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| **Level of** **Support** | **District and School Responsibilities** | **State Support Team (SST) Responsibilities** | **Educational Service Center (ESC) Support** | **Center for School Improvement Responsibilities** |
| **General -****All Districts** | * Implement a world-class education system in which all students will graduate with a sense of purpose and be well prepared for college, work and life.
* Provide quality curriculum, instruction and Map of Ohio Race to the Top regionsassessment for all students Pk-12
* Produce results, i.e., close the achievement gap(s) and increase performance of all students
* Monitor and evaluate progress
* Communicate consistent message, progress and results
* Collaborate with partners
 | * OIP training tailored to regional needs
* OIP overview and initial BLT/Teacher Based Team (TBT) district training
* OIP update training
* Monitor and evaluate progress
* Communicate consistent message, progress and results
* Collaborate within and across regions and with partners
 | * LEAs may contract with ESCs for technical assistance, professional development or other services
 | * Provide and market Ohio Improvement Process tools and training modules
	+ Decision Framework (DF)
	+ Implementation/Management Monitoring tool (IMM)
	+ Comprehensive Continuous Improvement Plan (CCIP)
* Contract OLAC Support for:
	+ OIP website
	+ Leadership Development and OIP online Training Modules
	+ December and June Leadership Conferences
* Offer BLT/TBT Technical Assistance Training at professional association conferences statewide
* Revise OIP resource training materials
* Report Card data
* Differentiated Accountability and other rankings required by law
* Federal formulas for Title 1a SI funds
* Mandated federal reporting
* Monitor and evaluate progress
* Additional intervention/s to LEAs which have not shown significant progress in the past three years
* Communicate consistent message, progress and results
* Collaborate with partners

***Note: The highlighted areas reflect changes to the SSOS services and/or deliverables for the SY11 – 12.*** |
| **Level of** **Support** | **District and School Responsibility** | **State Support Team (SST) Responsibilities** | **Educational Service Center (ESC) Support** | **Center for School Improvement Responsibilities** |
| **Designated****Low Support** **By** **Differentiated** **Accountability** | * Implement a world-class education system in which all students will graduate with a sense of purpose and be well prepared for college, work and life.

Map of Ohio Race to the Top regions* Public school choice required for all identified Title I- funded buildings
* Supplemental Educational Services (SES) required for all Title I-funded buildings identified and failing to make AYP for three years
* State notifies parents that the district is identified as a low support district
* Use the state’s Decision Framework to create district needs assessments
* Develop district and building-focused improvement plans based on state’s planning guidance
* 10 percent of Title I funds directed to Professional Development (PD) at the building and/or district level as appropriate
* Annual measurable objectives for each affected disaggregated group
* Districts and buildings remaining in the same risk/support category and not making significant progress would be required to add an additional intervention once every three years. Significant progress is defined as an average increase in scores over the latest three years of assessments for each identified student group that, if maintained, indicates all students in identified groups will be proficient by 2013-2014. The state would not impose additional interventions on buildings in any category that are demonstrating significant progress.
 | * OIP training tailored to regional needs
* OIP overview and Initial BLT/TBT district training
* OIP update training
* Monitor and evaluate progress
* Communicate consistent message, progress and results
* Collaborate within and across regions and with partners
 | * LEAs may contract with ESCs for technical assistance, professional development or other services
 | * LEA superintendent and BOE certify assurance of full participation in OIP
* OIP Implementation desk reviews for selected LEAs
	+ Phone reviews for selected LEAs
	+ On-site reviews for selected LEAs

***Note: The highlighted areas reflect changes to the SSOS services and/or deliverables for the SY11 – 12.*** |
| **Level of** **Support** | **District and School Responsibility** | **State Support Team (SST) Responsibilities** | **Educational Service Center (ESC) Support** | **Center for School Improvement Responsibilities** |
| **Designated** **Medium** **Support by** **Differentiated** **Accountability** | * Implement a world-class education system in which all students will graduate with a sense of purpose and be well prepared for college, work and life.
* Public school choice required for all identified Title I-funded buildings
* Supplemental Educational Services (SES) required for all Title I-funded buildings identified and failing to make AYP for three years
* State notifies parents that the district is identified as a medium support district
* Use the state’s Decision Framework to create district needs assessments
* Develop district and building-focused improvement plans based on state’s planning guidance
* 10 percent of Title I funds directed to Professional Development (PD) – at the building and/or district level as appropriate
* Annual measurable objectives for each affected disaggregated group
* Establish a District Leadership Team (DLT) and Building Leadership Teams (BLTs), and Teacher Based Teams (TBTs) which conduct business in accordance with the OLAC framework
* Districts and buildings remaining in the same risk/support category and not making significant progress would be required to add an additional intervention once every three years. Significant progress is defined as an average increase in scores over the latest three years of assessments for each identified student group that, if maintained, indicates all students in identified groups will be proficient by 2013-2014. The state would not impose additional interventions on buildings in any category that are demonstrating significant progress.
 | * OIP training tailored to regional needs
* OIP overview and Initial BLT/TBT district training
* OIP update training
* Monitor and evaluate progress
* Communicate consistent message, progress and results
* Collaborate within and across regions and with partners
* BLT/TBT technical assistance with OIP implementation
 | * LEAs may contract with ESCs for technical assistance, professional development or other services
 | * LEA superintendent and BOE president certify assurance of full participation in OIP
* OIP Implementation desk reviews for selected LEAs
	+ Phone reviews for selected LEAs
	+ On-site reviews for selected LEAs
* Follow-up IMM reviews to note progress

