends to waive the school eligibility requirements in Section I.A.1 of the SIG final requirements, and replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of “priority schools” in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility.

WAIVER 2: Period of availability of FY 2013 funds waiver

The Ohio Department of Education intends to waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

To submit a comment, please send an email to Anna Chapman at anna.chapman@education.ohio.gov with “FY 2013 SIG Waiver Comments” in the subject line.

For more information, please contact the Center for Accountability and Continuous Improvement at 614-466-0057.

The period for comments closes Nov. 15, 2013.

Anna M. Chapman

Administrative Professional 2

Office of Improvement and Innovation

25 South Front Street | Columbus, Ohio 43215-4183

(614) 466-0057 | (877) 644-6338 |

Appendix E - Request for Waiver Comments

Anna.chapman@education.ohio.gov
education.ohio.gov



PLEASE NOTE: This message and any response to it may constitute a public record, and therefore may be available upon request in accordance with Ohio public records law. (ORC 149.43)

School Improvement Grants

Application for FY 2013 New Awards Competition

Section 1003(g) of the

Elementary and Secondary Education Act



Office of Improvement and Innovation

25 S. Front Street

Columbus, OH 43215

(614) 644-6838

Application Deadline: April 1, 2014

Submit Electronically in the CCIP

57 ¹These questions reference the specific model components of turnaround and transformation and fully address a previous audit finding from USDoE OIG (May 2011) indicating that the previous SIG application for the LEA did not align to the intervention model components.

Intervention Model and Budget

Priority School Name _____

NCES ID# _____

Check the intervention model selected for this priority school:

_____ Transformation*

_____ Turnaround***

_____ Restart***

_____ Closure

*An LEA that has nine or more Priority schools may not implement the transformation model in more than 50% of those schools. Active Cohort 2 schools must be counted in this total at the time the application is submitted.

Year 1 Budget (2014-15 School Year)* – Total Amount Requested _____

ADDED 2-11-14 Year 1 Budget (2014-15 School Year) Pre-Implementation (May-July 2014) – How much of the total Year 1 Budget (detailed in the budget template) will the school use for Pre-Implementation Activities \$ _____

ADDED 2-11-14 Year 1 Budget (2014-15 School Year) Funds for District Use: Of the total funds detailed in the budget template for Year 1, what is the dollar amount of funds being used at the district level to directly support the SIG grant initiative? \$ _____

Year 2 Budget (2015-16 School Year) – Total Amount Requested _____

Year 3 Budget (2016-17 School Year) – Total Amount Requested _____

*Year One budget should contain any pre-implementation dollars. It is anticipated that pre-implementation will begin May 1, 2014. The budget request for each year cannot be more than \$2 million per year per building served by the LEA, or no more than \$6 million over three years (per building).

Application Questions

1.a What are the LEA’s annual goals for student achievement on the State’s assessments in reading/language arts, math, graduation and attendance for each tested grade? (4000)

58 ¹These questions reference the specific model components of turnaround and transformation and fully address a previous audit finding from USDoE OIG (May 2011) indicating that the previous SIG application for the LEA did not align to the intervention model components.

1.b How will you monitor the building’s progress on these annual goals ? (4000)

Response in 1.b limited to 4000 characters

1.c How will you measure progress of the leading indicators as defined within the School Profile Requirements? (2000)

2. What funds are needed for the pre-implementation period and how will these funds be used? Which components of the intervention model will be supported by the use of pre-implementation funds? (2000)

3. Explain the process the LEA will use to recruit, screen, select and evaluate external providers to ensure their quality. (2000)

4. What is the LEA’s current capacity to implement, monitor and evaluate the SIG grant using OIP at the building and district level? (4000)

59 ¹These questions reference the specific model components of turnaround and transformation and fully address a previous audit finding from USDoE OIG (May 2011) indicating that the previous SIG application for the LEA did not align to the intervention model components.

