

Ohio

Sandusky City School District

REVIEW CONDUCTED APRIL 24-28, 2017

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Sandusky City School District

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Sandusky 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 site visit to the Sandusky City School District was conducted April 24-28, 2017. The following summary highlights some of the strengths, challenges and recommendations, which are further explained in the report.

STRENGTHS

Leadership, Governance and Communication

- The superintendent creates a culture of transparency by communicating with district stakeholders.
- The board of education and the superintendent have a working relationship that supports district decision-making.

Curriculum and Instruction

- The district offers intervention and enrichment programs and services to support student learning.

Assessment and Effective Use of Data

- The district has a student information system that provides administrators, teachers, parents and students with online access to current student performance data.
- The district provides classroom technology, the necessary infrastructure and technical assistance to support student learning and district operations.

Human Resources and Professional Development

- The district has established practices to recruit and select teacher candidates.
- The district has established an onboarding process for new teachers.
- The district has implemented a teacher evaluation model that is aligned to the Ohio Teacher Evaluation System (OTES).

Student Supports

- The district provides academic and non-academic supports to ensure educational continuity for all students.

Fiscal Management

- The community provides sufficient financial resources to ensure educationally sound programs and quality facilities.
- The district actively seeks resources and increased efficiency through collaboration with external partners such as collaboratives, shared services and institutions of higher education.
- The district has a long-term capital plan that reflects capital development and improvement needs with stakeholder input.

CHALLENGES

Leadership, Governance and Communication

- The district's improvement plan does not indicate that student achievement data was analyzed and used to determine improvement goals.

- The board of education lacks a tool to evaluate the superintendent that is based on the attainment of district goals, student results and other achievement data using targets set through both state and district accountability expectations.

Curriculum and Instruction

- The district has not developed a cohesive and usable set of curriculum materials aligned to Ohio's Learning Standards.
- During classroom observations, teachers inconsistently provided students with opportunities to demonstrate learning in multiple ways, reflect high and rigorous learning expectations and develop higher-order thinking skills.
- Teachers do not consistently differentiate instruction in classrooms.

Assessment and Effective Use of Data

- The district leadership team, building leadership teams and teacher-based teams do not have consistent processes for monitoring, providing feedback about or analyzing student data.
- The district does not use a balanced system of formative, common and benchmark assessments to guide instructional decision-making.
- The pillars of the district's Transformation Plan 2014-2019 do not include clearly defined strategies, adult implementation indicators or student performance indicators to measure student progress.

Human Resources and Professional Development

- The district's instructional coaching structure is not designed to effectively support growing the practices of teachers.
- There is no evidence of a comprehensive or collaboratively developed professional development plan.
- There is no evidence of ongoing professional development opportunities that support the growth of building principals.

Student Supports

- The district has not fully implemented positive behavioral interventions and support to reduce disruptions to the learning environment.

Fiscal Management

- The district lacks budget documents that include goals, the impact of the proposed costs and the methods used to assign resources to schools.
- The district does not use forecasting and control procedures that ensure spending is within budget limits.
- The district does not have a system in place to efficiently track and utilize grant dollars to ensure resources are cost effective.

RECOMMENDATIONS

Leadership, Governance and Communication

- Create SMART goals in three concentrated areas: reading, math and graduation rate, as suggested in the Decision Framework of the Comprehensive Continuous Improvement Plan. Analyze student performance data to drive the development, implementation, modification and evaluation of strategies that make an impact on student achievement.
- Develop and complete an annual evaluation of the superintendent based on mutually agreed goals for the district. Evaluate the performance of the superintendent based on the attainment of district goals, student

results and other student achievement data using targets set through both district and state accountability expectations.

Curriculum and Instruction

- 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.
- Select and provide professional development that addresses instructional strategies that promote higher-order thinking skills, rigorous learning expectations and opportunities for students to assume responsibility for their own learning.
- Develop a district plan to provide professional development for teachers in differentiated instruction and monitor progress in implementation.

Assessment and the Use of Data

- Implement the components of the Ohio Improvement Process and the Ohio 5-Step Process with fidelity at the district leadership, building leadership and teacher-based team levels. Develop internal district procedures for accountability, ongoing professional development and feedback to ensure the Ohio Improvement Process is being utilized effectively as designed.
- Create and implement a district assessment literacy team, with balanced representation and expertise across the district, to coordinate the development, implementation and analysis of a balanced system of formative, common and benchmark assessments.
- Revise the format of the district's transformation plan to reflect the components of a quality focused plan, as recommended by the Ohio Improvement Process and the Ohio Leadership Advisory Council. Utilize this process as the framework for all 12 pillars of the district transformation plan and building plans.

Human Resources and Professional Development

- Identify and implement a coaching structure that is aligned to the district's needs and available resources.
- Craft a professional development plan that outlines a limited number of priorities that the district will focus on for the next one to three years. Use student achievement data, research-based best practices and a collaborative approach to get teacher and principal buy-in for the plan.
- Develop a multi-tiered approach to support the ongoing development of principals.

Student Supports

- Implement the Positive Behavioral Intervention and Support (PBIS) framework.

Fiscal Management

- The district's finance committee and transformation plan executive committee can compute the annual cost associated with the implementation of each goal and associated pillar. These costs should be aligned with the annual budgetary process, incorporated into the capital plan and included in the assumptions of the five-year forecast as it relates to expenditures in the general fund.
- When preparing the five-year forecast, take into account the immediate and long-term financial implications that could affect the amounts reflected on the forecast, such as expiring levies, the biennial budget, negotiated agreements, real estate considerations such as new construction, abatements, etc. Include increases or decreases in staffing for the district. When documenting the assumptions to support the forecast, be explicit to give the reader the justification behind the amounts reflected in the forecast.

Sandusky City School District Review Overview

PURPOSE

Conducted under Ohio law,¹ 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

Reviewers 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 for two days before conducting a five-day district visit that includes visits to individual schools. The team conducts interviews and focus group sessions with stakeholders such as board of education members, teachers' association representatives, administrators, teachers, parents and students. Team members also observe classroom instructional practices. Subsequent to the on-site review, the team meets for two days to develop findings and recommendations before submitting a draft report to the Ohio Department of Education. District review reports focus primarily on the system's most significant strengths and challenges, with an emphasis on identifying areas for improvement.

SITE VISIT

The site visit to the Sandusky City School District was conducted from April 24 to 28, 2017. The site visit included 62 hours of interviews and focus groups with approximately 130 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted five focus groups with elementary, middle and high school teachers; middle and high school students representing grades K through 12; and approximately 13 parents and community members.

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. The team also conducted building observations and observed classroom instructional practices in 51 classrooms in seven school buildings. Appendix D contains the instructional inventory tools used to record observed characteristics of standards-based teaching and the building observation form to take note of the climate and culture of the district's buildings. Appendix E lists the district documents that were reviewed prior to and during the site visit.

DISTRICT PROFILE

Sandusky City School District is located in Erie County. According to the United States Census Bureau, the estimated population of Sandusky City, as of 2015, was 25,006, which represents a 3.5 percent decrease in population since the 2010 census.² Approximately 85 percent of the population graduated from high school. The median household income in Sandusky City is \$33,786 (in 2015) with 22.1 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 Sandusky City School District for 2015-2016 was \$63,780 (see table B-1, Appendix B). The average teacher salary in the district has decreased since the 2013-2014 school year by an average of \$2,305. During the same period, the percentage of courses taught by highly qualified teachers decreased by 4.3 percent, and the percentage of teachers with masters or doctorate degrees decreased by 0.7 percent. Teacher attendance has remained relatively stable over this four-year period, with the highest attendance rate in 2014-2015 at 96.6 percent. According to the Bureau of Labor and Statistics, the preliminary December 2016

¹ Ohio Revised Code 3302.10

² United States Census Bureau, 2015

unemployment rate for the Sandusky-Warren-Boardman area was 5.9 percent, which is almost 1 percent higher than the December 2016 estimate for the state of Ohio at 5 percent.

Based on the United States 2010 census data³, the racial makeup of Sandusky City is 67.8 percent Caucasian, 22 percent African American, 4.9 percent Hispanic, 0.6 percent Asian, 0.4 percent American Indian or Alaska Native, and 5.5 percent multiracial. The racial makeup of the school district (for year 2015-2016) is 39.4 percent Caucasian, 36.8 percent African American, 4.3 percent Hispanic and 19.1 percent multiracial (see figure B-1, Appendix B).

The district's enrollment has fluctuated by 155-157 students (gains and losses), with the highest enrollment at 3308 in 2014-2015 (see figure B-2, Appendix B). The racial makeup between 2011-2012 and 2015-2016 has experienced an increase for African American students (+2.1 percentage points) and multiracial students (+1.0 percentage points) and has declined for Hispanic students (-0.1 percentage points) and Caucasian students (-2.8 percentage points; see figure B-1, Appendix B).

During this same time span, there has been a decrease in the percent of limited English proficiency (-0.5 percentage points) and disabled students (-3.6 percentage points). The percent of students identified as gifted and disadvantaged has increased (gifted +1.4, disadvantaged +20.5; see figure B-3, Appendix B).

In the 2015-2016 school year, about 14.6 percent of students chose to travel to a neighboring district for their education. About 5.5 percent enrolled in a community or dropout recovery school and almost 3 percent received some form of scholarship or participated in the Expansion Program. (see figure B-4, Appendix B). The 2015-2016 enrollment numbers by school, race and special population are included in table C-1, Appendix C.

Sandusky is composed of the following seven schools:

- Hancock Elementary School
- Mills Elementary School
- Venice Heights Elementary School
- Ontario Elementary School
- Osborne Elementary School
- Sandusky Middle School
- Sandusky High School

STUDENT PERFORMANCE

Information about student performance includes: (1) The differentiated accountability status⁴ 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 information. Data are reported for the district, its schools and student subgroups that have at least three years of assessment data, except for the end-of-course exams that were first administered in the 2014-2015 school year.

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 are the most recent available.

1. The district report card summary.

- A. On its 2015-2016 report card, the district received a B grade in the Value-Added measure for gifted students; a D grade in K-3 Literacy, Graduation Rate (overall and in five-year graduation rate), Prepared for Success, Performance Index and Progress; and an F in the overall Value-Added component, Achievement, Indicators Met, Performance Index, students in the lowest 20 percent of achievement Value-

³ United States Census Bureau, 2010

⁴ Accountability defines the roles and expectations of the school district and the Department based upon the performance of the local school district.

Added, students with disabilities Value-Added, Annual Measurable Objectives (AMO) and four-year graduation rate.

2. Annual Measurable Objectives — proficiency gaps.

- A. None of the district's subgroups met the annual measurable objectives for English language arts (74.2 percent), mathematics (68.5 percent) or graduation rate (82.8 percent) in 2015-2016, except the subgroup White in 2015-2016 for graduation rate (See figure B-5A, Appendix B⁵). All subgroups have similar passing rates for mathematics and English language arts in 2015-2016, with the biggest difference between the multiracial subgroup at 4.5 percent.
- B. Students with disabilities showed the greatest gap in proficiency, with 13.3 percent and 13.9 percent passing the English language arts and math assessments, respectively. The students with disabilities also had the lowest graduation rate (60.6 percent) among subgroups (see figures B-5A, B-5B, B-6 and B-7, Appendix B).

3. The district's English language arts performance and student growth.⁶

- A. The district did not meet indicators for performance on the English language arts Ohio achievement assessment in 2015-2016. Approximately 60 percent of students did not pass their English language arts tests in grades 3-8 and high school (see figure B-8 Appendix B).
- B. Sandusky City School District had lower proficiency rates than similar districts and the state average in English for grade levels 3-8 (see figure B-8, Appendix B). The greatest proficiency gaps between the state and the district are seen in grade 5 (-28.1 percentage points) and grade 8 (-21.7 percentage points; see figure B-8, Appendix B).
- C. English language arts performance is declining among all grade levels (see figure B-10, Appendix B). Between the years 2013-2014 and 2014-2015, there is a sharp decline in passing rates, especially for grade 8 (-48 percentage points) and grade 4 (-34.1 percentage points; see figure B-8, Appendix B).

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

- A. Sandusky City School District had lower proficiency rates in math at all grade levels, except for algebra I, when compared to similar districts and the state average (see figure B-11, Appendix B). The greatest proficiency gaps between the state and Sandusky are seen in grade 5 (-38.2 percentage points), grade 3 (-30.2 percentage points) and grade 8 (-26.6 percentage points; see figure B-11, Appendix B).
- B. The district did not meet any mathematics indicators for performance on the mathematics Ohio Achievement Assessments in 2015-2016. Five in 10 students (or more) across all grades are not scoring proficient or higher on the math assessments (see figure B-12, Appendix B).
- C. There was evidence that grade 6 and grade 8 made the expected growth standard in 2015-2016. For algebra I, there was evidence that there was higher than expected growth in mathematics in 2015-2016; however, there was significant evidence that all other grades showed less than expected growth (see figure B-13, Appendix B).

5. The district's Performance Index⁷ scores.

- A. Sandusky City School District's Performance Index score for 2015-2016 was 65. The district has had a decline in Performance Index over the past three years (see figure B-14, Appendix B).

⁵ The blue dotted line in figure B-5 represents the English language arts 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.

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

⁷ 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. Graduation⁸ and dropout rates⁹.

- A. Four- and five-year graduation rates for the classes of 2015 and 2014, respectively, are lower than similar districts and the state average (see figure B-15, Appendix B). Approximately 22.1 percent of the district's students did not graduate within four years, which is 5.1 percentage points less than the state average. The four-year graduation rate has experienced a decrease since 2012 in both four-year graduation rate and five-year graduation rate (-7.8 percentage points for the four-year, -3.5 percentage points for the five-year; see figure B-16, Appendix B).
- B. The number of dropouts dropped by nearly one-third from 2013-2014 to 2015-2016 (61 to 43, respectively; see figure B-17, Appendix B).

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

- A. Between 2012-2016, disciplinary actions per 100 students for all discipline types have been higher for Sandusky City School District than the average of similar comparison districts, averaging 68.8 disciplinary actions per 100 students, which is 18.1 more occurrences per 100 students than the state average over the years (see figure B-18, Appendix B).
- B. The disciplinary actions per 100 students have decreased by almost half since 2012 (123.8 to 68.8; see figure B-18, Appendix B) while the state average and comparison districts average has remained stable or increased.
- C. The number of suspensions has increased since last year for all discipline reasons. The number of out-of-school suspensions has increased about 64 percent since last year going from 340 to 558 occurrences while the in-school suspensions has basically doubled since last year going from 271 to 573 occurrences. Emergency removal by personnel has, however, decreased from 15 to 6 since last year (see figure C-2, Appendix C).

8. Prepared for Success¹⁰

- A. ACT participation has increased from 23.19 to 33.4 percent, which is an increase of 10.21 percentage points since last year. The percentage of ACT participants that are remediation free also has increased from 4.83 to 10 percent, which is an increase of 5.17 percentage points. AP participation, however, has decreased by nearly one-third since last year (29 to 17.4 percent; see figure B-19, Appendix B).
- B. Dual Enrollment, AP exam scores above 3, and industry-recognized credentials have all seen increases from the previous non-participation last year (13.6 percentage points, 2.1 percentage points, and 2.4 percentage points respectively; see figure B-19, Appendix B).

9. Attendance Rates

- A. Sandusky City School District attendance rates were 0.4 percent lower than the state average in the 2015-2016 school year; Sandusky is consistently within 1 percentage point of the state average (see figure B-20, Appendix B).

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

⁹ 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).

¹⁰ 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.

- B. The district's chronic absenteeism rate¹¹ increased by 1.9 percent in 2015-2016 since 2013-2014 (see figure B-21, Appendix B). For the 2015-2016 school year, about half (55.2 percent) of the district's students showed satisfactory attendance (see figure B-22, Appendix B).
- C. The highest absentee rates for Sandusky City School District occurred at the high school level in 2015-2016 (ranging from 20.8 to 36.6 percent in 2015-2016). The absenteeism rate is lowest in grade 4 and highest in grade 11. Since last year, absenteeism has increased between 1 to 9 percentage points in all grades except kindergarten, grade 4 and grade 8 (see figure B-22, Appendix B).

10. K-3 Literacy¹²

- A. The number of students not on track at the beginning of each year has increased since last year in grades 1 to 3 (see figure B-24, Appendix B). When comparing 2014-2015 and 2015-2016 improvement percentages, the 2015-2016 rate increased for kindergarten and grade 1 but decreased in grades 2 and 3. The lowest improvement is in grade 2; 81 students were not on track and no one improved to on track in the next grade of the 81 students (see figure B-24, Appendix B).

11. Financial Data

- A. In 2015-2016 Sandusky City School District spent more on classroom instruction than the average of similar districts and the state average (see figure B-25, Appendix B).
- B. Approximately 50 percent of its revenue came from the state with local funds making up the second highest percent (36.5 percent; see figure B-25, Appendix B).
- C. During the 2015-2016 school year, Sandusky City School District spent \$147.50 per pupil more than the state average (see figure B-26, Appendix B).

¹¹ Source: Ohio Department of Education; Students who miss less than 5 percent of school days are identified as having satisfactory attendance. Students who miss between 5 percent and 9.9 percent of school days are identified as at risk. Students who miss between 10 percent and 19.9 percent of school days are identified as moderately chronic. Students who miss 20 percent or more of school days are identified as severely chronic.

¹² 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 English language arts 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. To address English language arts deficits early, the K-3 Literacy Improvement Measure was used to determine if more students are learning to read in kindergarten through third grade.

Sandusky City School District Review Findings

STRENGTHS

Leadership, Governance and Communication

1. The superintendent creates a culture of transparency by communicating with district stakeholders.

- A. Documents reviewed and interviews with community and external partners illustrate how the superintendent keeps the community informed:
- “Ask Dr. Sanders” is a 24-hour email response to the community through a link on the district’s website. The superintendent stated in an interview that he has made a public commitment to respond to all emails sent to him within 24 hours.
 - Comments from city and county officials included:
 - “The superintendent took the time to bring the district’s Transformation Plan and explain its vision so that the public could understand it.”
 - “The levy passage was successful because the community came together to canvas neighborhoods with the superintendent.”
 - “The progress of the school has improved because of an increase in community support, and levy passage since the superintendent was hired in 2012.”
 - Per city officials, the superintendent led town hall meetings to “explain the importance of the \$70 million bond levy and promoted its passage at the State of the Schools address.”
 - According to reviewed documents, the superintendent holds community forums that include PowerPoint presentations that include the following topics:
 - Key priorities for the school year.
 - Long-term planning for the future of school facilities.
 - Retention and recruitment of students.
 - According to interviews, the superintendent conducts quarterly meetings with the business advisory board. Topics covered include, “An Update on the Vision of the Education Facilities Plan for 21st Century Learning.”
- B. Interviews conducted with students and documents reviewed show that the superintendent communicates with students.
- The Superintendent’s Executive Leadership Academy is comprised of 35 high school students in grades 9-12, who meet monthly with the superintendent and community leaders “to enhance the development of students who have potential leadership skills” as explained in the Superintendent’s Executive Leadership Academy application.
 - A student shared, “We meet monthly with the superintendent and discuss what it means to be a leader and listen to talks from inspiring community members.”
 - The superintendent visits all schools in the district every Thursday morning and speaks with students and teachers on various topics, such as academics and career aspirations.
 - The superintendent hosts an annual luncheon at the high school for all graduating seniors.
- C. Documents reviewed and parent focus group participants confirmed that the superintendent keeps parents informed on the progress of the district toward meeting its improvement goals.
- The parent congress, a group of parent liaisons representing all district schools, meets with the superintendent monthly. Agenda and minutes from these meetings include discussion of

relevant topics such as board policy updates, academic priorities and updates on the timeline for construction of the three new elementary buildings.

- As one parent stated, “The superintendent gets the information to us about what is going on in the schools.”
- The parent congress organizes Parent Summit, an annual community event, under the direction of the superintendent and in conjunction with city and county organizations. Groups involved in the summit include the National Association for the Advancement of Colored People, United Way of Erie County, local fire and police departments, and district leaders.
- Participants explained that the main objective of the Parent Summit is to provide parents with all the tools they need to ensure the success of their children in school.

IMPACT: When the superintendent communicates with district stakeholders, a culture of collaboration, public confidence and transparency may be established.

2. The board of education and the superintendent have a working relationship that supports district decision-making.

- A. Documents and interviews with members of the board of education illustrate that the board members and the superintendent provide an overall direction for the district.
- “The Board policy development committee meets every other month and are diligent in reviewing policy updates through the Ohio School Boards Association (OSBA) and inform the board of updates and policy revisions through a digital format,” stated one board member.
 - The board of education holds four work sessions throughout the year that are approximately four hours long. Meetings are participatory and the focus of discussion is academics. One board member stated, “Our biggest challenge is academics.”
 - According to interviews, district administrators have an agenda meeting before every board meeting with the superintendent and treasurer. Board packets are delivered to every board member before each meeting.
 - Per documents reviewed and interviews, all board members serve on committees, which include finance, curriculum and instruction, operations and facilities, business advisory, parent congress, policies, community relations and the athletic hall of fame.
 - Meeting agendas are posted online before each meeting.

