



UNITED STATES DEPARTMENT OF EDUCATION

NOV 06 2013

The Honorable Richard Ross
State Superintendent of Public Instruction
Ohio Department of Education
25 South Front Street
Columbus, OH 43215-4183

Dear Superintendent Ross:

During the week of May 7th-10th, a team from the U.S. Department of Education's (ED) Office of School Turnaround (OST) reviewed the Ohio Department of Education's (ODE) administration of Title I, section 1003(g) (School Improvement Grants (SIG)) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. As part of its review, the ED team interviewed staff at the State educational agency (SEA) and two local educational agencies (LEAs). The ED team also conducted site visits to two schools implementing the SIG intervention models, where they visited classes and interviewed school leadership, teachers, parents, and students. Enclosed you will find ED's final monitoring report based upon this review.

The primary purpose of monitoring is to ensure that the SEA carries out the SIG program consistent with the final requirements. Additionally, ED is using its monitoring review to observe how LEAs and schools are implementing the selected intervention models and identify areas where technical assistance may be needed to support effective program implementation.

In line with these aims, the enclosed monitoring report is organized in three sections: (1) *Summary and Observation*, (2) *Technical Assistance Recommendations*, and (3) *Monitoring Findings*. The *Summary and Observations* section describes the SIG implementation occurring in the schools and districts visited, initial indicators of success, and any outstanding challenges relating to implementation. The *Technical Assistance Recommendations* section contains strategies and resources for addressing technical assistance needs identified during ED's visit. Finally, the *Monitoring Findings* section identifies any compliance issues within the six indicator areas reviewed and corrective actions that the SEA is required to take.

The ODE has 30 business days from receipt of this report to respond to all of the compliance issues contained herein. ED staff will review your response for sufficiency and will determine which areas are acceptable and which require further documentation of implementation. ED will allow 30 business days for receipt of this further documentation, if required. ED recognizes that some corrective actions may require longer than the prescribed 30 days, and in these instances, will work with the ODE to determine a reasonable timeline. In those instances where additional time is required to implement specific corrective actions, you must submit a request for such an extension in writing to ED, including a timeline for completion for all related actions. Each State that participates in an onsite monitoring review and that has significant compliance findings in one or more of the programs monitored will have a condition placed on that program's grant award specifying that the State must submit (and receive approval of) documentation that all compliance issues identified in the monitoring report have been corrected.

When documentation sufficient to address all compliance areas has been submitted and approved, ED will then remove the condition from your grant award.

With regards to the *Technical Assistance Recommendations* provided, we encourage you to employ these strategies to further support the effective implementation of the SIG program. ED staff will follow up with your staff over the next few months to see how the ODE is working to address these issues and make use of this technical assistance.

Please be aware that the observations reported, issues identified, and findings made in the enclosed report are based on written documentation or information provided to ED by SEA, LEA, or school staff during interviews. They also reflect the status of compliance in Ohio at the time and locations of ED's onsite review. The ODE may receive further communication from ED that will require it to address noncompliance occurring prior or subsequent to the onsite visit.

The ED team would like to thank Jeanne Paliotto and her staff for their hard work and the assistance they provided prior to and during the review in gathering materials and providing access to information in a timely manner.

We look forward to working further with your staff to resolve the issues contained in this report and to improve the quality of the SIG program in Ohio.

Sincerely,

Carlas McCauley
Group Director
Office of School Turnaround

Enclosure

cc: Pam VanHorn
Diane Longstreth

Ohio Department of Education
Targeted Monitoring Review of School Improvement Grants (SIG) under
Section 1003(g) of the Elementary and Secondary Education Act of 1965
May 7-10, 2013

NOV 06 2013

SCHOOL IMPROVEMENT GRANTS (SIG) MONITORING REPORT FOR OHIO DEPARTMENT OF
EDUCATION

BACKGROUND						
Models	Number of SIG Schools Implementing the Model - Cohort I	Number of SIG Schools Implementing the Model - Cohort II		Number of SIG Schools Implementing the Model - Cohort III		
Turnaround	8	7		NA		
Transformation	27	38		NA		
Restart	0	1		NA		
Closure	0	0		NA		
Tier	SIG-eligible Schools	SIG-funded Schools	SIG-eligible Schools	SIG-funded Schools	SIG-eligible Schools	SIG-funded Schools
Tier I	55	25	47	34	NA	NA
Tier II	13	10	15	12	NA	NA
Tier III	718	6	695	0	NA	NA