5. **What is the LEA’s Assurance of state and local funds, alignment of funds and resources with SIG grant intervention components, and maintenance of requirements of Operating Standard and of other state requirements? (2000)**

6. **How has the LEA consulted and collaborated with relevant stakeholders to ensure that barriers to implementing all components of the intervention model in year 1 will be sufficiently resolved *in the pre-implementation period* (pre-implementation deadline is August, 31 2014)? (1000)**

7. **Explain the steps the LEA will take to implement the selected Intervention model using the ODE established implementation and monitoring timeline. (4000)**

Governance and Shared Leadership¹

8.a Needs - What are the needs of this building with regard to the principal’s instructional leadership abilities and capacity to lead the reform effort? What are the needs of the Building Leadership Team (BLT) with regard to following the 5-step process of OIP? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

8.b LEA support and monitoring -- What strategies will the LEA use to support the leadership, BLT needs and the 5-step process? How will the LEA monitor progress in the implementation of the strategies? (2000)

60 ¹These questions reference the specific model components of turnaround and transformation and fully address a previous audit finding from USDoE OIG (May 2011) indicating that the previous SIG application for the LEA did not align to the intervention model components.

8.c SIG dollars. What SIG dollars will be needed to support these strategies and what will it be spent on? How much money will be spent at the building level? How much money will be spent at the District level? (1000)

Financial Management¹

9.a Needs - What are the needs of the BLT and principal in managing the finances of the proposed School Improvement Grant? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

9.b LEA support and monitoring - What strategies will the LEA use to support the needs of the principal and BLT with SIG finance management? How will the LEA monitor the school’s progress in managing the SIG finances? (2000)

9.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level? (1000)

Instructional Model¹

10.a Needs – What are the needs of students and adults in this school that justify the choice of the instructional model? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

61 ¹These questions reference the specific model components of turnaround and transformation and fully address a previous audit finding from USDoE OIG (May 2011) indicating that the previous SIG application for the LEA did not align to the intervention model components.

10.b LEA support and monitoring What strategies will the LEA use with adults to support the implementation of the instructional model? How will the LEA monitor the school’s progress in implementing the instructional model? (2000)

10.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level? (1000)

Continuous Use of Student Data to Adjust Instruction¹

11.a Needs – What are the needs of the building staff in generating, interpreting, and using student data to adjust instruction? How does the LEA know what the needs are? Provide data to justify needs statement. (2000)

11.b LEA support and monitoring What strategies will the LEA use to support the needs of the staff with regard to using student data? How will the LEA monitor the school’s progress in using student data to adjust instruction? (2000)

62 ¹These questions reference the specific model components of turnaround and transformation and fully address a previous audit finding from USDoE OIG (May 2011) indicating that the previous SIG application for the LEA did not align to the intervention model components.

11.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level? (1000)

Professional Development¹

12.a Needs – What are the needs of the staff in regard to professional development to increase student achievement? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

12.b LEA support and monitoring What strategies will the LEA use to support the needs of the staff with regard to professional development to increase student achievement? How will the LEA monitor the implementation of the strategies? (2000)

12.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level? (1000)

Extended Learning Time¹

13.a Needs – What are the needs of the students with regard to extended learning time in core and enrichment subject areas? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

63 ¹These questions reference the specific model components of turnaround and transformation and fully address a previous audit finding from USDoe OIG (May 2011) indicating that the previous SIG application for the LEA did not align to the intervention model components.

13.b LEA support and monitoring What strategies will the LEA use to support extended learning time? How will the LEA monitor the implementation of the strategies? (2000)

13.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level? (2000)

Supports and services for family, community, and students¹

14.a Needs – What are the needs of students, families, and the community with regard to social-emotional conditions which support and sustain a positive learning culture? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

14.b LEA support and monitoring What strategies will the LEA use to support the needs of students, families, and the community with regard to a positive learning culture? How will the LEA monitor the implementation of the strategies? (2000)

14.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level? (1000)

Recruit, Place, and Retain Teachers¹

15.a Needs – What is the need of the school with regard to recruiting, placing, and retaining teachers with the ability to increase student achievement? How does the LEA know what the need is? Provide data to justify the need. (2000)

64 ¹These questions reference the specific model components of turnaround and transformation and fully address a previous audit finding from USDoE OIG (May 2011) indicating that the previous SIG application for the LEA did not align to the intervention model components.