IMPACT: When the superintendent and board of education have a working relationship, it may create a positive climate in the district and a culture of collaboration.

Curriculum and Instruction

1. The district offers intervention and enrichment programs and services to support student learning.

- A. A review of the district’s assessment grid for grades preK-12 indicates a system-wide plan to identify students performing below grade level.
- The assessment grid is a month-by-month plan for the district focus teams, building focus teams and teacher-based teams to discuss assessment data and instructional resources.
- B. Interviews with student support staff and teacher, student and principal focus groups indicate the district has the following support mechanisms:
- Title I, a federal program to support students achieving below grade level expectations in reading and math for grades K-12. Students receive daily supplemental instruction. The support may be provided in the classroom or in a resource room.

- Intervention specialists provide support to students with disabilities who have individualized learning plans for grades K-12. The level of support is documented in the individualized education program, and it may occur in the classroom and/or a resource room.
 - High school students participating in the athletic programs are required to receive tutoring in the after-school study tables program.
 - Middle school math and reading labs are available during the school day and after school for students who need instructional support.
- C. According to the district website, courses of study, interviews and focus group participants, the district offers advanced and accelerated coursework to students who perform above grade level in grades 3-12.
- Students in grades 3-6 identified as gifted are eligible to attend the Regional Center for Advanced Academic Studies; a self-contained elementary in the district.
 - Students in grades 7-8 demonstrating advanced English language arts and math skills are grouped on the same team.
 - Students in grades 9-12 demonstrating advanced English language skills are offered honors, advanced and advanced placement courses. Some course offerings include:
 - ENG I Honors: This course moves at an accelerated pace and covers more novels, plays, poems and nonfiction selections than ENG I;
 - BGSU Intro to Academic Writing/Academic Writing (GSW 1110/1120): Students who have tested college-ready may take this college-level English class for both high school and college credit;
 - College Credit Plus: High school students can earn college credit while in high school by taking college courses from colleges or universities; and
 - AP English Literature & Composition: In this course, students read, analyze, comprehend, discuss and critique literature in presentations, papers and discussions. Students are able to attain college credits via the advanced placement test in May.

IMPACT: When the district provides intervention and enrichment opportunities for its students, it may reduce barriers to students' academic success.

Assessment and Effective Use of Data

1. The district has a student information system that provides administrators, teachers, parents and students with online access to current student performance data.

- A. According to interviews, a review of documents and a technology demonstration, the district has implemented DataMap, an online student information and assessment analysis system to provide educators with timely student performance data for instructional decision-making. DataMap is part of ProgressBook.
- Types and sources of student performance data educators can access in DataMap include:
 - Disaggregated student data by subgroups and demographics for schools, grade levels and individual classrooms;
 - Ohio's computer-based assessments;
 - District benchmark and short-cycle assessments;
 - Standardized assessments;
 - Student assessment data filtered and organized by content standards;
 - Historical performance measures (e.g., Kindergarten Readiness Assessment – Literacy (KRA-L), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Ohio Achievement Assessments, etc.);
 - Student learning objectives assessments and growth measure data; and

- Student intervention information.
 - The district expended \$7,814.05 during Fiscal Year 2017, approximately \$2 per student, to purchase and implement DataMap. District leaders stated there is an ongoing commitment to purchase DataMap on an annual basis.
 - District technology leaders stated that the 2016-2017 school year is the first year of use for DataMap and that they are in the “beginning stages” of implementation. Voluntary professional development on DataMap was held on waiver days during the 2016-2017 school year.
- B. According to interviews, focus group meetings and a review of documents, parents and students have access to accurate and current student performance data such as grades, attendance, discipline and scheduling information.
- District leaders stated that all teachers are using ProgressBook. It also is a “clear expectation of the superintendent” that all teachers use ProgressBook.
 - Letters are provided annually to parents and students that contain detailed procedures and directions for accessing the ProgressBook parent and student portals. District technology staff make themselves personally available by email or phone to assist parents and students with accessing these portals.
 - Parents can sign up to receive email notification about performance issues their children might be experiencing.
 - District technology personnel monitor usage of the parent and student access portals and share data and provide assistance to building personnel seeking to increase this usage.
 - Parents stated during a focus group meeting that “we are well informed” through ProgressBook and that the parent access module works well. The parents also stated that district technology leaders provide training sessions on parent access for ProgressBook at the annual Parent Summit.
 - District leaders and technology staff provide opportunities at many school events to assist parents in learning how to quickly access the ProgressBook parent portal on their mobile devices.
 - Some schools have scheduled digital literacy and “BYOT nights” (bring your own technology), where assistance is provided to parents to access ProgressBook on their mobile devices.
 - District leaders also take advantage of the opportunity to provide parents with safety reminders using social media.
 - Partnerships have been established with local libraries for parents to borrow and sign out wireless access points in order to access ProgressBook if they do not have internet access at home.
 - High school students stated during a focus group that the ProgressBook program works well. Nearly 100 percent of participants indicated that they check their grades on ProgressBook daily and that their parents also frequently check their grades.
- C. According to interviews and a review of documents, district personnel have implemented data collection and dissemination procedures that ensure the accuracy and quality of student information and performance data for staff.
- The Education Management Information System coordinator and district test coordinator collaborate to ensure that the district report card reflects accurate student data.

- The Education Management Information System coordinator meets monthly with staff members from the office of student services to review testing accommodations and placements of students with disabilities and to ensure current and accurate data is entered into the Education Management Information System.
- Information such as Statewide Student Identifier System issues, preliminary state assessment data, majority of attendance reports and reading improvement plans are reviewed collaboratively to ensure Education Management Information System data is accurately being transferred to the Ohio Department of Education.
- The Education Management Information System coordinator attends monthly meetings at the regional information technology center for Ohio Department of Education updates. The coordinator also provides ongoing professional development to building-level administrative assistants to ensure consistent district data collection procedures and the accuracy of student information. These activities include:
 - Traveling to each school on a quarterly basis to have individualized meetings with each building-level administrative assistants;
 - Providing training to administrative assistants on waiver days and addressing many phone calls requesting assistance;
 - Facilitating several district-wide meetings each year in the central office computer lab for building-level administrative assistants; and
 - Meeting with administrative assistants from the elementary buildings every June for two days at the regional information technology center to assist with the scheduling process.
- The district test coordinator and Education Management Information System coordinator have implemented procedures to ensure the administration of Ohio's computer-based assessments meet state guidelines for security, accuracy, confidentiality and provision of testing accommodations.
 - Every employee responsible for administering state assessments is required to attend annual test security meetings and review a district-prepared presentation on test security responsibilities and requirements.
 - Every employee administering assessments also is required to annually sign a testing security procedures agreement, verifying that they agree to comply with Ohio statutory and regulatory testing requirements.

IMPACT: As a result of having online access to current student performance data, educators, parents and students may be informed and a culture and foundation of data literacy may be established in the school district. Educators may be able to make timely and informed decisions about instruction, intervention for at-risk students and the growth of students in all disaggregated groups.

2. The district provides classroom technology, the necessary infrastructure and technical assistance to support student learning and district operations.

- A. According to interviews, a review of documents and a review of the district's technology replacement summary, examples of changes and upgrades that have been made since the beginning of the 2016-2017 school year include the following:
- Upgrade of all desktop computers from Windows XP to Windows 7.
 - Implementation of the Meraki iPad management system, which allows the district to remotely configure and monitor multiple devices.
 - Implementation of new help desk system with one business day or less ticket closure.

- Hiring of two new computer technicians and the transition of the entire Information Technology department to in-house services.
 - Successful online spring 2017 testing for Ohio's computer-based assessments and all local benchmark assessments.
 - Implementation of a replacement schedule for technology hardware, network infrastructure, instructional technology and instructional software.
- B. According to interviews, focus group meetings and a review of documents, technology issues and work orders are addressed through a formal help desk process.
- All staff members can request technology assistance by dialing "HELP" from any district phone, which dials a technology support technician directly. Staff members also are able to send a request for assistance through email (i.e. helpdesk@scs-k12.net).
 - District technology staff members stated that their goal is to respond to help desk requests on the same day they are submitted.
 - At the time of the review, help desk analytics provided by the district indicated that the technology support technicians had submitted and resolved 1,883 help desk tickets since July 1, 2016, with an average of 209 tickets per month.
 - Comments about the quality of the service provided by district technology support technicians included:
 - "Technology works well";
 - Our IT staff is on top of it";
 - We had an issue yesterday with our laptop cart not charging, and they were here in 10 minutes"; and
 - "Tech staff resolves issues quickly."
- C. According to interviews, focus group meetings, a review of documents and classroom observations, the following instructional technology is available across the district:
- A teacher computer with a data projector and SMART Board in every classroom.
 - At least one computer lab in every elementary and middle school.
 - One computer lab in Sandusky Digital Academy.
 - Eight computer labs in the high school.
 - Mobile iPad and laptop carts are available for use in each school.
- D. According to a review of documents, interviews and focus group meetings, instructional technology staff provide professional development and assistance to support the instructional process.
- Building technology specialists have been employed in each building through a supplemental contract to provide onsite troubleshooting for technology issues.
 - These specialists resolve minor technology issues before seeking assistance from district technology support technicians.
 - These specialists provide onsite coaching for new staff members.
 - The instructional technology facilitator visits each specialist in their respective buildings to provide updates and support on instructional technology issues.
 - Specialists provide weekly instruction in technology to all students in kindergarten through grade 6.

- Technology professional development is provided on waiver days and as part of the annual “Blue Streak Boot Camp.”
 - The instructional technology facilitator and the district technology coach offer teachers individualized assistance and professional development on instructional technology issues.
- E. According to high school students during a focus group meeting, the technology at the high school had been recently upgraded. They stated that technology used by teachers and available to students at the high school includes computers, SMART Boards, iPads and digital cameras. Comments by students about technology include:
- “[Technology at the high school] works well and it’s good for what we need”;
 - “Teachers are helpful in letting us use school computer labs and also give us alternatives to technology if we do not have access to technology in [our] homes”; and
 - “Teachers use Google Classroom and we have our own Google accounts.”

IMPACT: As a result of providing up-to-date classroom technology, technical support and technology infrastructure, the district may be able to address its operational needs, support the teaching and learning process and increase student technological skill.

Human Resources and Professional Development

1. The district has established practices to recruit and select teacher candidates.

- A. The district provided brochures and pamphlets that are used as recruiting tools. These documents provide an overview of the district, the district’s strategic plan and an outline of the benefits that highlight why a candidate should select the district for employment.
- B. According to interviews with new teachers and review of teacher recruitment literature, the district participates in university recruitment fairs. The district attended fairs at local universities, including Bowling Green State University, Tiffin University and the University of Toledo.
- C. The district uses a multi-level interview process that involves a school-level panel, a district-level panel and concludes with a review of recommendation notes and approval by the superintendent.
- A review of 50 randomly selected teacher files revealed that interviewers used an interview protocol document to record comments.
 - As part of the interview process, candidates are required to simulate a lesson. Interviewers’ feedback on lessons were found in teacher files.
- D. Interviews with Human Resources team members and a review of the reference check template detailed how the district solicits feedback from candidates’ references. A Human Resources team member conducts phone calls and records responses on the template.

IMPACT: When the district establishes practices to recruit and select teacher candidates, these practices support the district’s effort to place a highly-effective teacher in each classroom.

2. The district has established an onboarding process for new teachers.

- A. Teachers new to the district attend a two-day orientation referred to as the “Blue Streak Boot Camp.” The boot camp agenda notes the topics covered, participant activities, as well as the information that teachers receive. Examples of information and activities included:
- A welcome and presentation on the transformation plan by the superintendent.
 - A presentation on benefits by members from the Human Resources department.
 - An overview of the teacher evaluation process.
 - A bus tour of the district.

- An overview of the various technology and computer programs that teachers would use.
- B. According to comments from district leaders and teacher focus group participants, the district solicited feedback from boot camp attendees in the following forms:
- An electronic survey was sent to all participants after the boot camp. Based on a review of the 2016-2017 survey results, nearly 90 percent of attendees saw the boot camp as valuable.
 - A mid-year event involving the superintendent and his cabinet was held to solicit additional feedback and to demonstrate the district's support.
- C. According to interviews with the new teacher focus group, teachers confirmed they received valuable information during the boot camp, which included:
- Technology binders given to all teachers that included information that teachers need to start the school year. For example, computer login information, the process to input grades in ProgressBook and procedures to record student attendance were all included.
 - A bus tour of the surrounding neighborhoods, school district and community in an effort to familiarize new teachers.
 - Teachers also shared that they would like the district to add an additional day to the boot camp experience to allow attendees to process information.

IMPACT: When the district has an onboarding process, teachers are more likely equipped to start the year in a positive manner. This preparation may enhance teachers' effectiveness, potentially resulting in increased student outcomes.

3. The district has implemented a teacher evaluation model that is aligned to the Ohio Teacher Evaluation System (OTES).

- A. According to interviews and review of documents, the district uses student learning objectives as growth measures to align its teacher evaluation system to the state-required model. Student learning objectives are measurable, long-term academic growth targets that teachers set at the beginning of the year for students. The state's system has two components; classroom practices and student academic growth measures.
- B. According to a review of student learning objective binders for the 2013-2014, 2014-2015 and 2015-2016 school years, teachers identified the student learning objectives that would be used for their student growth measure component of their annual evaluation.
- C. Sign-in sheets confirmed that student learning objectives training was held on Aug. 16, 2016, for teachers. Teachers received an overview of the "rules of engagement" for student learning objectives. Examples of these "rules" included:
- When student learning objectives were due.
 - Student learning objectives must be aligned to academic standards.
 - Data from student learning objectives must be entered into the DataMap computer program.
- D. According to the 2016-2017 student learning objectives committee roster, the committee is comprised of teachers, principals and district leaders. This committee is responsible for overseeing the student learning objective process.
- E. Based on a random review of more than 50 teacher files, the Ohio Teacher Evaluation System summary pages for 2015-2016 were present 100 percent of the time.
- F. The district's Technology department conducted a presentation on how the district is using an online program to review, approve and document evaluation components for 2016-2017.

- G. A focus group of teachers was asked about their level of understanding regarding the district's evaluation system. The group was asked to rate their level of understanding on a 0-4 scale, with 4 being the highest level of understanding. The collective average from the focus group was 2.94.

IMPACT: When the district implements a teacher evaluation system that is aligned with the state model, it supports the teachers' professional growth which may improve in student outcomes.

Student Supports

1. The district provides academic and non-academic supports to ensure educational continuity for all students.

- A. According to pillar five of the Transformation Plan, "The student services and family support pillar has concentrated their attention on three main areas. The areas are identifying barriers, creating programming to address the needs and evaluating programming to ensure success of the students we serve."
- B. Based on interviews, focus groups, document review and building and classroom observations, the district addresses educational continuity for students through the following programs:
- Global Student Network: The district provides credit recovery opportunities for students who lack sufficient credits to graduate from Sandusky High School through GradPoint®, an online digital learning curriculum.
 - Students schedule a period in their day to work on credit completion through this online curriculum. A licensed teacher is present to answer any questions.
 - Sandusky Digital Academy: The district provides non-traditional students (i.e., students with dependents, working students, students at risk of failure, drop-out students, etc.) with an alternative educational setting. Students are able to earn course credits toward graduation:
 - Students enrolled in the digital academy are required to attend school for a partial day. They can receive work-study credits through the career-based intervention program. According to district staff, an on-site career-based opportunity program coordinator is a vital part of this program and assists the students in acquiring credit for graduation, as well as skills that would prepare students to be career-ready;
 - The district provides transportation for middle school students and transit passes for high school students during extreme weather;
 - Four academic classrooms are led by content specialists who are available to provide the needed level of support or instruction to assist each student in their learning process;
 - Students with disabilities can be served in this setting in lieu of expulsion. An intervention specialist is present at the academy to ensure that students' individualized education programs are followed with fidelity within classrooms;
 - The district partners with the Ohio Department of Job and Family Services to address students' non-academic needs (such as housing, food assistance, clothing, etc.) They connect students with programs to reduce barriers that could affect students' attendance and participation in the program. Social workers connect students with dependents with services (such as WIC or funding for daycare).
 - Blue Streak University is a program designed to allow Sandusky High School students access to college credit courses while enrolled in high school.
 - The Global Internship Experience: In conjunction with the science, technology, engineering, arts, math (STEAM) focus, seniors are offered the opportunity to intern with local businesses, industries, college, nonprofits and the military in their desired career areas. This internship experience gives students exposure to career choices beyond the classroom.

- The College and Career Resource Center: This center was designed to provide college course offerings to Sandusky High School students and as a resource for assistance with scholarship applications and one-on-one college/career planning sessions.
 - The Great Lakes Visual Arts and Performing Academy provides the students with arts opportunities in the areas of Commercial Arts, Visual Arts, Photography, Computer Aided Design, Vocal and Instrumental Music, as well as Musical Theatre and Dance.
 - The Regional Center for Advanced Studies: In this program, the district provides identified gifted students with innovative curriculum and instructional models designed to meet the individual needs of each student.
- C. Based on interviews with staff and parents, the district has worked to provide non-academic supports to its students and families demonstrating flexibility by supporting students in different circumstances.
- Ohio Revised Code 3327.01 requires school districts to transport students in grades kindergarten through eighth grade who live more than two miles from their assigned schools. The district, however, provides transportation for all students who live more than one-half mile from their assigned schools.
 - The district provides transportation for students who may relocate during the school year to an area outside of the current assigned school building. For example:
 - If elementary students change residence within the school year, the district still transports them back to the school they currently attend for the duration of the school year. According to interviews, this is done to reduce disruptions to the students' learning.
- D. Based on interviews with staff, parents and students and monthly menus, the district provides healthy food options.
- The district provides a minimum of three choices of nutritional and healthy hot breakfasts to students every day. This variety has led to the increase of the number of students choosing to eat breakfast in school.
 - The district serves an additional hot meal every weekday for those students staying for athletics, after-school tutoring, study table or other after-school programs at Sandusky High School.

IMPACT: By providing students with academic and non-academic supports, the district may be able to address potential barriers to students' academic success.

Fiscal Management

1. **The community provides sufficient financial resources to ensure educationally sound programs and quality facilities.**
 - A. In November 2016, the community voted in favor of a \$70 million levy to build three elementary buildings and upgrade the high school and middle school.
 - The Ohio Facilities Construction Commission will pay 64 percent (\$35 million) of the state-approved project.
 - The taxpayers of Sandusky will pay the remaining 34 percent (\$19 million).
 - B. Local-funded initiatives of \$15.5 million were approved by voters to provide additional revenue to make renovations to the district's swimming pool, planetarium, auditorium, science labs and other projects not funded by the state.

IMPACT: When the district, the community and the Ohio Facilities Construction Commission collaborate on building and renovation projects, new state of the art facilities for students and staff may enhance the educational process for students.

2. The district actively seeks resources and increased efficiency through collaboration with external partners such as collaboratives, shared services and institutions of higher education.

- A. District and community documents, along with interviews with local partners and district leadership, reveals the district engages with a network of external community partners providing and supplementing educational opportunities for students.
- The school resource officer is provided under contract from the City of Sandusky Police Department. The police department provides additional support with being visible with daily walk-throughs in the school buildings. They provide presentations for Red Ribbon Week, one of the oldest and largest drug prevention programs.
 - The United Way of Erie County provides nearly \$100,000 for programs for the following:
 - Community-based mentoring, part of Big Brothers Big Sisters one-to-one relationships;
 - Career Street, a comprehensive career exploration and planning program linking businesses, nonprofit organizations and schools to create and share experiences for students to job shadow, intern and find career opportunities through workshops and fairs;
 - Girls Scouts and Boy Scouts of America;
 - Youth scholarship programs for children in early childhood education programs through high school;
 - School supplies for students needing assistance; and
 - The Imagination Library, a program providing free books to preschool children in Erie County each month, from birth until the child's fifth birthday.
 - Community scholarships and memorial trust funds awarded to students with amounts reaching as high as \$142,000 annually.
 - National Association for the Advancement of Colored People provides after-school programs helping students with homework.
 - Sandusky Library provides services to students, including Library Table; the library participates in Right to Read Week and provides books for Kindergarten Camp.
 - College Credit Plus Program provides the opportunity for students to earn college credits through Bowling Green State University, Lorain County Community College and Terra State Community College while attending high school.

IMPACT: When the district actively seeks resources and increased efficiencies with external partners, educational collaboratives, shared services and institutions of higher learning, it can direct its resources to other areas of the educational process.

3. The district has a long-term capital plan that reflects capital development and improvement needs with stakeholder input.

- A. The district provided a current capital plan with a four-year history and four-year estimate of capital expenditures.
- B. The district provided documentation from department managers addressing the prioritized capital needs of their departments.
- Permanent improvement needs are prioritized over five fiscal years for each building.

IMPACT: When the district utilizes a long-term capital plan that is reviewed and revised as needed, with input from all appropriate stakeholders, it may ensure that educational and program facilities are well maintained and conducive to student learning.

