



# Ohio Department of Education

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# Building Systemic Capacity

From: Handbook on Statewide Systems of Support

- Creating and disseminating knowledge
- Enhancing supply of personnel
- Strong data system



# Beginning Questions

- Are there any districts/schools for which the state has no responsibility?
- Are there districts/schools that do not need to improve?
- Are there districts/schools that need more help than others?



# Core Principles of SSOS

- Treat the district and all its schools as if they are a unit and are part of a state system of public education
- Use data effectively at each level: classroom, building, district, ESC/SST, state
- Focus on improving instructional practice and student performance
- Align improvement efforts
- Initiate and institute leadership team structures and practices



## Core Services

- A consistent statewide process accessible to all districts and schools
- Connected set of power tools—
  - Sets the foundation, boundaries and focus,
  - Prioritizes resources,
  - Connects to work around the agency
- Connected hand tools
  - Curriculum, instruction, assessments
  - Surveys
- Connected set of TA/PD supports
  - Electronic
  - Personal



# Improvement Process

- Describe the process—keep it simple-- focus on improving instructional practice
- Standardize the process—consistency
- Facilitate the process
  - Power tools
  - Hand tools
  - Trained personnel
  - Guidance (simple is better)
- Train constantly
- Market the process—internal/external



# Ohio Improvement Process

**Who** is involved?

**District/Building Leadership Teams**  
State Diagnostic Teams (SDTs) work with districts in corrective action  
State Support Teams (SSTs) work with districts and schools in need of improvement  
Educational Service Centers (ESCs) work with other districts requesting assistance

**How** do these teams work in districts and schools?

Teams use data tools to identify critical needs

**Who** is involved?

**District/Building Leadership Teams**  
State Diagnostic Teams  
State Support Teams  
Educational Service Centers  
Regional Managers  
Single Point of Contact

**How** do these teams work in districts and schools?

Review data  
Gather evidence of implementation and impact

## STAGE 1

Identify Critical Needs of Districts and Schools

## STAGE 2

Develop a Focused Plan

## STAGE 4

Monitor the Improvement Process

## STAGE 3

Implement the Focused Plan

**Who** is involved?

**District/Building Leadership Teams**  
State Diagnostic Teams  
State Support Teams  
Educational Service Centers

**How** do these teams work in districts and schools?

Work with leadership to develop research based strategies and action steps focused on critical needs identified in stage 1.

**Who** is involved?

**District/Building Leadership Teams**  
Regional Service Providers  
External Vendors  
Higher Education

**How** do these teams work in districts and schools?

Provide technical assistance and targeted professional development  
Leverage resources



# Essential Elements

- Define Leadership in terms of Practice
  - Superintendent
  - District Leadership Team (DLT)
  - Building Leadership Team (BLT)
- Data (of course)
- Ask essential and probing questions
- System—all the parts must be integrated and connected (could redefine agency work)





# Decision Framework Development

(Power Tool)

- Theory – a little time spent on data analysis to focus on the right things, saves mega-resources that would be expended doing the wrong things
- Concept:
  - Create data-laden picture
  - Require decisions based on data
  - Provide trained support in the field
- Result – Data Driven Needs Assessment
  - District level tool
  - Building level tool



# Decision Framework Focus

- Achievement
- Conditions
- Resource management



# Achievement

- Student data by content area (i.e., Math)
  - 3-year trends
  - Aggregated/disaggregated
- Curriculum practices
- Assessment practices
- Teacher/administrator quality and stability
- Professional development (PD) quality and alignment



# Conditions

- Leadership practices
- Discipline, attendance, expulsions
  - 3-year trend
  - Aggregated/disaggregated
- Parent/community engagement and practices



# Resource Management

- Time
- Personnel
- Money
- Intentional decision-making



# Ohio's Decision Framework

- Sorts and organizes district and building data into specific data sets
- Data helps identify major problems and causes
- Leadership teams answer questions about selected data and make data-related decisions
  - Decisions displayed in series of scorecards
  - Scorecards provide profiles of defined district or building needs
- Organized decision-making process produces clear Needs Assessment



# Automatic Transfer

- Needs Assessment transfers automatically to Ohio's Comprehensive Continuous Improvement Plan (CCIP) system
- Becomes basis for focused goals, strategies, and action steps to improve educational outcomes for all students



# Ohio's Comprehensive Continuous Improvement Plan (CCIP)

(Power Tool)

- A unified grants application and verification system, developed in 2002
- Planning Tool contains goals, strategies, action steps and district goal amounts for all included grants
- Funding Application contains budget, budget details, nonpublic services and other related pages





# CCIP Planning Tool

(Power Tool)

- Needs Assessment (from Decision Framework)
- One District Plan
  - Goals, strategies, actions steps, fiscal resources
    - Improvement plan components
    - HQT plan components
    - Partnership agreement components
- One Building Plan (goals/strategies from district)
  - Add action steps
    - Improvement plan components
    - Schoolwide components



# CCIP – 50 Funding Sources

- Grant types
  - Formula
  - Competitive, new and continuous
  - Discretionary
- Recipients in Ohio
  - 613 public districts
  - 323 community (public charter) schools
  - ESCs, Regional Centers, MRDDS, Private, etc.



## CCIP – Financial Functions

- Allocations, carryover, reallocations, transfer, etc
- Set asides for Title I, Part A
- Schoolwide pool
- Budgeting by program
- Budgeting by object code: salaries, benefits, etc.



## CCIP – Financial Functions

- Budgeting by purpose: PD, Instruction, non-public, etc.
- Cash payments: request and accounting
- Final Expenditure Reports – automatic carryover
- 9/30 report – period of availability
- Fiscal management



# CCIP – Data Functions

- Activities to be conducted
- Eligibility
- Non-public participants
- Application/PCR/FER status



## Benefits

- Reduces duplication of effort
- Focuses on student success not programs
- Streamlines process
- Promotes coordination and cooperation
- Builds personnel capacity
  - Redirects staff time – admin/improvement
  - Everyone trains on and supports the same process and tools (the agency and the field)
  - Builds statewide and regional data capacity that supports and informs everyone