15.b LEA support and monitoring What strategies will the LEA use to support the need of the school with regard to staffing with teachers who can raise student achievement? How will the LEA monitor implementation of the strategies? (2000)

15.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level? (1000)

Teacher and Principal Evaluation¹

16.a Needs – What are the needs of the teachers and principals in implementing evaluations which contain student growth as a significant factor? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

16.b LEA support and monitoring What strategies will the LEA use to fully implement teacher and principal evaluations which contain student growth as a significant factor? How will the LEA monitor the implementation of the evaluations? (2000)

16.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level? (1000)

6
audit finding from OSDOE OIG (May 2011) indicating that the previous SIG application for the LEA did not align to the intervention model components.

Identify staff who are increasing student achievement and those who are not increasing student achievement¹

17.a Needs – What are the needs of the building with regard to identifying staff who are increasing student achievement and those who are not? How does the LEA know what the needs are? Provide data to justify needs statements. (2000)

17.b LEA support and monitoring What strategies will the LEA use to support the needs of the building with regard to staff who are and are not increasing student achievement? How will the LEA monitor the implementation of the strategies? (2000)

17.c SIG dollars. What SIG dollars will be needed to support these strategies? How much money will be spent at the building level? How much money will be spent at the District level? (1000)

Implementing and Sustaining the Reforms In Absence of or Beyond SIG Funding¹

18.a How many total strategies has the LEA included in this application (Questions 8b–17b)? _____

18.b. Of the number of strategies in 18.a, how many will the LEA be able to implement in absence of SIG funding? _____

18.c. How many strategies cannot be implemented in the absence of SIG money? _____

For these strategies, the LEA must describe how those strategies will be sustained once the SIG funding ends. (1000)

66 ¹These questions reference the specific model components of turnaround and transformation and fully address a previous audit finding from USDoE OIG (May 2011) indicating that the previous SIG application for the LEA did not align to the intervention model components.

Assurances

The LEA, in applying for the School Improvement Grant funds, assures that it will:

1. Use its School Improvement Grant to implement fully and effectively an intervention in each priority school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirement in order to monitor each priority school that it serves with school improvement funds;
3. If it implements a restart model in a priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
4. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
5. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
6. Report to the SEA the school-level data required under section III of the final requirements.

67 ¹These questions reference the specific model components of turnaround and transformation and fully address a previous audit finding from USDoE OIG (May 2011) indicating that the previous SIG application for the LEA did not align to the intervention model components.

This BUILDING budget template is for the 2014-15 School Year and should include the pre-implementation budget. Each school is eligible to apply for up to \$2 million in SIG grant funds per year, not to exceed \$6 million over the three years.

Building Name:				District Name:			
Object Code							
	Salaries	Retirement Fringe Benefits	Purchased Services	Supplies	Capital Outlay	Other	Total
Purpose Code	100	200	400	500	600	800	
Instruction							
Support Services							
Prof Development							
Family/Community							
Facilities							
Transportation							
Indirect Cost							
Governance/Admin							
Safety							
Year 1 Grant Total (May not exceed 2 million)							

68 ¹These questions reference the specific model components of turnaround and transformation and fully address a previous audit finding from USDoE OIG (May 2011) indicating that the previous SIG application for the LEA did not align to the intervention model components.

APPENDIX G. Ohio Improvement Process and the 5-Step Process (Added 1-14-14)

In this Appendix you will find information regarding the 5-step process that Ohio schools and districts use as the basis for school improvement planning and monitoring.

