

# Ohio

## Mansfield City School District

REVIEW CONDUCTED MAY 15-17, 2017

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

# Mansfield City School District

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### Ohio Department of Education

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# Mansfield City School District Review Executive Summary

This review carefully considered the effectiveness of system-wide functions using the Ohio Department of Education's six district standards: leadership, governance and communication; curriculum and instruction; assessment; human resources and professional development; student support; and fiscal management. The spring site visit to the Mansfield City School District was conducted from May 15-17, 2017. The following summary highlights some of recommendations that are "Completed," "In Progress," "In Progress and Ongoing" and "Not in Progress," which are further explained in the report:

## COMPLETED

- Increase the central office personnel in the areas of curriculum and instruction and develop roles and responsibilities for this position to increase efficiency in district accountability in academics.
- Create a template for the pacing guides that can be used districtwide across grade levels and subjects.
- Create an administrative position that will be directly responsible for the oversight of curriculum and instruction in the district.
- Work with the building leadership teams to develop the schedule and framework for teacher teams to create, administer and review common assessments within their respective departments.
- Create a meeting schedule for teacher-based teams in all buildings that provides a framework for weekly meetings with sufficient meeting time.
- Modify the structure of the district leadership team meetings to encourage classroom representation from all levels.
- Establish a certified administrative position to lead the human resource office.
- Select highly qualified teachers to lead ninth grade teams of teachers in creating a challenging and engaging learning experience for students.
- Analyze and research the Fiscal Year 2015 Cupp Report to determine significant variances compared to similar districts and the state average. Research the cause or causes of the differences.

## IN PROGRESS

- Develop an employee selection process that provides a means to assess talent and select the most qualified candidates based on district-established criteria, requirements and instructional needs.
- Work with the teachers' union to revise any contract language that does not support the intent of the Ohio Teacher Evaluation System.
- Develop or adopt a process to collect and analyze student performance data to assess the impact of all tiered student support programs provided by the district in grades 9-12.
- Identify strengths and challenges in the level of implementation and effectiveness of all support programs related to student achievement through surveys, observations, interviews, etc.
- Encourage middle and high school principals to jointly plan and conduct a summer school session aimed at helping identify students in grades 7 and 8 who need additional instruction to meet high school readiness standards.
- Establish a treasurer's financial advisory committee to include board members, the superintendent or a designee, a building administrator and community members.
- Create a comprehensive, long-term capital plan. Include the following in the capital plan: Maintenance cost requirements associated with systems and components and a summary schedule of estimated annual costs for maintenance and capital replacement.

## IN PROGRESS AND ONGOING

- Provide training for the board of education and the superintendent to set measurable goals in the areas of team building, communication techniques, strategic planning, and roles and responsibilities.
- Use the Ohio School Boards Association to conduct workshops that can facilitate an understanding of the roles and responsibilities of board members and can aid board members as they customize, implement and monitor a strategic plan that meets the specific needs of the district for school improvement.

- Assemble a team of administrators and teachers across all grade levels to develop a curriculum for grades preK-12 that is aligned to Ohio's Learning Standards.
- Broaden the grade-level representation on the district teams to include preK-12 teachers, special area teachers, Title I teachers and instructional coaches.
- Develop and implement a formative and benchmark assessment process at the middle and high school levels. Create a district assessment advisory team for grades 7-12, similar to the process currently in place for kindergarten through sixth grade, to coordinate the development of these assessments.
- Continue to enhance the implementation of the Ohio Improvement Process throughout the school district. Use the newly updated district plan as a framework for communication and team discussions to ensure district and building goals, strategies, adult implementation indicators and student performance indicators are consistent across the school district.
- Provide annual professional development on the implementation of the Ohio Five-step Process for all teacher-based teams.
- Utilize successful teacher-based teams that are currently functioning effectively within the district as models and exemplars for all teacher-based teams across the district.
- Provide the necessary professional development for all administrators to effectively implement an evaluation system.
- Utilize improvement plans to assist teachers and/or administrators with their professional growth where needed.
- Work with the Internal Ohio Improvement Process facilitator and district leadership team to ensure that focused district and building plans accurately address the most critical needs of the district.
- Identify the role and function of the district committee structure as it relates to the Ohio Improvement Process and determine any changes that might need to be made to the structure of function in order to support the district plan.
- Ensure that the implementation and monitoring components of district and building improvement plans are used to adjust or revise action plans as needed.
- Frequently adjust tiered systems of support based on data analyses to meet the predetermined objectives and academic needs of students.
- Provide middle school students with the required foundational skills in literacy, mathematics and science to be prepared for rigorous high school studies.
- Select, recruit and/or train principals who can lead instruction and promote student achievement in low performing high schools.
- Provide training for teachers on how to align their classroom assignments and assessments to career and college-ready standards as well as analyze data to improve instruction and student learning.
- Create and implement budgeting and financial communication plans that include staff participation at all levels and input from external stakeholders in district operations. Provide "easy-to-read" financial information through various formats such as PowerPoint presentations, graphs or narrative summaries.
- Verify that expenditures are coded properly and reflect the purpose of the expenditures.
- Take appropriate corrective action annually on operational spending to conserve resources.
- Reduce expected future benefit plan costs and update the plan annually.
- Include a component of the five-year financial forecast in the summary schedule.

## **NOT IN PROGRESS**

- Establish a collaborative protocol between the board and superintendent to facilitate the evaluation of the superintendent's performance.
- Use district improvement plans and student achievement data to develop the goals and assessment strategies.
- Identify the needs and goals of the district and evaluate the effectiveness of the current district teams in meeting the goals.
- Construct a plan to provide professional development on the implementation of formative instructional practices at the middle and high schools.

- Provide teachers online access, yearly professional development and multiple follow-up sessions during the school year to examine value-added data, other student growth measures and results from Ohio's new American Institutes for Research (AIR) state assessments.
- Create a system of operations for the Human Resources department and an administrative position with a critical role in recruiting, selecting, assigning and managing high-quality teachers and leaders. Establish a consistent and systematic approach to personnel files in order to ensure compliance with negotiated agreements and district documentation needs.
- Develop a new employee orientation plan that provides the necessary communication and follow-up support during the period between the hiring date and the work start date.
- Leverage support from the state support team to assist in developing the plan to address professional development needs.
- Integrate all aspects of the plan, including monitoring strategies, into the district and building improvement plans.
- Encourage transparency regarding the district's financial information by including the district's goals, objectives, budgeting decision criteria (e.g., performance data), and detailed budget information at the building and department levels in the district's annual budget document and budget presentation.
- Engage all stakeholders by hosting a "state of the district" address, which would report district goals and objectives and instructional initiatives and achievements.
- When appropriate, negotiate changes with bargaining units regarding plan design and/or the portion of the cost that the employer pays for health insurance.
- Include the following in the capital plan: The life span of systems and components and the replacement costs.

# Mansfield City School District Review Overview

## PURPOSE

Conducted under Ohio law,<sup>1</sup> district reviews support local school districts in establishing or strengthening a cycle of continuous improvement. Reviews consider carefully the effectiveness of system-wide functions using the Ohio Department of Education's six district standards: leadership, governance and communication; curriculum and instruction; assessment and effective use of data; human resources and professional development; student supports; and fiscal management. Reviews identify systems and practices that may be impeding improvement as well as those most likely to be contributing to positive results.

## METHODOLOGY

Spring reviews collect evidence for each of the six district standards above. A district review team, consisting of independent consultants with expertise in each of the standards, reviews documentation, data and reports before conducting a district visit. The team conducts interviews and focus group sessions with such stakeholders as board of education members, teachers' association representatives, administrators, teachers, parents and students. Subsequent to the spring onsite review, the team meets to develop findings before submitting a draft report to the Ohio Department of Education. District review reports focus primarily on the district's most significant strengths and challenges, with an emphasis on identifying areas for improvement. For the spring district review, which informs this report, there is a different outcome. This report is designed to provide the status of the department's District Review Recommendations given in November 2015.

## SPRING REVIEW SITE VISIT

The site visit to the Mansfield City School District was conducted from May 15-17, 2017. The site visit included 21 hours of interviews and focus groups with approximately 141 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted 12 focus groups with elementary, intermediate, middle and high school students; elementary, intermediate, middle and high school teachers; elementary, intermediate, middle and high school principals; newly hired teachers, 10 parents and 19 representatives from community partners.

A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendices B and C provide information about enrollment, expenditures and student performance. Appendix D lists the district documents that were reviewed prior to and during the site visit.

## DISTRICT PROFILE

Mansfield City School District is located in Richland County. According to the United States Census Bureau, the estimated population of Mansfield City, as of July 1, 2016, was 46,678, which represents a 2.3 percent decrease in population since the 2010 Census.<sup>2</sup> Approximately 82.6 percent of the population graduated from high school. The median household income in Mansfield City is \$32,148, with 26.2 percent of the population living below the poverty line. In comparison, the median household income in Ohio is \$49,429, with 14.8 percent living below the poverty line.

The average teacher salary in Mansfield City School District for 2015-2016 was \$52,300 (see table B-1, Appendix B).<sup>3</sup> However, the average teacher salary in the district has declined between 2010-2011 and 2013-2014. During the same period, the percentage of courses taught by highly qualified teachers and the percentage of teachers with master's or doctorate degrees has remained stable. Teacher attendance has been stable, at around 93 percent attendance over the past five years. According to the Bureau of Labor and Statistics, the November 2016 unemployment rate (seasonally adjusted) for the Mansfield, Ohio metropolitan area was 5.1 percent, compared to 5 percent for Ohio.

The racial makeup of the city of Mansfield is 79.8 percent Caucasian, 12.7 percent African American, 3.6 percent Hispanic, 2.1 percent Asian, 0.3 percent American Indian or Alaska Native, and 2.1 percent multiracial. The racial

<sup>1</sup> Ohio Revised Code 3302.10

<sup>2</sup> 2010-2014 American Community Survey Five-Year Estimates

<sup>3</sup> Accountability defines the roles and expectations of the school district and the Department based upon the performance of the local school district.

makeup of the school district (2015-2016) is 54.3 percent Caucasian, 29.9 percent African American, 2.8 percent Hispanic, and 12.3 percent multiracial (see figure B-1, Appendix B).

According to the data submitted by the district, the number of students choosing to attend a school operated by the Mansfield City School District has fluctuated in the last couple of years, increasing by 200 in 2014-2015 and decreasing by another 100 in 2015-2016. The district's 2015-2016 enrollment of 3,439 is similar to enrollment prior to the two most recent previous years (see figure B-2 in Appendix B). The racial makeup of the students has remained mostly stable over the last five years, with a small but consistently increasing Hispanic population. The proportion of students identified as disabled, economically disadvantaged, and limited English proficient also has remained stable over the last five years, although there has been a slight decline in gifted students over the last two years (see figure B-3 in Appendix B).

In the 2015-2016 school year, approximately four out of every 10 children who live in the Mansfield City School District attendance area chose to attend a school outside of the district. Nearly 8 percent chose to travel to a neighboring district for their education. About 16 percent enrolled in a community school and more than 5 percent took advantage of one of the state's scholarship opportunities to attend a private school (see figure B-4, Appendix B).

**MANSFIELD IS COMPOSED OF THE FOLLOWING NINE SCHOOLS.** The Spanish Immersion School has an application requirement.

- Mansfield Integrated Learning Center Hedges Campus;
- Malabar Intermediate School;
- Mansfield Middle School;
- Mansfield Senior High;
- Prospect Elementary School;
- John Sherman Elementary School;
- Spanish Immersion School;
- Springmill STEM Elementary School;
- Woodland Elementary School.

## **STUDENT PERFORMANCE**

Information about student performance includes: (1) The differentiated accountability status<sup>4</sup> of the district; (2) The progress the district is making toward narrowing proficiency gaps as measured by the gap closure component; (3) English language arts performance and student growth; (4) Mathematics performance and student growth; (5) Performance Index; (6) Annual dropout rates and four- and five-year cohort graduation rates; (7) Suspension/expulsion rates; (8) Prepared for success after high school; (9) Attendance information; (10) K-3 literacy; and (11) Financial data.

Three-year trend data (or more) are provided, when possible, in addition to areas in the district and/or its schools demonstrating potentially meaningful gains or declines over these periods. In this section, as well as Appendices B and C, the data reported is the most recent available.

### **1. The district report card summary.**

- A. On its 2015-2016 report card, the district received a "D" grade in Performance Index and the achievement component and an "F" in all other graded measures on the report card, including Indicators Met, Gap Closing, K-3 Literacy, Progress, Graduation Rate and Prepared for Success.

### **2. The district is not narrowing the proficiency gaps.**

- A. None of the district's subgroups met the Annual Measurable Objectives (AMO) for English language arts (74.2 percent), mathematics (68.5 percent) or graduation rate (82.8 percent) in 2015-2016 (see figure B-5,

Appendix B<sup>5</sup>). The gaps are 28 percent or more for English language arts, 24 percent or more for mathematics and 8.2 percent or more for graduation. Over the last few years, all subgroups have shown declines in English language arts proficiency at a higher rate than the average district. For math, declines have been similar to rates for the average district. Most subgroups saw slight decreases in graduation rates from 2013-2014 to 2014-2015, but then increases of similar size from 2014-2015 to 2015-2016 (see figure B-5, Appendix B).

- B. Students with disabilities showed the greatest gap in proficiency, with 11.8 percent and 13.5 percent scoring proficient on the English language arts and math assessments, respectively. Students with disabilities also showed the lowest graduation rate, 56.8 percent, among subgroups (see figures B-5, B-6 and B-7, Appendix B).

### 3. The district's English language arts performance and student growth<sup>6</sup>.

- A. The district did not meet indicators for performance on the English language arts Ohio Achievement Assessment in 2015-2016. English language arts proficiency was lowest in grades 7 and 8, with 26.1 percent and 20 percent respectively. The highest English Language Arts proficiency rates were in grades 4 and 5, with 39.8 percent and 46.2 percent scoring proficient (see figure B-8, Appendix B). Although grades 5, 6, 7 and 8 have not met English Language Arts indicators in the past four years, they do show a consistent upward trend for at least the past three years (see figure B-9, Appendix B). Relative to average district declines in English language arts proficiency, third and sixth grades showed the largest declines from 2014-2015 to 2015-2016.
- B. Mansfield City School District outperformed similar districts on the English language arts assessments in grades 5 and 6 and in high school English language arts II (see figure B-8, Appendix B). The greatest proficiency gaps between the state and the district are in grades 7 and 8, at -27.5 percent for each (see figure B-8, Appendix B).
- C. Grade 5 showed moderate, positive value-added growth in English language arts performance, while grade 8 and high school English language arts II showed expected performance on value-added. Grades 4 and 6 showed moderately lower than expected value-added growth, and grade 7 showed considerably lower growth than expected in English language arts (see figure B-10A, Appendix B).

### 4. The district's mathematics performance and student growth.

- A. As in the case with English language arts, Mansfield City School District outperformed similar districts on the mathematics assessments in algebra I in 2015-2016 but not on any other grades or tests, although performance was near similar districts for grades 3, 5 and 6 (see figure B-11, Appendix B). The greatest proficiency gaps between the state and Mansfield are in grade 7 (-31.8 percentage points), grade 8 (-33.9 percentage points) and geometry (-39.2 percentage points; see figure B-11, Appendix B).
- B. From 2014-2015 to 2015-2016, eighth grade showed the largest decline in mathematics proficiency, at a rate larger than the average district (see figure B-12, Appendix B).
- C. For value-added, grade 5 showed strong growth in mathematics performance. Grade 6 showed expected performance. Grades 4, 7, 8 and algebra I and geometry performance showed much weaker growth than expected (see figure B-10B, Appendix B).

### 5. The district's Performance Index<sup>7</sup> scores.

- A. Mansfield City School District's Performance Index score for 2015-2016 was 67.6. From 2014-2015 to 2015-2016, Mansfield declined by 9.3 points on Performance Index, which is more than the average district (-6 points; see figure B-13, Appendix B).

<sup>5</sup> The blue dotted line in figure B-5 represents the reading AMO target. The orange dotted line in figure B-5 represents the mathematics target. The gold dotted line in figure B-5 represents the graduation target.

<sup>6</sup> Student growth, or growth standard, represents the minimum amount of progress students in the district should be expected to make in a grade.

<sup>7</sup> The Performance Index score measures the achievement of every student, regardless of their levels of proficiency. Schools receive points for every level of achievement, with more points being awarded for higher passing scores. Untested students also are included in the calculation and schools and districts receive zero points for them. For purposes of assigning the letter grades, a Performance Index score of 120 is considered to be a "perfect" score. Districts and schools will receive one of five letter grades from "A" through "F" based on the percentage of total possible points earned.

## 6. Graduation<sup>8</sup> and dropout rates<sup>9</sup>.

- A. Four- and five-year graduation rates for the class of 2016 and 2015 respectively are lower than similar districts and the state average (see figure B-15, Appendix B). 66.3 percent of students graduated within four years, and 69.5 percent graduated in five years. The four-year graduation rate slowly declined over the last several years, although it increased by 6 percent from 2014-2015 to 2015-2016 (see figure B-15, Appendix B).
- B. From 2014-2015 to 2015-2016, dropouts were cut in half, from 76 students to 38 students (see figure B-16, Appendix B).

## 7. The district's rates of in-school suspensions, out-of-school suspensions and expulsions by district and school.

- A. From 2011-2012 to 2015-2016, there have been more disciplinary actions per 100 students in Mansfield than for similar districts (see figure B-17, Appendix B).
- B. There have been more out-of-school suspensions at Mansfield City Schools in the last two years than the preceding year (2013-2014; Table C-1, Appendix C). Most out-of-school suspensions were for disobedient or disruptive behavior and, next, for fighting. There also are considerably high numbers of in-school suspensions for student truancy (see table C-1, Appendix C).

## 8. Prepared for Success<sup>10</sup>

- A. From 2014-2015 to 2015-2016, International Baccalaureate participation has increased from 12.7 percent to 14.8 percent, and ACT participation rose from 21.8 percent to 28.4 percent. The rate of students' receipt of ACT remediation-free scores is roughly the same, from 6.4 percent to 6.6 percent (see figure B-18, Appendix B).
- B. Advanced Placement participation increased from 0 percent to 2.6 percent, and dual enrollment credit increased from 0 percent to 3.8 percent (B-19, Appendix B). In the class of 2016, 2.8 percent graduated with honors diplomas, slightly higher than the 2.4 percent rate of the 2015 graduating class (see figure B-18, Appendix B).
- C. From 2014-2015 to 2015-2016, the percent of students earning industry-recognized credentials decreased from 10.3 percent to 4.7 percent (see figure B-18, Appendix B).

## 9. Attendance rates

- A. Mansfield City School District attendance rates were within 1 percentage point of the state average for the last three school years, and there has been a slight trend of increasing attendance at Mansfield over the last three years (see figure B-20, Appendix B).
- B. Over the last three years, Mansfield's chronic absenteeism rate has decreased, from 14.9 percent in 2013-2014 to 11.4 percent in 2015-2016 (see figure B-20, Appendix B).
- C. From 2014-2015 to 2015-2016, Mansfield has shown considerable declines in the chronic absenteeism of students in grades 9-12 (see figure B-22, Appendix B). There were increases in the chronic absenteeism of students in grades 2 and 8, and a slight increase in grade 5.

## 10. K-3 Literacy<sup>11</sup>

- A. The percent of students moved from not-on-track to on-track decreased from 55 percent in 2014-2015 to 4.4 percent in 2015-2016 (see figure B-23, Appendix B).

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<sup>8</sup> Graduation rate is the percentage of students that received a regular or honors diploma during or before the end of the school year.

