

Task Force on Education and Poverty
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Superintendent of Public Instruction

Ohio | Department of Education

Overview of Presentation

Setting the Stage: Poverty Matters

Step 1: Identify and Acknowledge
Achievement Gaps



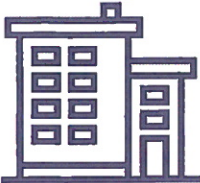
Step 2: Find and Understand Success

Step 3: Causes and Improvement Strategies

Poverty Matters


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Daily Impacts of Poverty

-  Economic instability
-  Adverse health issues
-  Food insecurity
-  Housing instability and homelessness

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Impacts of Poverty on Students



Stress

Trauma

Readiness

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21%

of Ohio's children live in poverty.

2015 U.S. Census, Small Area Income and Poverty Estimates

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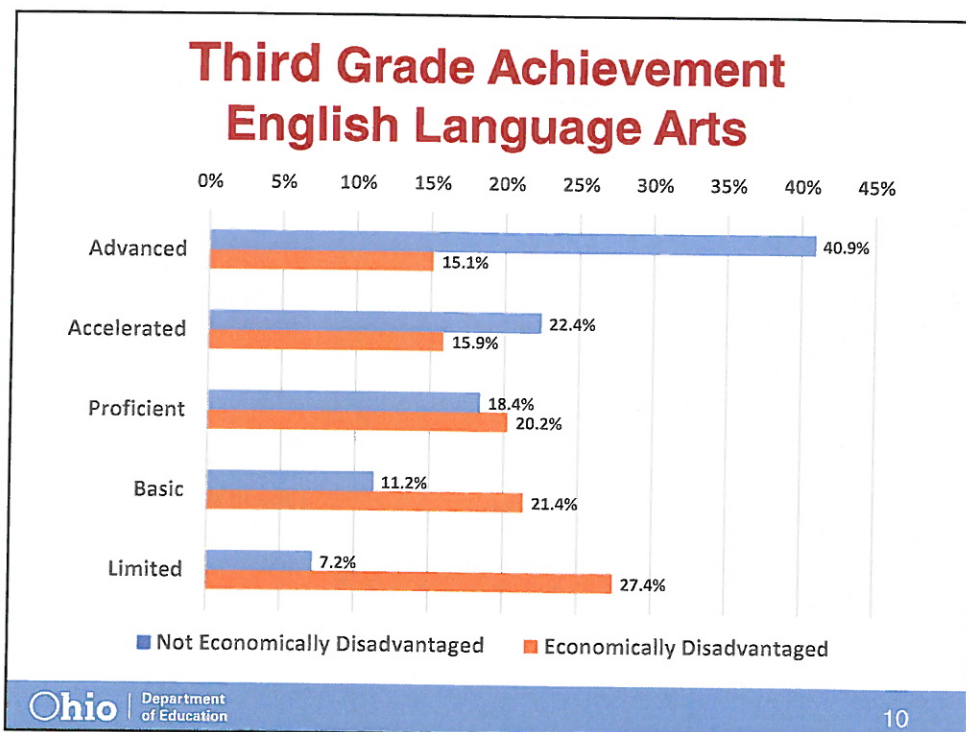
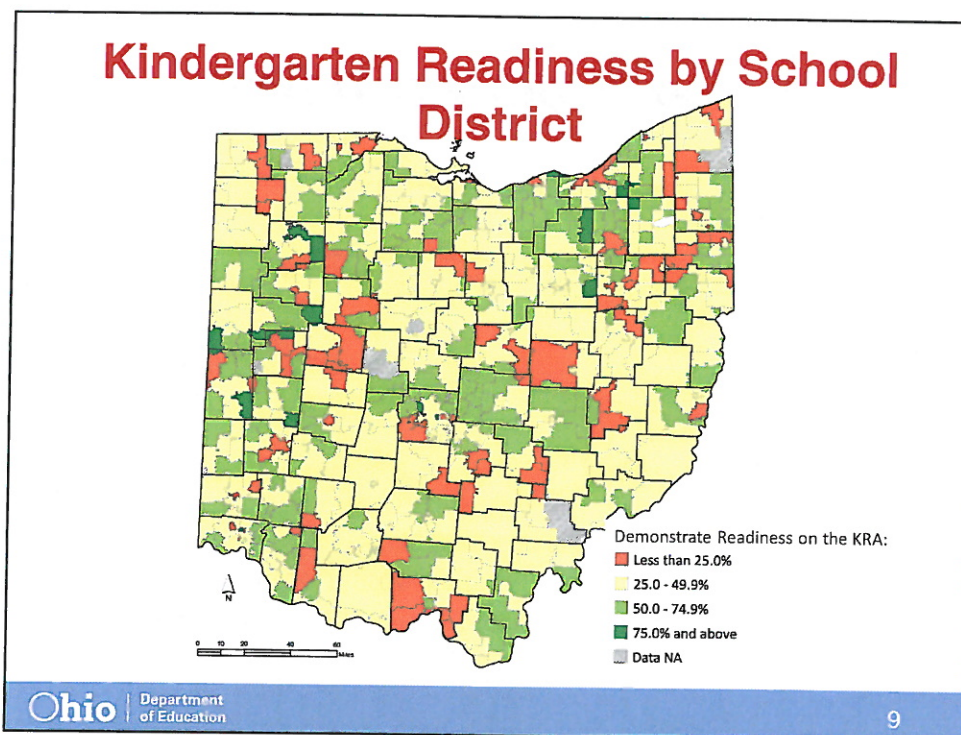
Students who meet at least 1 of 4 conditions are reported as Economically Disadvantaged:

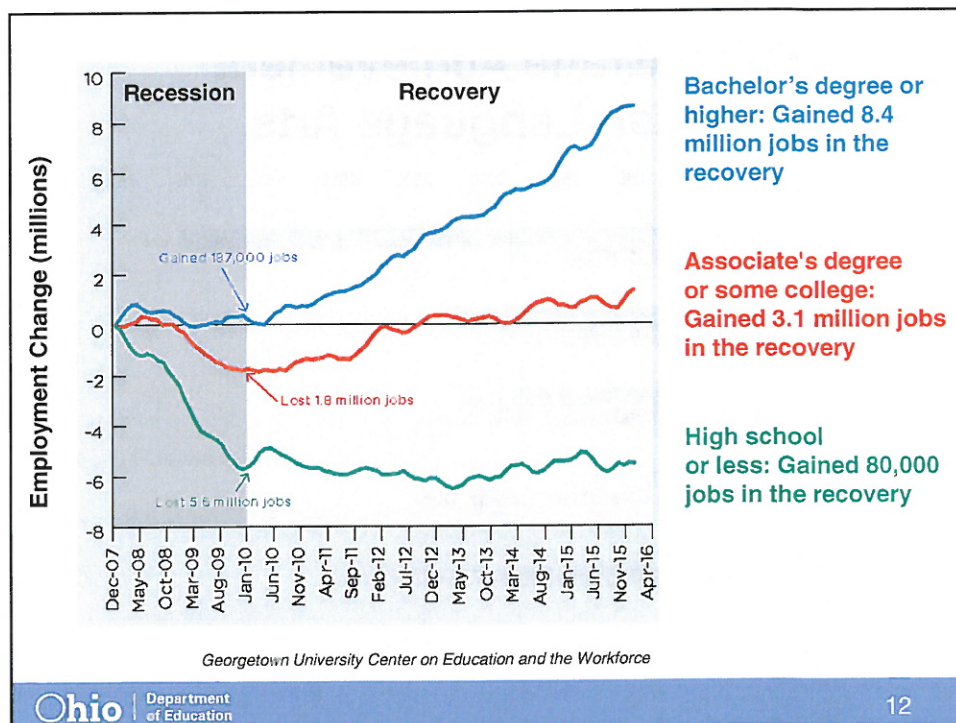
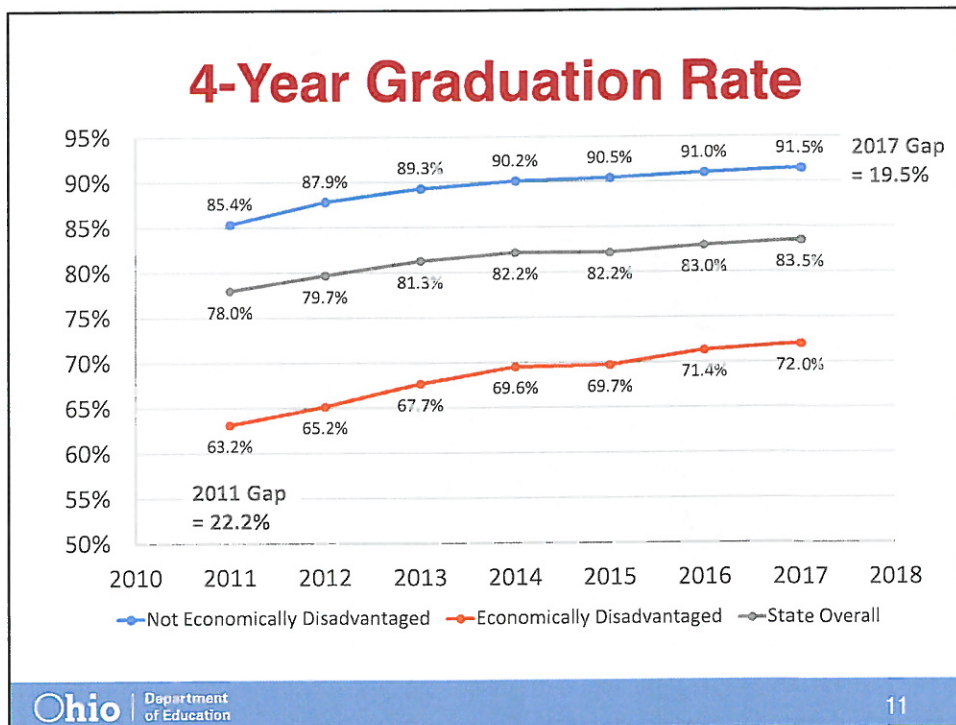
- 1) Eligibility for free or reduced-price lunch
- 2) Resident of a household in which a member is eligible for free or reduced-price lunch
- 3) Receiving public assistance
- 4) Title I application