The five step process in Ohio is a cyclical system of gathering and analyzing data to make data-driven changes to instructional processes, including goals, strategies, and action steps. It provides steps to evaluate progress on the goals, strategies, and action steps, by using data to determine the effectiveness of the changes. The process emphasizes the shared expectations for the adults in the instructional system, and provides a way to evaluate the effectiveness of adult changes by looking at student data.

Ohio schools and districts are supported in the 5-step process through various groups which are trained to provide regional and school-supports. Educational service centers and regional state system of support personnel assist districts in administering and monitoring the 5-step process. Transformation specialists and state system of support personnel work with targeted buildings (Priority and Focus schools) to provide intense coaching and intervention to use the 5-step process to increase student achievement and change adult behaviors.

To illustrate the 5-step process more fully and to demonstrate the framework that districts and schools use, the next pages contain graphics and artifacts from the Ohio Department of Education's website.

First, there is a graphic of the five step processes which teams use at the district level, the building level, and the teacher level.

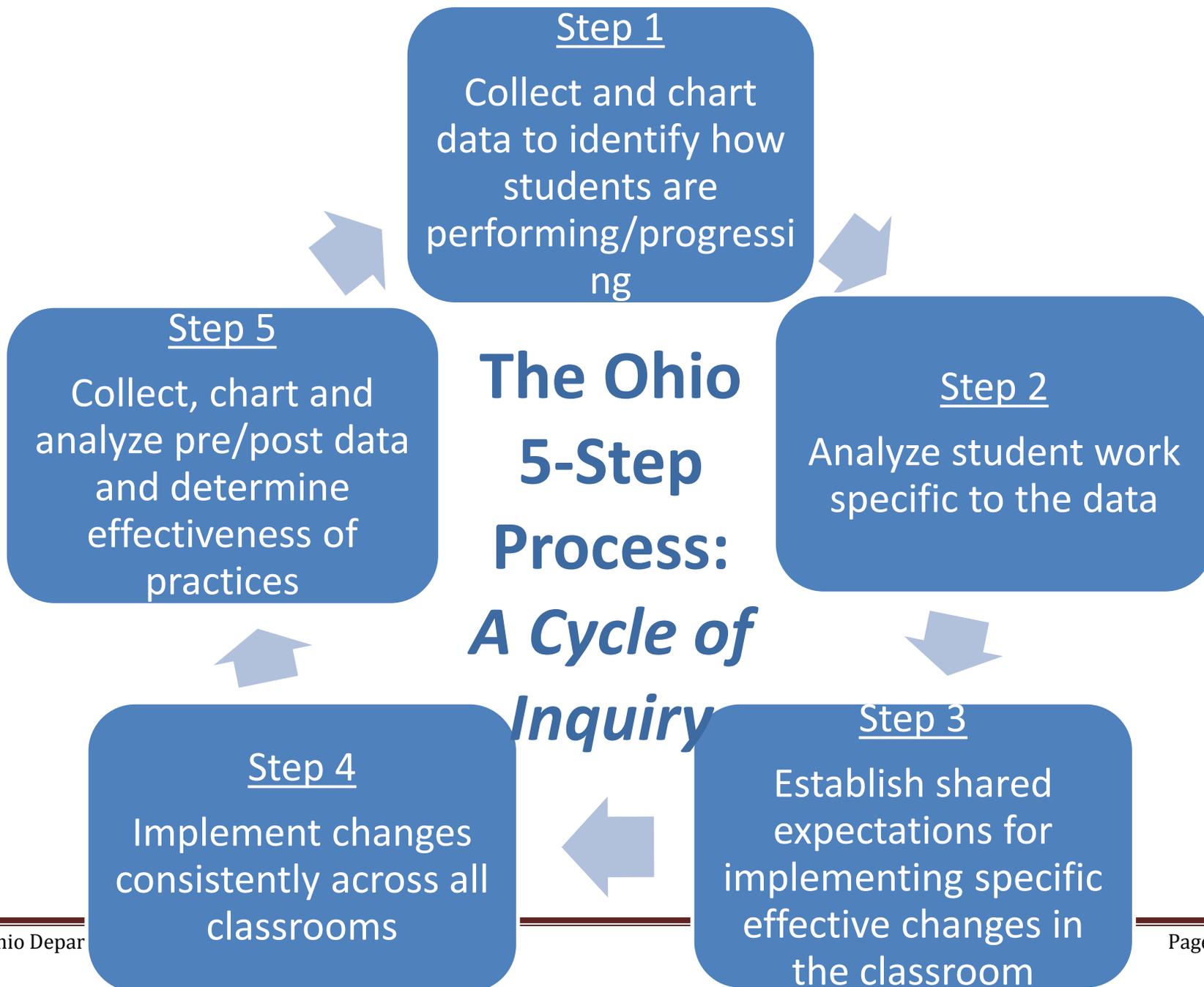
Next, there is the Ohio-developed form that the district leadership team (DLT) uses to employ and document the 5-step process. The form is also used by Ohio's community schools where the school/district is very small and one group of educators uses the 5-step process at the district and building level.