<sup>9</sup>As defined by the U.S. Department of Education, dropout rate represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate.)

<sup>10</sup> Beginning in 2014, the Ohio Department of Education released additional data about each district's graduates in a component called Prepared for Success. These elements show the extent to which a district's students are prepared for college or a career.

<sup>11</sup> An analysis of Ohio student data found that a student who does not read proficiently by the end of third grade is 3.5 times more likely not to graduate on time than their "on-track" peers. When looking at data from the 2003-2004 third grade cohort tied to the graduating class of 2013, the study found that only 57 percent of the students who scored in the limited range on their 2004 third grade reading test graduated on time, and only two-thirds of those scoring basic graduated on time. Conversely, more than four-fifths of the students scoring proficient or higher graduated on time.

In order to address reading deficits early, the K-3 Literacy Improvement measure is used to determine if more students are learning to read in kindergarten through third grade.

## 11. Financial data

- A. In 2015-2016 Mansfield City School District spent approximately 3 percent less on classroom instruction than the average of similar districts and 2 percent less on classroom instruction than the state average (see figure B-24, Appendix B).
- B. State or local sources make up 85.7 percent of Mansfield City School District's funding (see figure B-25, Appendix B).
- C. During the 2013-2014 school year, Mansfield City School District spent 6 percent more than the state average on its students (see figure B-26, Appendix B).

# Mansfield City School District Review Recommendations Status

INITIAL REVIEW CONDUCTED NOV. 16-20, 2015

## Leadership, Governance and Communication

### Ohio Department of Education District Report Recommendations

#### 1. Provide training for the board of education and the superintendent to set measurable goals in the areas of team building, communication techniques, strategic planning and roles and responsibilities.

(p. 30)

- The status of this recommendation is "In Progress and Ongoing."

According to board of education minutes, comments from board members and sign-in sheets, the board of education participated in training during the 2016-2017 school year. Training sessions that the board members participated in included:

1. In March 2016, one board member attended a student funding workshop that explained the total cost per day to educate a student in Mansfield and in other districts similar to Mansfield.
2. In August 2016, the board of education adopted the goals determined at the summer training session. The identified goals were:
  - To improve student achievement;
  - To recruit and retain high-quality staff members;
  - To foster a diverse environment; and
  - To communicate financial information to all stakeholders.

- During the September 2016 board of education meeting, the board president asked other members of the board to reflect on their roles and responsibilities. They were asked to list two areas of strength and two areas of opportunities for growth as board members.

- According to the January 2017 board meeting minutes and a handout, an attorney from Bricker and Eckler, LLP conducted a presentation on the roles and responsibilities of school board members. Topics included:

1. Interaction with administrators;
2. Public records;
3. Meeting agendas; and
4. Potential conflicts of interest for all board members.

- According to reviewed documents, the superintendent provides monthly board briefs for board members. The board members review the board meeting agenda, student performance data analysis and "The Plan for Success." This plan is a brief overview of district vision and goals. Although this plan was presented to the board in May 2017, it has not been formally adopted. Additional modes of communication between the superintendent and the school board members include email, phone calls and memos.

- The superintendent and leadership team have developed "The Plan for Success," which provides a structure for school improvement. This plan, along with the Ohio Improvement Process, provides a framework for strategic planning.

- Interviews and board meeting minutes reveal how board members are active on local school committees. One board member participates on the district leadership team and informs the board of the progress toward school improvement.

#### 2. Use the Ohio School Boards Association to conduct workshops that can facilitate an understanding of the roles and responsibilities of board members and can aid board members as they customize, implement and monitor a strategic plan that meets the specific needs of the district for school improvement. (p. 30)

- The status of this recommendation is "In Progress and Ongoing."
- The budget shows that the district has budgeted \$6,000 for school board training and development.

- According to a board workshop attendance list, in January 2016, a board member attended a presentation by the Ohio School Boards Association. The Ohio School Boards Association conducted a presentation on the roles and responsibilities of board members.
  - According to a board workshop attendance list, in February 2016, a board member attended Ohio School Boards Association training on the roles and responsibilities of board officers.
  - According to board minutes, board members attended a two-day retreat in Columbus. During this retreat, the Ohio School Boards Association presented a leadership team workshop to the three board members who attended. Topics included five habits of high-impact school boards and reviewing basic responsibilities for board members, the superintendent and the treasurer. The board also discussed updating the district mission and district goals. The board created a draft set of goals that was approved at a later board meeting.
- 3. Establish a collaborative protocol between the board and superintendent to facilitate the evaluation of the superintendent's performance. (p. 30)**
- The status of this recommendation is "Not in Progress."
  - The current board of education policy states "The Board shall periodically, but not less than every six (6) months, evaluate the performance of the superintendent. Such evaluation shall include an assessment of:
    1. The progress toward the educational goals of the district;
    2. The working relationship between the board and the superintendent;
    3. Performance based on expectations prescribed in the job description; and
    4. The board's own effectiveness in providing direction to the superintendent."
  - The board of education does not follow its policy regarding the evaluation of the superintendent in these areas:
    1. "The Board shall periodically, but not less than every six (6) months, evaluate the performance of the superintendent." The policy calls for eight evaluations over four years. According to interviews, the board has completed only two evaluations of the superintendent in four years.
    2. "Such evaluation shall include an assessment of the board's own effectiveness in providing direction to the superintendent." According to interviews, the assessment of the board's effectiveness in providing direction to the superintendent is not a part of the current evaluation process.
  - According to interviews, the board has not developed a collaborative process to evaluate the superintendent. In the current process, the board president passes out scoresheets to other board members. The members individually complete the form and return it to the board president. The board president then compiles the ratings, averages the scores and presents the information to the superintendent.
- 4. Use district improvement plans and student achievement data to develop the goals and assessment strategies. (p. 30)**
- The status of the recommendation is "Not in Progress."
  - The current superintendent evaluation form is based on the superintendent job description approved by the board of education in 2006. The use of district improvement plans and student achievement data to develop goals are not linked to the job description or evaluation. There are no assessment strategies mentioned in the job description or evaluation tool.
- 5. Increase the central office personnel in the areas of curriculum and instruction and develop roles and responsibilities for this position to increase efficiency in district accountability in academics. (p. 30)**
- The status of this recommendation is "Completed."
  - The district has a curriculum director, director of personnel and a part-time Ohio Improvement Process internal facilitator. These individuals were approved on the June 2016 agenda and began working in August 2016. These positions are in the central office.

- On May 16, 2017, the board of education approved the restructuring of two central office positions and also added two additional administrative staff. The new positions approved were:
  1. Director of School Improvement and
  2. Campus Director: Grades 7-12.

The re-structured positions were:

3. Chief Academic Officer; and
  4. Assistant Superintendent for Human Resources and Communication.
- According to “The Plan for Success: Vision 2019,” these positions will:
    1. “Give the superintendent a durable structure for accountability and timely decision-making;
    2. “Provide the support, pressure and clear accountability for all members of the administrative team; and
    3. “Provide a structure for dynamically improved internal and external communication.”

## Curriculum and Instruction

### Ohio Department of Education District Report Recommendations

1. **Assemble a team of administrators and teachers across all grade levels to develop a curriculum for grades preK-12 that is aligned to Ohio's Learning Standards. (p. 30)**
  - The status of this recommendation is “In Progress and Ongoing.”
  - A review of district documents showed that the district has established a curriculum advisory committee comprised of district and building administrators and preK-12 teachers.
  - The district curriculum advisory committee is formulated based upon Article VIII, section 801 of the Mansfield Education Association agreement that calls for the committee to be composed of three groups: bargaining unit members, administrators and community members.
  - According to the union contract and interviews with district representatives and union committee members, some of the committee’s function and procedures include:
    1. “Study the curriculum as a whole to determine areas that exhibit the most critical needs. Priorities are set and a plan shall be formulated to facilitate the program;
    2. Direct a continuous and comprehensive evaluation of the curriculum; and
    3. The committee shall make recommendation for all textbook purchases.”
  - Members of the curriculum committee shared that they have created a curriculum revision schedule and have done a textbook inventory for grades K-12 this school year.
2. **Create a template for the pacing guides that can be used districtwide across grade levels and subjects. (p. 30)**
  - The status of this recommendation is “Complete.”
  - District administrators and teachers shared samples of pacing guides created using the district-developed curriculum template.
  - The curriculum director, building principals and teacher focus group participants shared the curriculum pacing guide development schedule created by the district curriculum committee.
  - The teacher completes the following items on the curriculum guide template:
    1. Ohio’s Learning Standard;
    2. Learning target;
    3. Instructional activities;
    4. Materials/resources; and
    5. Districtwide and recommended assessments.

3. **Create an administrative position that will be directly responsible for the oversight of curriculum and instruction in the district. (p. 30)**
  - The status of this recommendation is “Complete.”
  - According to the June 2016 board of education meeting minutes, the board approved the curriculum director position for the district.
  - The curriculum director stated his responsibilities include:
    1. Focusing on curriculum development;
    2. Developing or purchasing curriculum materials;
    3. Developing and purchasing assessments; and
    4. School improvement activities as it relates to the curriculum.
  - The curriculum director is a member of the superintendent’s cabinet and meets weekly with other directors.
  - The curriculum director meets monthly with building administrators and the district curriculum advisory committee.
  - Under the guidance of the curriculum director, the district has begun the curriculum review and revision process and has created a timeline for revision and implementation of curriculum.
4. **Identify the needs and goals of the district and evaluate the effectiveness of the current district teams in meeting the goals. (p. 30)**
  - The status of this recommendation is “Not in Progress.”
  - While the district did conduct a staff and community survey during the 2016-2017 school year, a review of the survey instrument shows that it did not address the recommendation to evaluate the effectiveness of the current teams in meeting the needs and goals of the district or the effectiveness of current district teams.
  - The Mansfield Education Association contract, Section F, titled “Functions and Procedures of the Curriculum Committee,” states that the curriculum committee is to identify the needs and goals of the district.
    1. Item VII - Help to establish curriculum goals for the system through an in-depth study of the community needs and district data collected.
5. **Broaden the grade-level representation on the district teams to include preK-12 teachers, special area teachers, Title I teachers and instructional coaches. (p. 30)**
  - The status of this recommendation is “In Progress and Ongoing.”
  - A review of the district leadership team meeting agendas and participants list confirms representation of special area teachers, Title I teachers and instructional coaches on the committee.
  - There are special area teachers and instructional coaches that participate on the district leadership team “student achievement “subgroup committee.
  - A review of building leadership team and teacher-based team meeting agendas reveal the participation of special area teachers, instructional coaches and Title I teachers on the teams.
  - According to interviews, middle school literacy coaches serve on building leadership teams and teacher-based teams and offer professional development both in their assigned school buildings and in the district.
  - During focus group interviews, building administrators shared they have worked with department leaders to include additional special area teachers on the building leadership team and teacher-based teams.

**Assessment and Effective Use of Data**  
**Ohio Department of Education District Report Recommendations**

1. **Develop and implement a formative and benchmark assessment process at the middle and high school levels. (p. 30)**
  - A. Create a district assessment advisory team for grades 7-12, similar to the process currently in place for kindergarten through sixth grade, to coordinate the development of these assessments. (p. 31)
    - The status of this recommendation is “In Progress and Ongoing.”
    - According to interviews conducted with district administrators and teachers, the district has abolished the assessment advisory team for grades K-6 and is not planning to establish an assessment advisory team for grades 7-12 as recommended by the initial district review. However, the district has developed an assessment plan and allows input by all teachers on decision-making and assessment creation.
    - At the high school level, the teacher-based teams develop common assessments with guidance and feedback from the department chairs and the building leadership team.
    - At the middle school level, the teacher-based teams develop common assessments with guidance and feedback from the department chairs, math teacher leaders, literacy coaches and the building leadership team.
    - At the elementary school level, the math teacher leaders and literacy coaches meet with teacher-based teams across the district to gather information regarding the effectiveness of the current assessments and timelines. The curriculum department uses the information to finalize assessment decisions for districtwide implementation.
    - Although the district is not following the recommendation stated in the March 15, 2016, Mansfield City School District Review report, the intention of having teachers involved in the development of assessments is occurring throughout the district. The district’s plan allows for all teachers to have a better understanding of the use and importance of common assessments.
2. **Construct a plan to provide professional development on the implementation of formative instructional practices at the middle and high school. (p. 31)**
  - The status of this recommendation is “Not in Progress.”
  - According to district administrators, although the district established a pilot project for a small group of teachers to learn about the Formative Instructional Practices framework, at the time of the review, no plan for future implementation has been developed.
  - A review of documents indicated that not all the teachers who participated in the pilot project completed the learning modules.
3. **Work with the building leadership teams to develop the schedule and framework for teacher teams to create, administer and review common assessments within their respective departments. (p. 31)**
  - The status of this recommendation is “Completed.”
  - Interviews with district administrators and teachers at all grade levels reveal that teachers are using their established teacher-based team meetings to create and review common assessments.
  - Minutes from teacher-based teams indicate that teachers are using the team meetings to analyze the results of the common assessments.
4. **Continue to enhance the implementation of the Ohio Improvement Process throughout the school district. (p. 31)**
  - A. Use the newly updated district plan as a framework for communication and team discussions to ensure district and building goals, strategies, adult implementation indicators and student performance indicators are consistent across the school district. (p. 31)
    - The status of this recommendation is “In Progress and Ongoing.”

- According to documents reviewed and interviews with teachers and district administrators, the district has established a district leadership team that is comprised of 34 members who represent all district stakeholders.
  - The district leadership team is divided into three subgroups: leadership, student achievement, and climate and culture. Each group meets monthly during the district leadership team's meeting.
  - According to a district leadership team member, "The bulk of the work gets done," by the district leadership core team. This team is comprised of 12 of the 34 members and meets for 90 minutes two times per month. This team determines the focus of the larger team.
  - Building leadership teams are established in each building and meet a minimum of one time per month. Some of these teams meet two or three times monthly.
  - According to documents reviewed, teacher-based teams are scheduled to meet at least one time per week in all buildings, by grade level or core content area.
  - Interviews with teachers and district administrators indicate communication is filtered through the district leadership team to the building leadership teams and then to teacher-based teams. However, respondents were unsure if the communication was flowing in the opposite direction.
  - State support team members and district administrators stated that adult implementation indicators and student performance indicators still need to be defined and communicated to all stakeholders.
  - At the May 16, 2017, school board meeting, the school board approved the position of director of School Improvement to begin at the start of the 2017-2018 school year. The director's role will be to guide the Ohio Improvement Process in the district.
- 5. Provide annual professional development on the implementation of the Ohio Five-step Process for all teacher-based teams. (p. 31)**
- The status of this recommendation is "In Progress and Ongoing."
  - According to documents reviewed and interviews with teachers and district administrators, professional development on the Ohio Five-step Process has occurred during four of the five 2016-2017 district professional development days. It has also been a focus during the seven two-hour delays, referred to as Tyger Time.
  - A member of the district's leadership team referred to the professional development given on Feb. 3, 2017, as "the day of enlightenment." The consensus across the district was that the teachers gained a better understanding of the five-step process.
  - A teacher focus group member stated, "We have been in the middle of this for years, but we are so lucky this year to get training on the Ohio Improvement Process. We now know what a real teacher-based team looks like."
  - A teacher from one building stated, "I have to be honest, we are not as far as other schools [on understanding the teacher-based team work], but we understand the process better now and are having rich discussions."
  - District administrators and teachers stated that training on the Ohio Five-step Process also is occurring during teacher-based team meetings. The building leadership team utilizes the teacher-based team feedback form to review and give recommendations on the work of the team.
- 6. Utilize successful teacher-based teams that are currently functioning effectively within the district as models and exemplars for all teacher-based teams across the district. (p. 31)**
- The status of this recommendation is "In Progress and Ongoing."
  - According to interviews with district administrators, the district provided opportunities at the Feb. 3, 2017, professional development day for teachers to evaluate differences in teacher-based team forms. Teachers were asked to identify which forms were deemed to be effective.

- The district completed the Ohio Improvement Process Implementation Rubric and used it to identify teacher-based teams in the district that are implementing the Ohio Five-Step Process with fidelity. The district then shared those teacher-based team forms as models and exemplars when training teachers.
  - The building leadership team uses a district-developed form to provide feedback to teacher-based teams to assist them with using the Ohio Five-Step Process. A department chair and teacher, who also is a representative on one of the building leadership teams, stated, “The process [using the feedback form] has made me understand the teacher-based team work so much deeper and I can share it with my teachers.”
  - District administrators state that they review videos from the Ohio Leadership Advisory Council and teacher-based team minutes from other districts to model effective teacher-based team practices.
- 7. Create a meeting schedule for teacher-based teams in all buildings that provides a framework for weekly meetings with sufficient meeting time.**
- The status of this recommendation is “Completed.”
  - Interviews with teachers and district administrators indicated that teacher-based teams meet at least one time per week in all buildings and at all grade or content levels.
  - According to documents reviewed, the district established a school-year calendar of teacher-based team meetings that occur in each building. Teacher-based teams meet a minimum of 35 minutes one time per week. Teachers in some buildings have longer blocks of time or meet more frequently.
- 8. Modify the structure of the district leadership team meetings to encourage classroom representation from all levels. (p. 31)**
- The status of this recommendation is “Completed.”
  - According to a review of documents and interviews with teachers and district administrators, the district leadership team has representation from teachers at all levels.
  - The core leadership team, a smaller subset of the district leadership team, also has teacher representation. During the May core team meeting, the team discussed a lack of teacher representation from the primary grades. The core team identified a teacher and will invite her to the next meeting.
- 9. Provide teachers online access, yearly professional development and multiple follow-up sessions during the school year to examine value-added data, other student growth measures and results from Ohio’s new American Institutes for Research (AIR) state assessments. (p. 31)**
- The status of this recommendation is “Not in Progress.”
  - Interviews with district administrators indicate that professional development on understanding value-added data was scheduled to occur at the last professional development day of the school year. However, the district was unable to deliver value-added data training due to the mandated special education professional development.
  - According to teachers interviewed, they do not recall being shown the student performance data on state assessments for either the district or their buildings.

## Human Resources and Professional Development

### Ohio Department of Education District Report Recommendations

- 1. Create a system of operations for the Human Resources department and an administrative position with a critical role in recruiting, selecting, assigning and managing high-quality teachers and leaders. (p. 31)**
- A. Establish a consistent and systematic approach to personnel files to ensure compliance with negotiated agreements and district documentation needs. (p. 31)
- The status of this recommendation is “Not in Progress.”
  - The negotiated agreement states that “evaluation forms shall be filed of the respective building of each staff member and in the evaluation file in the office of the executive director of human resources. Such

files shall be considered a part of the official personnel file system stated above. All evaluation forms shall be retained for five years. Evaluation forms older than five years shall be expunged from the file.”