MONITORING TRIP INFORMATION	
Monitoring Visits and Award Amounts	
SEA Visited	Ohio Department of Education
Total FY 2009 SIG Allocation	\$20,371,076 regular \$112,015,916 ARRA
Total FY 2010 SIG Allocation	\$19,582,289
Total FY 2011 SIG Allocation	\$21,032,921
Total FY 2012 SIG Allocation	\$20,262,053
LEA Visited	Dayton Public Schools
LEA Information	Cohort 1: 3 schools awarded \$1,067,331.00 Cohort 2: 4 schools awarded \$4,713,342.57
School Visited	Meadowdale High School
School Information	Model: Transformation Cohort: 1 School-Level Award: \$350,537.00
LEA Visited	Summit Academy Schools
LEA Information	Cohort 1: 0 schools awarded \$0 Cohort 2: 1 schools awarded \$413,785.00
School Visited	Summit Academy Columbus
School Information	Model: Transformation Cohort: 2 School-Level Award: \$413,785.00
Staff Interviewed	
➤ Ohio Department of Education: Senior Executive Director, Center for Accountability and	

Improvement; Executive Director, Office of School Turnaround; Director of Federal Programs	
➤	Dayton Public Schools: District Superintendent, Staff
➤	Meadowdale High School Staff: Principal, Building Leadership Team, 6 Teachers, 6 Parents, Students, and 4 Classroom Visits
➤	Summit Academy Schools: Regional Director, Staff
➤	Summit Academy Columbus: Principal, Building Leadership Team, 4 Teachers, 5 Parents, Students, and 6 Classroom Visits
U.S. Department of Education Staff	
Team Leader	Carlas McCauley
Staff Onsite	Janine Rudder, David Yi

OVERVIEW OF MONITORING PROCESS

The following report is based on the U.S. Department of Education’s (Department) on-site monitoring visit to Ohio from May 7-10, 2013 and review of documentation provided by the State educational agency (SEA), local educational agencies (LEAs), and schools.

The *School Improvement Grant (SIG) Monitoring Report* provides feedback to the Ohio Department of Education (ODE) on its progress in implementing the program effectively, and in a manner that is consistent with the SIG final requirements, authorized by Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, and as explained further in *Guidance on Fiscal Year 2010 School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (March 2012)*. The observations and descriptions illustrate the implementation of the SIG program by the SEA, LEAs, and schools visited; initial indicators of success; and any outstanding challenges being faced in implementation. The report consists of the following sections:

- **Background Information:** This section highlights significant achievements in the ODE’s implementation of the SIG grant. This section also includes a brief overview of the ODE’s structure and vision for SIG implementation.
- **Summary of Ohio Department of Education’s Implementation of SIG Critical Elements:** This section provides a summary of the SEA’s progress in implementing SIG and is based on evidence gathered during the monitoring visit on May 7-10, 2013 or through written documentation provided to the Department.
- **Technical Assistance Recommendations:** This section addresses areas where additional technical assistance may be needed to improve the quality of SIG program implementation.
- **Monitoring Findings:** This section identifies areas where the SEA is not in compliance with the final requirements of the SIG program and indicates required actions that the SEA must take to resolve the findings.

BACKGROUND INFORMATION

Highlights of Ohio Department of Education's Implementation of SIG

ODE

- The ODE has developed a thorough process to monitor the SIG program in its schools consisting of walk-throughs by state transformation specialists and weekly status reports, which include action plans devised by the principal and transformation specialist. This information is used to compile monthly reports for each school, which informs professional development. The ODE conducts formal monitoring on a quarterly basis, consisting of one onsite visit (annually) and two offsite reviews through Indistar. The ODE's monitoring structure also includes a rigorous grant renewal process, which takes student achievement, progress on leading and lagging indicators and fiscal management into account.
- The ODE uses data gathered through monitoring to deliver tailored professional development to principals and other members of the school's building leadership team. Transformation Specialists, assigned to each SIG school, provide instructional resources, suggest supplemental professional development and give feedback on classroom observations as a part of the ODE's system of support to SIG schools.