CHALLENGES AND AREAS FOR GROWTH

Leadership, Governance and Communication

1. **The district's improvement plan does not indicate that student achievement data was analyzed and used to determine improvement goals.**
 - A. The Sandusky City Schools Five-Year Transformation Plan consists of 327 goals within 12 pillars, which are: academics, college and career readiness, adult and global readiness, fine and performing arts, student services, athletics and student activities, technology, professional development, transportation, student nutrition, parent and community engagement, and school facilities.
 - B. According to documents reviewed, the district does not use specific, measurable, attainable, realistic and relevant and time-bound student performance goals (SMART goals) based on current performance data to determine improvement goals and gauge progress.
 - For example, in the elementary experience, under the academic pillar, a goal for 2015-2016 states, "Plan and implement district level activities by grade..." This statement is not specific, does not provide metrics for measurement nor does it designate the district personnel that will be responsible for planning and implementing the activity.
 - The district did not designate staff with primary responsibilities for conducting and monitoring the strategies listed in the plan. The district's plan does not include measures to track the effectiveness of the planned initiatives.
 - The plan does not include quarterly or yearly benchmarks to determine the effectiveness or progress of the strategies toward meeting the improvement goals. For example, in the preschool experience, under the academic pillar, the plan shows "evaluation of the strategies listed" will take place in year 5 (2019-2020). The plan does not include planned evaluation of strategies during each school year.
 - The district plan does not consistently include evidence-based or evidence-informed strategies that address the needs of all students, particularly those who are at risk of not meeting the state academic achievement standards.
 - C. According to the Decision Framework data, the district's three key improvement areas are reading, math and the graduation rate.

Board member comments included:

 - "The Transformation Plan should be more manageable and chunked"; and
 - " [It is] too much - [there are] too many goals [and] not enough objective data."
 - The superintendent stated "We need smart goals. We need a review of systemic practices."
 - State Support Team 2 members confirmed, "The district has a tough time narrowing down its focus in the school improvement process."

IMPACT: When the district does not utilize student performance data to determine priorities for improvement, it may reduce the likelihood of creating goals and strategies focused on school improvement.

2. **The board of education lacks a tool to evaluate the superintendent that is based on the attainment of district goals, student results and other achievement data using targets set through both state and district accountability expectations.**

- A. Board members stated, “The district hired a consultant to help the board create a tool to evaluate the superintendent, but it is a convoluted system and we need evidence of completion of specific goals.”
- B. In reviewing documents that include “The Superintendent Objectives for 2014” and the worksheet that develops a work plan for 2017, there is no evidence of clearly-defined direct links of the Transformation Plan and the six components of the local report card. There also is no link of the evaluation to student achievement data or clearly defined targets for improvement.
- C. In an interview, a board member stated, “We want to see a direct connection to objective data, for example what measures and data are used to show whether the graduation rate is increasing.”
- D. According to interviews, a board member stated, “There is too big a reach in the Transformation Plan and we want longitudinal data to evaluate the superintendent.”

IMPACT: When the board of education does not evaluate the superintendent using clearly defined goals and targets linked to student achievement data, the superintendent may not know the specific performance expectations or his accountability for district improvement.

Curriculum and Instruction

1. The district has not developed a cohesive and usable set of curriculum materials aligned to Ohio’s Learning Standards.

- A. According to the Ohio Department of Education, Ohio’s Learning Standards identify what students should know and should be able to do. The standards emphasize skills like critical thinking and problem-solving.
- B. A review of the district’s adopted curriculum materials showed that the curriculum is aligned to common core standards and not Ohio’s Learning Standards. According to documents reviewed, the curriculum staff members have not conducted a comparative analysis of the Common Core state standards and Ohio’s Learning Standards. Ohio’s Learning Standards were revised in 2013 and 2017. Some examples of changes include:
 - Geometry Standard 3.G.1: Common core state standards stated, “Understand that shapes in different categories may share attributes and...”; while Ohio’s Learning Standard states, “Draw and describe triangles, quadrilaterals, and polygons based on the number of sides ...”; and
 - Statistics and Probability Standard 6. SP.1: Common Core state standards stated, “Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it the answers;” while Ohio’s Learning Standards state, “Develop statistical reasoning by use the GAISE model: a.) formulate questions; b.) collect data by designing a plan to collect data; c.) analyze data by selecting appropriate methods and measures; and d.) interpret results.”
- C. A review of documents and interviews with district leaders showed the curriculum staff has not developed curriculum maps or pacing guides aligned to Ohio’s Learning Standards for all content areas that includes objectives, resources, instructional strategies and measurable outcomes.
 - According to the Ohio Leadership Advisory Council, curriculum maps “must specify precisely when content is taught, what content is taught and how content is taught. Curriculum should be aligned to standards-based assessments to capture a true picture of student achievement.”
 - A review of documents showed the district’s pacing guides are aligned to the Common Core state standards without a comparative analysis to Ohio’s Learning Standards to identify potential instructional gaps or misalignment to standards-based assessments.
 - Interviews and documents reviewed revealed that teaching the textbook cover to cover was the expected pacing.
- D. During interviews, the curriculum leadership was unable to verify that curriculum materials were horizontally and vertically aligned to Ohio’s Learning Standards.

- Horizontal alignment ensures that students are being taught the same content across grade levels and from school to school.
- Vertical alignment ensures that content being taught is based on what has been taught in previous grade levels and precedes content to be taught at the next grade level.
- In an interview, it was stated, “We are starting to talk about vertical alignment in meetings, but we have not looked at the standards.”

IMPACT: When the district does not have a cohesive and usable set of curriculum materials, teachers may be unaware of gaps in the curriculum, and students may not be able to demonstrate true evidence of learning.

2. During classroom observations, teachers inconsistently provided students with opportunities to demonstrate learning in multiple ways, reflect high and rigorous learning expectations, and develop higher-order thinking skills.

- A. The district review team conducted classroom observations in all school buildings in the district to examine instruction and student learning. A 6-point scale was used to evaluate each setting. The scores ranged from 0 to 5, with 0 meaning no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence of adult practice.
- B. According to classroom observations, fewer than 60 percent of the teachers observed provided opportunities for students to engage in discussion and activities aligned to higher levels of thinking. The average rating reflects little evidence of current teacher use. Some indicators include:
- “The teacher implements teaching strategies that promote a learning environment where students can take risks such as making predictions, judgements, and conducting investigations.” The district received a rating of 2.37 out of a possible score of 5.
 - “The teacher applies Webb’s Depth of Knowledge to design and implement curricular instruction, and assessments. The teacher provides opportunities for students to engage in discussion and activities aligned to higher levels of thinking.” The district received a rating of 2.51 out of a possible score of 5.
- C. According to classroom observations, fewer than 60 percent of students were using higher level thinking skills verbally or in written work.
- “Students articulate their thinking or reasoning verbally or in writing either individually, in pairs, or in groups.” The district received a rating of 2.43 out of a possible score of 5.
 - “Students are engaged in challenging academic tasks.” The district received a rating of 2.51 out of a possible score of 5.
 - “Students assume responsibility for their own learning whether individually, in pairs, or in groups.” The district received a rating of 2.44 out of a possible score of 5.
 - “Student work demonstrates high quality and can serve as examples.” The district received a rating of 1.08 out of a possible score of 5.
- D. According to documents, interviews and classroom observations, the district has technology available for all teachers and students; however, there is inconsistent use of it by teachers and students during instructional time. Some indicators include:
- The teacher uses available technology to support instruction and enhance learning. The district received a rating of 2.51 out of a possible score of 5.
 - “Students use technology as a tool for learning and/or understanding.” The district received a rating of 1.69 out of a possible score of 5.

IMPACT: When the district does not deliver equitable instruction for all students across classrooms, all students may not receive instruction that fosters higher-level thinking skills, and they may be unprepared for college and career expectations.

3. Teachers do not consistently differentiate instruction in classrooms.

- A. Differentiated instruction, as defined by the Ohio Department of Education, matches teaching to the learning needs of individuals or groups of students.
- B. A review of the “Key Transformational [Strategy]” in the district’s Transformation Plan stated, “The Sandusky City Schools’ academic improvement plan is designed around customizing and individualizing the student learning experience.”
 - Although the district has a lesson plan template that includes a section on differentiating instruction, a review of lesson plans revealed that teachers do not consistently plan for instruction to meet students’ diverse learning needs.
 - Teachers did not use strategies to differentiate content, process and/or products in more than 50 percent of the classrooms observed according to the instructional inventory 6-point scale used to evaluate the setting.
 - Comments from principals included:
 - “Teachers are not sure how to differentiate lessons”;
 - “Differentiation is an area on the Ohio Teacher Evaluation System that shows a need for support and training for teachers”;
 - “Some teachers feel it is not his/her responsibility”; and
 - “Teachers have the resources to meet the needs of all students, but only 50 percent use them.”

IMPACT: When teachers do not match instructional practices to students’ diverse learning needs, students may not have the opportunity to learn to the best of their abilities.

Assessment and Effective Use of Data

1. The district leadership team, building leadership teams and teacher-based teams do not have consistent processes for monitoring, providing feedback or analyzing student data.

- A. According to state support team representatives, Focus Schools, such as Sandusky High School, are required to implement the components of the Ohio Improvement Process. Therefore, representatives of the state support team attend building leadership team and teacher-based team meetings on a monthly basis at the high school and are involved with supporting the implementation of the Ohio 5-Step Process.
 - The Ohio Improvement Process is a shared leadership framework designed by the Ohio Department of Education, in coordination with other state organizations, to align the mission, vision and actions of the school district in order to improve student achievement and growth.
 - The Ohio 5-Step Process, a component of the Ohio Improvement Process, provides a collaborative data team structure for district, school and teacher teams to make data-focused decisions about instruction.
 - Representatives from the state support team indicated that it is, “highly recommended that districts with Focus Schools implement the Ohio Improvement Process throughout the district.”
 - Representatives from the state support team stated that while there are some exemplars of successful building leadership teams and teacher-based teams, there is an inconsistent use of the Ohio 5-Step Process across the district: Comments included:
 - “Adoption of the 5-Step Process is a problem at some buildings”;

- “It would be useful if all buildings and district teams would use the Ohio Improvement Process”;
 - “The Ohio Improvement process is not a priority”; and
 - “It would be great if they would be using the same process at all schools.”
- B. Interviews, focus group discussions and a review of building leadership team minutes indicated that the Ohio 5-Step Process is not consistently used during these meetings.
- Standard discussion items for building leadership teams include:
 - Step 1 – Collect and chart adult implementation and student performance data;
 - Step 2 – Analyze adult implementation and student performance relative to the data;
 - Step 3 – Review and/or refine the building-focused action steps relative to the data and teacher-based team needs;
 - Step 4 – Establish building-wide implementation and monitoring actions/tasks for Step 3; and
 - Step 5 – Define adult and student data for review at next meeting.
 - A review of building leadership team minutes revealed that there are some exemplar teams meeting across the district, however, the following inconsistent practices were noted regarding the use of the Ohio 5-Step Process:
 - Meeting minutes do not reflect a conversation around student performance and behavioral data;
 - Teams are not analyzing building-wide adult implementation and student performance data to guide building-wide decisions that can impact student achievement;
 - The teams do not have a process/system to monitor actions and tasks for the agreed-upon action steps; and
 - There are no processes and protocols to provide feedback between the district leadership team, building leadership team and teacher-based teams.
 - Comments during interviews and focus groups reflected the following areas of concern and challenges with the building leadership team process:
 - “Building teams are not following the district data calendar consistently.” This data calendar is the monthly “instructional conversation grid,” which provides recommendations to building leadership teams regarding the types of student performance data that should be reviewed during team meetings;
 - “There is too much data to review;” and
 - “We are not clear on the data we should be using.”
 - A review of the district’s professional development plan indicated that there has not been recent professional development for building leadership teams in the areas of analyzing student data to inform instructional practice.
- C. Interviews, focus group discussions and a review of teacher-based team minutes indicated that the Ohio 5-Step Process is not consistently used during these meetings.
- Standard discussion items for teacher-based teams include:
 - Step 1 – Collect and chart data to identify how students are performing/progressing;
 - Step 2 – Analyze student work specific to the data;

- Step 3 – Establish shared expectations for implementing specific effective changes in the classroom;
- Step 4 – Implement changes consistently across all classrooms; and
- Step 5 – Collect, chart and analyze pre-/post-data.
- A review of teacher-based team minutes revealed that there are some exemplar teams meeting across the district, however, the following inconsistent practices were noted regarding the use of the Ohio 5-Step Process:
 - Meeting minutes do not reflect a conversation around student performance and behavioral data;
 - Teams do not disaggregate student performance data by subgroup;
 - Teams are not reviewing formative and short-cycle assessment data during meetings and do not discuss high-impact instructional strategies;
 - Teams do not discuss strategies for differentiation, interventions or how students will be grouped for instruction;
 - There is no evidence of a system to monitor the implementation of instructional strategies in all classrooms; and
 - The teams lack two-way communication processes and protocols for providing feedback between teacher-based teams and building leadership teams.
- Comments during interviews and focus groups regarding concerns and challenges with the teacher-based team process include:
 - “Teachers want to do well. The struggle is that we are focusing on too many things”;
 - “If we would take one area and address it really well, maybe we’d get better”;
 - “A lot of it is us – we need to self-reflect”;
 - “Teacher-based teams need to be enforced more. Some teams are not meeting weekly.”
- Instructional coaches stated that they were more involved in the teacher-based team process during the 2015-2016 school year and were able to provide suggestions on identifying appropriate assessments and implementing high-leverage instructional strategies. However, the coaches were unable to attend teacher-based team meetings during the 2016-2017 school year. Comments from instructional coaches regarding challenges facing teacher-based teams included:
 - Teachers “struggle with determining the appropriate assessments and establishing shared expectations for implementing instructional strategies”;
 - Some teachers “don’t know the standards.” However, at the time of the review, the coaches stated that the district has begun the implementation of professional development for teachers on the deconstruction of Ohio’s Learning Standards.
- A review of the district’s professional development plan indicated that there has not been recent professional development for teacher-based teams in the areas of analyzing student data to inform instructional practice.

D. According to interviews and a review of minutes, there was limited evidence of the following practices during district leadership team meetings:

- A clear description of responsibilities and action steps to impact change at the building level.

- A consistent process for the district leadership team to monitor, assist and provide feedback to building leadership teams on the performance of their respective teacher-based teams.
- A consistent process to share agendas, minutes, student performance data, instructional priorities and recommendations for action with internal stakeholders.

IMPACT: As a result of inconsistent collaborative processes to monitor, provide feedback and analyze student performance data, building and teacher teams may be unable to make decisions about differentiated instruction, intervention and enrichment strategies that may lead to student growth.

2. The district does not use a balanced system of formative, common and benchmark assessments to guide instructional decision-making.

- A. According to interviews, focus group meetings, a review of documents and classroom observations, formative assessments are not consistently being used in classrooms across the district.
- A review of the district assessment matrix indicated the primary sources of student performance data were from Ohio’s computer-based assessments and vendor-purchased benchmark assessments.
 - The district review team conducted classroom observations using an instructional inventory tool. (see Appendix C). Classroom observations revealed inconsistent evidence of the use of formative assessments. The following instructional practices were rated:
 - “The teacher conducts frequent formative assessments to check for understanding and inform instruction.” The district received an average rating of 2.4 out of a possible score of 5.0. Forty-seven classrooms were observed; and
 - “The teacher uses Formative Instructional Practices (FIP) to enhance student learning.” The district received an average rating of 1.13 out of a possible score of 5.0. Eight classrooms were observed.
 - A review of minutes from teacher-based team meetings reflected limited discussion about the creation of formative and common assessments across grade levels and subject areas. Teachers mainly used benchmark assessments as a source of data during teacher-based team meetings.
 - Comments during interviews and focus groups about the use of formative, common and benchmark assessments included:
 - “NWEA MAP is still confusing to some teachers.” Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) benchmark assessments are administered in the fall, winter and spring to students in kindergarten through grade 10 in the subjects of reading, mathematics and science;
 - “Math formative assessment is a weakness”;
 - “Our assessments don’t have rigor and depth of knowledge”;
 - “Progress monitoring for teachers is an area of need.”
- B. According to interviews, focus group meetings and a review of documents, the implementation and accountability of the Formative Instructional Practices professional development modules has been inconsistent.
- Formative Instructional Practices modules are sponsored by Battelle for Kids and the Ohio Department of Education. Formative Instructional Practices focus on “the formal and informal ways that teachers and students gather and respond to evidence of student learning” (Battelleforkids.org).

- Comments during interviews and focus groups about the implementation of Formative Instructional Practices modules included:
 - Teachers were expected to independently complete the initial five Formative Instructional Practices modules. Principals were expected to monitor this completion. However, there has been “mixed accountability and no follow-up”;
 - “There was a big push for FIP, but there are not consistent expectations”;
 - “FIP has really been scattered”; and
 - “Everyone knows the importance of FIP, but it needs follow-through.”
- District leaders were transparent about the fact that teachers are struggling with differentiation strategies and that teachers look at Formative Instructional Practices as “one more thing.”

IMPACT: Without a balanced system of formative, common and benchmark assessments to guide instruction, teachers may be unable to identify and provide next-step strategies to improve student growth.

3. The pillars of the district’s Transformation Plan do not include clearly defined strategies, adult implementation indicators or student performance indicators to measure student progress.

- A. According to interviews, a review of documents and a review of the district’s website, the Transformation Plan consists of “12 pillars of excellence.” There are 327 goals that encompass these 12 pillars. Most of the pillars have a corresponding five-year plan.
- A brief summary of each pillar’s progress is accompanied by the percent of goals completed. However, there was no evidence that baseline data or targets were established for these goals.
 - Although semiannual meetings are held with pillar captains to review progress toward meeting transformation goals, there was limited evidence that data was collected and used to inform meeting discussions.
- B. At the time of the review, there was little evidence of the following components in the academic pillar and its corresponding five-year plan:
- SMART goals (specific, measurable, achievable, rigorous, and targeted).
 - Several strategies for each goal.
 - Adult implementation and student performance indicators for each strategy.
 - Action steps for each strategy that address persons responsible, deliverables and adult implementation timelines.
 - Identification of evidence and percentages of implementation.
- C. Comments made during interviews regarding issues and concerns about the academic pillar and the Transformation Plan in general included:
- “We don’t have adult implementation indicators and student performance indicators.”
 - “The pillars are the big picture. We need to drill down to measurable goals.”
 - “Sometimes our data collection mechanism is different for each building.”
 - “Our goal is to take away the barriers and take away the excuses.”

IMPACT: When the district does not include clearly defined strategies, adult implementation indicators and student performance indicators that are aligned to its goals, district and school leaders may not have the data needed to measure student progress.

Human Resources and Professional Development

1. The district’s instructional coaching structure is not designed to effectively support growing the practices of teachers.

- A. According to interviews and formal job descriptions, the district has four instructional coaches that are responsible for supporting all K-12 teachers. Coaches are responsible for supporting the development of teachers by:
- Providing school-level and district-wide professional development.
 - Modeling effective teaching strategies.
 - Observing and giving feedback to teachers.
 - Offering expert advice on areas such as lesson planning, assessment practices and analyzing data.
- B. Along with directly supporting teachers, according to job descriptions, coaches also have additional responsibilities, which include:
- Leading and managing school data collection and disaggregation.
 - Securing external resources and materials.
 - Supporting the development of curriculum.
 - Serving on committees and academic department teams.
- C. The district provided work calendars of instructional coaches showing that coaches are engaged in work responsibilities outlined in their job descriptions. However, coaches noted during interviews, “They do not have enough time” to do all of their work.
- D. According to interviews with instructional coaches and principals, teachers solicit support from coaches by email, phone or when they see them in buildings. At the time of the review, no evidence was provided that a formal strategy to support a caseload of teachers exists.
- E. Based on a review of the instructional coaches’ personnel files, coaches have not received formal annual evaluations in the past five years.

IMPACT: When the district’s instructional coaching structure does not fully support the teachers’ developmental needs, teachers may not receive the support needed to improve their instructional practices to meet the academic needs of students.

2. There is no evidence of a comprehensive or collaboratively developed professional development plan.

- A. The district provided the two-page Professional Development Plan, revised March 2017. The components of the plan include a needs assessment, delivery and format, needed resources, areas, and evaluation of professional development. Although these components are outlined in the document, the plan does not include dates, facilitators, funding sources, intended audience, projected outcomes or indicators of effectiveness.
- B. The individuals in the district’s instructional departments make up the district’s Instructional Leadership Team. According to minutes from Instructional Leadership Team meetings, instructional coaches are present when professional development decisions are made. Although these coaches are a part of the teachers’ union, they are supervised by district leaders. There is no evidence that these coaches are used to represent the voice of teachers. Responses from teachers, teachers’ union leadership and building leaders on this topic included:
- “Teachers do not have say”;
 - “We have little voice; we would prefer more team time”;
 - “The union is not involved in professional development decisions”;

- On a 0-4 scale, with 4 being the highest rating, a focus group of teachers collectively rated their amount of voice in professional development decisions and planning as less than 1.

IMPACT: When the district does not have a comprehensive and collaboratively developed professional development plan, it may prevent teachers and principals from understanding the district’s focus for strengthening the capacity of teachers. This may stop teachers from engaging in targeted conversations to discuss and share practices with colleagues, which may lessen teachers’ abilities to improve student outcomes.