- Thirty personnel files were randomly reviewed. At the time of the review, there were no evaluations or evaluation summaries in the personnel files that were reviewed.
- 2. Develop a new employee orientation plan that provides the necessary communication and follow-up support during the period between the hiring date and the work start date. (p. 31)**
- The status of this recommendation is “Not in Progress.”
  - At the time of the review, the district had not developed a new employee orientation plan.
- 3. Develop an employee selection process that provides a means to assess talent and select the most qualified candidates based on district-established criteria, requirements and instructional needs (p. 31).**
- The status of this recommendation “In Progress.”
  - According to interviews with personnel department members and a review of the district’s Ohio Improvement Plan Implementation and Monitoring Guide, the district implemented Frontline™, an online employee records system that securely and efficiently manages employee information, for internal and external applications for employment. Frontline™ requires that all applicants submit an application, resume and recommendations when applying.
  - The district developed a two-tiered interview process, which includes a rubric for teacher interviews. The rubric allows interviewers to rate candidates as part of the selection process and includes building administrator recommendations.
  - The district created the workforce diversity committee, comprised of the board of education, personnel department members and members from the Dayton Chapter of the National Association for the Advancement of Colored People for the purpose of developing a draft plan for recruitment, selection and retention of professional staff members.
  - The purpose, as stated in the overview of the Workforce Diversity Plan 2017-2020 and quoted from the board of education policy 3122, is “to advance, monitor, and maintain the Mansfield City School District’s Equal Employment Opportunity Policy.” The plan promotes outreach, recruitment, training and educational efforts to expand the pool of qualified applicants and promotes diversity, consistent with the district’s standard of excellence. It includes goals, action programs and practical steps for recruiting and selecting candidates and analyzing job descriptions.
- 4. Establish a certified administrative position to lead the human resource office. (p. 32)**
- The status of this recommendation is “Complete.”
  - According to the April 19, 2016, board of education minutes and Goal 4, Strategy 4 of the district’s Ohio Improvement Plan, the district reinstated the position of director of Personnel.
  - According to the Aug. 16, 2016, board of education minutes, the board approved the two-year, 12-month contract of the new director of Personnel. The position was filled in the 2016-2017 school year.
  - According to the job description, the position’s primary responsibilities include:
    1. Advising and informing the superintendent regarding activities of the school system with regard to personnel;
    2. Establishing goals and objectives for the Human Resources department;
    3. Recruiting, interviewing, training and placing substitute personnel;
    4. Overseeing the process of interviewing applicants and providing input into the selection process;
    5. Communicating openly and freely with the teachers’ association relative to all negotiated agreements and board of education policies; and
    6. Counseling with the superintendent, treasurer and school attorney on personnel-related legal issues.

5. **Establish a systematic process for annual evaluations of all employees and provide opportunities for professional growth. (p. 32)**
- A. Implement and monitor an annual evaluation process for all staff (p. 32)
- The status of this recommendation is “Not in Progress.”
  - According to personnel department members, the Ohio Teacher Evaluation System has not been consistently implemented. At the time of the review, the district had not completed all the required teacher evaluations.
  - At the time of review, the district did not have a consistent method for evaluating district administrators nor a process for monitoring the evaluation process.
6. **Work with the teachers’ union to revise any contract language that does not support the intent of the Ohio Teacher Evaluation System (p. 32).**
- The status of this recommendation is “In Progress.”
  - At the time of the review, the information received included a letter from the personnel director to the evaluation committee delineating the sections of the negotiated agreement that were in conflict of the Ohio Revised Code and a update from the evaluation to staff about student growth measures, and evaluations.
7. **Provide the necessary professional development for all administrators to effectively implement an evaluation system (p. 32).**
- The status of this recommendation is “In Progress and Ongoing.”
  - Building administrators indicated they completed training modules on the Ohio Teacher Evaluation System through an online testing and credentialing process on the National Institute on Excellence in Teaching website.
  - According to building administrators and a review of the National Institute on Excellence in Teaching website, building administrators must complete required modules and pass the corresponding tests. Once building administrators have successfully completed the modules and tests, they are able to conduct evaluations and enter data in the electronic Teacher and Principal Evaluation system.
8. **Utilize improvement plans to assist teachers and/or administrators with their professional growth where needed (p. 32).**
- The status of this recommendation is “In Progress and Ongoing.”
  - According to the Ohio Teacher Evaluation System website, written improvement plans are to be developed in the circumstances when an educator has a final summative rating of ineffective. However, districts have discretion to place a teacher on an improvement plan at any time based on deficiencies in any individual component of the evaluation system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time, as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.
  - The district uses the Ohio Teacher Evaluation System Improvement Plan form. The form contains:
    1. An improvement statement that lists specific areas in which a teacher must show improvement in teaching performance;
    2. Measurable goals that would indicate improvement in a teacher's performance;
    3. A specific plan of action to meet measurable goals that have been set;
    4. Assistance is identified and a professional development plan that details support and professional growth opportunities that will be provided to the teacher; and
    5. Date that the teacher will be evaluated according to the Improvement Plan.
  - At the time of the review, no evidence was gathered to determine whether the district used the improvement plan process since the district review was conducted in 2015.

- 9. Develop and implement a high-quality professional development plan that addresses all content areas in grades 7-12 that supports the district and building improvement plans. (p. 32)**
- A. Leverage support from the state support team to assist in developing the plan to address professional development needs. (p. 32)
- The status of this recommendation is “Not in Progress.”
  - An interview with the state support team and a review of district leadership team meeting minutes confirmed that although the state support team attends district leadership team monthly meetings where they discuss the professional development needs of the district and assist in developing plans for training, the minutes do not indicate that there is a specific plan for coaching and support that addresses content area professional development in grades 7-12.
- 10. Integrate all aspects of the plan, including monitoring strategies, into the district and building improvement plans. (p. 32)**
- The status of this recommendation is “Not in Progress.”
  - Although the district offers options for professional development courses for all grade levels, the only content area courses for grades 7-8 are literacy collaborative and math literacy. The course catalogs and course offerings do not provide content area professional development for grades 9-12.
- 11. Employ the Ohio Improvement Process to drive all district improvement efforts.**
- A. Work with the Internal Ohio Improvement Process facilitator and district leadership team to ensure that focused district and building plans accurately address the most critical needs of the district. (p. 32)
- The status of this recommendation is “In Progress and Ongoing.”
  - According to district leadership team minutes and interviews with district administrators, the district is focused on three areas: leadership, student achievement, and culture and climate.
  - According to interviews with district administrators and review of the district leadership team minutes, the district split the responsibilities of a building administrator to include the work of the internal Ohio Improvement Process facilitator. This administrator works three days a week to assist and monitor implementation of the five-step process throughout the district and two days a week as a building administrator.
  - According to district leadership team minutes, the facilitator is a member of the district leadership team, attending monthly meetings and assists with the development and monitoring of the district and building improvement plans.
  - A review of board of education minutes revealed that the facilitator reports to the district leadership team and the board of education on the progress of the district’s Ohio Improvement Plan.
  - At the May 16, 2017, board of education meeting, the board of education approved a director of School Improvement position for the 2017-2018 school year. According to the new job description, the role of this position will be to guide the Ohio Improvement Process in the district.
- 12. Identify the role and function of the district committee structure as it relates to the Ohio Improvement Process and determine any changes that might need to be made to the structure of function in order to support the district plan. (p. 32)**
- The status of this recommendation is “In Progress and Ongoing.”
  - According to the September 2016 district leadership team agenda and minutes, the following structural changes to the district leadership team included:
    1. The district leadership team increased its membership to include teacher representation from all grade bands;
    2. The district leadership team divided members into sub-groups in an effort to identify and focus on the priorities of the district;
      - Leadership, the Ohio Improvement Process and the Five-step process;

- Student achievement, curriculum aligning to state standards; and
- Culture and climate, positive behavior intervention and supports.
- According to the November 2016 district leadership team minutes, a core team of the district leadership team was formed. The core team consists of members from each of the three sub-groups to help guide the work of the full district leadership team.

**13. Ensure that the implementation and monitoring components of district and building improvement plans are used to adjust or revise action plans as needed. (p. 32)**

- The status of this recommendation is “In Progress and Ongoing.”
- According to the district leadership team minutes and interviews with district administrators, the district leadership team meets monthly to monitor the district’s action plan and revise the plan based on district needs and student performance data. The monthly minutes of the district leadership team list the action steps for the team, along with who is responsible and the timeline for the completion of each item.
- A review of documents revealed the building leadership teams use the building leadership team and teacher-based team feedback protocol form to monitor the activities of the teacher-based teams. The feedback form includes:
  1. Reflective questions on each step of the five-step process; and
  2. Opportunities for the building leadership team to share reinforcement (what was done well) and refinement (prioritizing what adjustments should be made) comments to the teacher-based team.

## Student Supports

### Ohio Department of Education District Report Recommendations

**1. Develop or adopt a process to collect and analyze student performance data to assess the impact of all tiered student support programs provided by the district in grades 9-12. (p. 32)**

- The status of this recommendation is “In Progress.”
- The district board of education adopted policy number 2623, Student Assessment and Academic Intervention Services, on May 16, 2017. The policy states, “The superintendent shall develop procedures for the regular collection of student performance data, a plan for the design of classroom-based intervention services to meet the instructional needs of individual students and procedures for using the student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.”
- Action Step 6 of Leadership Section 1 of the district’s Ohio Improvement Plan states, “The district will research, develop and implement a consistent pre-K-12 Response to Intervention process with full implementation by 2018-2019 school year.”

**2. Identify strengths and challenges in the level of implementation and effectiveness of all support programs related to student achievement through surveys, observations, interviews, etc. (p. 33)**

- The status of this recommendation is “In Progress.”
- According to documents and interviews, middle school academic support programs include the following:
  1. Three Title I tutors work with students identified as performing below grade-level standards. Tutors, in collaboration with teachers, work up to 29.5 hours each week tutoring students.
  2. The teachers utilize small-group instruction for guided reading lessons.
  3. The district provides an alternative school for students in grades 4-8 in need of a non-traditional school setting to meet their learning and/or behavioral needs.
  4. The district offers summer school courses at the high school for middle school students who have failed courses.
- According to documents and interviews, high school academic support programs include the following:
  1. The content area teachers provide tutoring and support in guided study hall for students.
  2. The district offers study tables after school tutoring until 6 p.m. in all subject areas.

3. The district provides a designated intervention period for students identified as at-risk for failing a course. Two days are designated for science and math tutoring and two days for English and social studies tutoring.
  4. The district utilizes online programs like Plato and A Plus to provide opportunities for credit recovery to students.
- In 2016-2017, the district conducted a self-review survey to identify the strengths and challenges in implementing support programs related to student achievement.
  - Administrators completed a survey regarding the monitoring and entering of suspensions and expulsions data in the schoolwide information system.
  - According to documents, the district identified 24 community support services/partnerships providing support to district students and families, which are as follows:
    1. Catholic Charities-Helping Hands provides a food pantry that serves 500 households, a wellness works project promoting healthy nutrition through education, direct services and advocacy and community emergency services.
    2. The Salvation Army of Mansfield served 119 Mansfield City Schools students during 2016-2017, 55 elementary students, 53 middle school students and 11 high school students in unique programs fostering self-reliance, life skills, healthy living and relational skills.
    3. Catalyst Life Services provides school-based and outpatient mental health services.
    4. Community Action for Capable Youth offers prevention programs to prevent and reduce the use of alcohol, tobacco and other drugs.
    5. Blessings in a Backpack is a program coordinated by local churches that provides food for the weekend for elementary students.
    6. The Silver Lining Group is a nationally accredited, state-certified, private behavioral health agency that provides services for students with autism, developmental disabilities and other mental health disorders. Students are referred by a district representative as needed.
    7. SPARC (Scholarly Publishing and Academic Resources Coalition) Support Program provides two career coaches at the district high school to work with students utilizing the Ohio Means Jobs online resources to explore career and postsecondary education options. In addition, it sponsors speakers, field trips and college campus visits. The program is funded by local business donations, state funding and local schools.
    8. Urban Minority Alcoholism and Drug Abuse Outreach Program assists students at the Hedges Campus in resolving interpersonal problems, conflicts and improving school/class attendance.
    9. The Ohio State University-Mansfield provides a math literacy professional development consultant and summer professional development coursework for teachers.
    10. Richland County Children's Auxiliary operates the New Store, which provides new clothing, accessories and personal hygiene items to kindergarten through eighth grade students, sponsors a Christmas Project that assists families referred by local social service case workers, and provides 500 backpacks filled with age-appropriate school supplies for students.
    11. Student Achievement Through Family Engagement (SAFE) provides tutoring services, school supplies, school coordination, transportation and school campus wear for families in transition.
    12. The Mansfield Division 11 North Kiwanis sponsors a Key Club at Mansfield High School, which is an international high school service organization.
    13. Help Me Grow is a volunteer, county-sponsored family support program for pregnant women or new parents providing an evidence-based program that promotes healthy growth and development for babies and young children.
    14. The Domestic Violence Shelter is a nonprofit agency serving Richland and Huron Counties with a mission to provide an alternative to living in a violent situation, offers education and resources necessary for intervention and prevention of violence, and help victims make healthier choices for themselves and their families.

15. Family Life Counseling and Psychiatric Services offers the Loving Solutions 10-week parenting class for district parents.
  16. Friendly House, a United Way agency, is a community center providing after-school, evening and camping programs for students.
  17. Harmony House provides emergency shelter, services and case management to support homeless families.
  18. Ashland University provides continuing professional development for trained Reading Recovery teachers in the district.
  19. Altrusa International of Mansfield, a community service club, donates school supplies to homeless students.
  20. Richland County Coalition Housing and Homelessness strives to address transitional and permanent housing needs of the community and the issues relating to affordable, safe, sanitary conditions for the community.
  21. The Richland Foundation's mission is to improve and enhance the quality of life in Richland County through strategic philanthropy and community leadership. It supports projects that build a stronger community.
  22. The Rotary Club partners with the district by providing positive behavior incentives to senior high students, hosting four students for lunch for a recognition of their achievements, providing each third grade student with a dictionary, tutoring at Prospect Elementary, awarding a \$1,000 scholarship to a district graduate, and providing books to schools.
  23. The Real Opportunities for Achievement and Readiness (ROAR) program is a mentoring program for students in grades 7-12, funded by the Ohio Department of Education Community Connectors grant.
  24. The North End Community Collaborative (NECIC) staff work to connect students with qualified community members who serve as mentors. Staff also connect area artists, chefs, gardeners and more to work with students in a team-mentoring environment through mini-modules — weekly classes that allow students to learn new skills and discover their talents.
- According to documents and interviews, the district identified a need for additional counseling support and assigned an additional counselor to the middle school and high school. Counselors provide individual counseling, register students for classes, monitor progress toward graduation, provide classroom guidance and crisis intervention, and develop and implement programs. The middle school now has two full-time counselors and the high school has three full-time counselors.
  - Due to the district's graduation rate, the district identified the need for additional personnel to provide support and monitor students' progress toward graduation. The district hired a graduation coach and a transition coordinator to support students with disabilities. The district partnered with Scholarly Publishing and Academic Resources Coalition program to provide two career coaches.

**14. Frequently adjust tiered systems of support based on data analyses to meet the predetermined objectives and academic needs of students. (p. 33)**

- The status of the recommendation is “In Progress and Ongoing.”
- The newly revised board-adopted district policy 2623, approved on May 16, 2017, states, “The superintendent shall develop procedures for the regular collection of student performance data, a plan for the design of classroom-based intervention services to meet the instructional needs of individual students and procedures for using the student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.”
- According to documents and interviews, the district approved the following changes at the high school:
  1. Established ninth and 10th grade academies to create smaller learning communities to provide more individualized support for students; and
  2. Increased the number of class periods from seven to eight to provide an intervention period.

- 15. Provide middle school students with the required foundational skills in literacy, mathematics and science to be prepared for rigorous high school studies. (p. 33)**
- The status of this recommendation is “In Progress and Ongoing.”
  - The district adopted the Literacy Collaborative Framework at the middle school. Teachers have completed 40 hours of professional development to use the components of the framework to guide instruction in their classrooms. The three-block framework, consisting of language and word study, reading workshop and writing workshop, is a conceptual tool for organizing instruction. The framework is flexible, allowing numerous variations in content, student groupings, daily timeframes and the level of teacher-directed instruction.
  - The district adopted EnVision, a new math textbook, for the middle school.
  - According to agendas and minutes of meetings, teacher-based teams analyze student performance data and collaborate to plan lessons aligned to Ohio’s Learning Standards.
  - The district provides a literacy and math coach for the middle school to provide support and model lessons to help teachers improve instructional practices.
  - The middle school principal added a new semester course titled “Why Try” as an elective for students. The course is designed to help students get ready for high school and develop intrinsic motivation.
  - A Middle Schools that Work building coordinator works with teachers to implement the Middle Schools that Work improvement framework. The framework provides direction to improve academic and career-technical instruction.
- 16. Encourage middle and high school principals to jointly plan and conduct a summer school session aimed at helping identify students in grades 7 and 8 who need additional instruction to meet high school readiness standards. (p. 33)**
- The status of this recommendation is “In Progress.”
  - According to interviews, the middle and high school administrators, counselors and staff collaborate to identify middle school students at risk for retention due to failed courses and encourage them to attend summer school at the high school.
- 17. Select, recruit and/or train principals who can lead instruction and promote student achievement in low performing high schools. (p. 33)**
- The status of this recommendation is “In Progress and Ongoing.”
  - According to interviews, district administrators provide training and support on the Ohio Five-Step process of the Ohio Improvement Process for all principals to implement at the building level.
  - According to State Support Team 7, two district principals attend quarterly meetings with other area principals as part of the Principals as Instructional Leaders program.
- 18. Select highly qualified teachers to lead ninth grade teams of teachers in creating a challenging and engaging learning experience for students. (p. 33)**
- The status of this recommendation is “Completed.”
  - According to the Ohio Department of Education Office of Accountability, all 2016-2017 teachers assigned to the ninth grade meet the Ohio Department of Education’s requirements as highly qualified teachers in the areas they teach.
- 19. Provide training for teachers on how to align their classroom assignments and assessments to career and college-ready standards as well as analyze data to improve instruction and student learning. (p. 33)**
- The status of this recommendation is “In Progress and Ongoing.”

- According to the professional development calendar, sign-in sheets and interviews, the district offered training to high school teachers on curriculum pacing guide development and common assessment development.
- According to professional development course offerings, agendas and sign in sheets, teachers have attended training on the Ohio Improvement Process Five-Step Process and use the process during teacher-based team meetings to analyze student performance data and plan for instruction.
- A *High Schools that Work* building coordinator works with teachers to implement *the High Schools that Work* improvement framework. The framework provides direction to improve academic and career-technical instruction.
- According to documents and an interview, a *High Schools that Works* external coach from the University of Toledo provided the following professional development for high school freshman academy teacher teams during the 2016-2017 school year:
  1. The Cornell notetaking method, which provides students a systematic format for condensing and organizing class notes.
  2. Anchor standards, which are skills high school graduates should have in order to be ready for entry into the world of work or postsecondary education.
  3. The growth mindset, which supports the belief that humans can develop skills through dedication and hard work—brains and talent are just the starting point and are not fixed.

## Fiscal Management

### Ohio Department of Education District Report Recommendations

1. **Create and implement budgeting and financial communication plans that include staff participation at all levels and input from external stakeholders in district operations. (p. 33)**
  - A. Provide "easy-to-read" financial information through various formats such as PowerPoint presentations, graphs or narrative summaries. (p. 33)
    - The status of the recommendation is "In Progress and Ongoing."
    - A review of presentations for the five-year financial forecast, health insurance and health savings account presentations, monthly financial reports and the popular annual financial report and interviews with the superintendent, board members, administrators and bargaining unit leadership revealed that complicated financial information is being explained in such a way that stakeholders are better able to understand.
    - The treasurer prepared and released a Popular Annual Financial Report. This type of report is recommended for the general public by the nationally recognized Government Financial Officers Association. It is easier to understand for those stakeholders who have not been trained to read and interpret government financial reports.
2. **Encourage transparency regarding the district's financial information by including district's goals, objectives, budgeting decision criteria (e.g., performance data) and detailed budget information at the building and department levels in the district's annual budget document and budget presentation. (p. 33)**
  - The status of the recommendation is "Not in Progress."
  - A review of budget documents and interviews with the treasurer, superintendent and board members revealed that district goals, objectives, budgeting decision criteria and details at building and department levels were not provided as a part of the budget process or presentation.
3. **Engage all stakeholders by hosting a "state of the district" address, which would report district goals and objectives and instructional initiatives and achievements. (p. 33)**
  - The status of the recommendation is "Not in Progress."
  - Interviews with the treasurer, superintendent, board members and other administrators revealed that a "state of the district" public meeting had not been held as of the date of this review.