Dayton Public Schools, Meadowdale High School Highlights

- According to interviews, Meadowdale high school has experienced a drastic shift in culture since the implementation of SIG reforms. Representatives from all sectors of the school's community: staff, students and parents emphasized the rise in school pride and an overall sense of unity and cohesiveness. Staff reported that the current principal's leadership style is one that promotes a more collaborative work environment for both teachers and students.

Summit Academy Schools, Summit Academy Columbus Highlights

- Data is used to structure a tiered system of academic and behavioral support for students. Students are placed in groups according to math and reading ability to strengthen foundational skills during the morning block and are instructed at grade level in different groups in the afternoon. Through the school's passport system, data is communicated to parents, students and teachers daily.
- Instructional coaches provide individualized, job-embedded professional development to teachers based on the Ohio Teacher Evaluation System (OTES) instructional framework. Coaches use data from weekly informal observations and student assessments to tailor professional development to teachers. External providers are also brought in to provide specialized professional development in areas such as co-teaching.

Ohio Department of Education Structure

The ODE has ten full-time staff dedicated to working on SIG implementation. These positions include, but are not limited to, the Director of School Improvement, Executive Director of the Office of School Turnaround, and Transformation Specialists. To support the implementation of

SIG, the ODE hired eight Transformation Specialists during the initial SIG application process to provide guidance and technical assistance to LEAs and schools. The Transformation Specialists also monitor SIG implementation and provide technical assistance to SIG schools throughout implementation of the grant.

SUMMARY OF ODE'S IMPLEMENTATION OF SIG CRITICAL ELEMENTS

Application Process

During the FY 2010 competition, the ODE made awards to LEAs in accordance with the timeline in its approved SIG application, July, 2011. The ODE also conducted its SIG competition in accordance with its approved application. The state notified LEAs with SIG-eligible schools by conducting meetings with superintendents and building leadership teams. During interviews, LEA staff stated that the ODE supported LEAs through the application process by remaining consistently accessible and receptive to requests for assistance and providing support teams that offered feedback for various iterations of LEA applications.

Since awarding the grants, the ODE has received requests from LEAs to amend SIG applications and developed an application template specifically for LEAs requesting to modify its SIG model.

Implementation

Meadowdale High School /Dayton Public Schools

Dayton Public Schools (DPS) identified the following as major areas of concern in Meadowdale High School's (Meadowdale) needs assessment: (a) Building the instructional capacity, content knowledge and understanding of researched based instructional strategies in its teaching staff, (b) raising student achievement in reading and math and (c) increasing the rigor of instruction through making data based decisions.

In its application, Meadowdale indicated that it would assemble teacher-based teams to use "content specific, teacher-led practices" and (teacher) collaboration to implement best instructional practices to improve the quality of instruction provided to students. The application also stated that these teacher-based teams would develop action plans to ensure school-wide implementation and that teachers have adequate support. In interviews, the school leadership team stated that as a result of SIG implementation teacher collaboration time has increased as illustrated by each grade level's common planning time including teachers of all content areas. Staff also mentioned that data is now used more consistently to make decisions.

To address the issue of low student achievement in core content areas, Meadowdale's needs assessment articulated that school leaders would implement an aligned Reading/ Math / STEM curriculum based on academic content standards. The needs assessment explained that all teachers would participate in professional development on new standards and assessments administered by the district enabling them to deliver instruction in accordance with the district's scope and pacing guide. When asked about changes in curriculum as a result of SIG, the building

leadership team mentioned course offerings that were added such as journalism, sociology, psychology, creative writing and life skills, but did not speak to a comprehensive STEM curriculum. However, the team attributed the biggest gains in student achievement to the Summer Success camp implemented with the goal of helping students pass the Ohio Graduation Test (OGT). Intervention courses were also instituted to bolster the number of ninth graders meeting requirements to advance to the 10th grade. Staff also discussed the after school tutoring program occurring three days per week for one hour each day that did not produce the intended academic gains.