Then, there is the Ohio-developed form that the building leadership team (BLT) uses to employ and document the 5-step process.

Finally, there is the Ohio-developed form that the teacher based teams (TBTs) uses to employ and document the 5-step process.

In addition to the region support personnel, districts can use the Ohio Department of Education to obtain forms and information about the 5-step process, as follows: <http://education.ohio.gov/Topics/School-Improvement/Ohio-Improvement-Process/Ohio-Improvement-Process-OIP-Resources-2012>

Districts can also find training modules and OIP support materials at the Ohio Leadership Advisory Council, as follows: <http://education.ohio.gov/Topics/School-Improvement/Ohio-Improvement-Process/Ohio-Improvement-Process-OIP-Resources-2012>



Resource 21A: DLT/CSLT 5-Step Process Meeting Agenda and Minutes Template

Date Time Site

Facilitator:

Timekeeper:

Recorder:

Team Members Present:

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.

Today's Agenda (Copy of the agenda needs to be pasted here)

Step 1: Collect and chart adult implementation and student performance data	<ul style="list-style-type: none"> • <i>Data is available from all BLTs for all students and subgroups</i> • <i>Analysis is done</i> • <i>Data provided prior to meeting</i> 	<ul style="list-style-type: none"> • <i>Data is available from the DLT/CSLT and/or district personnel</i> • <i>Analysis is done</i> • <i>Data provided prior to meeting</i> 	
<ul style="list-style-type: none"> ▪ What data have been collected by: BLTs? DLT/CSLT/District Personnel? 			
Step 2: Analyze adult implementation and student performance relative to the data	<ul style="list-style-type: none"> • <i>Determine overall student strengths and areas of concern by building(s), grade levels, subject areas, etc.</i> • <i>Are there patterns, trends and urgent needs?</i> • <i>Identify points of possible replication, e.g., high performing grade/subject</i> 	<ul style="list-style-type: none"> • <i>Determine overall adult performance strengths and areas of concern by building(s), grade levels, subject areas, etc.</i> • <i>Are there patterns, trends, and urgent needs?</i> • <i>Identify points of possible replication, e.g., high performing TBTs, effective</i> 	<ul style="list-style-type: none"> <i>Develop feedback to BLTs relative to:</i> <ul style="list-style-type: none"> • <i>Growth/areas of concern in student performance</i> • <i>Growth/areas of concern in adult performance</i> • <i>Building(s), grade-levels, subject areas that may be worthy of replication</i> • <i>Specific professional</i>