3. There is no evidence of ongoing professional development opportunities that support the growth of building principals.

- A. Agendas from monthly principal meetings show that there is a focus on management and operations, with limited time allocated to support leadership development.
- B. Based on a review of principals’ personnel files that were reviewed, formal principal evaluations were not consistently completed during the 2012-2013, 2013-2014 and 2014-2015 school years. Principal evaluations for 2015-2016 were present in all files reviewed.
- C. Responses from interviews with principals and district leaders detailed that individuals (i.e., principals, assistant principals, district leaders) can request to attend conferences, but no formal professional development opportunities are offered by the district other than an annual out-of-state conference.
- D. According to the superintendent and the district’s organizational chart, the district does not prioritize time for principals to be coached by their supervisor. The principal supervisor has other district responsibilities, which include overseeing the district’s operations and leading efforts to monitor the district’s Transformation Plan.
- E. Based on interview and focus group responses, this evaluator provides limited coaching to principals on improving leadership practices, other than management and operations concerns. Responses included:
 - “Most of the time we talk about facilities or transportation matters”;
 - “We talk about parent issues, but rarely about instruction”;
 - “Visits happen maybe once per month.”

IMPACT: When principals do not receive ongoing professional development to enhance their leadership skills, they may not have the capacity to support and grow their teachers, which could negatively impact student achievement.

Student Supports

1. The district has not fully implemented positive behavioral interventions and supports to reduce disruptions to the learning environment.

- A. According to the Ohio Department of Education, Positive Behavior Interventions and Supports means:
 - “A school-wide systematic approach to embed evidence-based practices and data-driven decision-making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students; and
 - Encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behavior to students.”
- B. On April 9, 2013, the State Board of Education approved a policy, rule 3301-35-15, which states, “The use of a non-aversive effective behavioral system such as Positive Behavioral Intervention and Supports (PBIS) shall be used to create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.”

- C. Based on interviews with staff, state support team members and focus group participants, the district has not fully implemented a positive behavioral interventions and supports system.
- D. Although the district has implemented a Response To Intervention and Instruction (RTII) plan for academics, no evidence was provided to demonstrate that intervention plans were used for students experiencing behavioral or academic issues.
- E. During the 2015-2016 school year, the district reported a significantly higher percentage rate for out-of-school suspensions of students with disabilities when compared to the subgroup of typical peers.
 - The district collaborated with Heidelberg University to conduct a district-wide survey on students' and staff members' perceptions of positive behavior interventions and supports.
 - According to survey responses, students and staff revealed concerns about the inconsistent approach to behavior management and discipline. The students mentioned that rules were not consistently explained and enforced.
 - According to the survey, the top three concerns for students were, "Bullying, disrespect towards staff and disrespect towards students."
 - According to the Special Education Profile for the 2015-2016 school year, "The percentage of difference between non-disabled and disabled discipline events were greater than 10 percent in three out of the four subgroups" (Black, Non-Hispanic, Multiracial, and White, Non-Hispanic).

IMPACT: When a district does not fully implement a positive behavioral interventions and supports program, it may result in increased discipline referrals and suspensions, decreased time on academic learning, and a negative school culture and learning climate.

Fiscal Management

1. The district lacks budget documents that include goals, the impact of the proposed costs and the methods used to assign resources to schools.

- A. The district's Transformation Plan addresses academic needs and goals. The plan lists 12 pillars to redefine the delivery of academic and educational services. The district outlined 327 goals within the 12 pillars for staffing, technology, construction, etc.; however, the contents of the plan do not include the costs associated with meeting the goals.
- B. After a review of the Transformation Plan and interviews with district leaders, the following was revealed:
 - The academic pillar addresses the need to reinstate the textbook adoption cycle, including professional development to support purchases and resource adoption. This pillar also includes transportation for preschool students, enhancing academic curriculum for preschool, and increased access to devices and technology. It incorporates intervention programs for students. It also includes an increase in course offerings for students and refurbishes the Planetarium. It provides for a systemic furniture replacement cycle. The academic pillar does not have costs associated with implementing these goals.
 - The college and career readiness pillar addresses the development of a fabrication, manufacturing and robotics lab. It provides hiring a school-to-work coordinator. The college and career readiness pillar does not include the cost associated with implementing these goals.
 - The adult and global education pillar includes hiring a marketing coordinator. It addresses the issue of equipment acquisition for each program including professional development to support purchases. The adult and global education pillar does not address how these goals will be funded.
 - The fine and performance arts pillar adds an arts exploration class and an increase in technology. The fine and performance arts pillar does not include the cost for the increase in technology.

- The communication and language pillar proposes to implement sign language instruction and training of sign language to staff. It also addresses the purchase of assistive technology for students and classrooms based on need. The costs are not included in meeting the goals of the communication and language pillar.
- The athletic and student activities pillar includes updating the main gym's soundboard, restroom construction, replacement of the auxiliary gym floor, concession stand renovations, tennis court replacement and hiring a coordinator of elementary athletics and activities. The athletic and student activities pillar capital expenditures and staffing increase does not include the cost of these projects.
- The technology pillar includes the implementation and continuance of a hardware purchasing cycle. The plan includes adding tablets and printers for grades K-3 and grade 7. It includes increasing Information Technology help during the summer months and creating elementary testing labs by adding carts to media centers. It also includes the purchase of an Information Technology vehicle. This pillar addresses systematically increasing funding for the media centers to meet new learning standards. The costs associated with the technology pillar are not included in the Transformation Plan.
- The professional development pillar proposes several professional opportunities and attendance at conferences. The Transformation Plan does not address how the professional development will be funded or how much money will be set aside for professional development annually.
- The transportation pillar includes purchasing three new busses per year throughout the five years of the plan. In addition, the plan provides facility upgrades including a security gate, roof replacement, floor replacement, updates of offices, digital radio communication upgrade and the restoration of the Ameritech building. The transportation pillar does not reveal how the bus replacement or facility upgrades will be funded.

IMPACT: When the district does not address the budgetary needs and sustainability to meet the transformation goals, it may hinder the implementation and success of these initiatives.

2. The district does not use forecasting and control procedures that ensure spending is within budget limits.

- A. The five-year forecast and its assumptions are a key financial management tool used as a proactive approach to managing district future finances and to identify financial challenges in advance. In reviewing the five-year forecast and assumptions, adopted at the district's board of education meeting held Oct. 10, 2016, and filed in October 2016 with the Ohio Department of Education, it does not allow the district to accurately manage its resources and allocation for short-term and long-term decisions.
- The district has an emergency levy generating \$1.5 million annually expiring in 2018. The renewal of this levy is not reflected on the forecast, adjusting lines 1.010 and line 11.020 or in the assumptions to the forecast.
 - When a levy is expiring, the revenue being collected will discontinue if it is not renewed; therefore, the revenue amount should decrease on line 1.010 and be moved to line 11.020 until the renewal is approved by the local voters. This **should be is not** explained in the assumptions to the forecast.
 - During an interview with the treasurer, there was no explanation of the General Property (Real Estate) line of the forecast showing a decrease in revenue of \$428,105 on line 1.010 in FY21 and there was no documentation in the assumptions for explanation.

- The district's contract with the Sandusky Education Association, the teachers' union, expires in 2017, and the district's contract with the classified staff expires in 2018. These contracts are not addressed in the district's five-year forecast assumptions.
- The Transformation Plan addresses the restructure of personnel and includes the need for additional staff. The restructure of personnel and the additional staffing needs are not addressed in the assumptions to the forecast.

IMPACT: Without a comprehensive forecasting tool, the district's ability to manage its resources to ensure that spending is within budget limits may be hindered.

3. The district does not have a system in place to efficiently track and utilize grant dollars to ensure resources are cost effective.

- A. Data within the Ohio Department of Education's Comprehensive Continuous Improvement Plan, which includes district grant budgets and final expenditure reports for the previous three years, reveals carryover amounts in federal programs over the grant periods of Fiscal Years 2014, 2015 and 2016.
- The Consolidated Grants Final Expenditure Report for Fy14 shows a carryover amount of \$1,069,570.12; FY15 shows a carryover amount of \$900,000.73; and FY16 shows a carryover amount of \$275,027.07.
 - The Early Childhood Education Entitlement shows in FY15 unspent funds of \$9,694.88 and in FY16 unspent funds of \$9,290.63. At the time of the review, \$99,491 of a \$180,000 entitlement had still not been spent.
 - The unspent funds in the Early Childhood Education Entitlement cannot be carried over to the next fiscal year.

IMPACT: When the district does not track or expend the awarded grant dollars, it may be unable to develop new programs or strategically and effectively expand innovative programs for student achievement.

Sandusky City School District Review Recommendations

Leadership, Governance and Communication

1. Create SMART goals in three concentrated areas: reading, math and graduation rate as suggested in the Decision Framework of the Comprehensive Continuous Improvement Plan. Analyze student performance data to drive the development, implementation, modification and evaluation of strategies that make an impact on student achievement.

BENEFIT: By developing a plan driven by the analysis of student performance data, the district may be able to focus its improvement efforts primarily on academic achievement

2. Develop and complete an annual evaluation of the superintendent based on mutually agreed upon goals for the district. Evaluate the performance of the superintendent based on the attainment of district goals, student results and other student achievement data using targets set through both district and state accountability expectations.

BENEFIT: When the board of education collaborates with the superintendent to develop smart goals and assessment strategies based on student achievement data for the superintendent's evaluation, the superintendent will have clearly-defined goals and data-driven targets for improvement. By linking the superintendent's student performance measures to those established for district goals, the board of education and superintendent stay focused on the district's student performance priorities.

Curriculum and Instruction

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.
 - Complete a comparative analysis of the Common Core state standards and Ohio's Learning Standards for all content areas.
 - Create a template for pacing guides for all content areas that includes objectives, resources, instructional strategies and measurable outcomes that is aligned to Ohio's Learning Standards.
 - Verify the horizontal and vertical alignment of the curriculum materials to Ohio's Learning Standards.
 - Provide professional learning opportunities for all instructional staff and support personnel on the development of curriculum materials aligned to Ohio's Learning Standards.

BENEFIT: By crafting and using a curriculum that is aligned to Ohio's Learning Standards, teachers in the district may have the necessary tools to set learning targets, deliver instruction and monitor the progress of student learning.

2. Select and provide professional development that addresses instructional strategies that promote higher-order thinking skills, rigorous learning expectations and opportunities for students to assume responsibility for their own learning.
 - Continue to provide ongoing professional development on Webb's Depth of Knowledge to deepen teachers' understanding of lesson planning that develops students' higher-order thinking skills.
 - Continue to provide ongoing professional development on project-based learning to implement higher-order thinking skills and challenging academic tasks.

BENEFIT: By providing professional development focused on improving instruction, teachers may be able to effectively prepare students for college and career expectations.

3. Develop a district plan to provide ongoing professional development for teachers in differentiated instruction and monitor progress in implementation.

- Enlist State Support Team 2 and other supports to provide training on differentiated instruction to principals and all teachers.
- Utilize the district's instructional coaches to provide embedded support on differentiated instruction practices.
- Utilize walk-through data to monitor implementation of differentiated instruction.
- Monitor lesson plans for inclusion of differentiated teaching strategies.

BENEFIT: By receiving professional development on differentiated instruction and embedded support from the district instructional coaches, teachers may learn and use skills to match instructional practices to the diverse learning needs of students.

Assessment and the Use of Data

1. Implement the components of the Ohio Improvement Process and the Ohio 5-Step Process with fidelity at the district leadership, building leadership and teacher-based team levels. Develop internal district procedures for accountability, ongoing professional development and feedback to ensure the Ohio Improvement Process is being utilized effectively as designed.
 - Establish partnerships with the Ohio Leadership Advisory Council and the state support team to provide annual professional development on effective implementation of the Ohio Improvement Process and the Ohio 5-Step Process.
 - Use teacher-developed formative assessments as the primary focus of data discussions during the teacher-based team meetings to:
 - Analyze student strengths and learning weaknesses across all student groups; and
 - Design differentiated instruction and intervention strategies.
 - Utilize effective building leadership teams and teacher-based teams within the district as models and exemplars for all collaborative teams across the district.

BENEFIT: Effective implementation of the components of the Ohio Improvement Process may promote a shared leadership philosophy and collaborative data team process in all buildings. Well-organized and data-focused collaborative teams may ensure instructional decision-making that will lead to student growth.

2. Create and implement a district assessment literacy team, with balanced representation and expertise across the district, to coordinate the development, implementation and analysis of a balanced system of formative, common and benchmark assessments.
 - Provide consistent and ongoing professional development throughout the district on the Formative Instructional Practices (FIP) model and the use of these assessments in designing high-quality instruction and monitor the actions and process that result from the professional development. Develop data analysis and classroom observation walk-through tools to ensure the fidelity of implementation of Formative Instructional Practices and their impact on student growth.
 - Connect the professional development being provided on the deconstruction of Ohio's Learning Standards with professional development and collaborative activities on the development of teacher-created formative and common assessments.

BENEFIT: By utilizing a balanced system of formative and benchmark assessments and by making timely decisions on common assessment data, teachers may be well supported in designing differentiated, high-quality instructional strategies that ensure the growth of all students.

3. Revise the format of the district's transformation plan to reflect the components of a quality-focused plan as recommended by the Ohio Improvement Process and the Ohio Leadership Advisory Council. Utilize this process as the framework for all 12 pillars of the district Transformation Plan and building plans.

- Develop and implement a standard feedback process and protocol to ensure two-way communication, problem-solving and evaluation between each pillar team and senior district leadership.
- Develop and implement a standard feedback process and protocol to ensure two-way communication, problem-solving, and evaluation between the district leadership team and the respective building leadership teams.
- Develop and implement a standard feedback process and protocol to ensure two-way communication, problem-solving and evaluation between the building leadership team and the teacher-based teams.

BENEFIT: Effective implementation of a data-focused and aligned district improvement process may promote a shared leadership philosophy throughout the district and may ensure success for all students. A clear vision, consistent message, focused strategies and regular communication may help the district meet its transformational goals.

Human Resources and Professional Development

1. Identify and implement a coaching structure that is aligned to the district's needs and available resources. The district may want to consider:
 - Adding additional coaches.
 - Creating targeted caseloads for each coach.
 - Developing and implementing a performance evaluation of coaches that connects to the growth of the teachers the coaches have supported.
 - Providing a formal process for teachers to solicit coaching support.

BENEFIT: By identifying and supporting teachers that need targeted support, ensuring an appropriate number of coaches and a formal coaching structure, there is an opportunity to enhance their capacity to impact student learning.

2. Craft a preK professional development plan that outlines a limited number of priorities that the district will focus on for the next one to three years. Use student achievement data, research-based best practices and a collaborative approach to get teacher and principal buy-in for the plan. Additionally:
 - Engage the state support team and other supports to be active partners in developing the plan.
 - Determine the role the teachers' association will play.
 - Develop a system that will monitor the effectiveness of professional development activities. These likely could include leading indicators and end-of-year assessment results.
 - Determine and include how often the plan will be reviewed and adjusted.

BENEFIT: When the district develops a comprehensive and collaboratively developed professional development plan, the plan may be a critical component to the district's overall transformation efforts. The plan may provide stakeholders with information about the district's efforts to build staff capacity. Such capacity building may increase student achievement.

3. Develop a multi-tiered approach to support the ongoing development of principals. Consider incorporating the following into a cohesive plan to support and develop principals:
 - Lengthen the time allocated for monthly principals meetings and use the meetings to provide professional development to principals. Topics for meetings could include sharing feedback to teachers, having difficult conversations with teachers or analyzing data. Other growth activities during meetings could include having principals review videos of effective and ineffective classroom practices and share their reflections.

- Create a structured approach to allow the principal supervisor to visit schools on a regular basis. A tiered approach might include some schools receiving weekly support visits, while other schools receive bi-weekly or monthly visits.
- Provide opportunities for principals to engage in instructional rounds at schools in which principals visit classrooms and discuss what they see.
- Identify articles, books or other literature for principals to discuss and reflect on. Principals could be divided into elementary or secondary learning groups to ensure common challenges and practices can be studied.

BENEFIT: By developing a robust principal support and development structure, principals may become better equipped to support the needs of teachers, which may impact student achievement.

Student Supports

1. Implement the Positive Behavioral Intervention and Supports (PBIS) framework.
 - Utilize your State Support Team 2 as consultants in this process.
 - Identify and require training for all building staff to ensure the full implementation of Positive Behavioral Intervention and Supports.
 - Identify a plan for effective evaluation and monitoring of adopted procedures.

BENEFIT: Implementation of the PBIS framework with fidelity may result in improved school culture and climate, improved academic and social outcomes, fewer behavioral referrals and suspensions and increased learning for all students.

Fiscal Management

1. Compute the annual cost associated with the implementation of each goal and associated pillar. Align these costs with the annual budgetary process, incorporate into the Capital Plan and include in the assumptions of the five-year forecast as it relates to expenditures in the general fund.

BENEFIT: The district may better determine the prioritization and costs associated with each goal and increase accountability in results of the implementation of its initiatives.

2. Consider the immediate and long-term financial implications when preparing the five-year forecast that could affect the amounts reflected on the forecast, such as expiring levies, the biennial budget, negotiated agreements and real estate considerations such as new construction, abatements, etc. Include increases or decreases in staffing for the district. Document the assumptions to support the forecast and give justification behind the amounts reflected in the forecast.

BENEFIT: District leaders and stakeholders will have more accurate and timely information when making financial decisions affecting the school district in areas of staffing, negotiations, capital spending and tracking. General Fund levy expirations will be accurately followed by district leaders and stakeholders when making financial decisions.

3. Increase communication with district leaders and stakeholders to ensure the budgetary process for federal programs is meeting the needs of student programs and accurately tracks the budget on a timely basis to make sure the spend down of the grant is in line with the grant period. This will ensure all funds are spent before the close of the grant period.

BENEFIT: State and federal grant program dollars will be maximized within the allocation period, and tracking the success of the programs will be more accurate and timely.

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

The review was conducted from April 24-28, 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. Lucille Esposito, Leadership, Governance and Communication
3. Bonnie Sickinger, Curriculum and Instruction
4. Dr. Craig Phillips, Assessment and Effective Use of Data
5. Dr. G. Eric Thomas, Human Resources and Professional Development
6. Joyce Smith, Student Supports
7. Rhonda Zimmerly, Fiscal Management

District Review Activities

The following activities were conducted during the review:

Interviews

- Superintendent/CEO
- Treasurer
- Board of Education members
- Chief Academic Officer
- Chief of Staff and Transformation
- Technology Facilitator
- Network Support Facilitator
- Computer Technology Facilitator
- Desktop Support Facilitator
- Director of Student Services
- Truancy Officer
- Registration Support
- Coordinator of Advanced Academic Studies
- PS Coordinator
- PS Assistance
- City Council Commissioners
- County Commissioner
- Administrative Assistants
- Teachers' Union President
- Psychologists
- Speech Therapists
- Occupational Therapists
- EMIS Coordinator
- Coordinator of Alternative Programs
- Science Coach
- Math Coach
- Literacy Specialist
- Technology Coach
- District Ohio Improvement Plan Facilitators
- State Support Team Director
- State Support Team consultants
- District Information Communications Assistant

- Nurses
- Certified and classified new hires
- Intervention Specialists
- Title I Tutors
- Dance and Theatre Instructor
- Assistant Treasurer
- Human Resources Support Staff
- Payroll clerk
- District Testing Coordinators
- Police Chief
- District Chief of Security
- School Counselors
- Accountability and Federal Programs Consultant
- Facilities Supervisor
- Dining Services Supervisor
- Transportation Supervisor
- Coordinator of Community Programming
- Brand Development/Retention and Recruitment Coordinator
- Superintendent's Executive Assistant
- Business Office Staff
- Director of Adult Education
- Bus Driver
- Cook
- Assistant principal

Focus Groups

- Elementary, middle and high school teachers
- Building principals and assistant principals
- Parents
- Elementary, middle and high school students
- External partners of the district

Onsite Visits

- Building Observations
 - Hancock Elementary School
 - Mills Elementary School
 - Ontario Elementary School
 - Osborne Elementary School
 - Venice Heights Elementary School
 - Sandusky Middle School
 - Sandusky High School
 - Sandusky Digital Academy
 - Sandusky Career Center
 - Regional Center Advanced Academic Studies (RCAAS)
- 51 classrooms observations at all school levels

Sandusky City School District

407 Decatur Street, Sandusky, Ohio 44870

Official District Review Schedule – April 24-28, 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.