Finally, to make teaching more rigorous and establish the practice of basing instructional decisions on data, the needs assessment stated that Meadowdale teachers would receive focused professional development, targeting the implementation of data usage. The plan included students receiving increased academic interventions during regular and extended hours, and focused monitoring and accountability along with increased academic support. Teachers and the building leadership team discussed receiving professional development through the PD 360 program, administered by the district, which includes an observation tool, a video library and suggested videos for teachers to watch as follow up. Teachers reported receiving professional development on how to use data to identify challenges, but it did not or inadequately covered using data to track progress and inform instruction. Staff did not explain how the professional development they have received through this program has increased their capacity to use data to make instructional decisions or make lessons more rigorous.

In addition to addressing the major areas of concern in the needs assessment, Meadowdale instituted a system of rewards for staff that has increased student achievement. According to Meadowdale staff, teachers are provided monetary rewards (\$400) based solely on student growth. Meadowdale also greatly increased opportunities for family and community engagement as a result of SIG. According to school staff and parents, Meadowdale staff hosts several annual events aimed primarily at inviting families and community members into the school and discussing the changes that have occurred as a result of SIG. Staff also mentioned that parents are provided with their student's data to review.

During interviews, the building leadership team indicated that Meadowdale brought on a new principal for the first year of SIG implementation. This principal subsequently left the school and was replaced by the current principal, who served as the assistant principal for the first year of and the year prior to SIG implementation. The school also experienced challenges implementing the Ohio Teacher Evaluation System (OTES), which is currently in its pilot year. The system incorporates student growth data weighted at fifty percent of the evaluation. Meadowdale staff mentioned that there were technical issues with the exam used to measure student growth, and therefore that data is not being used this year as a part of the teacher evaluation system. Student Learning Objectives (SLOs) are being used for non-tested grades and subjects. Meadowdale has implemented the Ohio Principal Evaluation System (OPES), as a pilot this year; however, it is not using student growth as a part of principals' evaluation this year. School staff reported having attended professional development provided by the district as a part of the PD 360 program; however, according to teachers it is not job embedded or linked to the teacher evaluation system.

Meadowdale has not strategically used data to inform instruction. Staff did not allude to or explain a comprehensive strategy for using data to inform and differentiate instruction. The school also had difficulty developing a system to attract qualified staff. Staff reported that no strategies, such as incentives, were implemented to recruit, place, and retain staff at Meadowdale. According to the building leadership team, the hiring process consists of the district Human Resources office conducting the initial applicant screening and the school leadership team conducting interviews from that pool.

Meadowdale did not increase learning time in accordance with the SIG requirements. The school restructured the school day by reducing each class period by seven minutes, from fifty-four minutes prior to SIG to forty-seven minutes this school year. Staff also mentioned that transition time between classes was reduced, the homeroom period of twenty minutes was eliminated and an additional class period was built into the existing school day. Summer and Saturday remediation programs are also conducted to prepare students for the Ohio Graduation Test (OGT). An after school tutoring program, open to all students, but directed by four staff members, is held for one hour three days per week; average attendance is between twenty-eight and thirty-two students. Section A-32e in the SIG guidance states that an after school activity must be available to all students to qualify as meeting the requirement for increased learning time. *“For a before- or after-school program to meet this requirement, the school must offer all students an opportunity to participate in the program, and the school must have sufficient capacity and resources to serve any and all students who choose to accept the offer to participate.”* School leadership reported that four staff members are running the after school tutoring program, which would not be sufficient to support all students should they opt to attend.

Summit Academy Schools / Summit Academy Columbus

Summit Academy identified building teacher capacity to use data to make instructional decisions, effectively differentiating instruction to meet the needs of individual students and improving student achievement and behavior as the major areas of concern in Summit Academy Columbus’ (Summit) needs assessment.