4. **Establish a treasurer’s financial advisory committee to include board members, the superintendent or a designee, a building administrator and community members. (p. 33)**
  - The status of the recommendation is “In Progress.”
  - Interviews with the treasurer, superintendent and board members revealed that the committee had been formed and held one meeting as of the date of the review. However, the committee does not include a building administrator nor community members.
5. **Analyze and research the 2015 fiscal year Cupp Report to determine significant variances compared to similar districts and the state average. (p. 33)**
  - A. **Research the cause or causes of the differences. (p. 33)**
    - The status of the recommendation is “Completed.”
    - Interviews with the treasurer revealed that the district contracted with a consulting firm to complete a review of the 2015 Fiscal Year Cupp Report. A review of the Financial Readiness Report prepared by the consultant revealed areas where the district expenditures were greater than other districts and state averages, which offered some possible explanations as to why the variances existed.
6. **Verify that expenditures are coded properly and reflect the purpose of the expenditures. (p. 33)**
  - The status of the recommendation is “In Progress and Ongoing.”
  - Interviews with the treasurer and treasurer’s staff revealed that expenditure coding for purchases is checked twice for each transaction and that payroll coding also is checked for accuracy.
7. **Take appropriate corrective action annually on operational spending to conserve resources. (p. 33)**
  - The status of the recommendation is “In Progress and Ongoing.”
  - Interviews with the treasurer, superintendent and administrators revealed that the district continues to review staffing and programs, making reductions and increasing costs as the district deems necessary.
8. **Reduce expected future benefit plan costs. (p. 33)**
  - The status of the recommendation is “In Progress and Ongoing”
  - Interviews with the treasurer, superintendent, board members and administrators and a review of health insurance presentations revealed the district has begun a communication process with interested employees in preparation for non-bargaining unit employees moving to a new health plan and in preparation for negotiations in 2018.
  - A review of board minutes and interviews with the treasurer, superintendent, board members and administrators revealed the district has moved all non-bargaining unit employees to the new health plan as of Jan. 1, 2017.
9. **When appropriate, negotiate changes with bargaining units regarding plan design and/or the portion of the cost that the employer pays for health insurance. (p. 34)**
  - The status of the recommendation is “Not in Progress.”
  - Interviews with the treasurer, superintendent and bargaining unit leadership and a review of the Mansfield Education Association contract revealed that negotiations have not taken place since the initial district review report was completed in 2015 and, thus, no changes have been made in the health care benefit and subsequent costs.
  - However, the district has contracted with a consulting company to evaluate the plan design of the employee insurance benefit packages to assist the district in assessing its path when negotiating with the bargaining units.
10. **Create a comprehensive long-term capital plan. (p. 34) Include the following in the capital plan:**
  - A. **The life span of systems and components and the replacement costs; (p. 34)**
    1. The status of the recommendation is “Not in Progress.”
    2. Interviews with the treasurer, superintendent and director of operations and a review of the district’s five-year capital plan revealed that while a five-year replacement and repair plan had been

prepared, it was not comprehensive to include life spans of systems and components and replacement costs nor did it include reoccurring maintenance items.

**B. Maintenance cost requirements associated with systems and components; (p. 34)**

1. The status of the recommendation is “In Progress.”
2. According to interviews with the treasurer and director of Operations, only major types of maintenance costs were included in the plan. Small, reoccurring maintenance items were not included.

**C. A summary schedule of estimated annual costs for maintenance and capital replacement. (p. 34)**

1. The status of the recommendation is “In Progress.”
2. A review of the district’s five-year capital plan revealed that it contained major maintenance and capital replacement items. It did not reflect day-to-day and month-to-month maintenance items nor did it reflect major costs beyond the five-year period.
3. Examples of major maintenance and capital items included:
  - FY17 High School Chiller Compressors - \$160,000
  - FY17 Malabar Gym Floors - \$100,000
  - FY17 Maintenance Trucks - \$57,122
  - FY20 Hedges Roof Phase III - \$75,000
  - FY20 Technology Updates & Computers- \$175,000

**11. Update the plan annually. (p. 34)**

- The status of the recommendation is “In Progress and Ongoing.”
- A review of the district’s 2016 capital plan and 2017 capital plan revealed that the district continues to update and modify its plan as financial resources come available and as needs dictate.

**12. Include a component of the five-year financial forecast in the summary schedule. (p. 34)**

- The status of the recommendation is “In progress and Ongoing.”
- A review of the district’s five-year capital plan and its five-year financial forecast approved in September 2016 revealed that the forecast contained costs from the district’s five-year capital plan.

# Appendix A: Review Team, Review Activities, Site Visit Schedule

The review was conducted from May 15 to 17, 2017, by the following team of Ohio Department of Education staff members and independent consultants.

1. Dr. Claire Huff-Franklin, Director, Academic Distress Commissions and Education Reform
2. Ron Lindsey, Leadership Governance and Communication
3. Bernadine Burchett, Curriculum and Instruction
4. Dr. Ann Roberts, Assessment and Effective Use of Data
5. Judy Wright, Human Resources and Professional Development
6. Karen Hopper, Student Supports
7. Jonathan Boyd, Fiscal Management

## District Review Activities

The following activities were conducted during the review:

### Interviews

- District superintendent
- District treasurer
- Board of education members
- Director of human resources
- Director of curriculum
- Director of special education
- Director of state and federal programs
- Director of public relations
- Internal facilitator of the Ohio Improvement Process
- Facility manager
- District leadership team
- District leadership core team
- Teacher representatives of building leadership teams
- School Counselors and transition coordinator
- Gifted coordinator
- Homeless coordinator
- Coordinator of community programming
- High Schools that Work and graduation coaches
- EMIS data coordinator
- District superintendent's executive assistant
- Technology staff
- Local professional development committee representatives
- Accounting clerks
- Human resource department support personnel
- Fiscal department support personnel
- President and vice president of the teacher's association
- Representatives of the classified staff
- Instructional coaches in literacy and math
- State Support Team 7

### Focus Groups

- Elementary, middle and high school students
- Elementary, middle and high school teachers
- Elementary, middle and high school principals
- Newly hired teachers
- Parents

- External partners of the district that included behavior and mental health partners, county foundation, local community college dean, local business partners, and government officials

## Mansfield City School District

856 W. Cook Road Mansfield, Ohio 44907

### Official District Review Schedule – May 15-17, 2017 FINAL (6/28/17)

(Please be sure that interviewees selected for each interview block can answer questions about each level: elementary, middle, and high school.)

*Notes: Team members may use laptops to take notes during interviews, focus groups, etc. With the exception of meetings with leadership teams, supervising staff should not be scheduled in interviews or focus groups with those under their supervision.*

### Site Visit Schedule Day 1—May 15, 2017

Time	Activity	Time	Activity	Time	Activity
7:30-8:00	<b>ODE DRT Team Meeting – Location- ODE Team Workroom – Staff Lounge</b> <b>ALL DRT Members</b>				
8:00-8:15	<b>Orientation with District Leaders Location-Rm 1</b> <b>ALL DRT MEMBERS</b>				
8:30-9:25	<b>Assessment &amp; Data Interview</b>	8:30-9:25	<b>Fiscal Interview</b>	8:30-9:25	<b>HR/PD Interview</b>
	Location – Rm 7 Assessment Coordinator  <b>A&amp;D, HR/PD</b>		Location – S&F Conference Rm Treasurer  <b>LG&amp;C, FM</b>		Location – Rm 1 LPDC K-6 Coordinator Educator Support  <b>C&amp;I, HR/PD</b>
9:30-10:55	<b>Student Supports Interview</b>	9:30-10:55	<b>Leadership Interview</b>	9:30-10:55	<b>HR/PD Interview</b>
	Location – Rm 7 Director of Special Education Director of State & Federal Gifted Coordinator Homeless Coordinator  <b>SS, A&amp;D</b>		Location – Rm 1 Superintendent  <b>LG&amp;C, FM</b>	9:30-10:55	Location – S&F Conference Rm Director of Human Resources  <b>HR/PD, C&amp;I</b>
11:00-12:05	<b>DRT Meeting/Working Lunch ALL DRT MEMBERS</b> Team Work Room - Staff Lounge				
12:15-1:45	<b>Student Supports Interview</b>	12:15-1:45	<b>Assessment &amp; Data Interview</b>	12:15-1:45	<b>Curriculum &amp; Instruction Interview</b>

	<b>Location – Rm 1</b> High Schools that Work Coordinators and Coaches  <b>SS, LG&amp;C</b>		<b>Location – S&amp;F Conference Rm</b> EMIS Coordinator Director of Student Services  <b>A&amp;D, FM</b>		<b>Location – Rm 7</b> Curriculum Director  <b>HR/PD, C&amp;I</b>
1:50-2:10	<b>Document Review-Team Workroom ALL DRT Members</b>				
2:15-3:25	<b>Student Supports Interview</b>	2:15-3:25	<b>Leadership Interview</b>	2:15-3:25	<b>Assessment &amp; Data Interview</b>
	<b>Location – S&amp;F Conference Rm</b> Principal, Alternative School  <b>C&amp;I, SS</b>		<b>Rm 1</b> MSEA President MSEA Vice-President  <b>FM, LG&amp;C</b>		<b>Location – Rm 7</b> MS Counselors: HS Counselors: Graduation Coach SPARC Coaches Transition Coordinator:  <b>A&amp;D, HR/PD</b>
3:30-4:25	<b>Leadership Interview</b>	3:30-4:25	<b>Assessment &amp; Data Interview</b>	3:30-4:25	<b>HR/PD Interview</b>
	<b>Location – S&amp;F Conference Rm</b> Operations  <b>LG&amp;C, FM</b>		<b>Location – Rm 7</b> Director, Human Resources  <b>SS, A&amp;D</b>		<b>Location – Rm 1</b> New Teachers  <b>HR/PD, C&amp;I</b>
4:30-5:25	<b>Leadership, Governance &amp; Communication Interview</b>	4:30-5:25	<b>HR/PD Interview</b>	4:30-5:25	<b>Assessment &amp; Data Interview</b>
	<b>Location – Rm 7</b>  Director Public Relations  <b>LG&amp;C, FM</b>		<b>Location –S&amp;F Conference Rm</b> Human Resources Support Staff  <b>HR/PD</b>		<b>Location – Rm 1</b>  OIP Internal Facilitator  <b>A&amp;D, C&amp;I, SS</b>
5:30	<b>Review Team Debrief</b> Team Workroom <b>ALL DRT MEMBERS</b>				

**Site Visit Schedule**  
**Day 2—May 16, 2017**

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
8:00-8:25	<b>DRT Meeting ALL DRT MEMBERS</b> Team Workroom -				
8:30-9:25	<b>Fiscal Interview</b>	8:30-9:25	<b>Curriculum &amp; Instruction Interview</b>	8:30-9:25	<b>HR Review of Personnel Files:</b> Location (HR Office)
	<b>Location – Rm 7</b>  Fiscal Support Staff  <b>LG&amp;C, FM</b>		<b>Location – Rm 1</b> Assessment Advisory Teams  <b>C&amp;I, A&amp;D, SS</b>		<b>Location – HR Office</b>  <b>HR/PD</b>
9:30-10:30	<b>Leadership, Governance &amp; Communication Interview</b>	9:30-10:30	<b>HR/PD Interview</b>	9:30-10:30	<b>Student Support Interview</b>
	<b>Location – S&amp;F Conference Rm</b>  Accountability & Federal Programs  <b>FM, C&amp;I</b>		<b>Location – Rm 1</b>  Classified Staff  <b>R/PD, A&amp;D</b>		<b>Location – Rm 7</b>  Curriculum Director  <b>SS, LG&amp;C</b>
10:35-10:55	Travel Time to Schools - <b>ALL DRT MEMBERS</b>				
11:00-12:25	<b>Middle/High (7-12) School Student Focus Group (10)</b>  <b>Location – Senior High</b> 124 N, Linden Rd. Mansfield, OH 44906  <b>FM, SS</b>	11:00-12:25	<b>Elementary (K-3) Student Focus Group</b>  <b>Location – Woodland</b> 460 Davis Rd Mansfield, OH  <b>LG&amp;C, HR/PD</b>	11:00-12:25	<b>Intermediate (4-6) School Student Focus Group (10)</b>  <b>Location – Malabar</b> 205 W. Crook Rd.  <b>A&amp;D, C&amp;I</b>
12:30-1:55	<b>DRT Working Lunch/Document Review ALL DRT MEMBERS</b> <b>Team Workroom –</b>				

2:00-2:55	<b>Student Supports Interview</b>				
	Community (External) Partners Location – Rm 1 <b>ALL DRT MEMBERS</b>				
3:00-3:45	<b>Teacher Focus Group High and Middle School (15)</b> Location – Rm 7 <b>ALL DRT MEMBERS</b>			3:50-4:35	<b>Teacher Focus Group Elementary School (15)</b> Location – Rm 1 <b>ALL DRT MEMBERS</b>
4:40-5:25	<b>Board of Education Interview</b> Location – Rm 1 Board President Vice President <b>LG&amp;C, FM</b>	4:40-5:25	<b>Board of Education Interview</b> Location – Rm 7 2 Board Members <b>SS, C&amp;I</b>	4:40-5:25	<b>Board of Education Interview</b> Location – S&F Conference Rm 1 Board Member <b>A&amp;D, HR/PD</b>
5:30	Review Team Debrief: <b>ALL DRT MEMBERS</b> Location -Team Workroom  <b>*Board of Education Meeting @ 5:30 (ODE Not Attending)</b>				

**Site Visit Schedule**  
**Day 3—May 17, 2017**

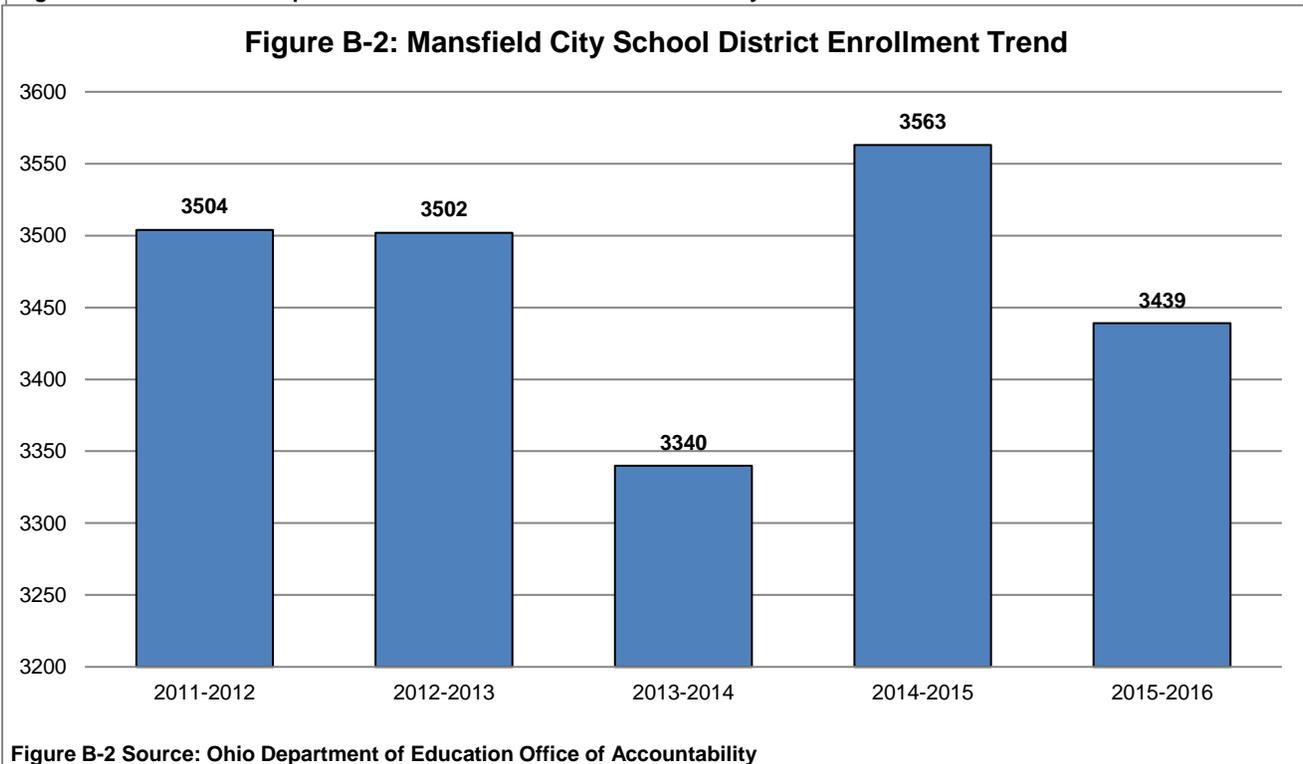
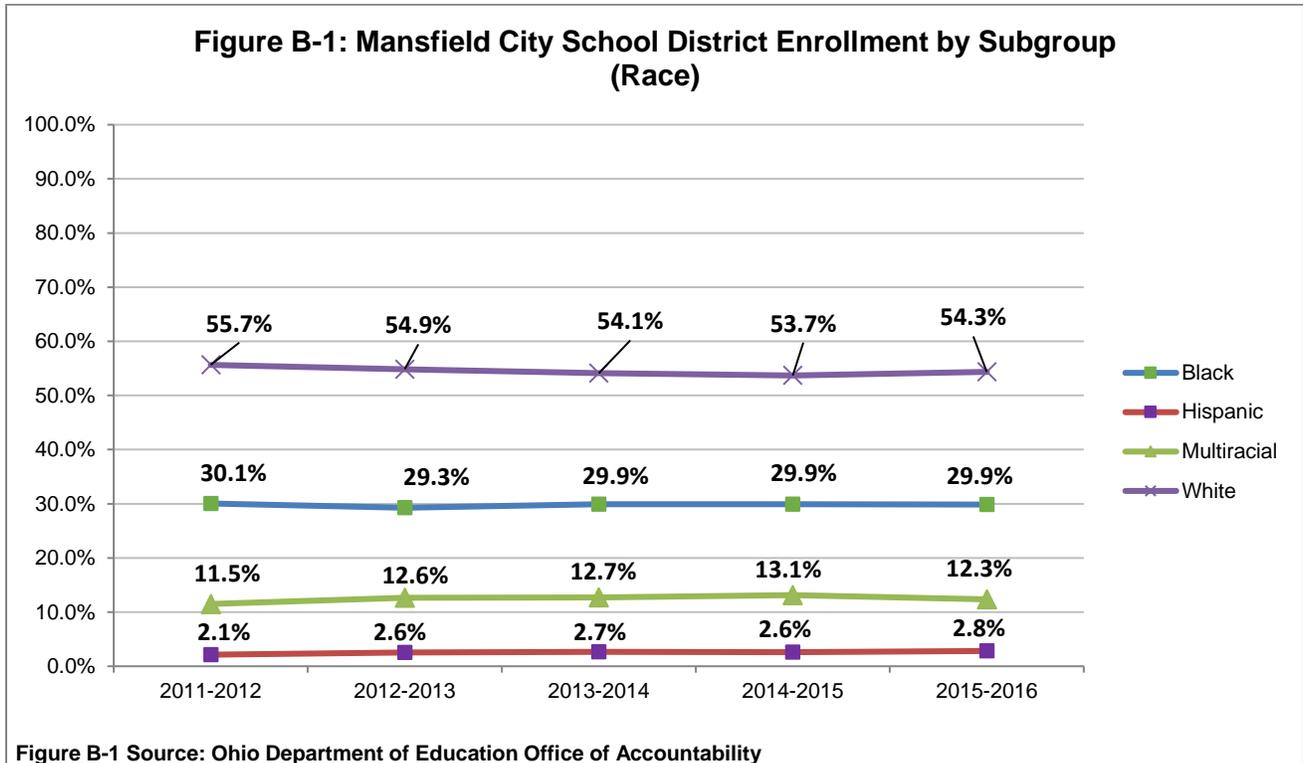
<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
7:00 - 8:00	<b>MCS District Leadership Team Meeting</b> <b>Location— Room 1</b> <b>Subgroups: Leadership (LG&amp;C, FM), Student Achievement (C&amp;I, A&amp;D), Culture &amp; Climate (SS, HR/PD)</b> <b>ALL DRT MEMBERS</b>				
8:00-8:30	<b>DRT Meeting ALL DRT MEMBERS</b> <b>Location : Team Work Room</b>				
<u>8:30-9:55</u>	<b>Curriculum &amp; Instruction Interview</b> <b>Location – Rm 7</b>  7-12 Literacy Coach M.S Math Teacher Leader M.S Title I Teachers H.S. Department Heads  <b>ALL DRT MEMBERS</b>				
10:00-10:55	<b>Leadership Interview</b> <b>Location – S&amp;F Conference Rm</b> Coordinator, Community Programming  <b>FM, LG&amp;C, SS</b>		10:00-10:55	<b>HR/PD Interview</b> <b>Location – Rm 1</b> Representatives of Building Leadership Teams  <b>HR/PD, A&amp;D, C&amp;I</b>	
11:00-11:55	<b>Fiscal Interview</b> <b>Location – Rm 7</b>  Treasurer (2 <sup>nd</sup> Interview)  <b>FM</b>	11:00-11:55	<b>Student Supports Interview</b> <b>Location – Rm 1</b> Instructional Coaches & Dept. Chairs <b>LC:</b>  <b>SS, C&amp;I</b>	11:00-11:55	<b>Leadership Interview</b> <b>Location – S&amp;F Conference Rm</b> <u>Cathy Troyer</u> Superintendent’s Executive Assistant  <b>LG&amp;C</b>
11:00-11:55	<b>Technology Staff -</b> <b>Location –Rm 1</b> <b>A&amp;D, HR/PD</b>				
12:00-12:55	<b>Working Lunch/Document Review: ALL DRT MEMBERS</b>  <b>Location: Team Workroom</b>				