50.9%

2016-2017

Step 1: Identify and Acknowledge Achievement Gaps

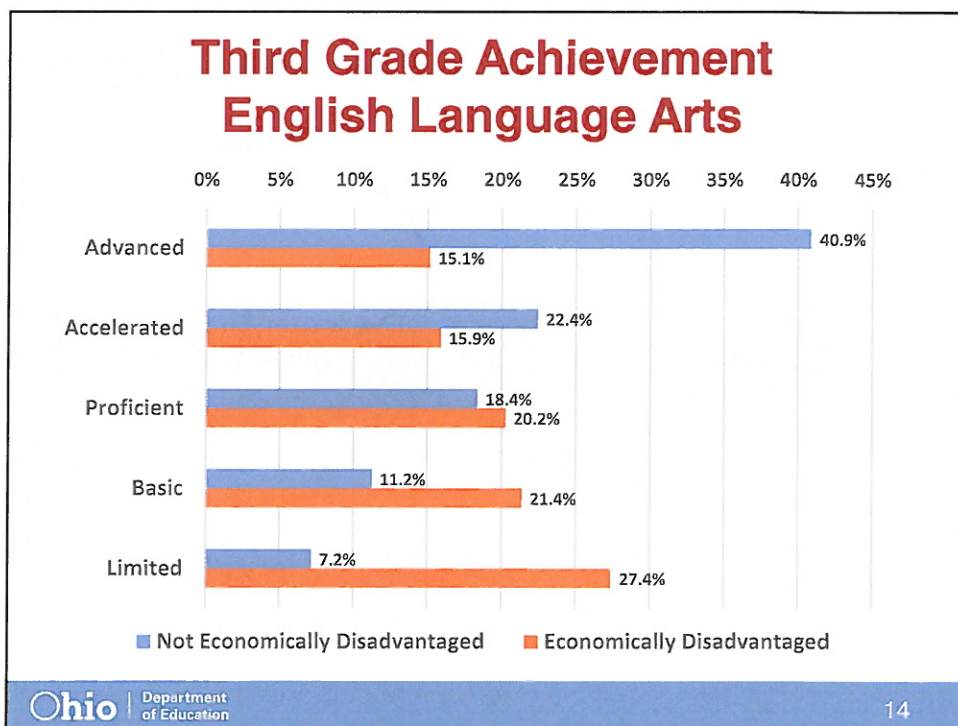