	<i>areas, strong performance in skill/content areas, etc.</i>	<i>instructional strategies, etc.</i>	<i>development/support that the district will provide</i> <ul style="list-style-type: none"> • <i>Expectations for improvement/changes</i>
What does the data tell you about the students' learning and adult performance within and across buildings, grade levels, subject areas?			
Step 3: Review and/or refine the focused plan strategies/indicators relative to the data	<i>Develop or refine the following if needed:</i> <ul style="list-style-type: none"> • <i>Adult implementation indicator(s)/"look fors"</i> • <i>Student performance indicator(s)/assessments(s) used</i> 		
What changes to the plan need to be made to ensure fidelity of implementation and desired results?			
Step 4: Establish district-wide implementation and monitoring actions/tasks for Step 3.	<ul style="list-style-type: none"> • <i>Develop or refine actions steps to implement/maintain/monitor professional learning based on district and BLT data and/or instructional needs - aligned to plan, job embedded and ongoing, differentiated based on student and adult data</i> • <i>Administrator walk-throughs are tied to the strategies/actions</i> 	<ul style="list-style-type: none"> • <i>Determine how the DLT/CSLT will execute the action steps/tasks</i> • <i>Determine how and when feedback is provided to buildings (see Step 2)</i> 	
What does the DLT/CSLT need to change to ensure district-wide implementation? What will administrators observe in the classrooms?			
Step 5: Define adult and student data for review at next meeting	<ul style="list-style-type: none"> • <i>Everyone comes with the data ready</i> 	<ul style="list-style-type: none"> • <i>Best practices shared from BLTs that had high student results on post-test</i> 	<ul style="list-style-type: none"> • <i>Includes pre data and post for all students and any subgroups</i> • <i>Data from BLTs provided on common form</i>

What does the post-data look like? What proved to be successful?	
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Meeting Evaluation	<ul style="list-style-type: none"> What was our level of implementation - full, partial, not at all? 	<ul style="list-style-type: none"> What did we learn - successes and obstacles? Reflections 	<ul style="list-style-type: none"> Our recommendation: continue with this strategy for..., select alternative, adapt, obtain PD, receive support.
What was successful? What needs to be revised or changed?			
Communicate	<ul style="list-style-type: none"> What message(s) needs to be delivered? How will the message(s) be delivered? 	<ul style="list-style-type: none"> Who needs to receive the message(s) ..students, families, BLTs, district personnel, Board members, other stakeholders? What feedback, if any, is needed? 	
How will two-way communication be accomplished?			
Assignments/Next Steps	<ul style="list-style-type: none"> What needs to be done between now and the next meeting? Who is assigned to do it? 	<ul style="list-style-type: none"> What do we need to bring to the next meeting? 	
What are the next steps to prepare for the next meeting?			

PARKING LOT (What other issues need to be addressed at another date?)
<ul style="list-style-type: none">

The Ohio Improvement Process (OIP) Resources were co-developed by the Ohio Department of Education, State-Level Design Team and the Great Lakes East Comprehensive Center, funded by the U.S. Department of Education and administered by Learning Point Associates, an affiliate of American Institutes for Research. Co-development of some resources was also supported through a U.S. Department of Education, Office of Special Education Program grant #H323A070014-11. The content does not necessarily reflect the position or policy of the U.S Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government. The content does reflect the position and policies of the Ohio Department of Education, and the Department endorses specific processes, procedures and programs mentioned.

Resource 21B: BLT 5-Step Process Meeting Agenda and Minutes Template

Date Time Site

Facilitator:

Timekeeper:

Recorder:

Team Members Present:

17.	18.	19.	20.
21.	22.	23.	24.
25.	26.	27.	28.
29.	30.	31.	32.

Today's Agenda (Copy of the agenda needs to be pasted here)

