

**Ohio Improvement Process (OIP)**  
Adams County/Ohio Valley School District Board Report  
January 26, 2009

Many of you may be familiar with the phrase Continuous Improvement Process. The past several years school districts receiving federal dollars have been required to have a Comprehensive Continuous Improvement Plan. Dr. Stephan Barr, Associate Superintendent of the Center for School Improvement with the Ohio Department of Education has negotiated with the federal government to allow Ohio to infuse the current CCIP with the Ohio Improvement Process. Participation in the OIP will allow the state of Ohio to avoid some of the consequences of No Child Left Behind. The OIP process changes the development of the CCIP from a few people in the district to a larger collaborative, collegial group of stakeholders.

The goal of OIP is to produce a plan that will change student and adult behaviors that lead to improved instructional practice and student performance. Our district has established a team of 23 members. The team is comprised of nine teachers, seven principals, one school board member, Mrs. Judy Campbell, and six central office administrators. The meetings have been facilitated by Sherri Hilderbrand of Region 14/Hopewell and Dee Ann Davis of the SOESC.

The OIP is divided into four stages. Our district has completed **Stage 1- Identify Critical Needs of Districts and Schools**. In stage one, the team spent four full days going through a data tool called the Decision Framework. This computer based data tool was populated with our district OAT and OGT test data as well as other pertinent district data pieces. The team members were charged with answering many questions in light of our district data.

**Stage 2** of the process is designed to **Develop a Focused Plan**. The district team has met two full days to work on this area of the process. So far we have established the state requirement of three goals, one in reading, one in math and one for the Culture and Climate category. Our OIP team selected attendance for our Culture and Climate goal. Our team has brainstormed and gathered information regarding weaknesses, problems and perceived problems as related to math, reading, school climate and other systems issues. We have designed tree charts (root cause analysis) to help us objectively think through the presented problems as well as what issues have contributed to the problems. Our next step will be to write two to four strategies as well as measurement indicators for each of the three goals. After that step is completed we will begin working on an action plan with up to ten action steps per strategy.

**Stage 3** will be to **Implement and Monitor the Focused Plan**. As the district goes through stage 3, six of our buildings will be going through the OIP process. WUES will begin the OIP process this spring due to their status as School Improvement. The remainder of the buildings will begin the process this summer or fall. The buildings will be required to implement the district plan, but will add additional action steps as related to building data and need.

**Stage 4** is designed to **Evaluate the Improvement Process**. This stage will result in the superintendent and board of education evaluating the degree of implementation, impact on student achievement and changes in educator practices as related to OIP. Monitoring and evaluation data will be used to revise the district plan. The plan is intended to be in place for approximately three years. Each year indicators and action steps may be revised. It is anticipated that the district will be required to go through the Decision Framework again at the end of the three year period. The OIP process has been a challenging, yet rewarding experience for the AC/OVS team members.