Draft Site Visit Schedule

Day 1—April 24, 2017 (pages 1-3)

<i>Time</i>	<i>Activity Room Location – 308A</i>	<i>Time</i>	<i>Activity Room Location – 308B</i>	<i>Time</i>	<i>Activity Room Location – Auditor's Room</i>
7:30-8:00	ODE DRT Team Meeting – Location- Team Workroom – COST Lab at BOE ALL DRT Members				
8:00-8:15	Orientation with District Leaders Location-Board Room ALL DRT MEMBERS				
8:30-9:25	Assessment & Data Interview	8:30-9:25	Leadership Interview	8:30-9:25	Student Supports Interview
	Technology Facilitator Network Support Computer Tech Desk Top Support A&D, HR/PD		CEO/Superintendent CFO/Treasurer LG&C, FM		Director, Student Services Registration Truancy Officer SS, C&I
9:30-10:55	Student Supports Interview	9:30-10:55	Leadership /Fiscal Interview	9:30-10:55	HR & PD Interview
	Director, Special Education Coordinator, Advanced Academic Studies SS, A&D		City Council Members County Commissioner LG&C, FM	9:30-10:10	Administrative Assistant, Human Resources HR/PD, C&I
				10:15-10:55	Teachers Union President HR/PD, C&I

Time	Activity <i>Room Location – 308A</i>	Time	Activity <i>Room Location – 308B</i>	Time	Activity <i>Room Location – Auditor's Room</i>
11:00-12:05	DRT Meeting/Working Lunch ALL DRT MEMBERS Team Work Room				
12:15-1:45	Student Supports Interview	12:15-1:45	Assessment & Data Interview	12:15-1:45	Curriculum & Instruction Interview
	Psychologists Speech Therapists Physical Therapists Occupational Therapists SS		EMIS Coordinator Director of Student Services (12:15-1:00) A&D, FM		Chief Academic Officer Coordinator, Academic Studies Executive Director, Curriculum (1:00-1:45) LG&C, HR/PD, C&I
1:45-2:10	Document Review-Team Workroom ALL DRT Members				
2:15-3:25	Student Supports Interview	2:15-3:25	Leadership Interview	2:15-3:25	Assessment & Data Interview
	Coordinator, Alternative Programs Science Coach Math Coach Literacy Specialist Technology Coach C&I, SS		Treasurer (Director, Business Affairs) Chief of Staff & Transformation FM, LG&C		District OIP Facilitators CAO SST2 A&D, HR/PD
3:30-4:25	Leadership Interview	3:30-4:25	Student Support Interview	3:30-4:25	HR/PD Interview
	Tech Facilitator District Information Communications LG&C, FM, A&D		Nurses SS		New Hires (certified & classified) Career Tech (2) Intervention Specialists (3) Title I (5) Dance & Theatre Instructor (2) HR/PD, C&I
4:30-5:25	Student Supports Interview	<u>4:30-5:25</u>	HR/PD Interview	4:30-5:25	Assessment & Data Interview

Time	Activity <i>Room Location – 308A</i>	Time	Activity <i>Room Location – 308B</i>	Time	Activity <i>Room Location – Auditor's Room</i>
	Fiscal Interview Assistant Treasurer FM		Human Resources Support Staff HR/PD		District Testing Coordinators A&D, C&I
4:30-5:25	Title 1 Staff 5 Title 1 Teachers 3 rd floor conference room - BOE SS, LG&C				
5:30-6:30	Board of Education Interview Board President Vice President LG&C, FM	5:30: -6:30	Board of Education Interview Board Members C&I, SS	5:30 -6:30	Board of Education Interview Board Member A&D, HR/PD
6:35	Review Team Debrief Team Workroom ALL DRT MEMBERS -				

Draft Site Visit Schedule (4-5)
Day 2—April 25, 2017

<i>Time</i>	<i>Activity</i> <i>Room Location 308A</i>	<i>Time</i>	<i>Activity</i> <i>Room Location 308B</i>	<i>Time</i>	<i>Activity</i> <i>Room Location Auditor's Room</i>
7:30-8:00	DRT Meeting ALL DRT MEMBERS Team Workroom –				
<u>8:30-9:25</u>	Leadership, Governance & Communication Interview	<u>8:00-9:00</u>	Curriculum & Instruction Interview	<u>8:30-10:30</u>	HR Review of Personnel Files: Location (HR Office)
	Sandusky Police Chief Chief of Staff (District Chief of Security) LG&C, FM		School Counselors C&I, SS		HR office – 4th floor HR/PD
	Document Review – A&D (8:00 – 9:30)				
8:30-12:30	Classroom Observations will be conducted by the Team Classroom Observer Building Observations will be conducted by the Building Observers				
9:30-10:30	Leadership Interview Room – 308A	9:30-10:30	Student Supports Interview Team Workroom		
	Accountability & Federal Programs Consultant Chief Academic Officer Ex. Director of Curriculum & Expanded Supports LG&C, FM, A&D		Document Review SS, C&I		
10:35-10:55	Travel Time to Schools- ALL DRT MEMBERS				
11:00-12:00	Middle School Student Focus Group Location – Brass Lantern 2130 Hayes Ave	11:00-12:00	Elementary Student Focus Group One Location- Board Room 407 Decatur Street	11:00-12:00	High School Student Focus Group Location – Library 2130 Hayes Ave

Time	Activity <i>Room Location 308A</i>	Time	Activity <i>Room Location 308B</i>	Time	Activity <i>Room Location Auditor's Room</i>
	FM, SS		LG&C, HR/PD		A&D, C&I
12:45-2:00	DRT Meeting/Working Lunch ALL DRT MEMBERS <i>Team Workroom –</i>				
2:00-2:55	Student Supports Interview <i>Location – 3rd Floor conference room</i> Community (External) Partners				
	ALL DRT MEMBERS				
<u>2:00-4:00</u>	Classroom Observations will be conducted by the Team Classroom Observer Building Observations will be conducted by the Building Observers				
3:00-3:55	Teacher Focus Group Elementary School <i>Location – 3rd Floor</i> <i>Conference Room</i>			4:00-4:55	Teacher Focus Group High and Middle School <i>Location – 3rd Floor</i> <i>Conference Room</i>
	ALL DRT MEMBERS				ALL DRT MEMBERS
5:00-6:00	Parent Focus Group (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) <i>Location – 3rd Floor Conference Room at BOE</i> ALL DRT MEMBERS				
6:05	Review Team Debrief: ALL DRT MEMBERS <i>Location -Team Workroom</i>				

Site Visit Schedule
Day 3—April 26, 2017 (pages 6-7)

<i>Time</i>	<i>Activity</i> <i>Room Location 308A</i>	<i>Time</i>	<i>Activity</i> <i>Room Location 308B</i>	<i>Time</i>	<i>Activity</i> <i>Room Location Auditor's Room</i>
8:00-8:30	DRT Meeting ALL DRT MEMBERS Location: Team Work Room				
<u>8:30-9:55</u>	Leadership Interview Facilities Supervisor Dining Services Supervisor Transportation Supervisor FM, LG&C, SS	8:30-9:55	Curriculum & Instruction Interview Building Level Curriculum & Instruction Specialists/Team C&I, A&D, HR/PD,		
10:00-10:55	Leadership Interview Coordinator, Community Programming FM, LG&C, SS	10:00-10:55	HR/PD Interview Human Resources Administrative Assistant Chief of Staff Brand Development/Retention and Recruitment Coordinator HR/PD, A&D, C&I		
11:00-12:00	Fiscal Interview Treasurer (2 nd Interview) FM	11:00-12:00	Student Supports Interview Intervention Specialists Tutors SS, C&I	11:00-12:00	Leadership Interview Superintendent's Executive Assistant (s) LG&C
11:00-11:55	Technology Staff Demonstration – Student Information System Location-2nd Floor Computer Lab Technology Facilitator EMIS Coordinator A&D, HR/PD		Bus Drivers Cooks Assistant Principal FM		
12:00-12:55	Working Lunch/Document Review: ALL DRT MEMBERS Location: Team Workroom				

<i>Time</i>	<i>Activity</i> <i>Room Location 308A</i>	<i>Time</i>	<i>Activity</i> <i>Room Location 308B</i>	<i>Time</i>	<i>Activity</i> <i>Room Location Auditor's Room</i>
1:00-1:55	State Support Team Location – 308A ALL DRT MEMBERS				
2:00-2:55	Leadership Interview Director, Special Education Coordinator, Advanced Academic Studies LG&C	2:00-2:55	Fiscal Interview Business Office Staff FM	2:00-2:55	Student Support Interview Director, Adult Ed/CT SS, A&D, C&I
2:00-2:55	HR Personnel Files Location-HR Office HR/PD				
3:00-3:55	Elementary Principals Focus Group Location- 3rd Floor conference room at BOE ALL DRT MEMBERS		4:00-4:55	Middle and High Schools Principals Focus Group Location – 3rd Floor conference room at BOE ALL DRT MEMBERS	
5:00	Review Team Debrief Location – Team Workroom ALL DRT MEMBERS				

Site Visit Schedule
Day 4—April 27, 2017 (Page 8)

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
8:00-9:00	DRT Meeting ALL DRT MEMBERS Location: Team Workroom				
8:45-10:15	Classroom Visits TBD	8:45-10:15	Classroom Visits TBD	8:45-10:15	Classroom Visits TBD
10:15-10:30	Travel time, if needed				
10:30-12:30	Classroom Visits TBD	10:30-12:30	Classroom Visits TBD	10:30-12:30	Classroom Visits TBD
12:30-1:30	DRT Lunch ALL DRT MEMBERS				
1:30-1:45	Travel time				
2:00-6:00	Emerging Themes Meeting Location – Team Workroom ALL DRT MEMBERS, EDITING TEAM				

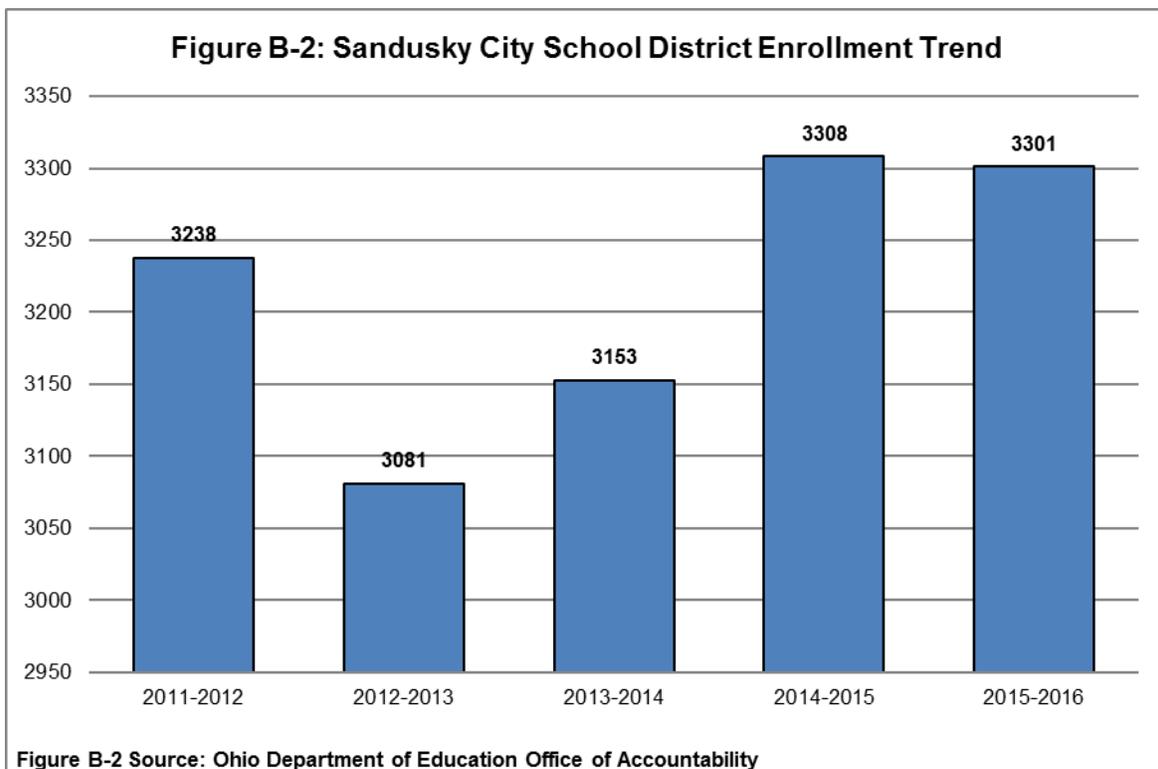
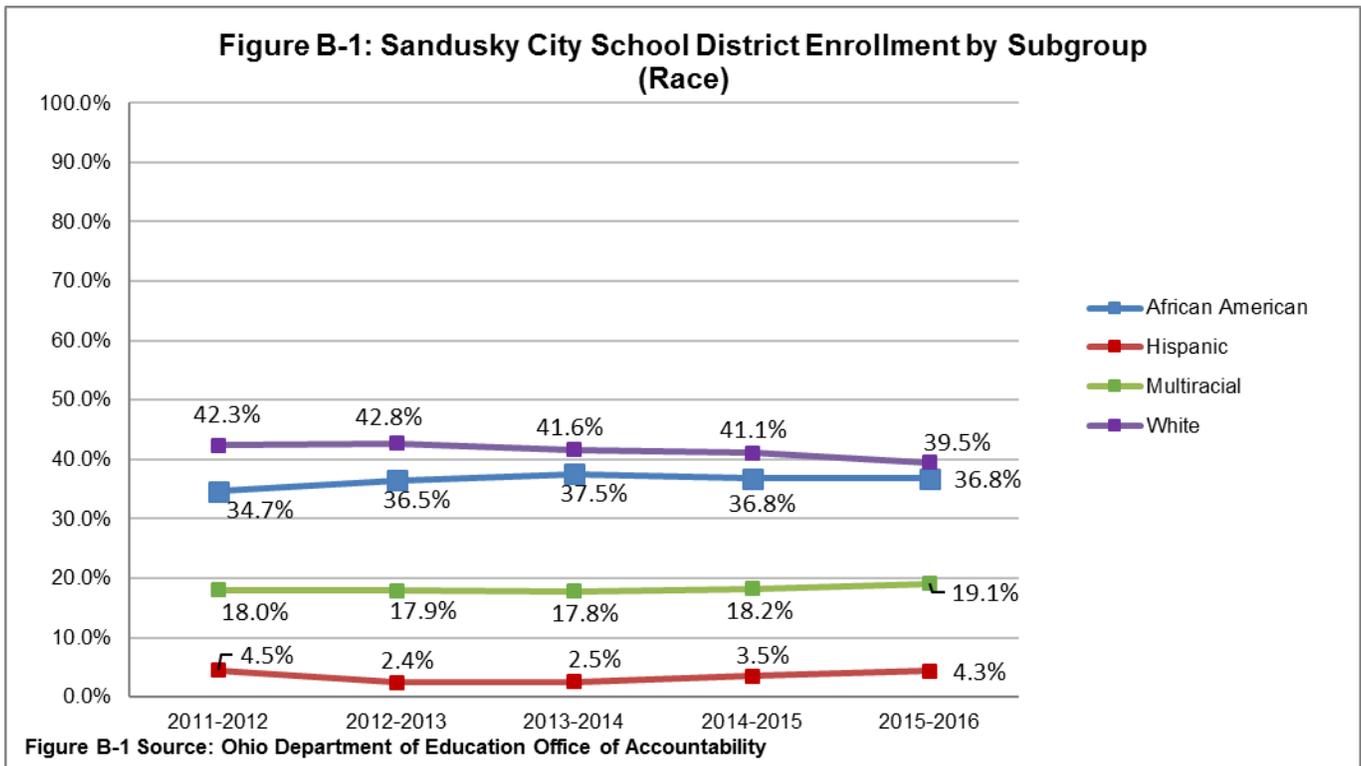
Site Visit Schedule
Day 5—April 28, 2017 (Page 9)

Time	Activity
9:00-10:00	DRT Final Morning Meeting Location - Team Workroom ALL DRT MEMBERS
10:00-10:45	Meeting with Superintendent re Emerging Themes Location – 308A Dr. Claire Huff-Franklin, Lucille Esposito
11:00-11:45	District Debriefing Meeting with leadership team re Emerging Themes Location - 3rd Floor Conference Room ALL DRT MEMBERS
11:55-2:00	Working Lunch/ Q & A/ Compliance Tracking System Location - Team Workroom ALL DRT MEMBERS

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



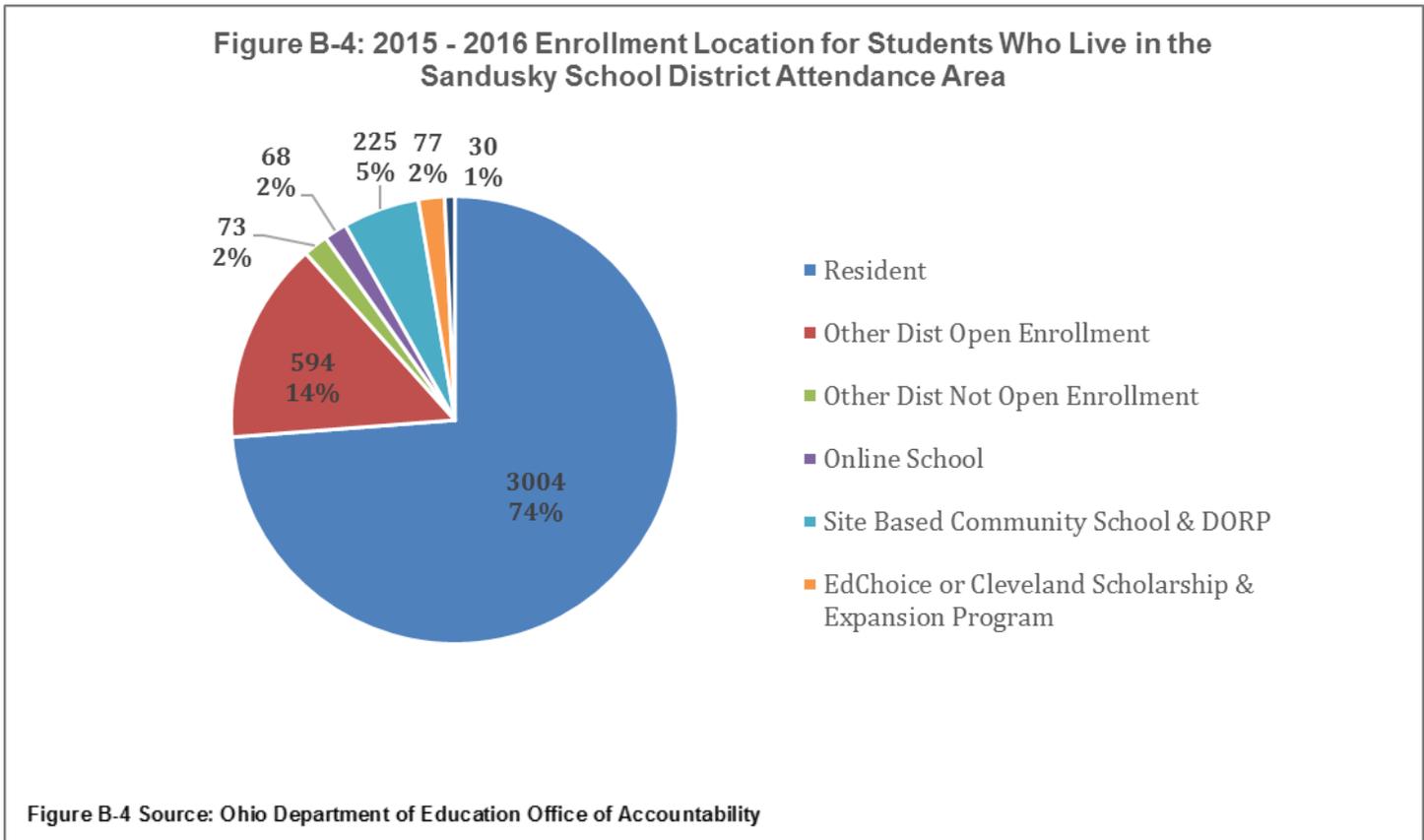
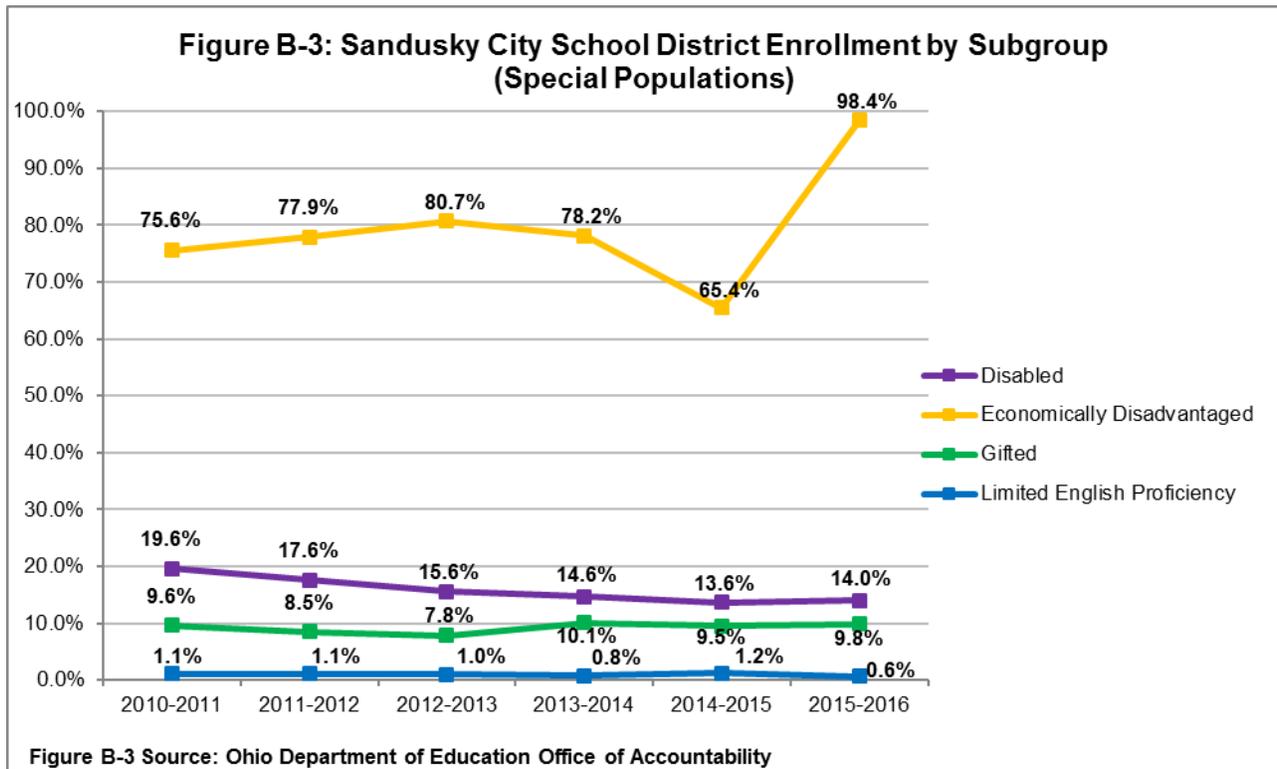