In its application, Summit indicated that it would institute the use of data to inform instruction by collaborating with the Summit Academy Management team (SAM) to create a system to track student data and conduct a series of professional development sessions for teachers on inputting and analyzing data using the AIMSweb system. During interviews, school staff stated that professional development on effectively using the AIMSweb system to track student progress has been instrumental in improving instruction and student achievement. Furthermore, the Summit leadership team stated that the follow up support and job embedded professional development has been the most useful.

To better equip teachers to meet the varied individual needs of students, Summit has implemented a tiered instructional model, in which students are grouped by skill level based on AIMSweb data. Math and literacy specific coaches oversee the program’s implementation, which informs constructive feedback and tailored professional development to teachers. Teachers expressed that the immediate feedback based on the literacy and math specialist’s observations has been critical to improving instruction. The school leadership team and teachers discussed the usefulness of the “passport system”, a leveled behavior system that collects and

shares behavioral and academic data on each student daily. The weekly progress monitoring and behavior documentation facilitates comprehensively tracking student progress.

Finally, to improve student achievement and behavior Summit proposed making behavior management a primary focus through targeted teacher training and measuring students' time on task. During interviews, school leadership discussed instituting school-wide behavior expectations and implementing a system of tracking student behavior at various points throughout the day to appropriately support students. The data is sent home daily to keep parents apprised of student progress. Staff reported that as a result of increased professional development and the availability of student data, expectations for teachers are now higher and accountability is more transparent.

In addition to addressing the major areas of concern in the needs assessment, Summit hired a new principal at the end of the school year prior to SIG implementation. The new principal had worked for Summit Academy for ten years as principal of another school. Summit also implemented the OTES teacher and OPES principal evaluation systems. Teachers were provided numerous training sessions on the new evaluation system and devised individualized growth plans aligned with the system. Student growth is incorporated into the teacher evaluation system; however, it was not a part of the principal evaluation system this past year. The school instituted a system of rewards for staff that have increased student achievement. During the 2012-2013 school year, teachers were given a monetary reward of \$500 if the whole school met its growth goals.

As a result of SIG, Summit also provided on-going, job-embedded professional development for staff. Professional development is administered through several sources and is aligned with the OTES standards. Math and literacy coaches provide regular, individualized professional development based on observations and student data. Summit has also brought in vendors to conduct trainings in the greatest areas of need for the school as a whole, such as co-teaching and behavior management. Staff uses data from several sources to inform and differentiate instruction. Summit staff discussed using weekly student achievement and behavioral data collected daily and classroom observations to tailor instruction for individual students through the tiered model. Opportunities for family and community engagement have been enhanced through family nights focused on a specific content area, the daily passport communication and strategic scheduling of parent conferences to coincide with report card releases.

Summit increased learning time in accordance with SIG requirements. 30 minutes was added to the school day by altering the start time from 9:15 prior to SIG to 8:45 after SIG implementation. The reading block was extended from 1 and a half to 2 and a half hours and a 20 minute spelling block has been added.

During interviews, the school leadership team indicated that Summit struggled with implementing strategies to recruit, place, and retain staff. Summit staff discussed posting teaching positions online, attending educational job fairs and connecting with the Summit Academy teacher network as its most used recruitment efforts. Staff also mentioned that retaining teachers has been one of its greatest challenges as teachers leave Summit for schools in neighboring districts, usually for higher salaries.

Summit has implemented OTEs and OPES as its teacher and principal evaluation systems. However, although OTEs does incorporate student growth as a part of the system, OPES does not, which is not aligned with SIG regulations.

Fiscal

The ODE reserves five percent of the State's SIG allocation and uses its reservation for five SEA personnel positions that provide technical assistance and monitoring support to LEAs and schools.

The ODE ensures that SIG funds are spent on allowable activities through the management and oversight processes of the grants management office. A fiscal officer from the ODE's grants management office reviews budgets to ensure that all funds are used for their intended services and are activities aligned with the schools' approved SIG plans.

To ensure that its LEAs adhere to proper accounting of time and attendance for SIG paid staff and maintain equipment and materials purchased with SIG funds, the ODE reviews these activities during its monitoring process.