Step 1: Collect and chart adult implementation and student performance data	<ul style="list-style-type: none"> ▪ <i>Data is available from all TBTs for all students and subgroups</i> ▪ <i>Analysis is done</i> ▪ <i>Data provided prior to meeting</i> 	<ul style="list-style-type: none"> ▪ <i>Data is available from the BLT and/or building personnel</i> ▪ <i>Analysis is done</i> ▪ <i>Data provided prior to meeting</i> 	
<ul style="list-style-type: none"> ▪ What data have been collected by: TBTs? BLT Members or building personnel? 			
Step 2: Analyze adult implementation and student performance relative to the data	<ul style="list-style-type: none"> ▪ <i>Determine overall student strengths and areas of concern by grade levels, subject areas, etc.</i> ▪ <i>Are there patterns, trends and urgent needs?</i> ▪ <i>Identify points of possible replication, e.g., high performing grade/subject areas, strong performance in skill/content areas, etc.</i> 	<ul style="list-style-type: none"> ▪ <i>Determine overall adult performance strengths and areas of concern by grade levels, subject areas, etc.</i> ▪ <i>Are there patterns, trends, and urgent needs?</i> ▪ <i>Identify points of possible replication, e.g., high performing TBTs, effective instructional strategies, etc.</i> 	<p><i>Develop feedback to TBTs relative to:</i></p> <ul style="list-style-type: none"> ▪ <i>Growth/areas of concern in student performance</i> ▪ <i>Growth/areas of concern in adult performance</i> ▪ <i>Grade-levels, subject areas that may be worthy of replication</i> ▪ <i>Specific professional development/support that the district or building will</i>

			<i>provide</i> <ul style="list-style-type: none"> • <i>Expectations for improvement/changes</i>
What does the data tell you about the students' learning and adult performance within and across grade levels, subject areas?			
Step 3: Review and/or refine the building focused action steps relative to the data and TBT needs	<i>Develop or refine the following if needed:</i> <ul style="list-style-type: none"> • <i>Adult implementation indicator(s)/"look fors"</i> • <i>Student performance indicator(s)/assessments(s) used</i> 		
What changes to the plan need to be made to ensure fidelity of implementation and desired results?			
Step 4: Establish building-wide implementation and monitoring actions/tasks for Step 3.	<ul style="list-style-type: none"> • <i>Develop or refine actions steps to implement/maintain/monitor professional learning based on building and TBT data and/or instructional needs - aligned to plan, job embedded and ongoing, differentiated based on student and adult data</i> • <i>Administrator walk-throughs are tied to the strategies/actions</i> 	<ul style="list-style-type: none"> • <i>Determine how the BLT will execute the action steps/tasks</i> • <i>Determine how and when feedback is provided to TBTs (see Step 2)</i> 	
What does the DLT/CSLT need to change to ensure district-wide implementation? What will administrators observe in the classrooms?			
Step 5: Define adult and student data for review at next meeting	<ul style="list-style-type: none"> • <i>Everyone comes with the data ready</i> 	<ul style="list-style-type: none"> • <i>Best practices shared from TBTs that had high student results on post-test</i> 	<ul style="list-style-type: none"> • <i>Includes pre data and post for all students and any subgroups</i> • <i>Data from TBTs provided on common form</i>

What does the post-data look like? What proved to be successful?	
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Meeting Evaluation	<ul style="list-style-type: none"> What was our level of implementation - full, partial, not at all? 	<ul style="list-style-type: none"> What did we learn - successes and obstacles? Reflections 	<ul style="list-style-type: none"> Our recommendation: continue with this strategy for..., select alternative, adapt, obtain PD, receive support.
What was successful? What needs to be revised or changed?			
Communicate	<ul style="list-style-type: none"> What message(s) needs to be delivered? How will the message(s) be delivered? 	<ul style="list-style-type: none"> Who needs to receive the message(s) ..students, families, DLT/CSLT, building personnel, Board members, other stakeholders? What feedback, if any, is needed? 	
How will two-way communication be accomplished?			
Assignments/Next Steps	<ul style="list-style-type: none"> What needs to be done between now and the next meeting? Who is assigned to do it? 	<ul style="list-style-type: none"> What do we need to bring to the next meeting? 	
What are the next steps to prepare for the next meeting?			

PARKING LOT (What other issues need to be addressed at another date?)
<ul style="list-style-type: none">

Resource 21C: TBT 5-Step Process Meeting Agenda and Minutes Template

Date Time Site

Department/Grade level:

Department/ Grade level Chairperson/Facilitator:

Recorder:

Timekeeper:

Team Members Present:

1.	2.	3.	4.
5.	6.	7.	8.