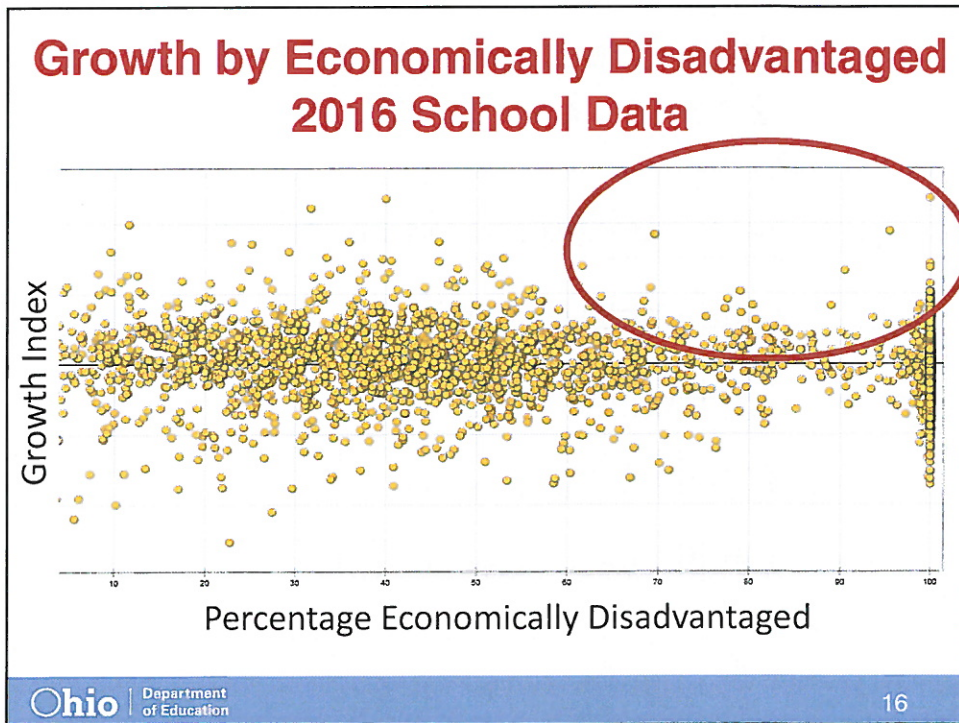
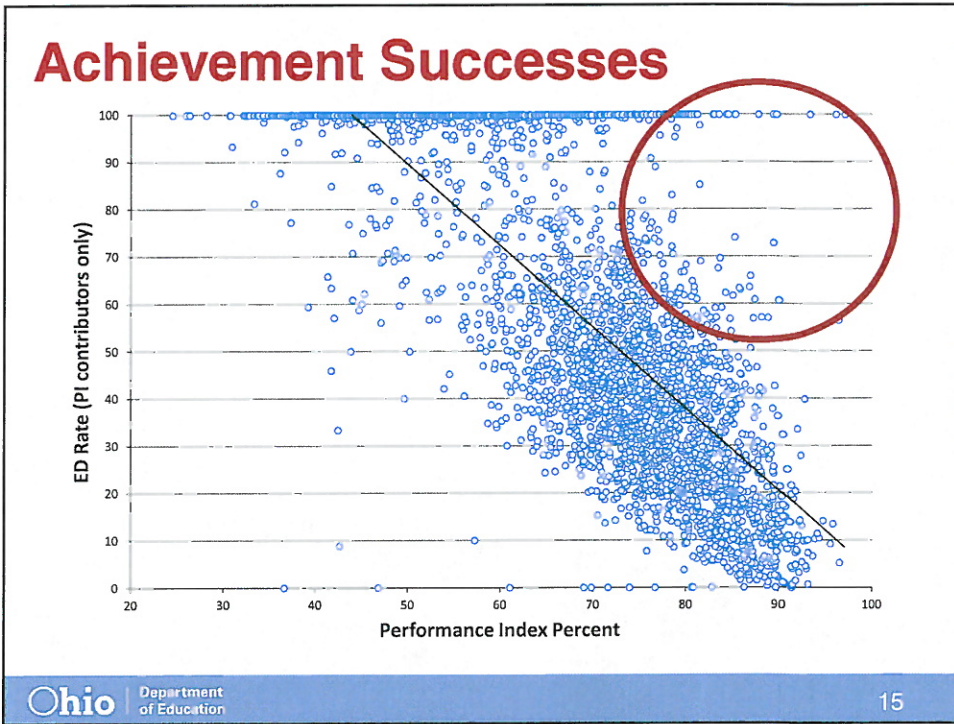