Figure B-5: Sandusky City School District 2015-2016 Annual Measureable Obejctives by Subgroup

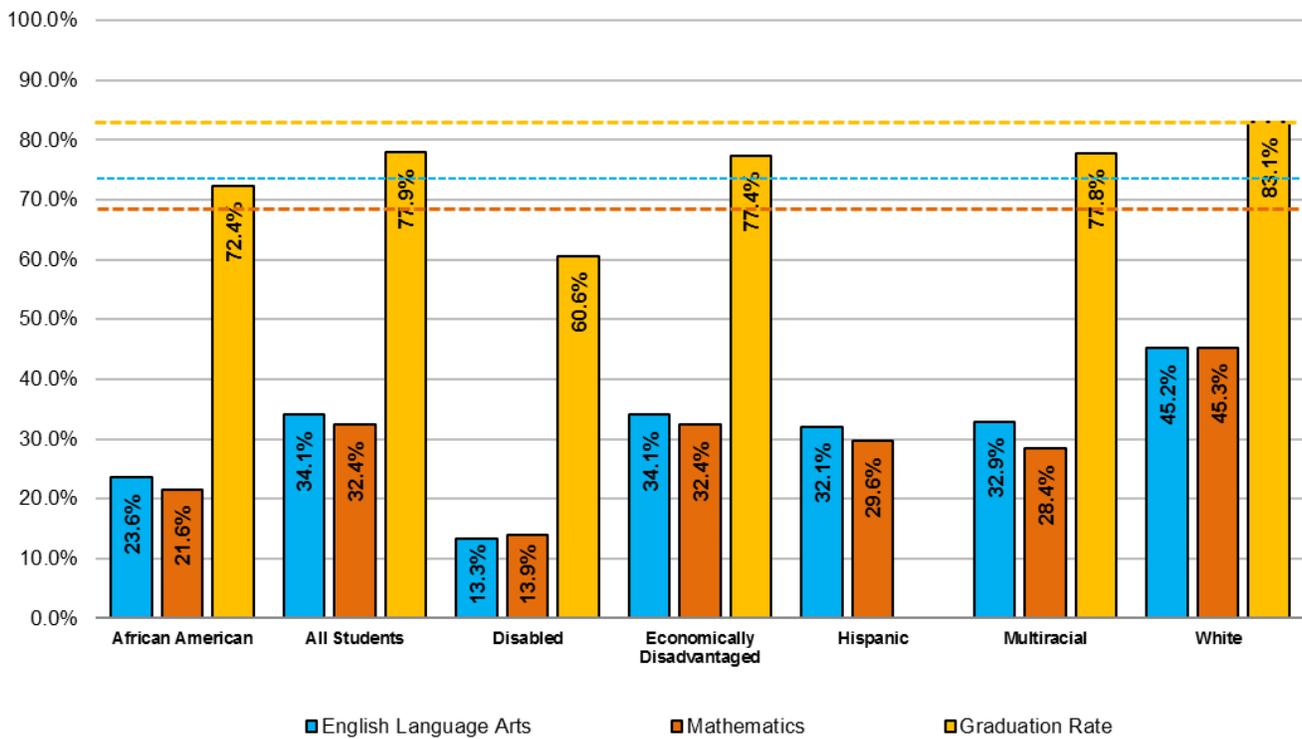


Figure B-5 Source: Sandusky City School District Ohio School Report Card, Ohio Department of Education Office of Accountability

Figure B-5B: Sandusky City School District Subgroup Graduation Rates by Year

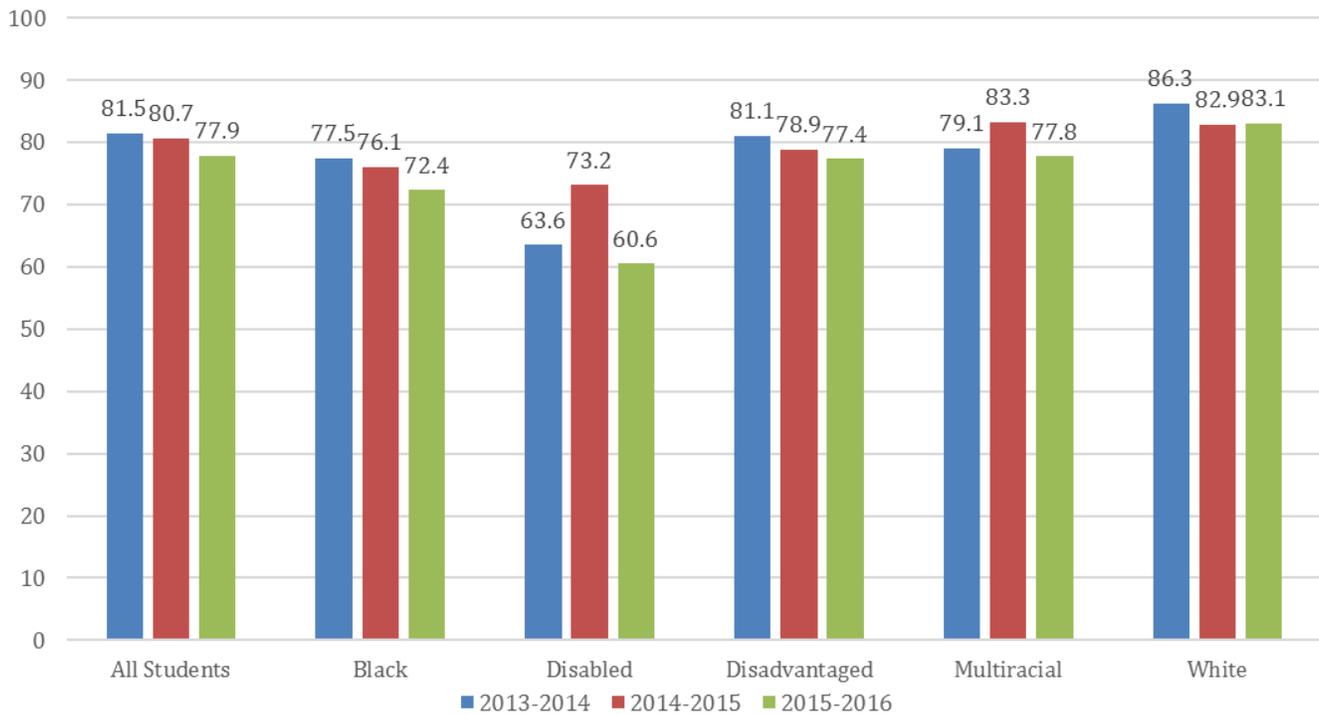


Figure B-5B Source: Ohio Department of Education Office of Accountability

Figure B-6: Sandusky City School District English Language Arts Passing Rate Trends by Subgroup

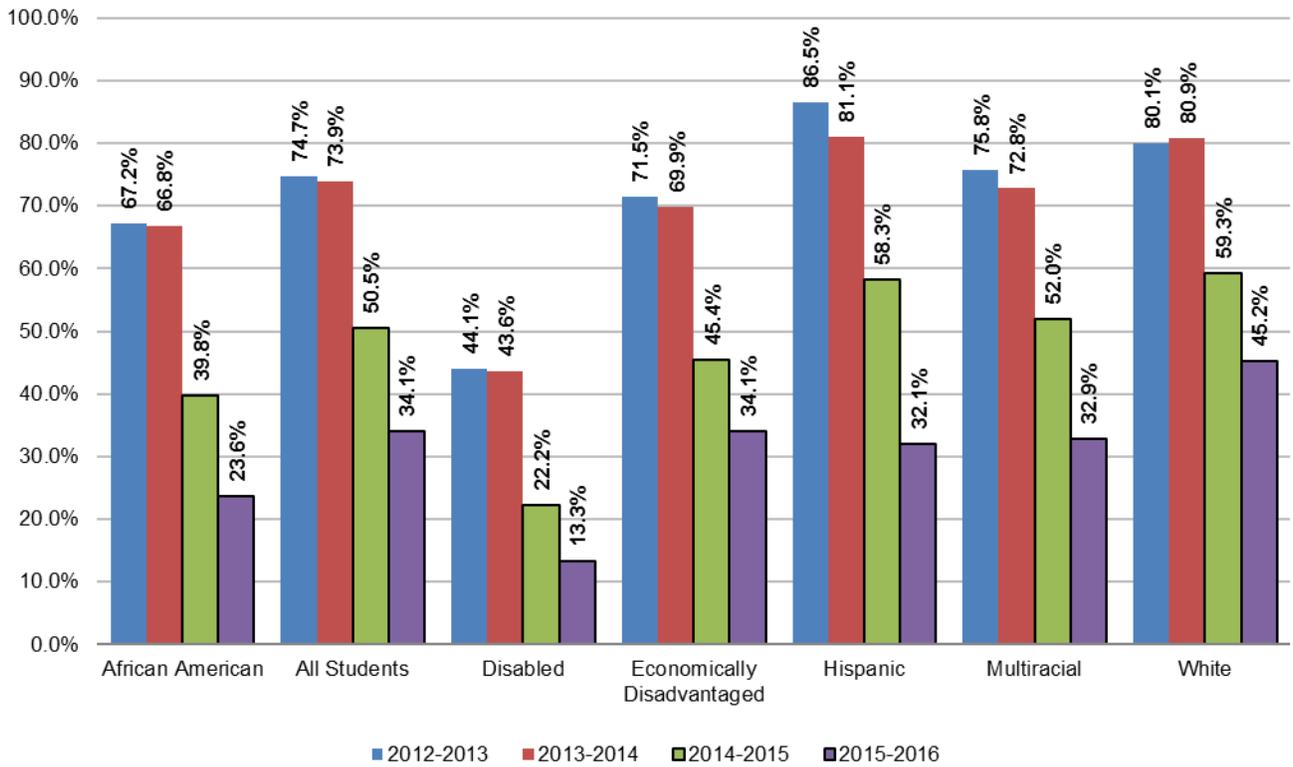


Figure B-6 Source: Sandusky City School District Ohio School Report Card; Archived Report Cards

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

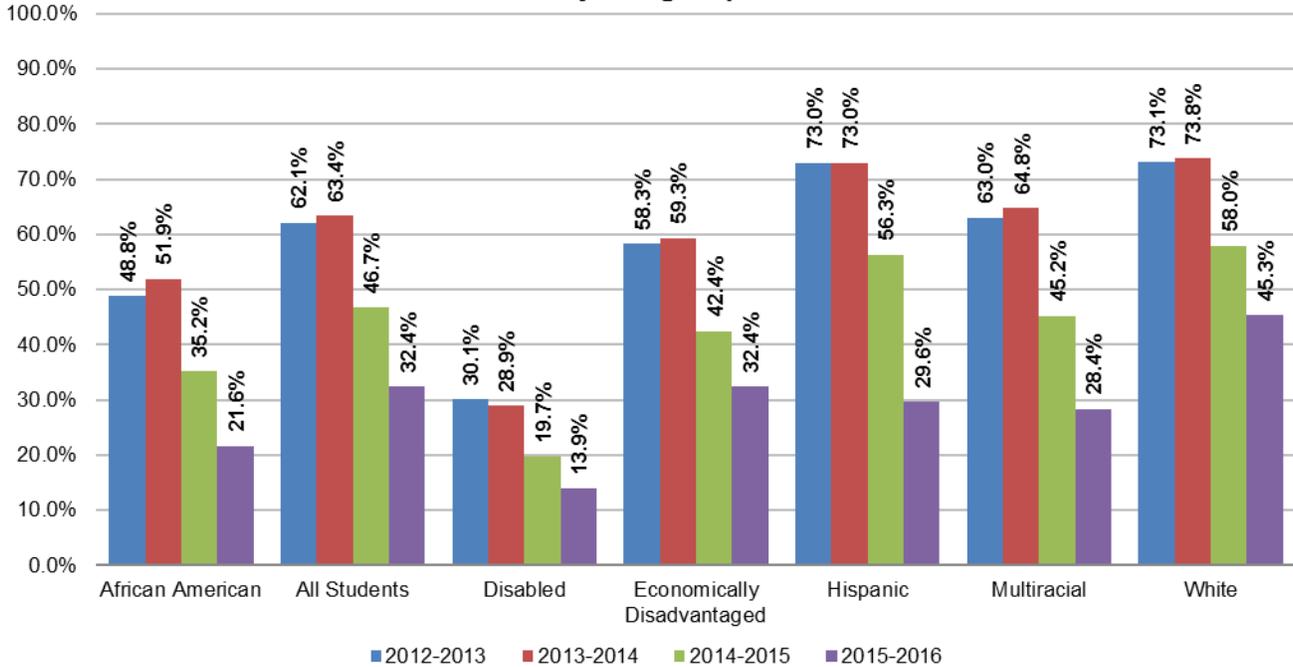


Figure B-7 Source: Sandusky City School District 2015-2016 Ohio School Report Card; Archived Report Cards

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

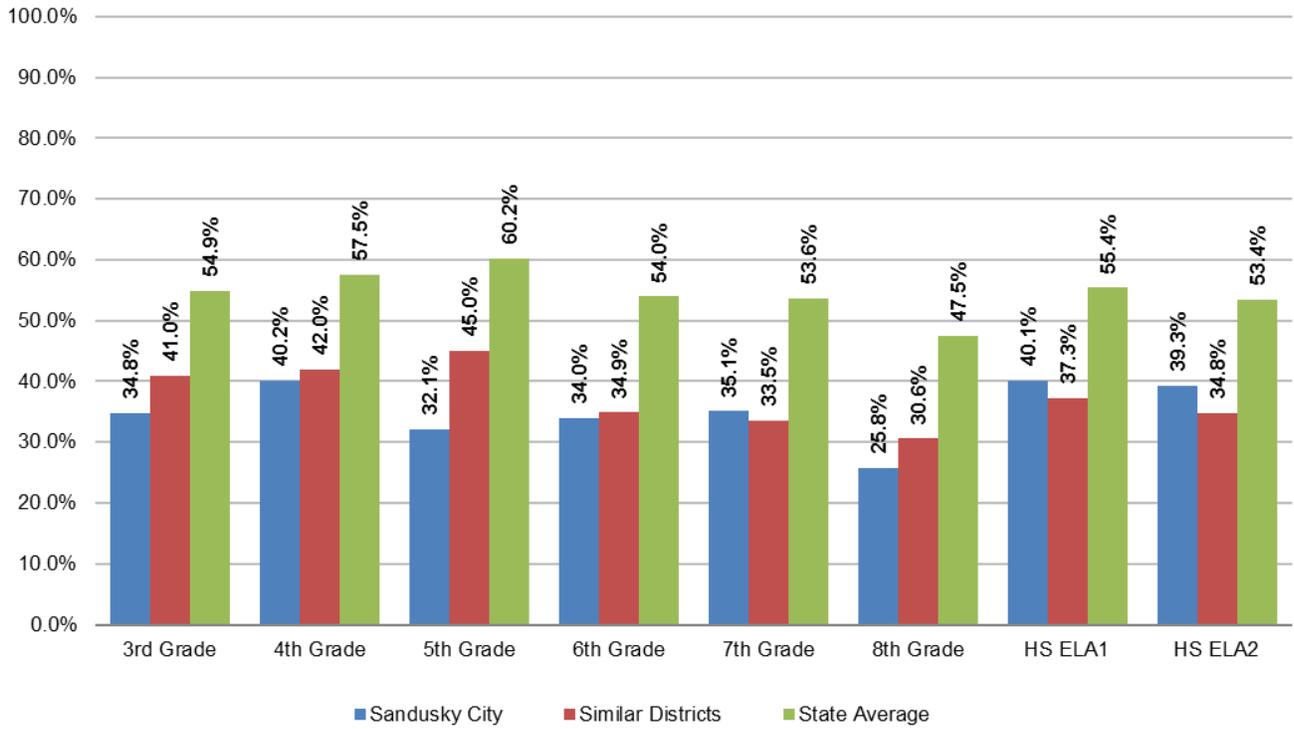


Figure B-8 Source: Sandusky City School District Ohio School Report Card

Figure B-9: Sandusky City School District English Language Arts Passing Rates by Grade Level

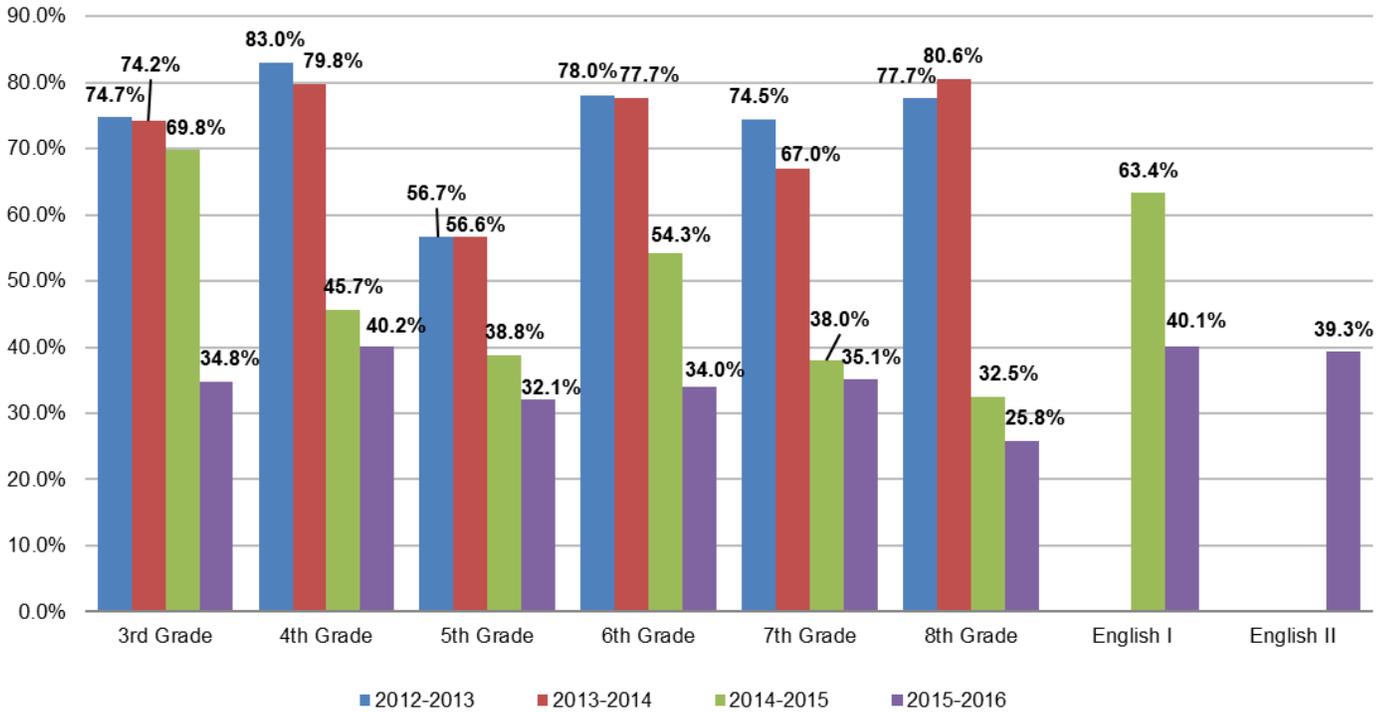


Figure B-9 Source: Sandusky City School District Ohio School Report Card

Figure B-10: Sandusky City School District Fall 2015-2016 English Language Arts Value-Added Report