1:00-1:55	<b>State Support Team 7</b>  Location – Rm 1 <b>ALL DRT MEMBERS</b>		
2:00-2:55	<b>Document Review</b> Location – Team Workroom  <b>ALL DRT MEMBERS</b>		
3:00-3:55	<b>Middle and High Schools Principals Focus Group</b> Location – Rm 1 <b>ALL DRT MEMBERS</b>	4:00-4:55	<b>Elementary Principals Focus Group</b> Location – Rm 1  <b>ALL DRT MEMBERS</b>
5:00-6:00	<b>Parent Focus Group</b> (include those who may have left district; please, no district personnel at this meeting) ****please limit the number of attendees (first 25 parents will be admitted) Location – Rm 1 <b>ALL DRT MEMBERS</b>		
6:00	<b>Review Team Debrief</b> Location – Team Workroom <b>ALL DRT MEMBERS</b>		

**Standards Key**

- A&D = Assessment & Effective Use of Data**
- C&I = Curriculum & Instruction**
- FM = Fiscal Management**
- HR/PD = Human Resources/Professional Development**
- LG&C = Leadership, Governance & Communication**
- SS = Student Supports**

## Appendix B: Figures and Tables Related to Accountability



**Figure B-3: Mansfield City School District Enrollment by Subgroup (Special Populations)**

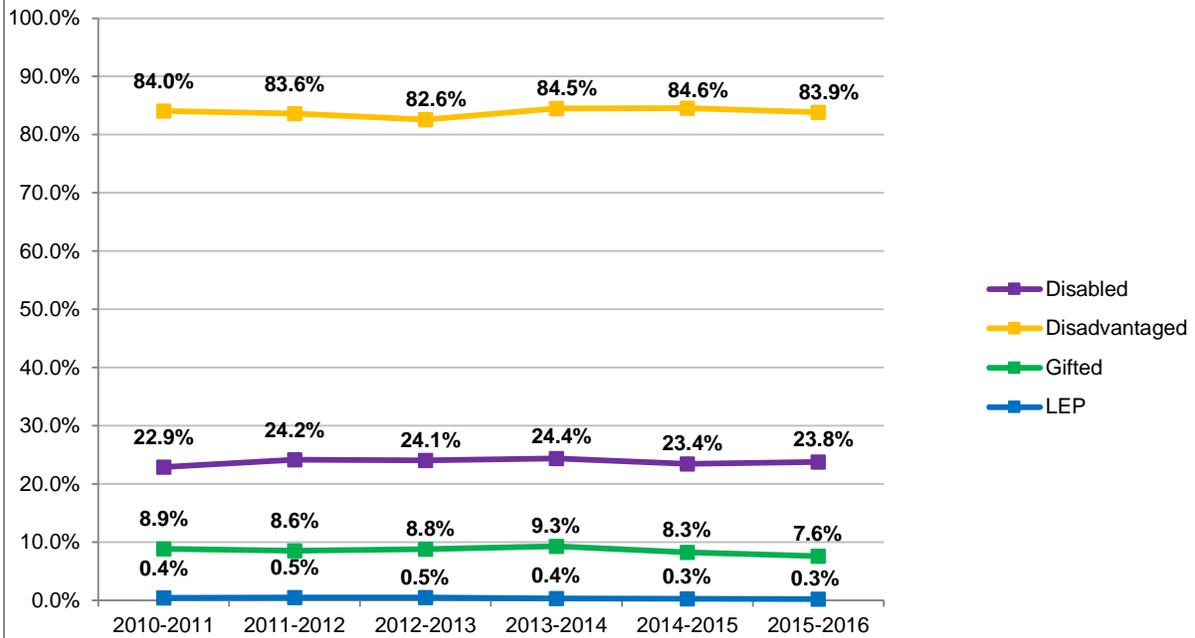


Figure B-3 Source: Ohio Department of Education Office of Accountability

**Figure B-4: 2015-2016 Enrollment Location for Students Who Live in the Mansfield School District Attendance Area**

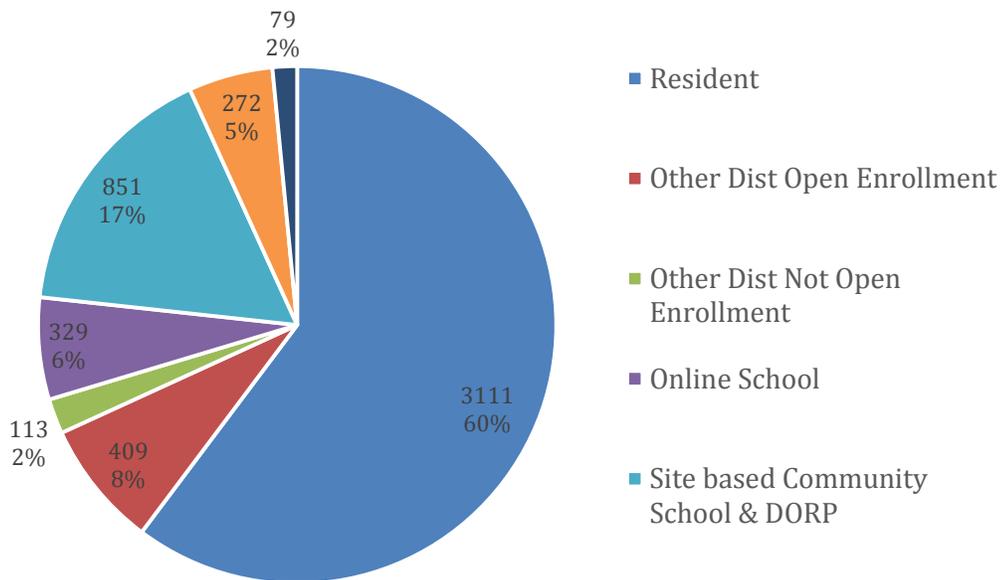


Figure B-4 Source: Ohio Department of Education Office of Accountability

**Figure B-5: Mansfield City School District 2015-2016 Annual Measureable Obejctives by Subgroup**

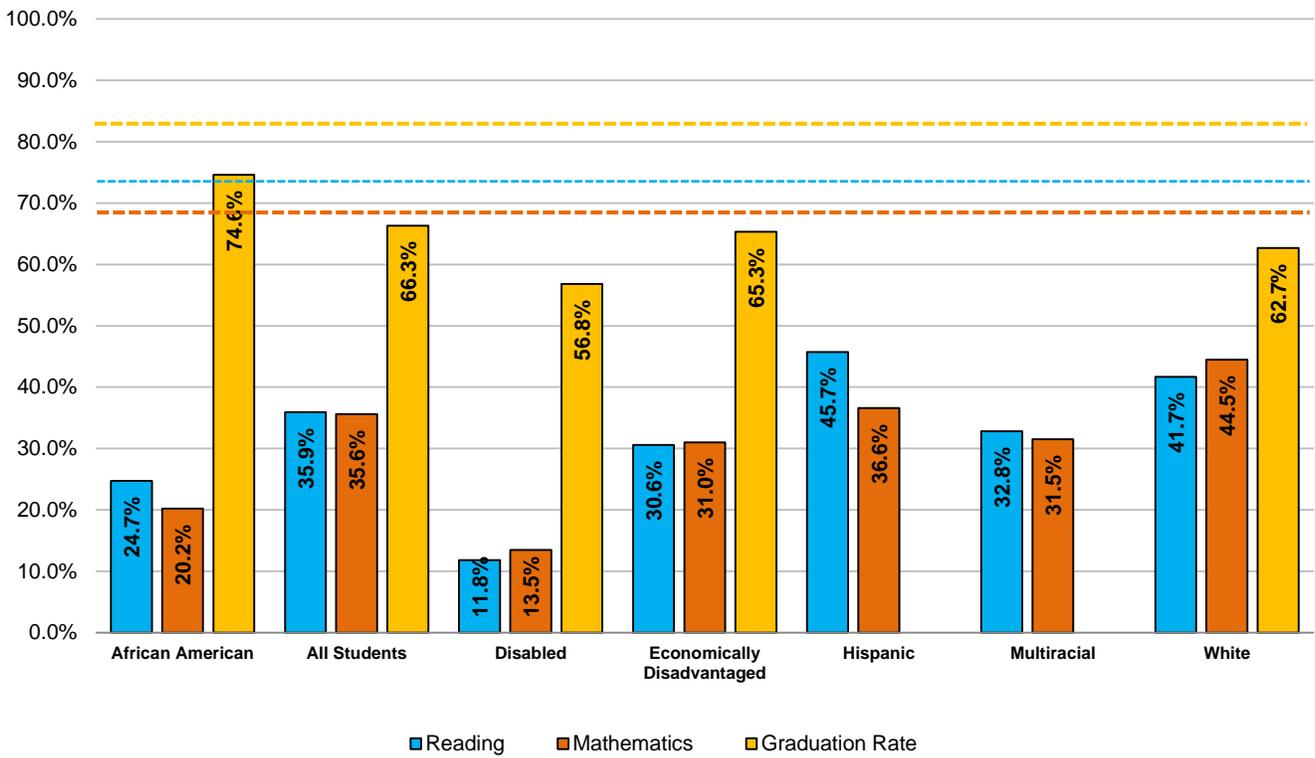


Figure B-5 Source: Mansfield City School District Ohio School Report Card, Ohio Department of Education Office of

**Figure B-6: Mansfield City School District Reading Passing Rate Trends**

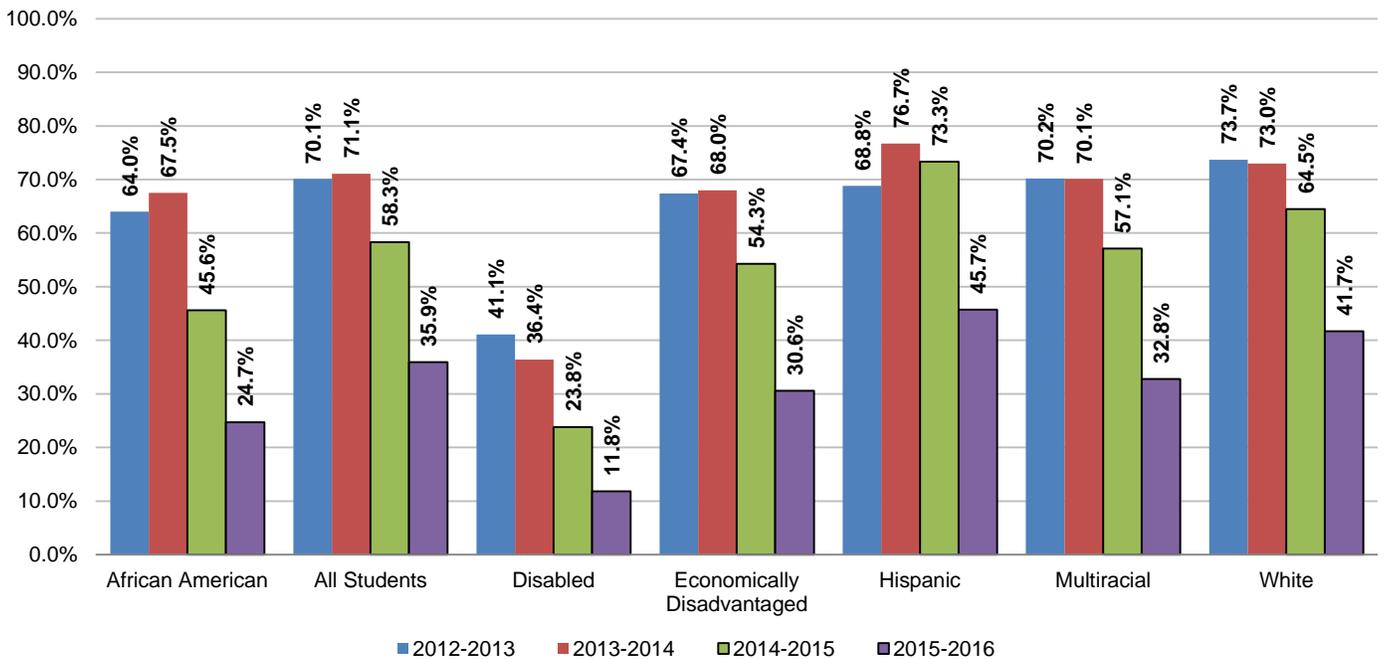


Figure B-6 Source: Mansfield City School District Ohio School Report Card; Archived Report Cards

**Figure B-7: Mansfield City School District Mathematics Passing Rate Trends by Subgroup**

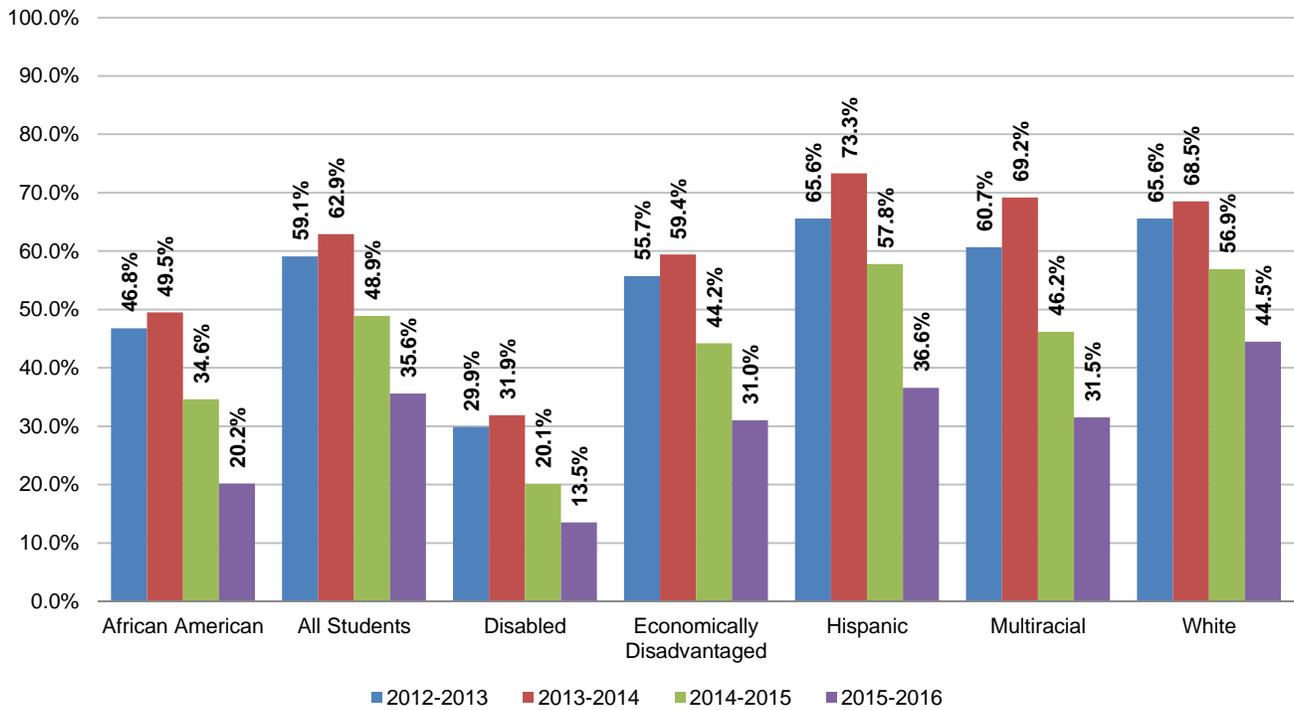


Figure B-7 Source: Mansfield City School District 2013-2014 Ohio School Report Card; Archived Report Cards