Technical Assistance

Ohio Department of Education

During interviews, the ODE stated that it is providing technical assistance to support LEAs with implementing SIG in various ways. The State reported that it conducts webinars for LEA and school staff to clarify SIG requirements and the SIG renewal process, hosts annual regional technical assistance meetings and best practices conferences attended by principals from various SIG schools from across the state. ODE staff also described how transformation specialists, who are in schools almost weekly, use monthly report data from each school to provide targeted professional development for school staff.

LEA leadership stated that the support it receives from the ODE is useful and reliable. Additionally, each SIG school is assigned a transformation specialist to provide support to the principal and remainder of the school staff. Transformation specialists are in schools approximately twice per month and hold weekly, or as often as needed, phone conversations with principals. Leadership from one of the LEAs also mentioned that the transformation specialist role could be more clearly defined and that it would be helpful to have support personnel from the SEA assigned to the district.

School leadership in one of the schools visited reported that the technical assistance it has received through the SEA has been useful, although inconsistent. Staff stated that the school has been assigned four transformation specialists over the past three years. Transformation specialists have provided support by conducting classroom observational rounds with the principal, attending BLT meetings, assisting with Indistar reporting, offering suggestions pertaining to implementing extended learning time and other SIG model components.

Dayton Public Schools

DPS, in its original application, proposed to support schools in implementing SIG by selecting “model teachers” in each school to demonstrate effective instruction, assist teachers with effectively using district pacing guides, and delivering professional development both internally and through external providers to build teacher knowledge of evidence-based teaching strategies.

In interviews, Meadowdale staff described the technical assistance it receives from DPS as primarily focused on grants administration and in response to their requests. Meadowdale leadership and teachers stated that the school is assigned a DPS staff person who has offered technical assistance to staff through professional development suggestions and as a result of observations made during monitoring. School staff reported needing targeted technical assistance in co-teaching models to meet the needs of all students, and additional support around working with external providers, particularly those selected and assigned by the district.

Summit Academy Schools

Summit Academy Management proposed to support schools in implementing SIG by working cohesively with the schools to schedule necessary professional development, providing the appropriate resources including the operational flexibility to the school director, and any additional supports schools need to implement effectively and with fidelity.

In interviews, Summit Academy Columbus staff described the technical assistance it receives from Summit Academy Management as responsive to the school’s needs. The LEA advises and provides resources to the school in the areas of curriculum, instruction and professional development. The school director reported speaking and communicating via email regularly with the summit regional director and mentioned that he is onsite in the school offering support approximately three times per month. School staff identified teacher retention as its most significant area of need and requested technical assistance on that topic.

Monitoring

In its approved application the ODE identified quarterly reporting requirements through the use of an electronic implementation management monitoring tool (Indistar), a comparison of original LEA target goal proposals to actual achievement outcomes, and the annual SIG renewal process as how it proposed to monitor SIG implementation.

In interviews, LEA staff reported that the ODE monitors through onsite visits conducted annually by transformation specialists, monthly reports submitted by principals based on observations and feedback captured during technical assistance visits by transformation specialists, quarterly Indistar reports as well as an annual SIG renewal application, which includes a complete program implementation and budget review for each SIG school. LEA staff also mentioned that the quality of monitoring varied between transformation specialists.

Data Collection

The ODE uses its Education Management Information System (EMIS), a statewide data collection system for Ohio's primary and secondary education, to collect data on SIG achievement and leading indicators from LEAs and schools. The ODE also collects demographic, course information, and financial data through EMIS. Additionally, the ODE collects progress monitoring data from LEAs through its IndiStar system. LEAs submit data to the SEA on a quarterly basis.

According to EDfacts records, the ODE has submitted all required achievement and leading indicator data to the Department.

The ODE uses the data it collects to inform the types of support transformation specialists should provide to LEAs and schools and determine broader technical assistance initiatives the SEA should provide. Data is also used to make renewal decisions and review the performance of external providers that support SIG schools.