Estimated District Growth Measure							
Grade	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	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		-3.6 R	-1.3 O	4.1 DG	-0.4 Y	4.3 DG	0.7
Standard Error		1.0	0.9	0.8	0.9	0.8	0.4
3-Year-Average Growth Measure							
Standard Error							
Estimated District Average Achievement							
Grade	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2013 Average Achievement							
2014 Average Achievement							
2015 Average Achievement	42.8	38.8	37.5	42.5	34.6	31.3	
2016 Average Achievement	41.7	41.9	37.8	42.4	42.3	38.9	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2016	183	695.0	36	691.6	32	3.1 DG	1.0

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts II	2016	166	690.6	32	691.5	33	-0.9 Y	1.1

DG	Significant evidence that the district's students made more progress than the Growth Standard
LG	Moderate evidence that the district's students made more progress than the Growth Standard
Y	Evidence that the district's students made progress similar to the Growth Standard
O	Moderate evidence that the district's students made less progress than the Growth Standard
R	Significant evidence that the district's students made less progress than the Growth Standard

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

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

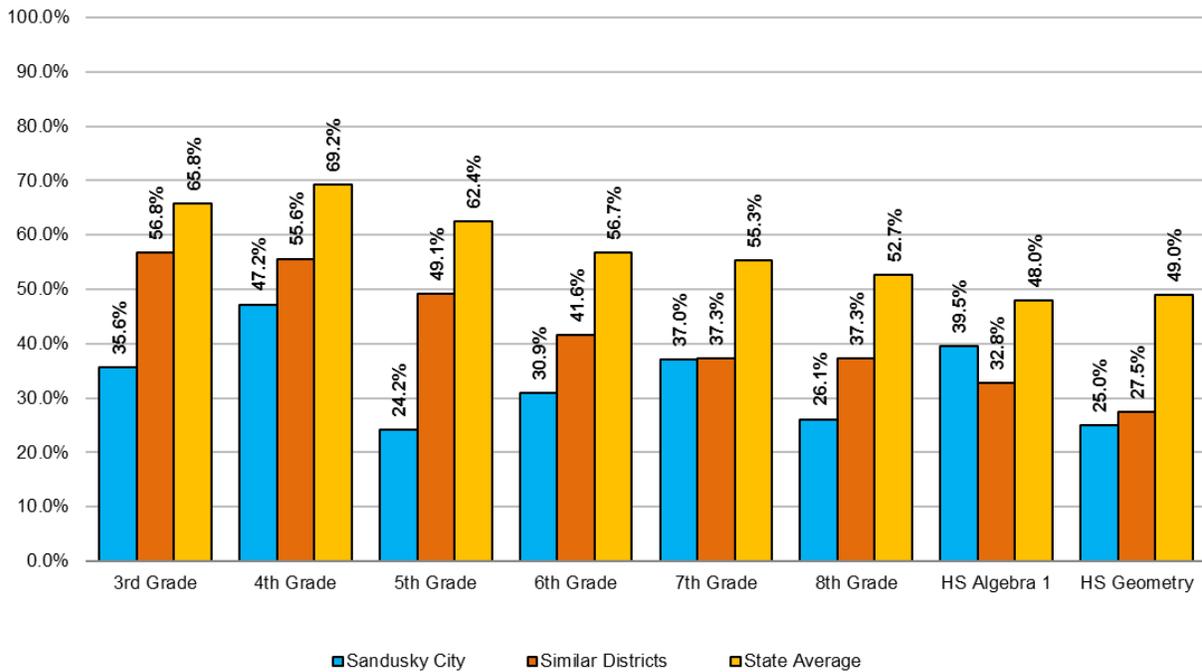


Figure B-11 Source: Ohio Department of Education Office of Accountability

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

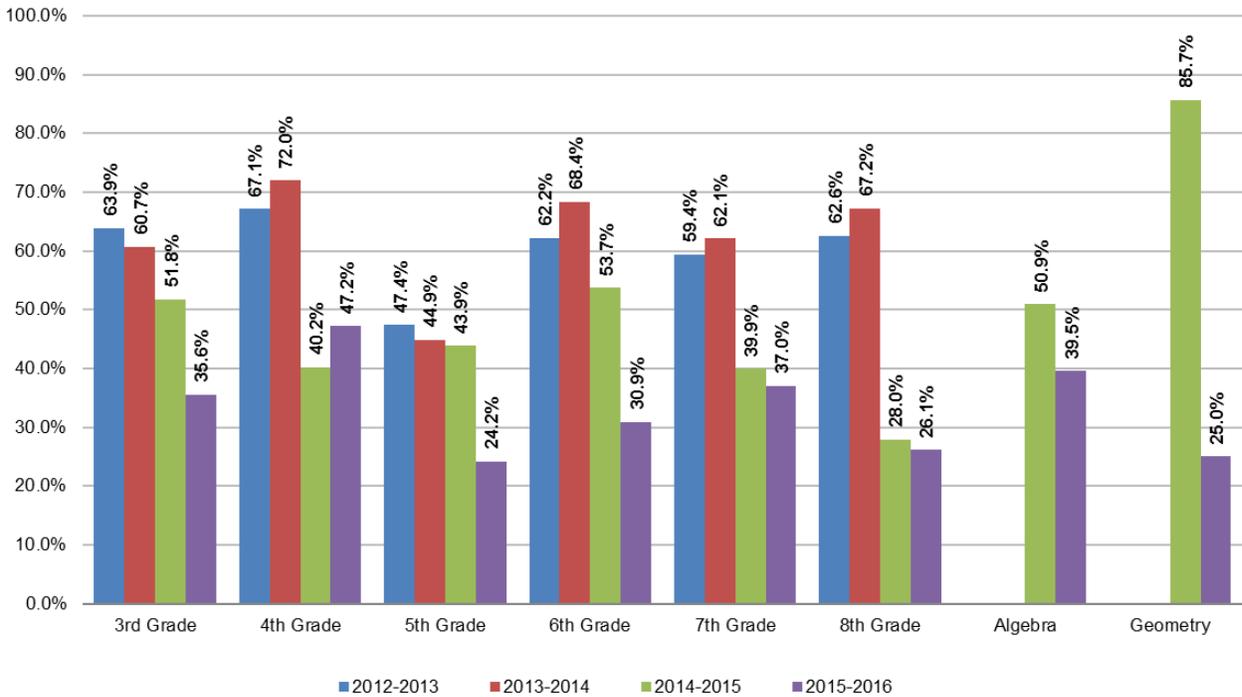


Figure B-12 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

Figure B-13: Sandusky City School District Fall 2015-2016 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		-2.6 R	-3.8 R	0.2 Y	-2.6 R	-0.7 Y	-1.9
Standard Error		0.9	0.8	0.7	0.8	0.8	0.4
3-Year-Average Growth Measure							
Standard Error							

Estimated District Average Achievement							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2013 Average Achievement							
2014 Average Achievement							
2015 Average Achievement	41.8	38.5	39.6	44.2	37.7	33.2	
2016 Average Achievement	36.6	40.7	34.5	40.3	41.3	37.1	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	202	690.6	40	686.5	36	4.2 DG	1.1

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Geometry	2016	164	682.8	28	686.5	32	-3.6 R	1.2

- DG** Significant evidence that the district's students made more progress than the Growth Standard
- LG** Moderate evidence that the district's students made more progress than the Growth Standard
- Y** Evidence that the district's students made progress similar to the Growth Standard
- O** Moderate evidence that the district's students made less progress than the Growth Standard
- R** Significant evidence that the district's students made less progress than the Growth Standard

Figure B-13 Source: SAS® EVAAS web application, SAS Institute Inc.

Figure B-14: Sandusky City School District Performance Index Trend

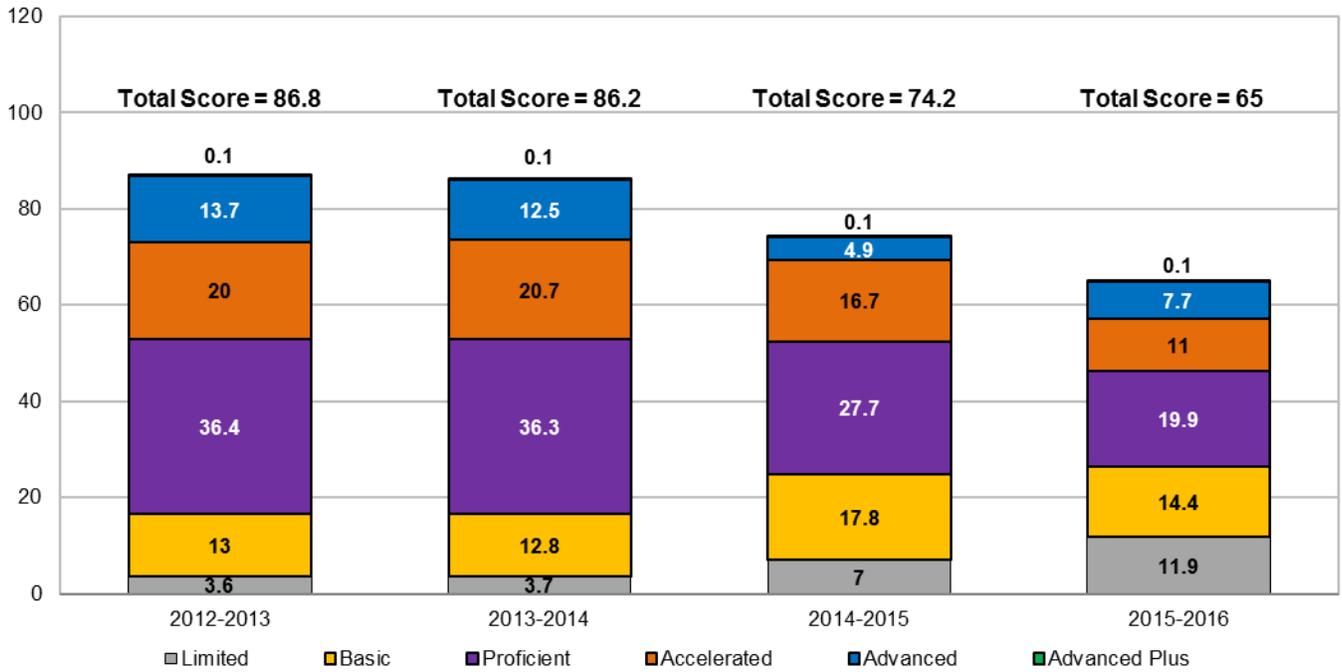


Figure B-14 Source: Ohio Department of Education Office of Accountability

Figure B-15: Sandusky City School District Graduation Rate Comparison

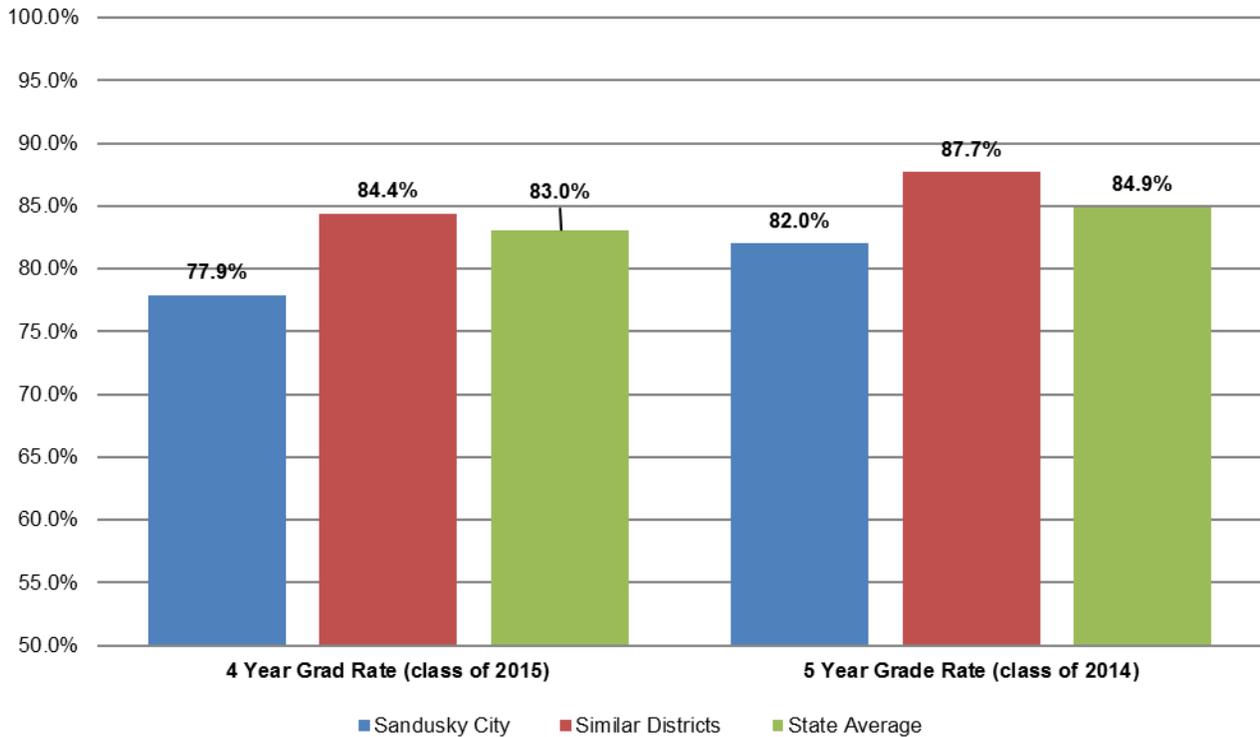


Figure B-15 Source: Sandusky City School District Ohio School Report Card

Figure B-16: Sandusky City School District Graduation Cohort Rates

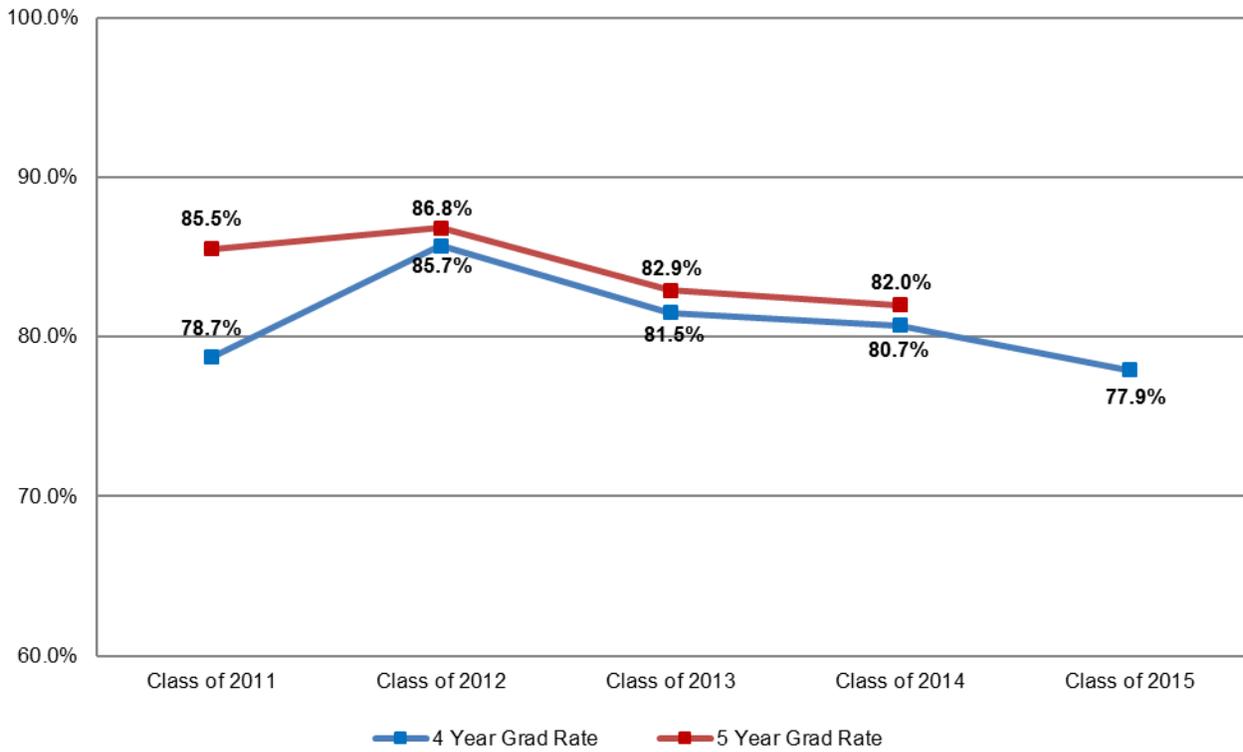


Figure B-16 Source: Sandusky City School District Ohio School Report Card

Figure B-17: Sandusky City School District Number of Dropouts Grades 7-12

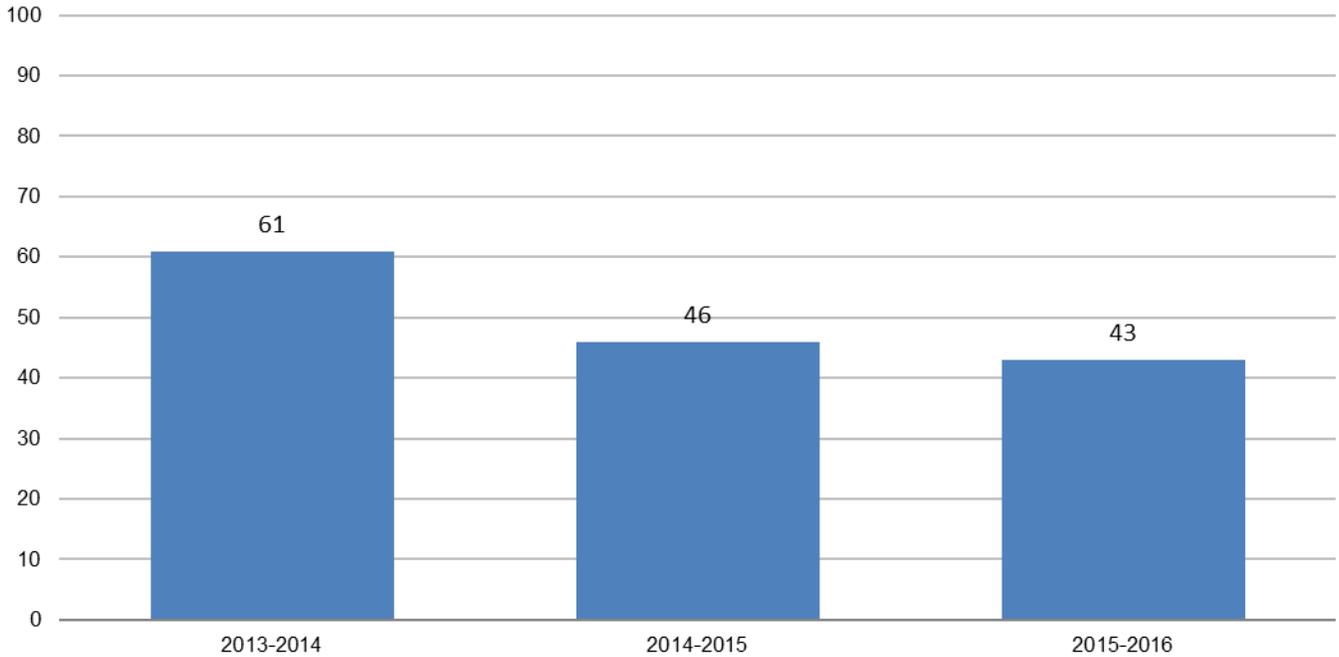


Figure B-17 Source: Ohio Department of Education Office of Accountability

Figure B-18: Sandusky City School District Disciplinary Actions Per 100 Students Compared to the State- All Discipline Types

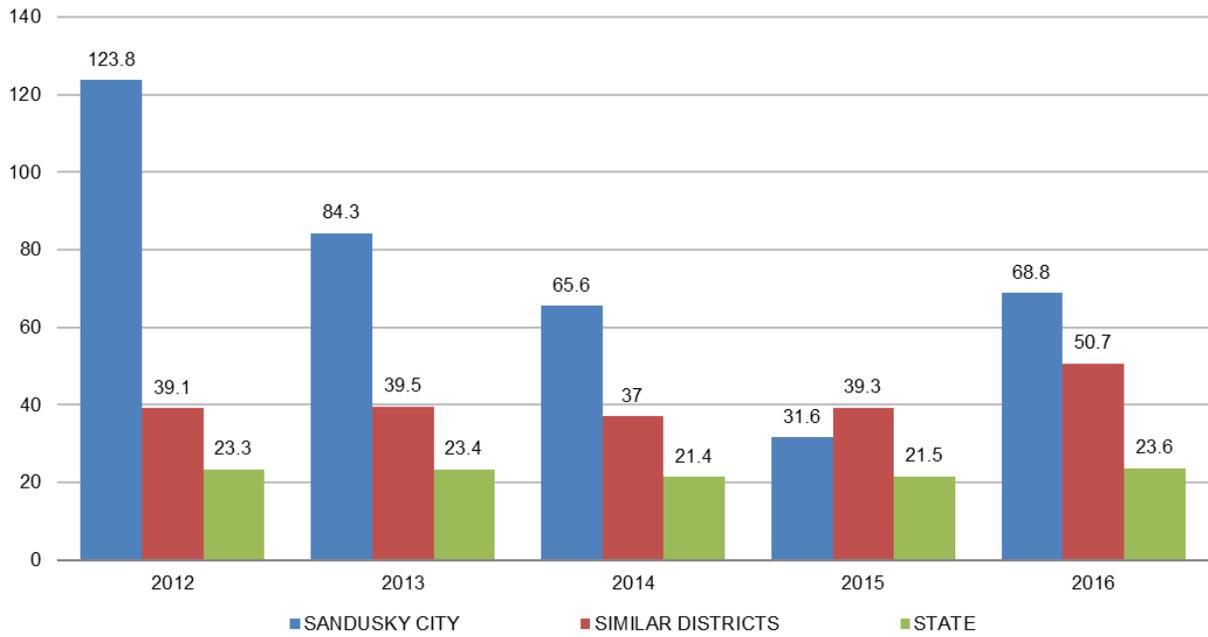


Figure B-18 Source: Ohio Department of Education Office of Accountability

Figure B-19: Sandusky City School District Prepared for Success 2-Year Comparison

