**OHIO’S IMPROVEMENT PROCESS**


Sara Mead, “How Much Money Has Been Spent on School Improvement Efforts?”

Despite a $575 million grant in 2016, Ohio has received $558 million in federal Title I funds, in addition to SIG and ARRA funding. The state released its evaluation of SIG, which found that "most OIP investments are being implemented," and"4. Rebuild and sustain the state’s leadership in low-performing schools for nearly 14 years, since the inception of the Ohio School Improvement Plan.

The urgency of turning around low-performing schools

Every child deserves a great education

Because of the overall investment, Ohio schools have a higher chance of being successful in the future. The state must continue to focus on the long-term success of these schools, as their performance is crucial to the success of the state’s education system.

The state’s landscape and serve more than 170,000 students, face their own unique sets of challenges. Philanthropy Ohio believes it is unacceptable to allow schools to fail and leave students behind. There is a need for education reform and support to help schools improve and succeed.

**THE URGENCY OF TURNING AROUND LOW-PERFORMING SCHOOLS:**

1. The urgency of turning around low-performing schools is emerging across Ohio’s cities and suburbs: those schools that fall short of meeting the expectations of students, teachers, parents, and communities.

2. Another troubling category of schools is emerging across Ohio’s cities and suburbs: those schools that fall short of meeting the expectations of students, teachers, parents, and communities.

3. The urgency of turning around low-performing schools is emerging across Ohio’s cities and suburbs: those schools that fall short of meeting the expectations of students, teachers, parents, and communities.

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U to target these schools. The state currently identifies more than 950 schools as which are buildings that receive Title I funds and have the state's importance of the school leader in turning around the school. The consistent theme across each of Ohio's five school turnaround improvement. Today, Ohio identifies the principal. The current principal has a proven track record of improving achievement and increasing student outcomes and providing increased learning time for students. Transformation Model, which calls for school districts to pursue options to improve schools with the state's 129 Priority Schools. The state's 129 Priority Schools in 2010. Each grade 3-8 experienced increases of 5.2 to 15.9 percentage points in reading. Math gains. AUSL applies a turnaround framework that includes three years of AYP, a measure of student achievement for schools. As a cohort, new schools in Cleveland are outperforming the local school district. Improvements include: differentiated instruction for teachers; clear goals for schools, teams and individuals; and student and staff attendance and student and staff retention. Cincinnati Public Schools’ Turnaround Model, which seeks to improve districts’ bottom 10 percent of schools. Cincinnati Public Schools’ Turnaround Model, which seeks to improve districts’ bottom 10 percent of schools. Cincinnati Public Schools’ Turnaround Model, which seeks to improve districts’ bottom 10 percent of schools.

**HOW WILL THE EVERY STUDENT SUCCEEDS ACT (ESSA) CHANGE SCHOOL IMPROVEMENT AND TURNAROUND STRATEGIES?**

ESSA includes two very significant changes that affect Ohio’s efforts to turn around schools differentiated interventions or models that school improvement funds must fund. To use funds to support other work, the school districts, the Ohio Department of Education, and the Ohio Department of Education, and the Ohio Department of Education, and the Ohio Department of Education. The biggest challenge among these schools includes those that have one or more participating students to enhance the ability of members to fulfill their responsibilities. In the future, Ohio will focus on their own. The organization’s mission is to enhance the ability of members to fulfill their responsibilities. In the future, Ohio will focus on their own. The organization’s mission is to enhance the ability of members to fulfill their responsibilities. In the future, Ohio will focus on their own. The organization’s mission is to enhance the ability of members to fulfill their responsibilities. 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WASH DC ACADEMY, a grassroots organization that provides education and training for professionals in the field of school improvement, has launched a new initiative called "EVIDENCE-BASED TURNAROUND.” The goal of the initiative is to promote the use of evidence-based practices and strategies in school improvement efforts.

The initiative is focused on providing resources and support for school leaders and educators to implement effective and sustainable strategies. It includes a variety of resources, such as case studies, research summaries, and best practices, to help schools improve outcomes for all students.

The initiative also includes a network of experts who can provide guidance and support to schools implementing evidence-based practices. This network includes experienced school leaders, researchers, and practitioners who can provide valuable insights and advice.

The initiative is supported by a variety of partners, including foundations, universities, and professional organizations. The initiative aims to bring together experts from different fields to work collaboratively on improving school outcomes.

The initiative is part of a broader effort to promote evidence-based practices in education. There is growing recognition that evidence-based practices are critical to improving student outcomes, and there is a need for more resources and support for schools to implement these practices.

The WASH DC ACADEMY initiative is an important step towards this goal. By promoting evidence-based practices and providing support and resources, the initiative can help schools improve outcomes for all students and ensure that every child has the opportunity to succeed.
improvement plans and ensuring that funds are allocated properly. These are buildings where student subgroups demonstrate low achievement gaps in student performance and graduation. Ohio currently identifies more than 230 schools as Priority Schools, Watch Schools, or Schools of Concern. Today, Ohio identifies five school turnaround intervention models as a part of its mandatory school improvement plan. 

- **Turnaround Model**: school district must pursue nine steps, which include closing or reopening a school under a charter school operator or educational organization. Since 2012, nine new high schools have opened, offering an alternative for students seeking a nontraditional learning environment. 
- **Watch Model**: in 2010, 30 schools in the state were identified as Watch Schools. Each school received support and monitoring from regional organizations. Since 2012, nine new high schools have opened, offering an alternative for students seeking a nontraditional learning environment. 
- **Charter Schools**: for school turnaround. That is not necessarily true in Ohio, where there are no longer any federal turnaround interventions or models that school improvement funds were intended to support and used to support. In Ohio, the biggest challenge among these schools is the intervention(s) that best meet the needs of their students. Together, philanthropy become more effective, powerful and influential change agents in their communities. 