**Figure B-8: Mansfield City School District 2015-2016 English Language Arts Performance Comparisons by Grade Level**

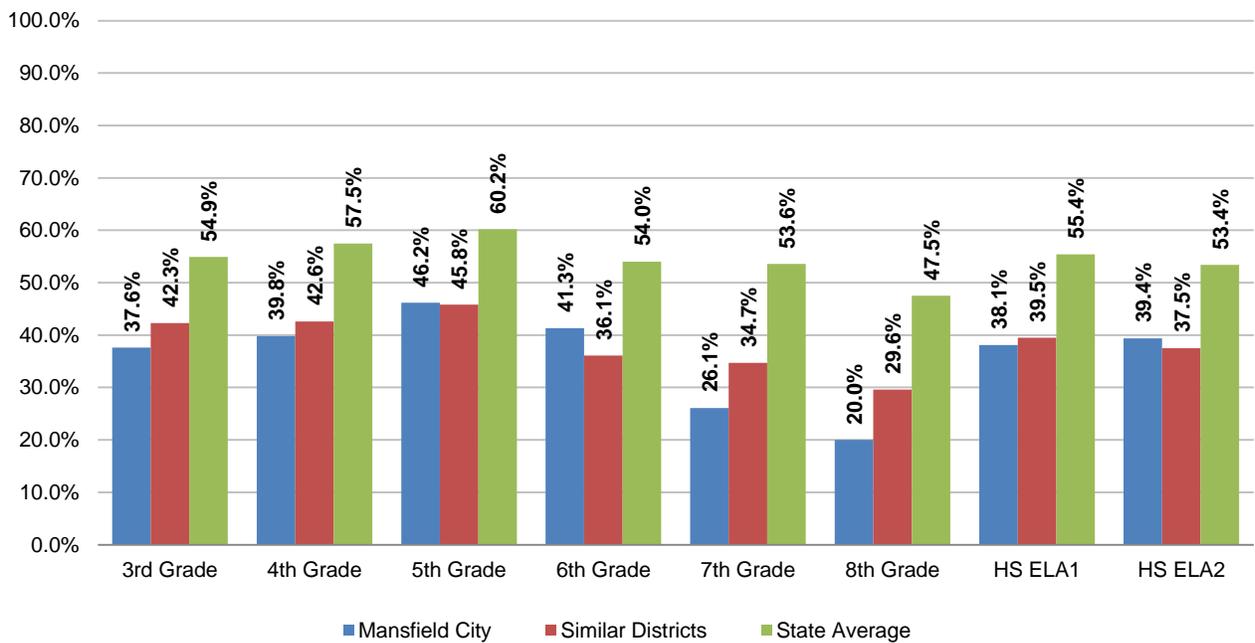


Figure B-8 Source: Mansfield City School District Ohio School Report Card

**Figure B-9: Mansfield City School District 2015-2016 English Language Arts Performance Comparisons by Grade Level**

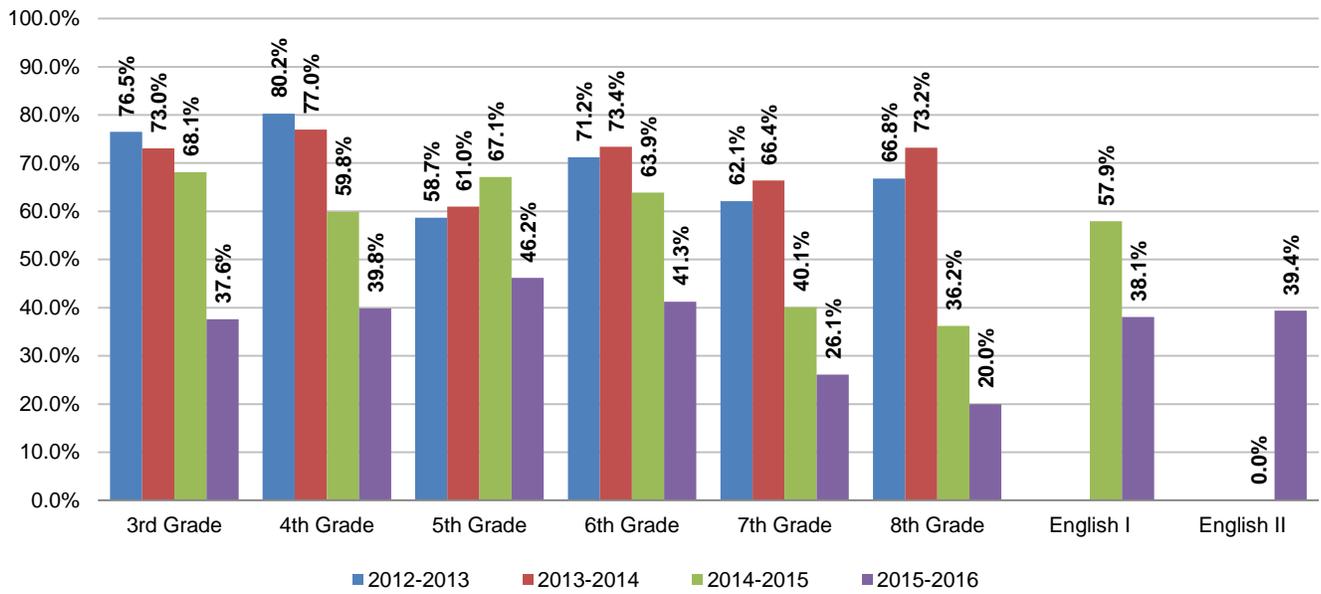


Figure B-9 Source: Mansfield City School District Ohio School Report Card

Figure B-10A: Mansfield City School District Fall 2014 Math Value-Added Report

Estimated District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2014 Growth Measure							
Standard Error							
2015 Growth Measure							
Standard Error							
2016 Growth Measure		-8.0 R	6.5 DG	0.1 Y	-5.5 R	-5.7 R	-2.6
Standard Error		0.8	0.8	0.8	0.8	0.9	0.4
3-Year-Average Growth Measure							
Standard Error							
Estimated District Average Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2013 Average Achievement							
2014 Average Achievement							
2015 Average Achievement	49.5	37.4	46.0	43.4	38.1	35.6	
2016 Average Achievement	44.9	40.5	44.3	46.7	36.3	32.4	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	174	688.3	37	691.5	41	-2.7 R	1.2

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Geometry	2016	131	675.3	21	678.8	24	-3.4 R	1.3

Figure B-10A Source: SAS® EVAAS web application, SAS Institute Inc.

Figure B-10B: Mansfield City School District Fall 2014 Math Value-Added Report

Estimated District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2014 Growth Measure							
Standard Error							
2015 Growth Measure							
Standard Error							
2016 Growth Measure		-8.0 R	6.5 DG	0.1 Y	-5.5 R	-5.7 R	-2.6
Standard Error		0.8	0.8	0.8	0.8	0.9	0.4
3-Year-Average Growth Measure							
Standard Error							
Estimated District Average Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2013 Average Achievement							
2014 Average Achievement							
2015 Average Achievement	49.5	37.4	46.0	43.4	38.1	35.6	
2016 Average Achievement	44.9	40.5	44.3	46.7	36.3	32.4	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	174	688.3	37	691.5	41	-2.7 R	1.2

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Geometry	2016	131	675.3	21	678.8	24	-3.4 R	1.3

Figure B-10B Source: SAS® EVAAS web application, SAS Institute Inc.