TECHNICAL ASSISTANCE RECOMMENDATIONS

Issue: Implementation

Interviews held with school and district staff indicated that professional development provided to teachers by the district is not job-embedded or informed by data and is primarily based on self-selection. Additionally, there is no consistent strategic follow-up on teacher professional development.

Technical Assistance Strategies:

- Provide the SEA with resources related to individualizing job-embedded professional development for teachers, including opportunities to connect with other states that may be supporting districts in implementing effective professional development strategies. (Responsibility: ED)
- Provide focused technical assistance to the LEAs to support development of a strategic plan for using data to inform professional development. (Responsibility: ODE)

Issue: Implementation

Conversations with Meadowdale High School and district staff indicated that teachers need additional instructional support to meet of the needs of the school's (30%) special education population.

Technical Assistance Strategies:

- Provide teachers with targeted coaching and professional development based on data gleaned from observations, student assessments and research on co-teaching and other instructional strategies for students with learning and behavioral challenges. (Responsibility: ODE, LEA)

Issue: Implementation

Interviews with school and district staff indicated that the roles and responsibilities of external providers selected to support the SIG reforms in schools were not communicated to school leadership or monitored by the district.

Technical Assistance Strategies:

- Support the LEA in developing a process through which the activities, roles, responsibilities of the external provider as well as how it will be held accountable is clearly established and messaged to the school, LEA and external provider. (ODE, LEA)

Issue: Implementation

Conversations held with school and district staff indicated that retention of teachers has been a challenge. Staff described difficulties with retaining new teachers due to various reasons such as salary and student population.

Technical Assistance Strategies:

- Provide the SEA with resources related to recruiting and retaining teachers in a turnaround environment, including opportunities to connect with other states that may be implementing effective recruitment and retention strategies. (Responsibility: ED)
- Provide focused technical assistance to the LEAs and schools to support development of a strategic plan for recruiting and retaining teachers in turnaround schools. (Responsibility: ODE)

MONITORING FINDINGS

Summary of Monitoring Indicators

Critical Element	Requirement	Status	Page
1. Application Process	The SEA ensures that its application process was carried out consistent with the final requirements of the SIG program. <i>[Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i>	N/A	
2. Implementation	The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. <i>[Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i>	Finding	15
3. Fiscal	The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. <i>[Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)) ; §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]</i>	N/A	
4. Technical Assistance	The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. <i>[Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i>	N/A	
5. Monitoring	The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. <i>[Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i>	N/A	

6. Data Collection	The SEA ensures that data are being collected consistent with the final requirements of the SIG program. <i>[Sections II and III of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i>	N/A	
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Monitoring Area: School Improvement Grant

Critical Element 2: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program.

Finding: The ODE has not ensured that Dayton Public Schools is establishing schedules and implementing strategies that increase learning time at Meadowdale High School that are aligned to the requirements of the transformation model. Although Meadowdale restructured the day by eliminating homeroom and decreasing the time between class periods, consequently, increasing the number of periods per school day from six to seven and implemented a tutoring program that serves students three days per week after school for one hour, it has not met the SIG requirements of increased learning time. The after school tutoring program supports students that need additional academic support and is not available to all students that may choose to attend as it is run by four staff members. The adjustments to the schedule implemented as a result of SIG do not meet the requirements of the transformation model.

Citation: Section I.A.2(a)(1)(viii) of the final requirements states that an LEA implementing the turnaround model must “establish schedules and implement strategies that provide increased learning time.” Section I.A.3 of the final requirements defines increased learning time as “using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.”(75 FR 66363 (October 28, 2010)).

Further action required: Within 35 days of receipt of this report, the ODE must review all schools implementing the turnaround or transformation models to determine whether increased learning time is being implemented in accordance with the SIG final requirements. The ODE must submit to ED the results of the review. For any school implementing the turnaround or transformation model that the ODE determines is not implementing in accordance with the SIG final requirements, the ODE must submit a timeline for implementing increased learning time. For each school implementing the turnaround or transformation model, the ODE must submit to ED documentation demonstrating that increased learning time is being implemented in the 2013-2014 school year and aligned to the SIG final requirements.