Step 1: Collect and chart data to identify how students are performing/progressing	<ul style="list-style-type: none"> ▪ <i>Data is ready and brought by all teachers</i> ▪ <i>Item analysis is done</i> ▪ <i>Data provided prior to meeting</i> 	<ul style="list-style-type: none"> ▪ <i>Includes # and % of students tested/proficient and not proficient</i> 	<ul style="list-style-type: none"> ▪ <i>Subgroup data is reported</i> ▪ <i>Determine benchmark score for grouping criteria</i>
What data has been collected by the TBT?			
Step 2: Analyze student work specific to the data	<ul style="list-style-type: none"> ▪ <i>Determine overall student strengths.</i> ▪ <i>Are there patterns or trends??</i> 	<ul style="list-style-type: none"> ▪ <i>Were there common errors?</i> ▪ <i>Are there urgent needs?</i> 	<ul style="list-style-type: none"> ▪ <i>Were there misconceptions?</i> ▪ <i>Prioritize needs for next steps.</i>
What does the data tell you about the students' learning?			
Step 3: Establish shared expectations for	<ul style="list-style-type: none"> ▪ <i>How will students be grouped for instruction?</i> 	<ul style="list-style-type: none"> ▪ <i>When will this instruction happen, e.g., during core</i> 	<ul style="list-style-type: none"> ▪ <i>Determine length/frequency of instruction. How many</i>

implementing specific effective changes in the classroom	<ul style="list-style-type: none"> What differentiated strategies will be used? 	<ul style="list-style-type: none"> class, intervention period, enrichment time, after-school tutoring? What support/training in a specific strategy is needed? 	<ul style="list-style-type: none"> minutes/days and weeks? Decide on post assessment.
What instructional strategies will be employed in the classroom to address individual student needs?			
Step 4: Implement changes consistently across all classrooms	<ul style="list-style-type: none"> Tie walk-throughs to the strategies the TBT has chosen to implement. 	<ul style="list-style-type: none"> Ensure feedback is provided to the staff. Peer to peer classroom visits can occur to work as a team on tuning the instructional strategy. 	
What will be observed in the classrooms? What will the teacher be doing? What will the students be doing?			
Step 5: Collect, chart and analyze pre/post data	<ul style="list-style-type: none"> Everyone comes with assessments scored and data ready. 	<ul style="list-style-type: none"> Best practices shared from classroom teachers with high student results on post-test 	<ul style="list-style-type: none"> Include pre data and post data for all students and any subgroups Use same chart from Step 1 to collect/record data
What does the post-data look like? What instructional practices proved to be successful?			

Meeting Evaluation	<ul style="list-style-type: none"> What was the level of implementation of the 5-Step 	<ul style="list-style-type: none"> What did we learn - successes and obstacles? 	<ul style="list-style-type: none"> What do we need as a result of this meeting... obtain PD, receive
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	<i>Process - full, partial, not at all?</i>	<i>• Reflections</i>	<i>support, additional resources, etc.</i>
What was successful? What needs to be revised or changed?			
Communicate	<ul style="list-style-type: none"> ▪ <i>What message(s) needs to be delivered?</i> ▪ <i>How will the message be delivered?</i> 	<ul style="list-style-type: none"> ▪ <i>Who needs to receive the message ...students, families, other TBTs, BLT?</i> ▪ <i>What feedback, if any, is needed?</i> 	
How will two-way communication be accomplished?			
Assignments/Next Steps	<ul style="list-style-type: none"> ▪ <i>What needs to be done between now and the next meeting?</i> ▪ <i>Who is assigned to do it?</i> 	<ul style="list-style-type: none"> ▪ <i>What do we need to bring to the next meeting?</i> 	
What are the next steps to prepare for the next meeting?			
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<ul style="list-style-type: none"> ▪ 			