Step 2: Find and Understand Success

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2016 - 2017 Report Card for East Garfield Elementary School

Overview | Achievement | Progress | Gap Closing | Graduation Rate | K-3 Literacy | Prepared for Success

SCHOOL GRADE
Coming in 2018

SCHOOL DETAILS
VIEW DISTRICT

Financial Data
These measures answer several questions about spending and performance. How much is spent, the source of the revenue and how do these measures compare across districts?
VIEW DATA

Achievement
The Achievement component represents the number of students who passed the state tests and how well they performed on them.
COMPONENT GRADE: **A**
VIEW MORE DATA
VIEW GIFTED DATA

Performance Index: 93.2% **A**
Indicators Met: 100.0% **A**

Progress
The Progress component looks closely at the growth that all students are making based on their past performances.
COMPONENT GRADE: **A**
VIEW MORE DATA

Value-Added Overall: **A**
Gifted: **NR**
Lowest 20% in Achievement: **NR**
Students with Disabilities: **A**

Gap Closing
The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.
COMPONENT GRADE: **A**
VIEW MORE DATA

Annual Measurable Objectives: 100.0% **A**

Graduation Rate
The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.
COMPONENT GRADE: **Not Rated**
VIEW MORE DATA

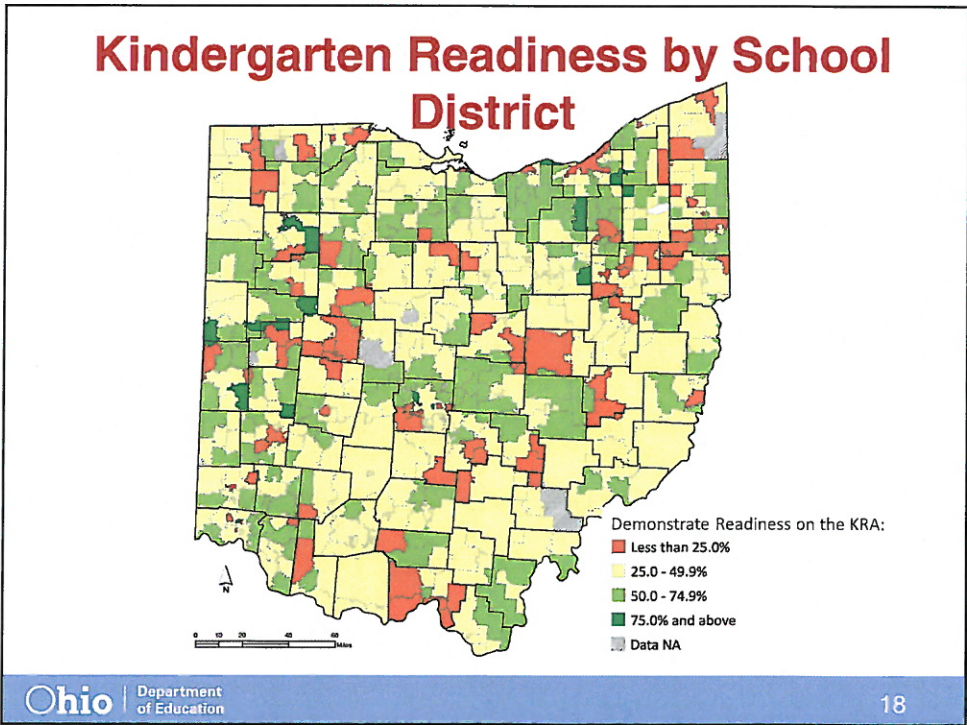
Graduation Rates: *This school is not evaluated for graduation rate because there are not enough students in the graduating class.*

K-3 Literacy
The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.
COMPONENT GRADE: **B**
VIEW MORE DATA

K-3 Literacy Improvement: 71.6% **B**

Prepared for Success
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.
COMPONENT GRADE: **Not Rated**
VIEW DATA

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Schools Changing the Narrative