***Note: The highlighted areas reflect changes to the SSOS services and/or deliverables for the SY11 – 12.*** |
| **Level of** **Support** | **District and School Responsibility** | **State Support Team (SST) Responsibilities** | **Educational Service Center (ESC) Support** | **Center for School Improvement Responsibilities** |
| **Designated** **High Support by****Differentiated****Accountability** | * Aggressive implementation of identified critical needs of improvement
* On-site review and follow-up by the State Diagnostic Team as selected by the State
* Public school choice required for all identified Title I funded buildings
* Supplemental Educational Services (SES) required for all Title I funded buildings identified and failing to make AYP for three years
* State notifies parents that the district is identified as a high support district
* Use the state’s Decision Framework to create district needs assessments
* Develop district and building-focused improvement plans based on state’s planning guidance
* 10 percent of Title I funds directed to Professional Development (PD) – at the building and/or district level as appropriate
* Annual measurable objectives for each affected disaggregated group
* Establish a District Leadership Team (DLT) and Building Leadership Teams (BLTs), and Teacher Based Teams (TBTs) which conduct business in accordance with the OLAC framework
* Districts and buildings remaining in the same risk/support category and not making significant progress would be required to add an additional intervention once every three years. Significant progress is defined as an average increase in scores over the latest three years of assessments for each identified student group that, if maintained, indicates all students in identified groups will be proficient by 2013-2014. The state would not impose additional interventions on buildings in any category that are demonstrating significant progress.
 | * OIP training tailored to regional needs
	+ OIP overview and Initial BLT/TBT district training
	+ OIP update training
* Intensive DLT/BLT/TBT technical assistance including:
	+ OIP implementation
	+ Provide districts technical assistance in:
		- Implementing corrective actions from the SDT review and/or the ODE SSoS reviews in accordance with the performance agreement
		- Using data-driven needs assessment and research- based teaching strategies
	+ Serve as liaison between ODE and district
 | * LEAs may contract with ESCs for technical assistance, professional development or other services
 | * LEA superintendent and BOE president certifies assurance of full participation in OIP
* Consequences for non-compliance
	+ NCLB consequences for non DA participation (LEA superintendent and BOE president certify non-participation in the OIP)
	+ Lack of significant progress under DA
* Coordinate LEA contacts and improvement support with RttT, SIG, OEC and district contractors to coordinate an integrated school improvement approach
* High support districts must participate in an on-site review and follow-up by the State Diagnostic Team as selected by

 the state with monitoring of identified critical needs of improvement including:* + superintendent mentoring and K-12 data analysis
	+ three month progress checks on critical needs of improvement in district and building IMMs
	+ six month checks on critical needs of improvement in district and building IMMs
	+ one year checks on critical needs of improvement in district and building IMMs
* Early Warning Schools
	+ Initial building visits
	+ Resources provided with follow-up as requested by the school/s
* LEAs which use equivalent Decision Framework and Implementation Management Monitoring Tool applications needed to give selected ODE employees equivalent information to review their needs assessment and monitoring data

***Note: The highlighted areas reflect changes to the SSOS services and/or deliverables for the SY11 – 12.*** |

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| **Optional Interventions Under Differentiated Accountability*** **Districts and buildings remaining in the same risk/support category and not making significant progress would be required to add an additional intervention once every three years**
* **The state would not impose additional interventions on buildings in any category that are demonstrating significant progress**
 |
| Low | Additional options that districts and buildings may choose: May develop and implement a District Leadership Team (DLT) and Building Leadership Teams (BLTs) that conduct business using the Ohio Leadership Advisory Council (OLAC) framework.  |
| Medium | Additional options from which districts and buildings would select one or more: On-site review by a state-sanctioned diagnostic team with implementation of at least two critical items (critical items are those associated with the reasons the district/buildings were identified for improvement); replace the building staff relevant to the issues; institute and fully implement a new curriculum including professional development for teachers; significantly decrease management authority at the building level; appoint an outside expert to advise the building on its progress; extend the school year or school day for the building; restructure the internal organizational structure of the building. |
| **High** | Required: Same as low and medium support, but also must participate in an on-site review and follow-up by the State Diagnostic Team as selected by the state.Additional options from which districts and buildings would select one or more: On-site review by a state-sanctioned diagnostic team with aggressive implementationof critical items (critical items are those associated with the reasons the schools/district were identified for improvement); district/buildings implement their improvement plans under the oversight of the State Support Team; reopen the school as a public charter school; replace all or most of the building staff (which mayinclude the principal); enter into a contract with an entity to operate the public school.Additional options from which the state would select one or more: Additional options open to the state for high support districts failing to provide consistent oversight of the school improvement efforts and/or failing to demonstrate significant district improvement: Defer programmatic funds or reduce administrative funds; institute and implement a new curriculum based on state and local content and achievement standards and provide High Quality Professional Development; replace district personnel related to the failure to make AYP; remove particular buildings from the jurisdiction of the district and establish alternative governance and supervision arrangements; appoint a receiver or trustee to administer the affairs of the district in place of the superintendent and the local school board; initiate an Academic Distress Commission if the district missed AYP for 4 consecutive years and is labeled in Academic Emergency using state accountability measures. |

# Resources:

Please explore the OIP resources at these Websites:

[Ohio Leadership Advisory Council Website](http://www.ohioleadership.org/)

[Ohio School Improvement Website](http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=585)

Go to this Website:

[Ohio Schools to Watch Rubrics](http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1222&ContentID=5407&Content=100172)

And review these rubrics:

* Self-Study Tool ([PDF](http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=3273)) ([Word](http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=63496))
* [OSTW Application Scoring Rubric](http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=27992)(Word)