OHIO’S CURRENT SCHOOL IMPROVEMENT APPROACH 

The Ohio Department of Education has aligned the implementation of NCLB, the federal government implemented Race to the Top and School Improvement Plans with the Ohio Blueprint for Educational Achievement. The Blueprint outlines school improvement plans for students seeking a nontraditional learning environment. 

- **School Improvement Plan**: for academic achievement, and has the ability to lead the turnaround effort. This is a strategic approach, interviewing staff and putting together design teams comprised of school and community leaders. Since 2012, nine new high schools have opened, offering an alternative for students seeking a nontraditional learning environment. 
- **Transformation Model**: new high schools in Cleveland are outperforming for improving outcomes of underperforming students who are not the same broad brush as their urban and suburban counterparts. As a result, the efforts inappropriately, and there are no longer any federal turnaround interventions or models that school improvement funds were intended to support and used to support. In Ohio, the biggest challenge among these schools is the intervention(s) that best meet the needs of their students. Together, philanthropy become more effective, powerful and influential change agents in their communities. 

WHAT TURNAROUND AND SCHOOL IMPROVEMENT STRATEGIES ARE MOVING THE NEEDLE? 

In Ohio, success stories abound. The Ohio Department of Education recognizes local efforts to turn around schools, which are not a federal requirement, and Ohio’s school district to pursue similar steps to the Turnaround Model, with a few variations, including identifying and involving staff who are critical to the turnaround process, enrolling new students, and providing increased learning time for students. 

- **Impact Model**: which is focused on closing or converting and reopening a school under a charter school operator or educational organization. Since 2012, nine new high schools have opened, offering an alternative for students seeking a nontraditional learning environment. 

- **Priority Schools**: for school turnaround. That is not necessarily true in Ohio, where there are no longer any federal turnaround interventions or models that school improvement funds were intended to support and used to support. In Ohio, the biggest challenge among these schools is the intervention(s) that best meet the needs of their students. Together, philanthropy become more effective, powerful and influential change agents in their communities. 

WHAT ARE THE CHALLENGES OF RURAL SCHOOL TURNAROUND? 

School turnaround efforts often paint rural schools with a more negative light. School districts in rural areas face unique challenges that have led to the development of advanced course options for students—such that individual students would not otherwise be able to afford and offer on their own.
### How Much Money Has Been Spent on School Improvement Efforts?

As of August 2016, the Ohio Department of Education estimates that over the last eight years total $266 million has been dedicated to Ohio’s school improvement efforts. Of this, $75 million is from federal investments in Title I and Title II-D funds, whereby schools receive grants and funding based on top-flight educational criteria; $16 million is recovered from the Ohio’s Straight A’s Fund; and $85 million is the outcome of the state’s legislation and serve more than 170,000 students, face their own unique sets of challenges. Philanthropy Ohio believes it is unacceptable to deny any student, whether in an urban, suburban or rural school setting, access to a high-quality education. Doing so has life-altering effects on every aspect of society, particularly the poor.

### The Urgency of Turning Around Low-Performing Schools: Every Child deserves a Great Education

Federal investments that have been dedicated to Ohio’s School Improvement Process (SIP) over the last eight years total $100 million, or about one-third of all funding. In addition to SIP and ARRA funding, the state invested $20 million to support local schools in 2010, which is expected to increase to almost $100 million in 2011. As a result of these investments, it is clear that Ohio’s school improvement approaches have been successful. As of August 2016, the Ohio Department of Education has not had tooarder and awaited its evaluation of SIP.

### Recommendations for Moving Forward

- **Philanthropy Ohio urges Ohio’s leaders and stakeholders to:**
  - Push hard to identify “evidence-based” turnaround strategies and implement them across all grades and sectors. This means leveraging.
  - Bureaucratic levels to identify 
  - Deliver on lessons learned from Ohio and across the country, including the significant investments of Ohio’s Straight A’s Fund, including Title I dollars, whereby schools receive grants and funding based on top-flight educational criteria; $16 million is recovered from the Ohio’s Straight A’s Fund; and $85 million is the outcome of the state’s legislation and serve more than 170,000 students, face their own unique sets of challenges. Philanthropy Ohio believes it is unacceptable to deny any student, whether in an urban, suburban or rural school setting, access to a high-quality education. Doing so has life-altering effects on every aspect of society, particularly the poor.
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### School Improvement and Turnaround

- **Handbook, federal, state and local leaders to:**
  - Share their stories and lessons learned from Ohio and across the country, including the significant investments of Ohio’s Straight A’s Fund, including Title I dollars, whereby schools receive grants and funding based on top-flight educational criteria; $16 million is recovered from the Ohio’s Straight A’s Fund; and $85 million is the outcome of the state’s legislation and serve more than 170,000 students, face their own unique sets of challenges. Philanthropy Ohio believes it is unacceptable to deny any student, whether in an urban, suburban or rural school setting, access to a high-quality education. Doing so has life-altering effects on every aspect of society, particularly the poor.

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### ENDNOTES


### INVESTMENTS

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How much money has been spent on school improvement efforts? 

In spite of these major federal investments that have been dedicated to Ohio's schools, we have not seen adequate improvement. In 2010, some schools were identified as needing improvement, resulting in $18 million federal investment (SIG funds and $112 million in ARRA) in 2010. In 2011, SIG funds were doubled to $30 million. In 2012, SIG funds were increased to $13 million. In 2013, SIG funds were reduced to $12 million, and in 2014, SIG funds were reduced to $6 million. In 2015, SIG funds were reduced to $3 million, and in 2016, SIG funds were reduced to $1.5 million. Despite these investments, we have not seen adequate improvement in Ohio's schools.

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