Laurelville Elementary School
Logan Elm Local Schools

Elmwood Place Elementary School
St. Bernard-Elmwood Place City
School District

Step 3: Causes and Improvement Strategies

Improvement References

- “Back from the Brink: How a Bold Vision and a Focus on Resources Can Drive System Improvement.” (Baroody, Rho, and Ali)
- “An Ethic of Excellence: Building a Culture of Craftsmanship with Students.” (Berger)
- “Learning to Improve: How America’s Schools Can Get Better at Getting Better.” (Bryk)
- “School Reform from the Inside Out: Policy, Practice, and Performance.” (Elmore)
- “Failure is Not an Option: How Principals, Teachers, Students and Parents from Ohio’s High-Achieving, High-Poverty Schools Explain Their Success.” (Hagelskamp and DiStasi)
- “How to Change 5000 Schools: A Practical and Positive Approach for Leading Change at Every Level.” (Levin)
- “Needles in a Haystack: Lessons from Ohio’s high-performing urban high schools.” (Suffren, Wallace, and Meyer)

Impacts of Poverty on Students

Stress



Trauma



Readiness



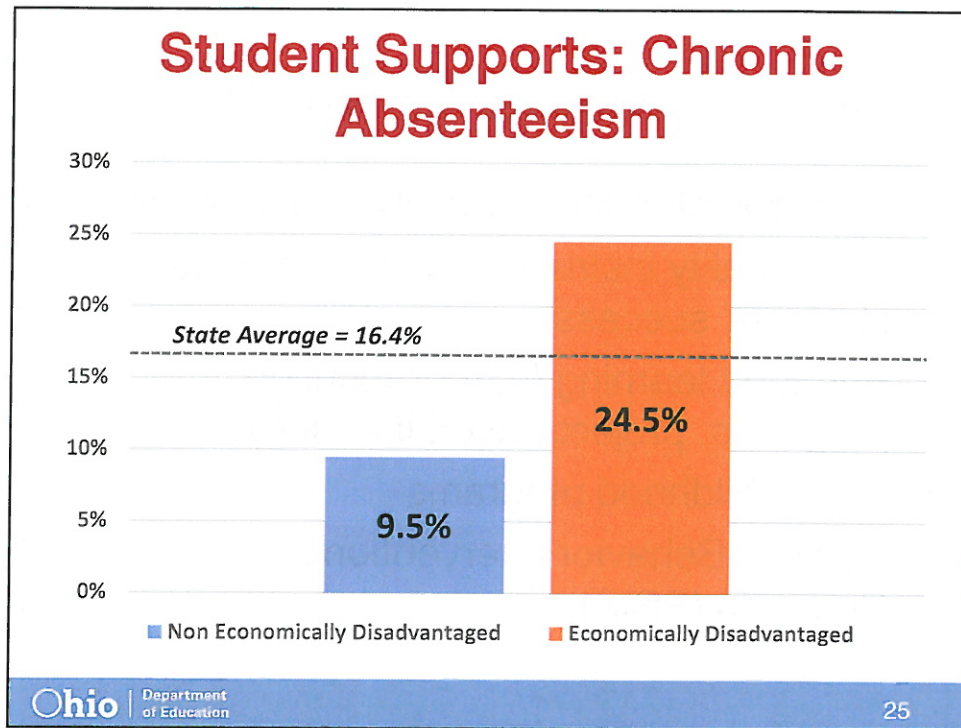
Lessons Learned

Student Supports

School Practices

Lessons Learned: Student Supports

- Health/mental health needs
- Caring adults (mentors and coaches)
- Social services
- Social/emotional skills
- Other basic needs