**Figure B-11: Mansfield City School District 2015-2016 Mathematics Performance Comparisons by Grade Level**

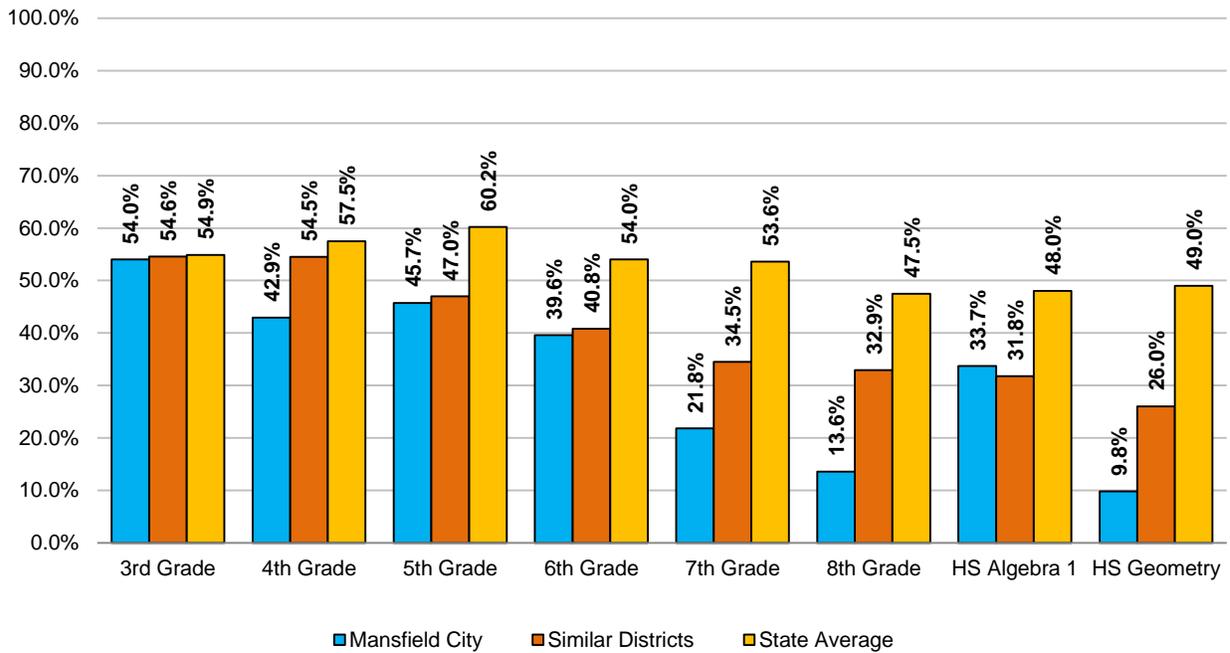


Figure B-11 Source: Ohio Department of Education Office of Accountability

**Figure B-12: Mansfield City School District Mathematics Passing Rates by Grade Level**

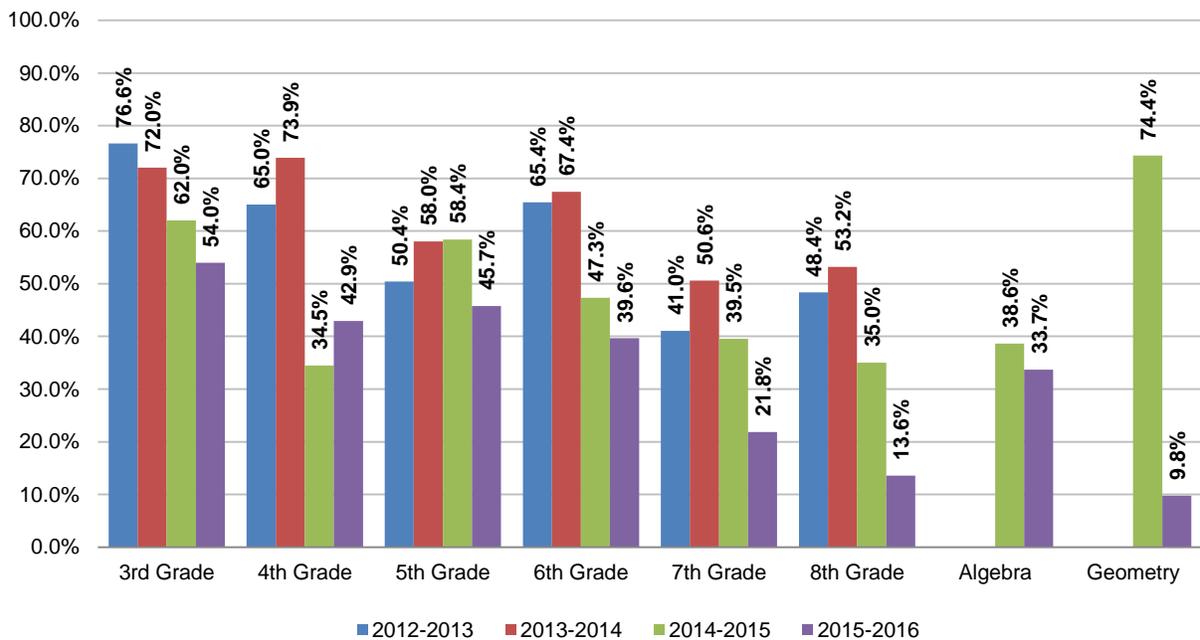


Figure B-12 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

**Figure B-13: Mansfield City School District Performance Index Trend**

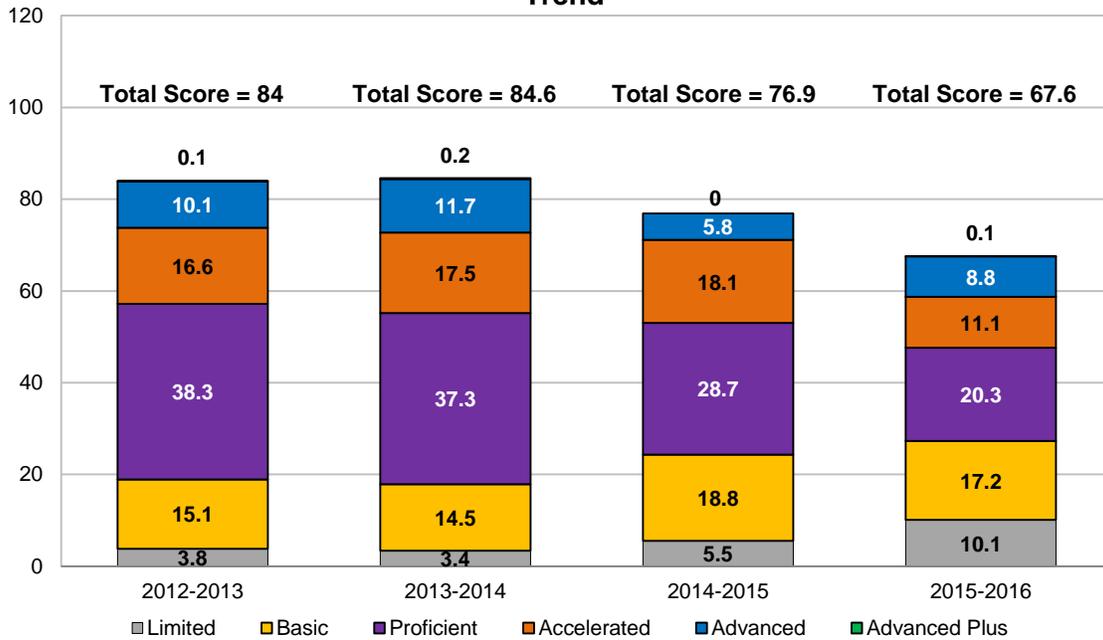


Figure B-13 Source: Ohio Department of Education Office of Accountability

**Figure B-14: Mansfield City School District Graduation Rate Comparison**

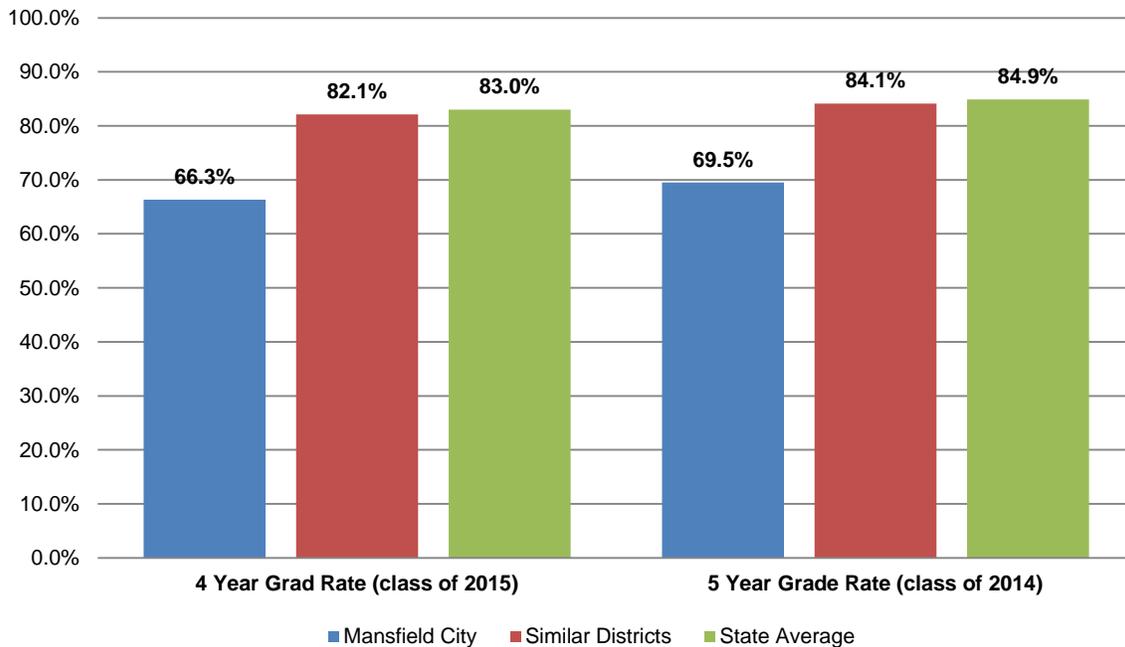


Figure B-14 Source: Mansfield City School District Ohio School Report Card

**Figure B-15: Mansfield City School District Graduation Cohort Rates**

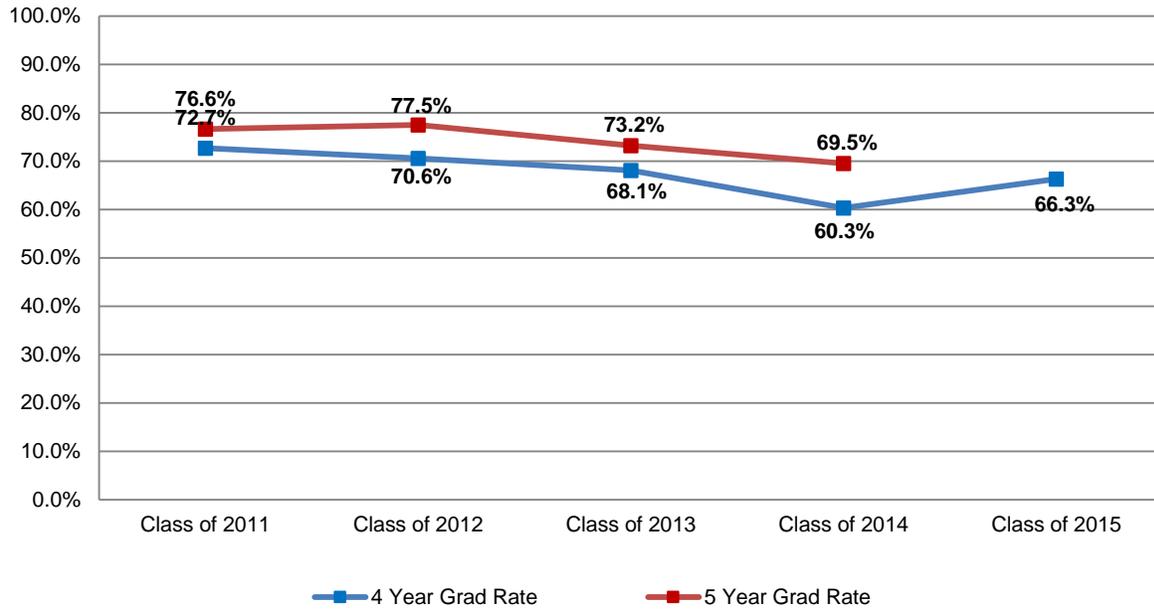


Figure B-15 Source: Mansfield City School District Ohio School Report Card

**Figure B-16: Mansfield City School District Number of Dropouts  
Grades 7 - 12**

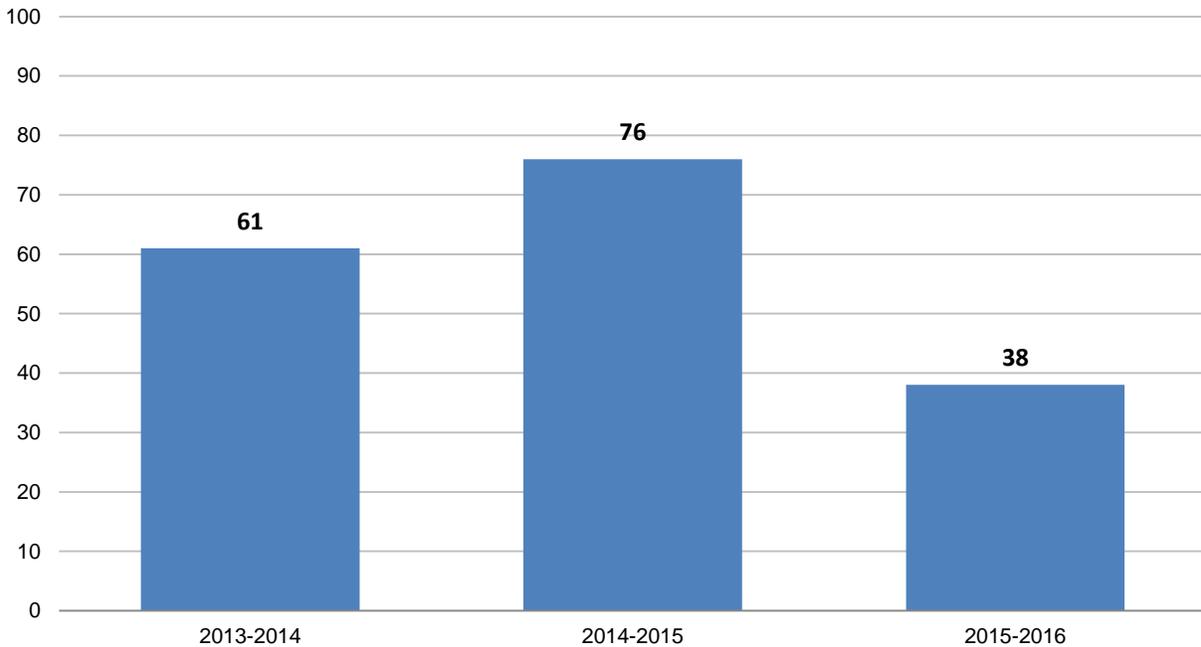
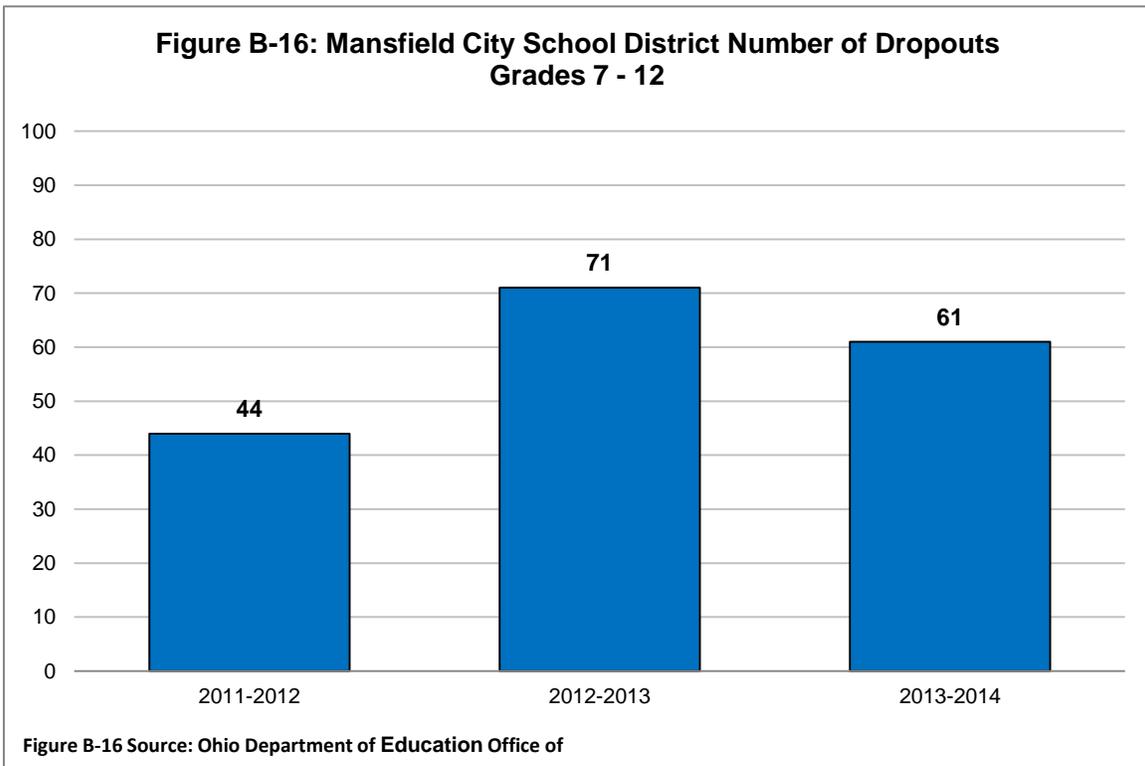
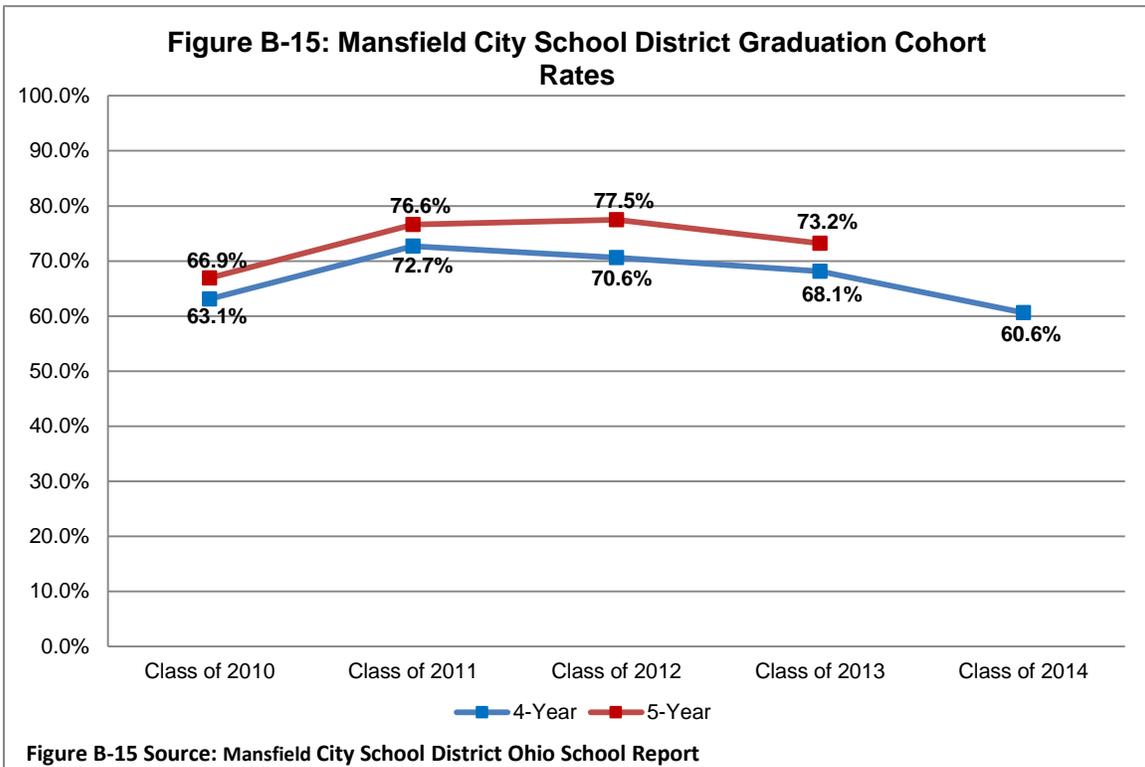


Figure B-16 Source: Ohio Department of Education Office of



**Figure B-17: Mansfield City School District Disciplinary Actions per 100 Students**

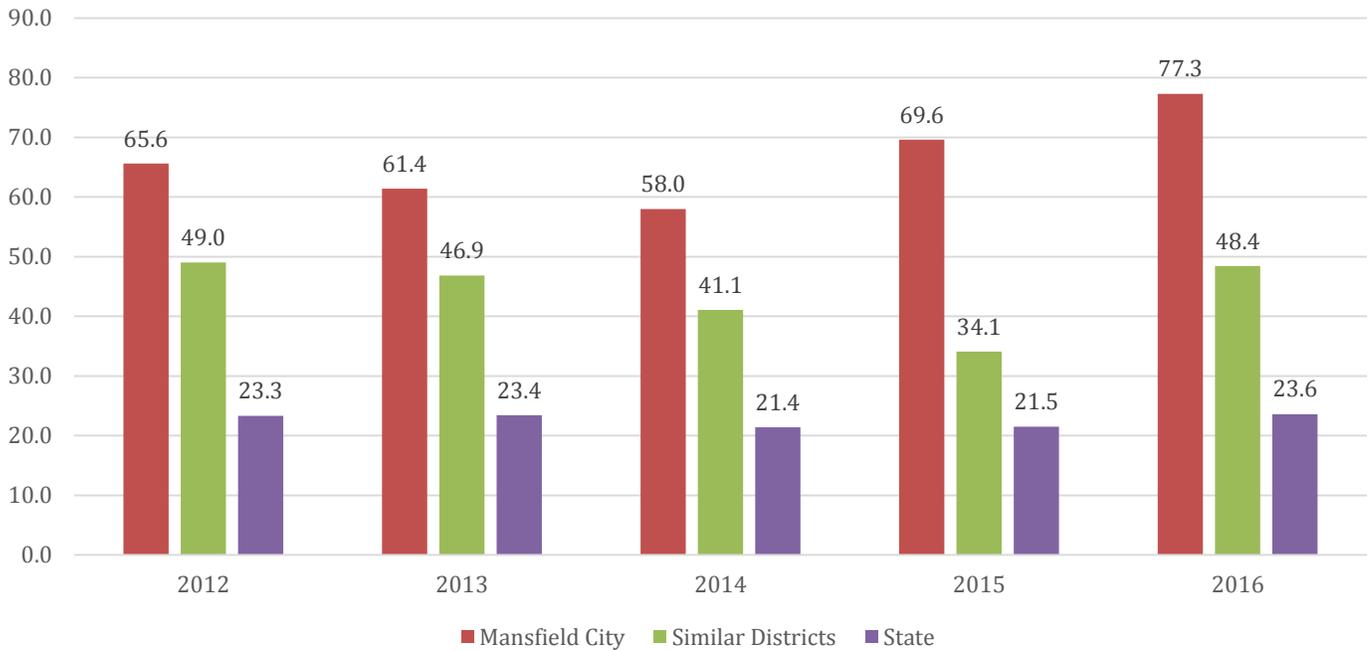


Figure B-17 Source: Ohio Department of Education Office of Accountability

**Figure B-18: Mansfield City School District Prepared for Success 2-Year Comparison**

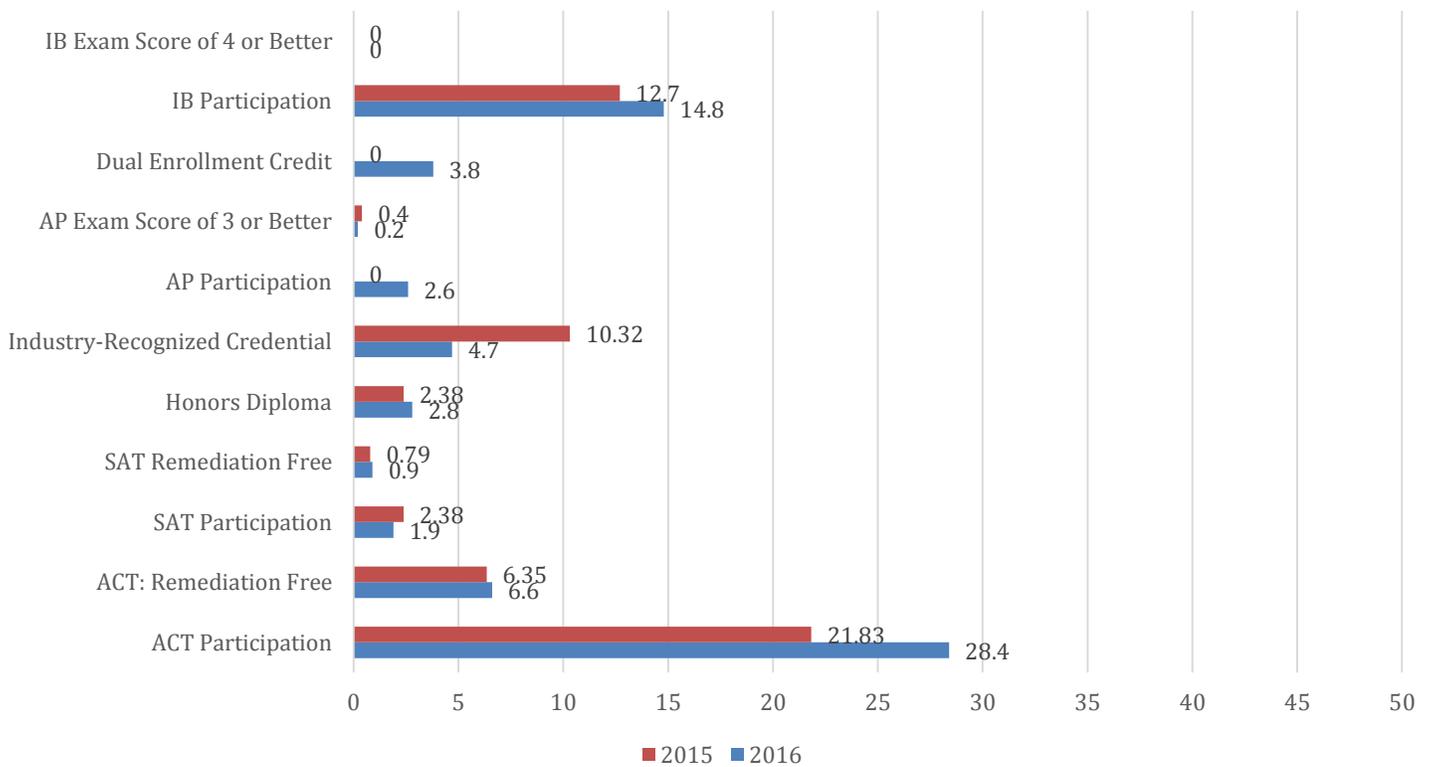
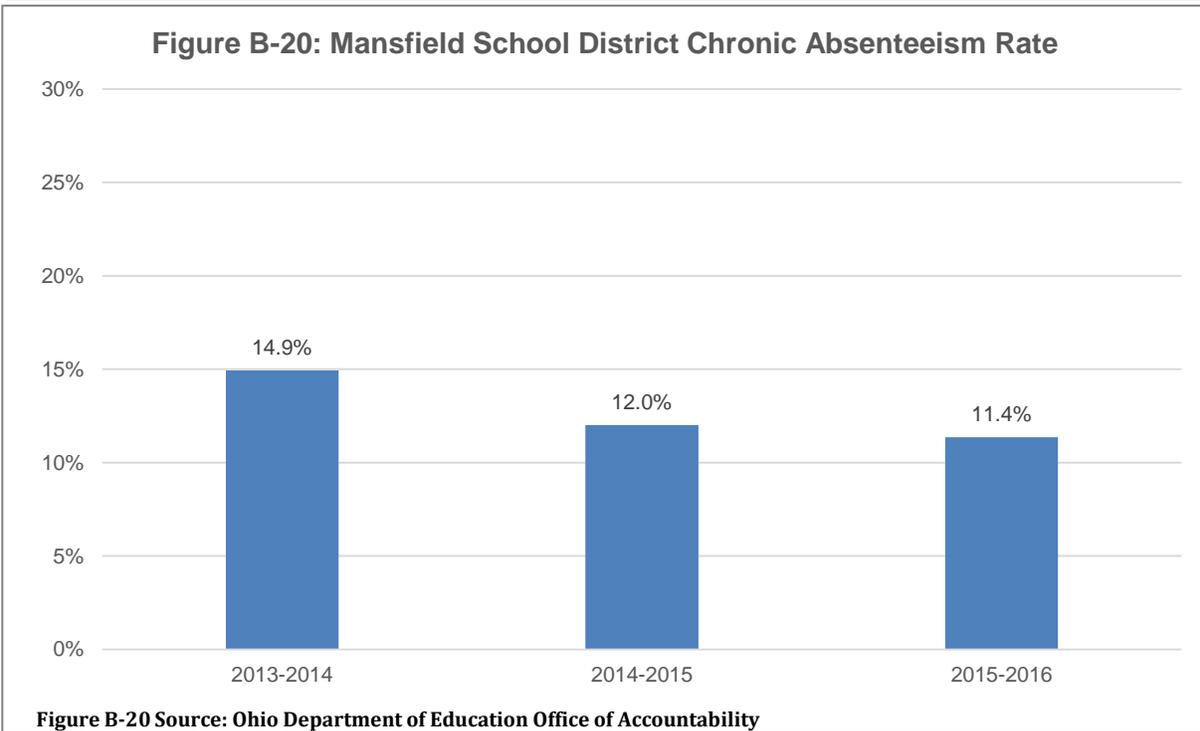
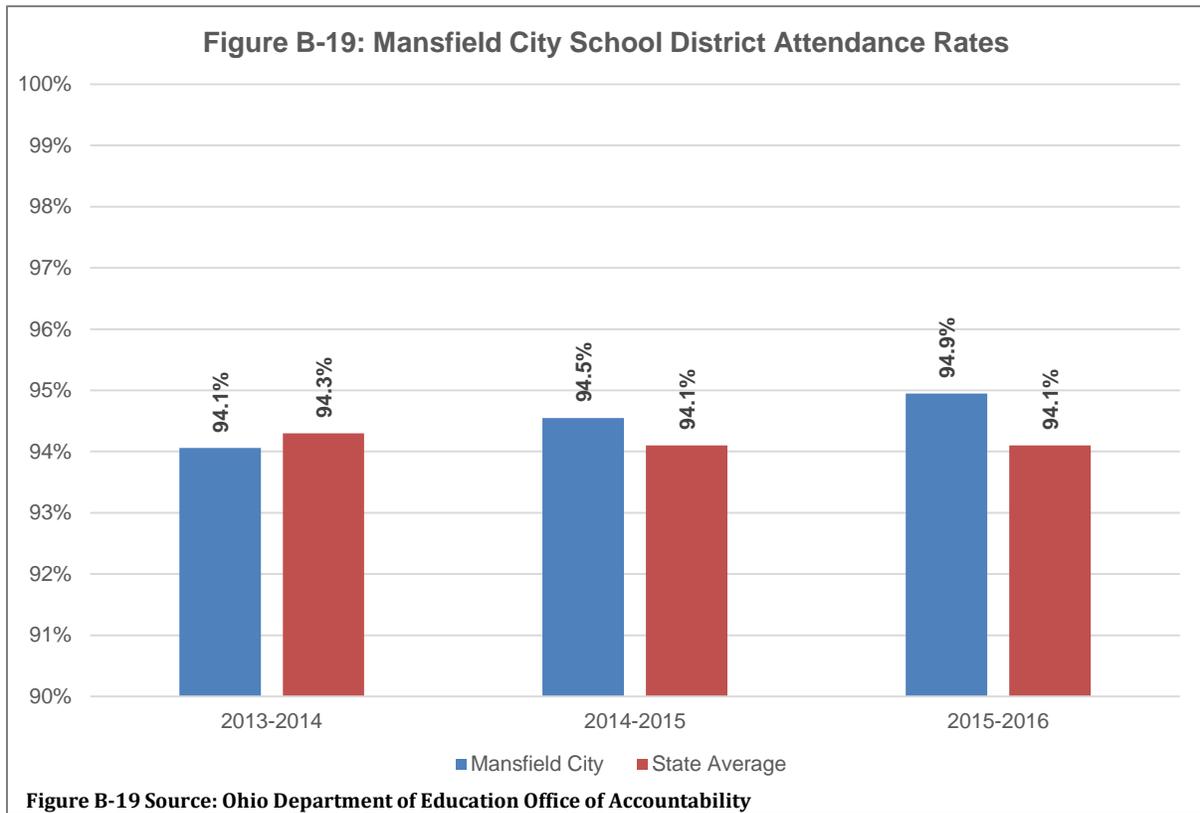


Figure B-18 Source: Ohio Department of Education Office of Accountability



**Figure 21: Mansfield City School District Absenteeism Data 2015-2016**

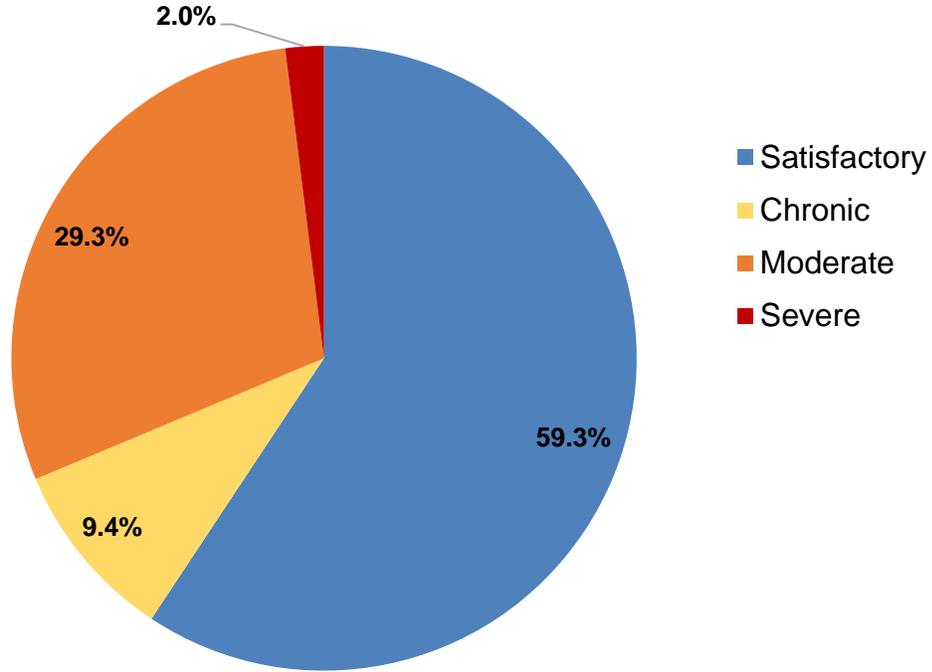


Figure 21 Source: Ohio Department of Education Office of Accountability

**Figure B-22: Mansfield City School District Absenteeism Rate By Grade Level**

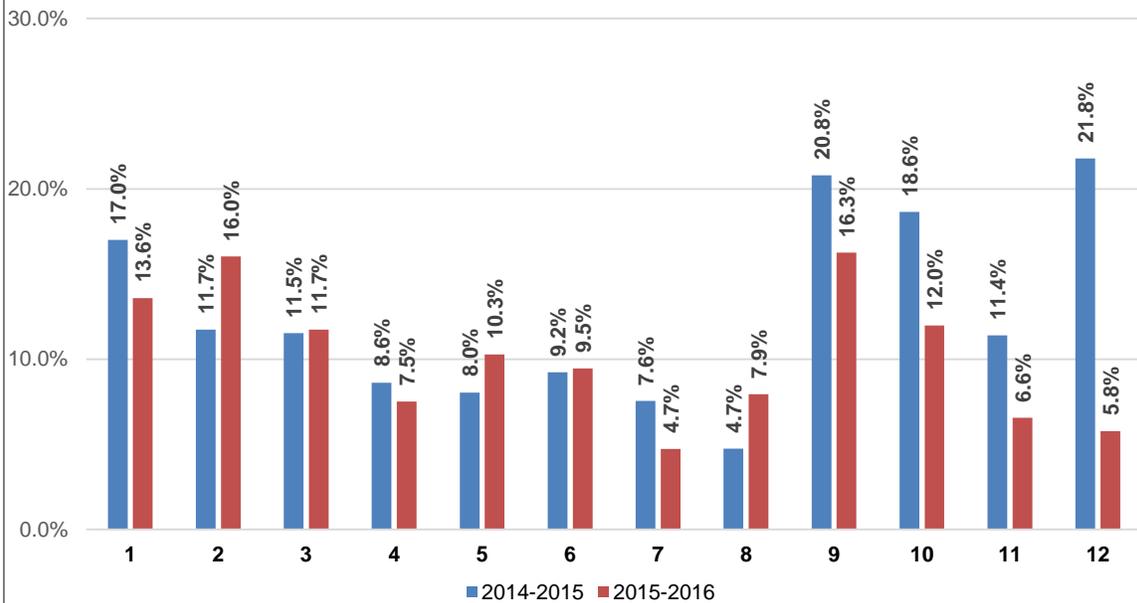


Figure B-22 Source: Ohio Department of Education Office of Accountability

**Figure B-23: Mansfield City School District Percent of On-Track Students – Kindergarten through Third Grade 2-Year Comparison**

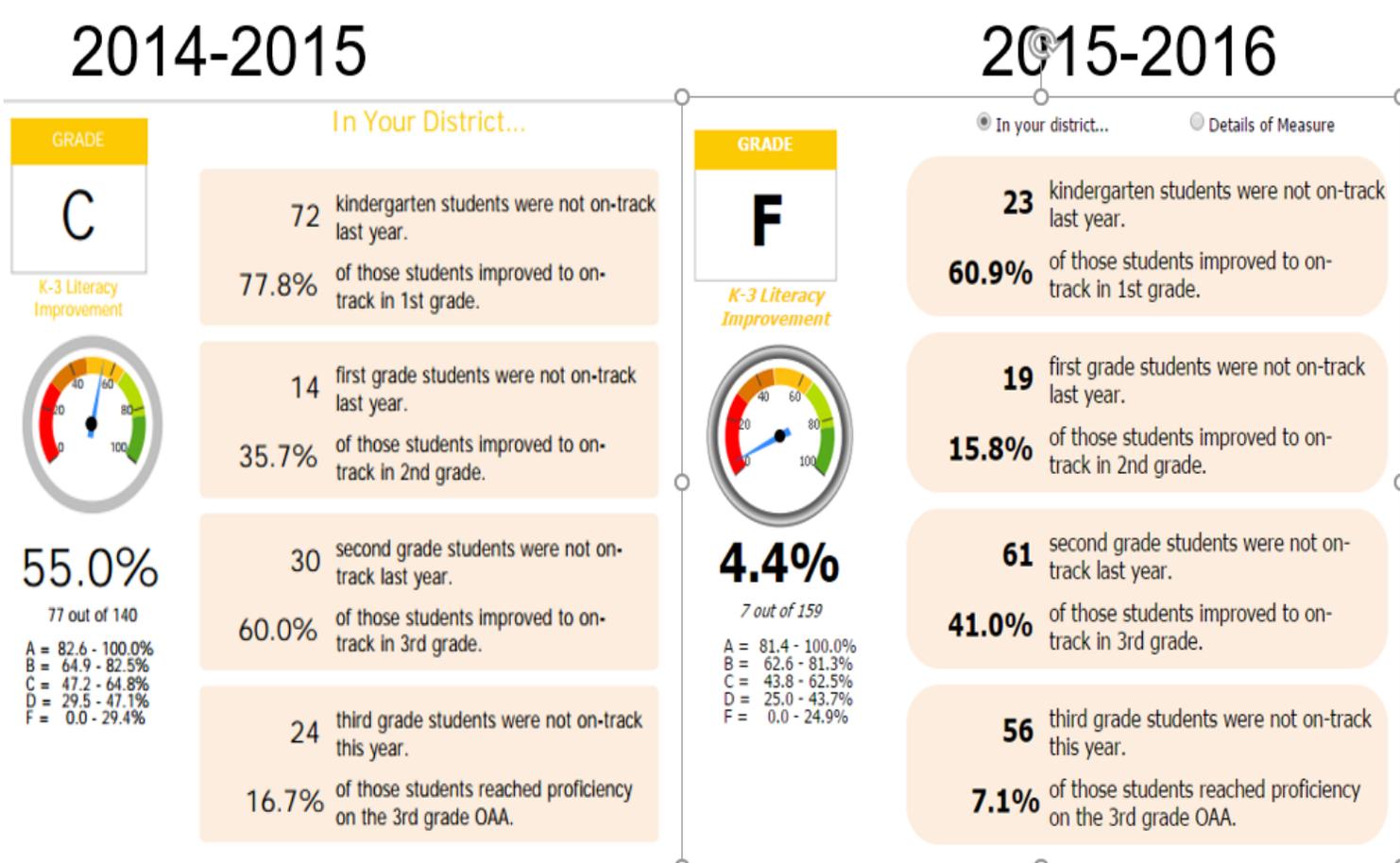
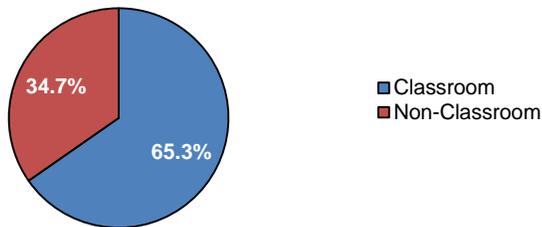


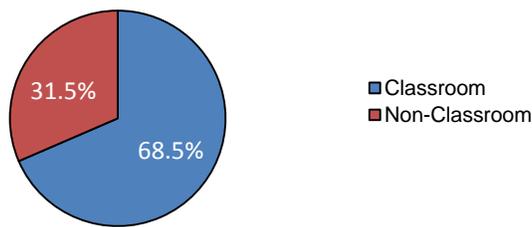
Figure B-23: Source: Mansfield City School District 2014-2015 and 2015-2016 Ohio School Report Card

**Figure B-24: Mansfield City School District 2015-2016 Percent of Funds Spent on Classroom Instruction Compared to Similar Districts and the State**

**Mansfield City School District**



**Comparison Group**



**State Average**

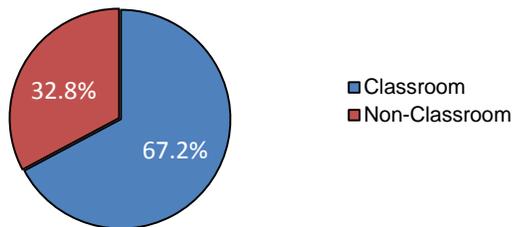


Figure B-24 Source: Ohio Department of Education Office of Accountability

**Figure B-25: Mansfield City School District 2015-2016 Source of Revenue**

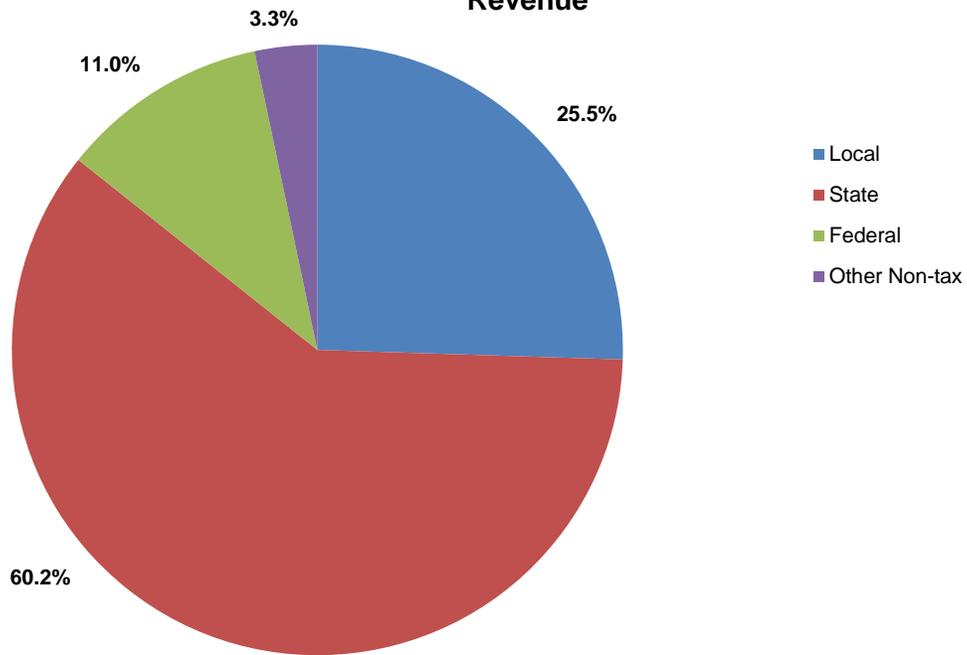


Figure B-25 Source: Ohio Department of Education Office of Accountability

**Figure B-26: Mansfield City School District 2015-2016 Operating Spending Per Equivalent Pupil Compared to the State**



Figure B-26 Source: Ohio Department of Education Office of Accountability

**Table B-1: Mansfield City School District Teacher Demographic Data**

	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Avg. Teacher Salary	\$53,910	\$53,826	\$52,923	\$53,733	\$52,300
Highly Qualified Teacher %	98.1%	97.3%	99.8%	98.5%	99.4%
Teacher Attendance	93.1%	93.3%	92.6%	93.5%	93.9%
Percent of Teachers with Master's or Doctorate	47.4%	48.4%	49.4%	52.6%	48.5%

Table B-1 Source: Ohio Department of Education Office of Accountability

## Appendix C: Additional Figures and Tables

**Table C-1: Mansfield City School District Disciplinary Actions Trends**

Discipline Reason	2013-2014		2014-2015			2015-2016		
	Out of School Suspension	Emergency removal by district personnel	Out of School Suspension	In-School Suspension	Emergency removal by district personnel	Out of School Suspension	In-School Suspension	Emergency removal by district personnel
Disobedient/Disruptive Behavior	186	0	308	303	16	304	340	21
Fighting	145	0	188	25	2	169	30	7
Harassment/Intimidation	66	0	105	48	0	71	51	4
Use/ Possession of other drugs	6	0	6	1	1	8	1	1
Theft	16	0	26	9	2	22	8	0
Tobacco	5	0	17	15	0	5	9	0
Truancy	5	0	14	165	0	17	124	0
Unwelcome Sexual Conduct	8	0	19	6	0	24	6	1
Vandalism	10	0	5	3	0	3	14	0
Weapon	9	0	11	0	1	1	10	0

**Table C-1 Source: Ohio Department of Education Office of Accountability**

### Mansfield City School District-FY 2016 Profile Report/CUPP Report

Expenditure	Mansfield City SD Expenditure per Student	Comparable District Average	State Average
Administration	\$2,254.16	\$1,535.69	\$1,513.93
Building Operations	\$2,358.39	\$2,228.98	\$2,111.45
Instruction	\$7,655.61	\$6,413.70	\$6,469.19
Pupil Support	\$890.04	\$682.52	\$665.75
Staff Support	\$136.99	\$444.44	\$403.85

Expenditure	Mansfield City SD	Comparable District Average	State Average
Salaries	42.9%	49.2%	52.9%
Fringe Benefits	23.0%	20.1%	21.1%
Purchased Services	31.2%	26.2%	21.0%
Supplies and Materials	1.7%	2.9%	3.2%
Other Expenditures	1.2%	1.4%	1.8%

**Table C-2 Source: Ohio Department of Education Office of Accountability**

*Expenditure Data (Adapted from ODE District Profile explanation)*

*Administration Expenditure per Pupil* covers all expenditures associated with the day to day operation of the school buildings and the central offices as far as the administrative personnel and functions are concerned. Items of expenditure in this category include salaries and benefits provided to all administrative staff as well as other associated administrative costs. Data Source: Report Card 2014.

*Building Operation Expenditure per Pupil* covers all items of expenditure relating to the operation of the school buildings and the central offices. These include the costs of utilities and the maintenance and the upkeep of physical buildings. Data Source: Report Card 2014.

*Instructional Expenditure per Pupil* includes all the costs associated with the actual service of instructional delivery to the students. These items strictly apply to the school buildings and do not include costs associated with the central office.

They include the salaries and benefits of the teaching personnel and the other instructional expenses. Data Source: Report Card 2014.

*Pupil Support Expenditure per Pupil* includes the expenses associated with the provision of services other than instructional that tend to enhance the developmental processes of the students. These cover a range of activities such as student counseling, psychological services, health services, social work services etc. Data Source: Report Card 2014.

*Staff Support Expenditure per Pupil* includes all the costs associated with the provision of support services to school districts' staff. These include in-service programs, instructional improvement services, meetings, payments for additional trainings and courses to improve staff effectiveness and productivity. Data Source: Report Card 2014.

## Appendix D: List of Documents Reviewed

3-Year technology plan  
"Changing the Way We Look at Insurance Benefits"  
2015-2016 Ohio district local report card for Mansfield City Schools  
2015-2016 Ohio local building report cards for Mansfield City Schools  
2016 High Schools that Work annual progress report  
2016-17 Ohio special education profile  
2016-2018 Mansfield Education Association final contract  
5-year forecast and levy presentaion  
Administrator job descriptions  
Agenda for curriculum committee  
Assessment matrix  
Board of Education minutes  
Board of Education policies  
Bricker and Eckler presentation  
Budget for the board of education professional development  
Building leadership team agendas  
Building leadership team to teacher-based team feedback forms  
Building leadership teams schedules  
Building staff survey summaries  
Certified job descriptions  
Comprehensive capital plan  
Comprehensive corrective action plan  
Cross functional team summary  
Curriculum guide template  
Curriculum guide revisions  
Curriculum presentation  
Curriculum tools document  
Data analysis reports used  
Data planning tool December 14, 2016  
Descriptions of student support programs-nonacademic  
District 5-year forecast filed October 2016  
District audit report 2016 fiscal year  
District goal handout  
District intermediate staff survey  
District leadership team agenda  
District leadership team membership roster  
District leadership team needs assessment report  
Family survey summary  
Financial readiness report  
Fiscal emergency release  
Gifted policy  
Goal handout sheet  
Health savings account example  
Health savings account presentation  
Individuals with Disabilites Act monitoring review  
Local professional development committee member List  
Local professional development meeting schedule  
Mansfield City district profile  
Mansfield City Schools April newsletter  
Mansfield City Schools District Review Report of March 15, 2016

Mansfield City Schools District review update agenda September 29, 2016  
Mansfield City Schools Goals 2016-2019  
Mansfield City Schools history  
Mansfield City Schools March newsletter  
Mansfield crosswalk of district review, Ohio Improvement Process and Comprehensive Continuous Improvement Plan  
Mansfield enrollment data and Title I budgets  
Mansfield Ohio Improvement Plan  
Mansfield Ohio Improvement Process Improvement Rubric dated March 2013  
Mansfield Ohio Improvement Process presentation to All Staff  
Mansfield Ohio Improvement Process presentation to the Board of Education  
Mansfield organizational chart  
Mansfield City Education Association Final Contract  
Mansfield High School course curriculum guide  
Math teacher leader monthly meetings schedule 2016-2017  
Math teacher leader professional development  
McKinney-Vento homeless program site review  
Minutes from building leadership teams  
Minutes from district leadership team meetings  
Minutes from teacher-based teams  
Non-certified job descriptions  
Ohio Department of Education Office of Exceptional Children monitoring review  
Ohio Principal Evaluation System  
Ohio Teacher Evaluation System  
Organizational chart  
Personal learning opportunities  
Popular annual financial report  
Postsecondary transition presentation  
Professional development days agendas  
Professional development days course descriptions  
Professional development days course offerings  
Professional development days feedback forms  
Proposed framework for 2017-2018 professional development  
Report of instructional staff attendance  
Sample curriculum guide lesson plans  
School-wide Information System at Malabar  
Student handbooks  
Student learning outcomes handbook  
Superintendent evaluation system  
Support services/ partnership agencies  
Teacher certification and training document  
Teacher handbooks  
Teacher-based team schedules  
The Plan for Success presented to the board of education on May 16, 2017  
Tiered intervention strategies  
Value-added summary reports  
Video of a board meeting  
Vocational budget  
Workforce diversity plan