Lessons Learned: Leadership

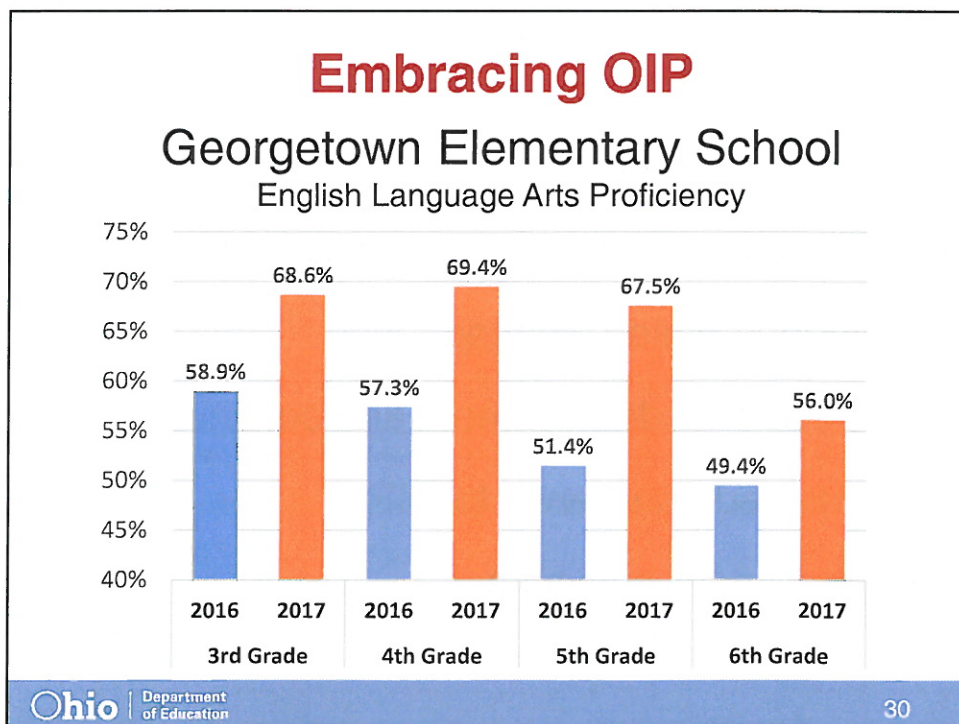
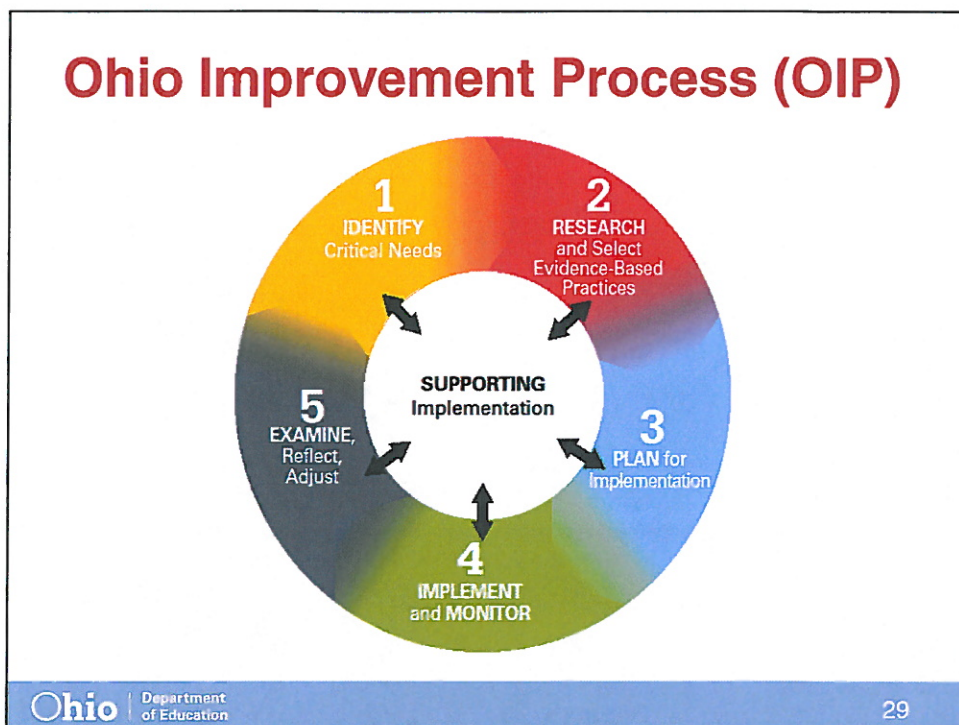
- Strong and effective leadership
- Leadership autonomy
- Empower schools to hire and retain the best talent available
- Data analysis

Lessons Learned: Instruction

- Rigorous standards and aligned curriculum
- High quality instruction designed for all students' success
- Engaged learning (career-focused programs, project-based learning)
- Early childhood programs
- Positive Behavior Intervention and Supports (PBIS)

Lessons Learned: Climate and Culture

- Positive school culture
- Caring adults (mentors and coaches)
- Trauma informed practices
- Parent and community involvement and outreach



Conclusion

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Areas of Focus

- Leadership quality
- State support tools and technical assistance
- Evidence-based clearinghouse
- Professional development and coaching
- Continued adherence to OIP
- Peer-to-peer networks

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