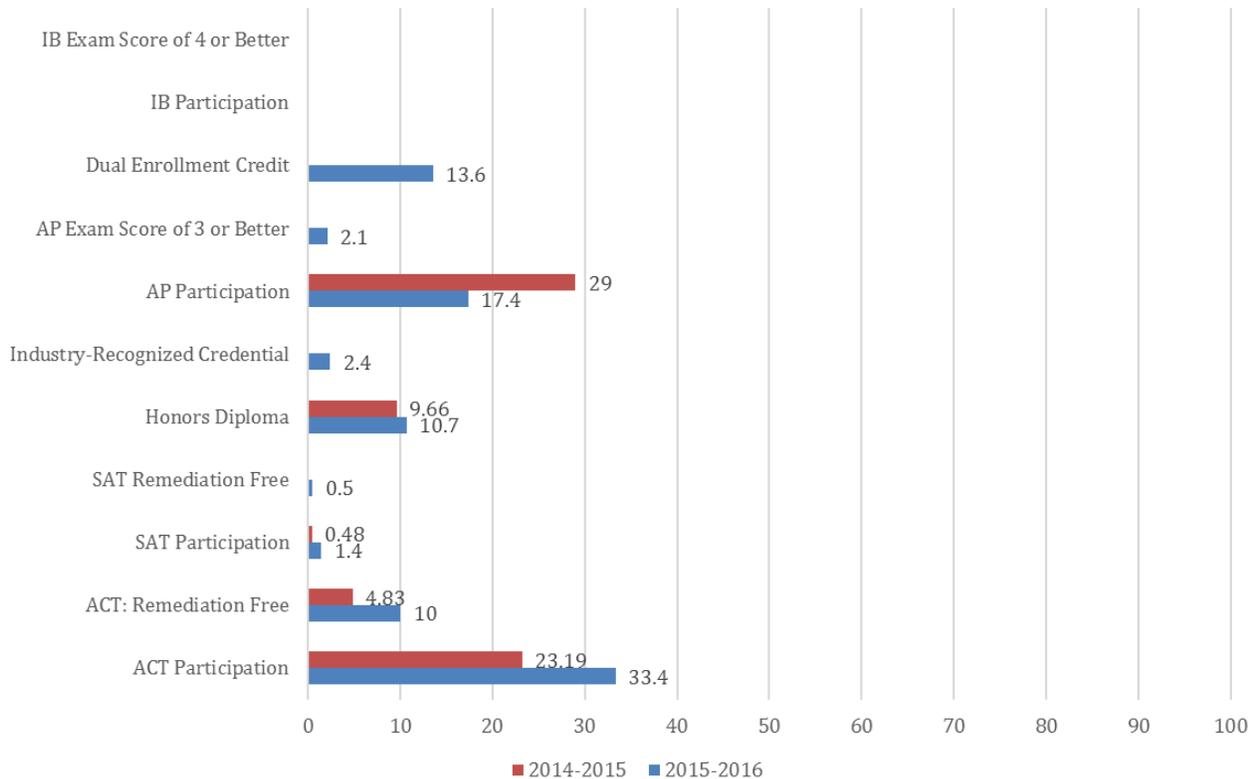


Figure B-19 Source: Ohio Department of Education Office of Accountability

Figure B-20: Sandusky City School District Attendance Rates

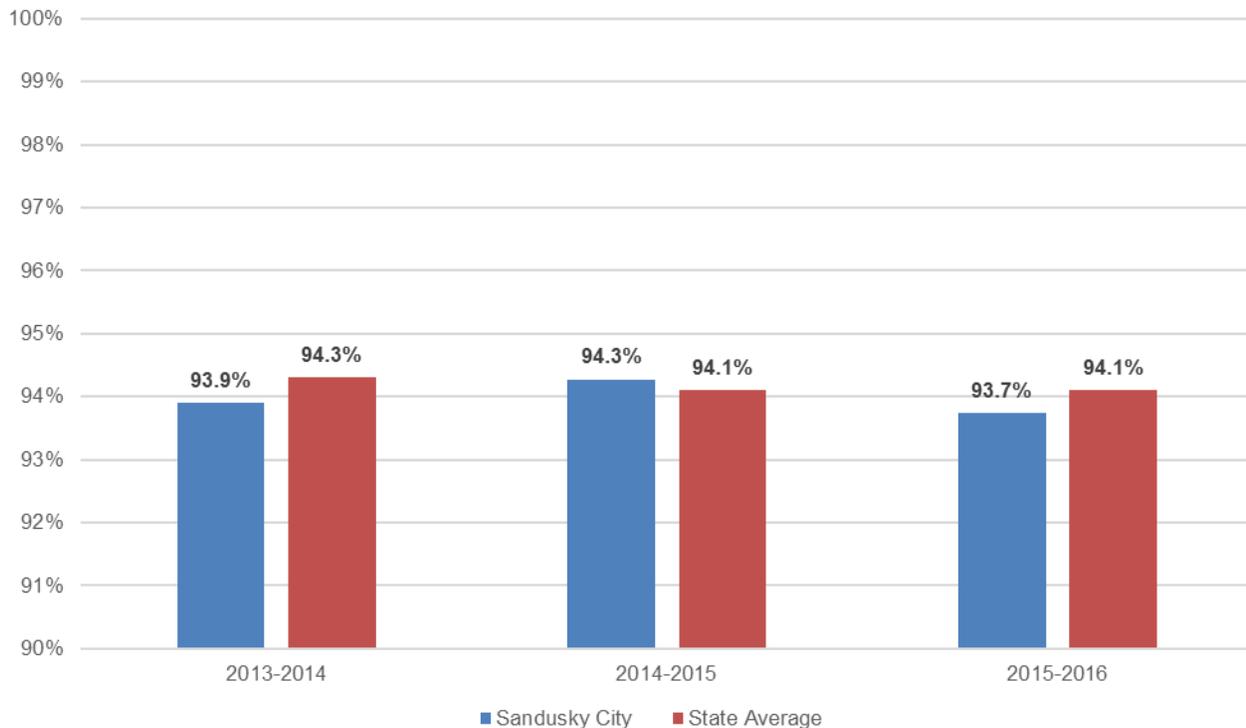


Figure B-20 Source: Ohio Department of Education Office of Accountability

Figure B-21: Sandusky School District Chronic Absenteeism Rate

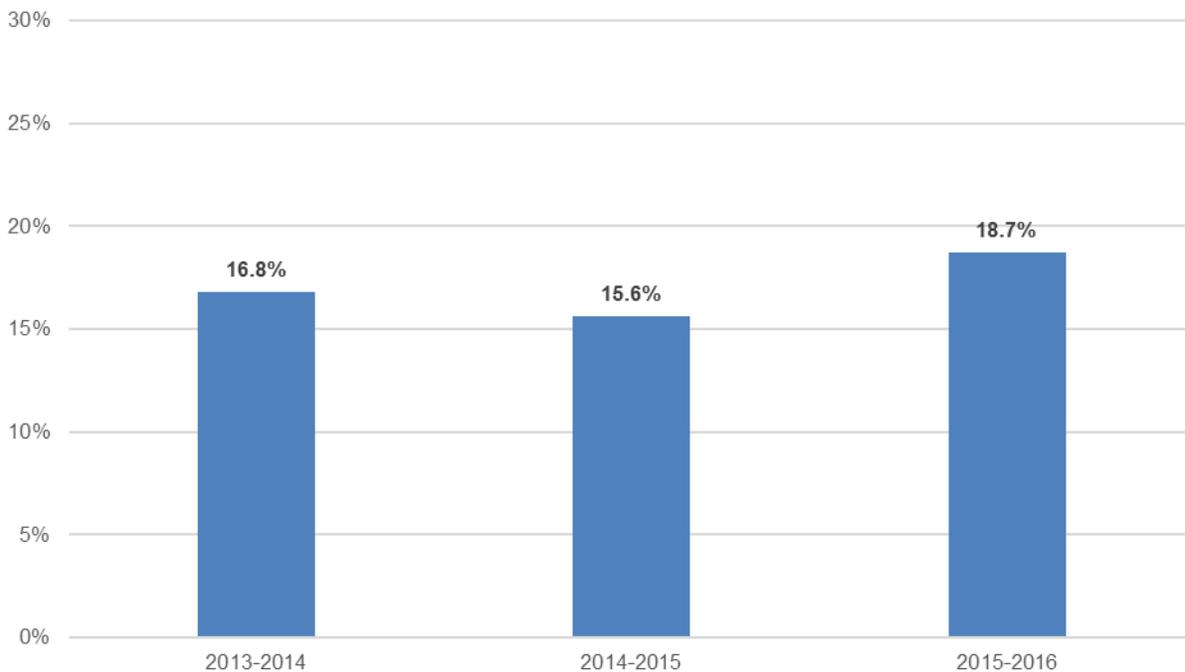


Figure B-21 Source: Ohio Department of Education Office of Accountability

Figure B-22: Sandusky City School District Absenteeism Data 2015-2016

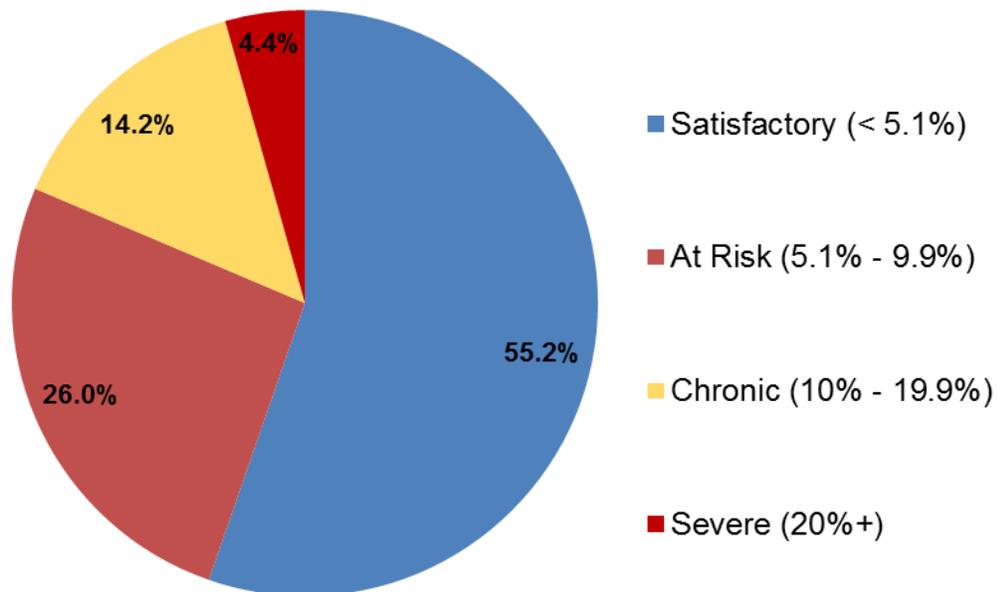


Figure B-22 Source: Ohio Department of Education Office of Accountability

Figure B-23: Sandusky City School District Absenteeism Rate By Grade Level

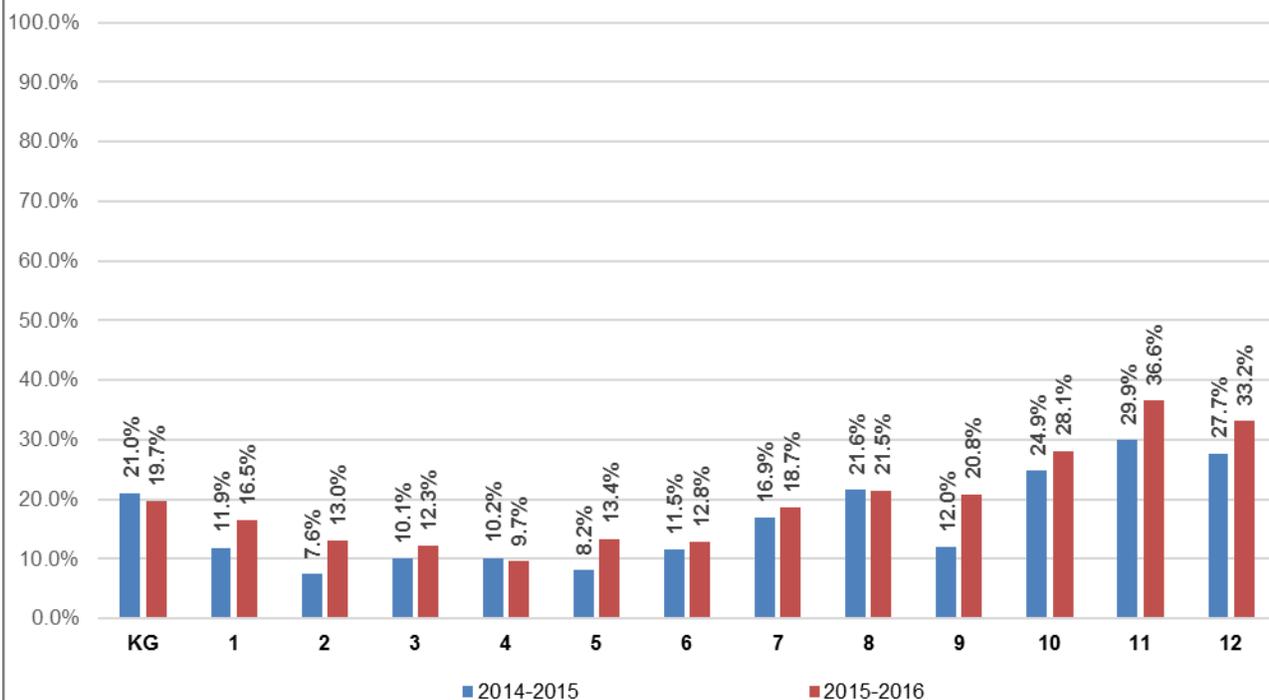


Figure B-23 Source: Ohio Department of Education Office of Accountability

Figure B-24: Sandusky City School District Percent of On-Track Students – Kindergarten through Third Grade 2-Year Comparison

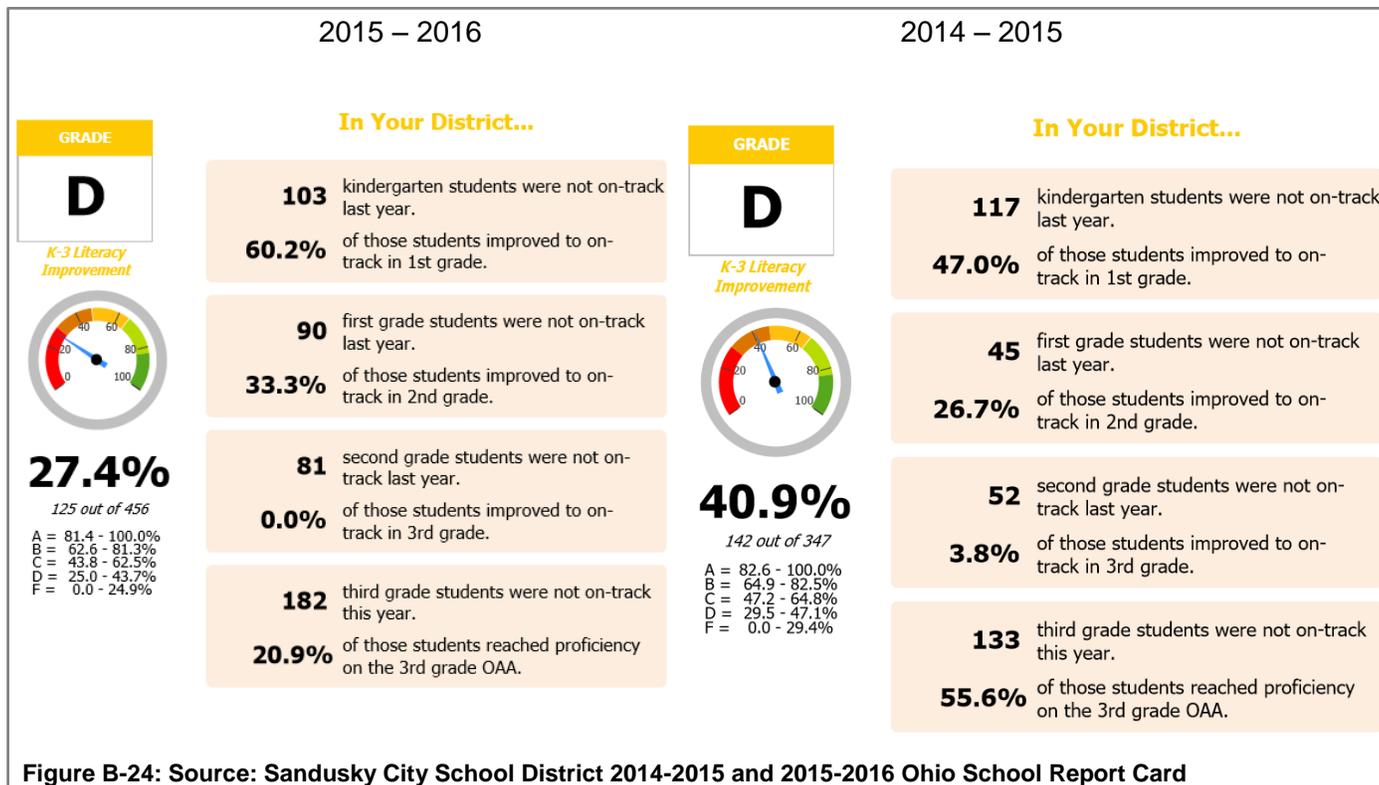
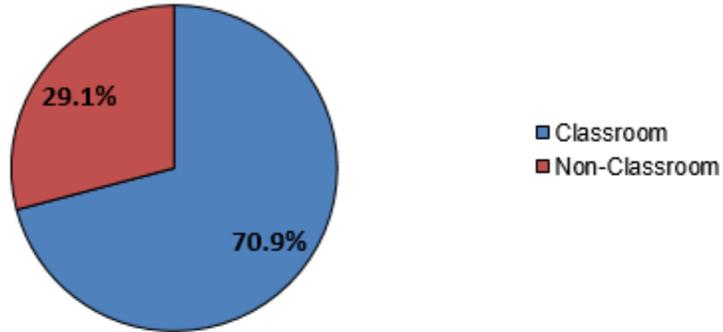


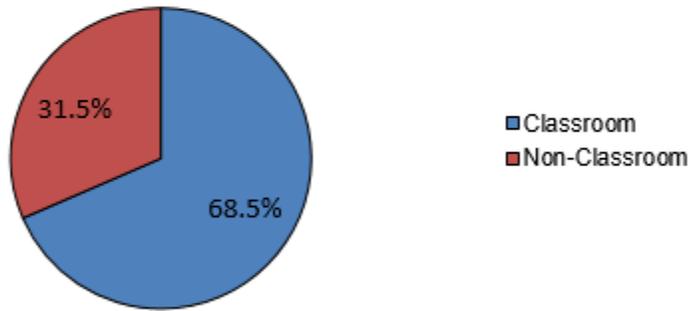
Figure B-24: Source: Sandusky City School District 2014-2015 and 2015-2016 Ohio School Report Card

Figure B-25: Sandusky City School District 2015-2016 Percent of Funds Spent on Classroom Instruction Compared to Similar Districts and the State

Sandusky City School District



Comparison Group



State Average

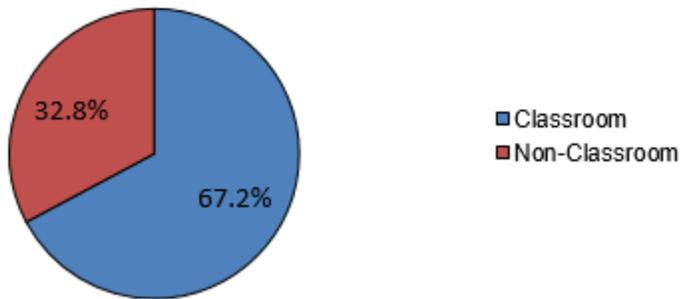


Figure B-25 Source: Ohio Department of Education Office of Accountability

Figure B-26: Sandusky City School District 2015-2016 Source of Revenue

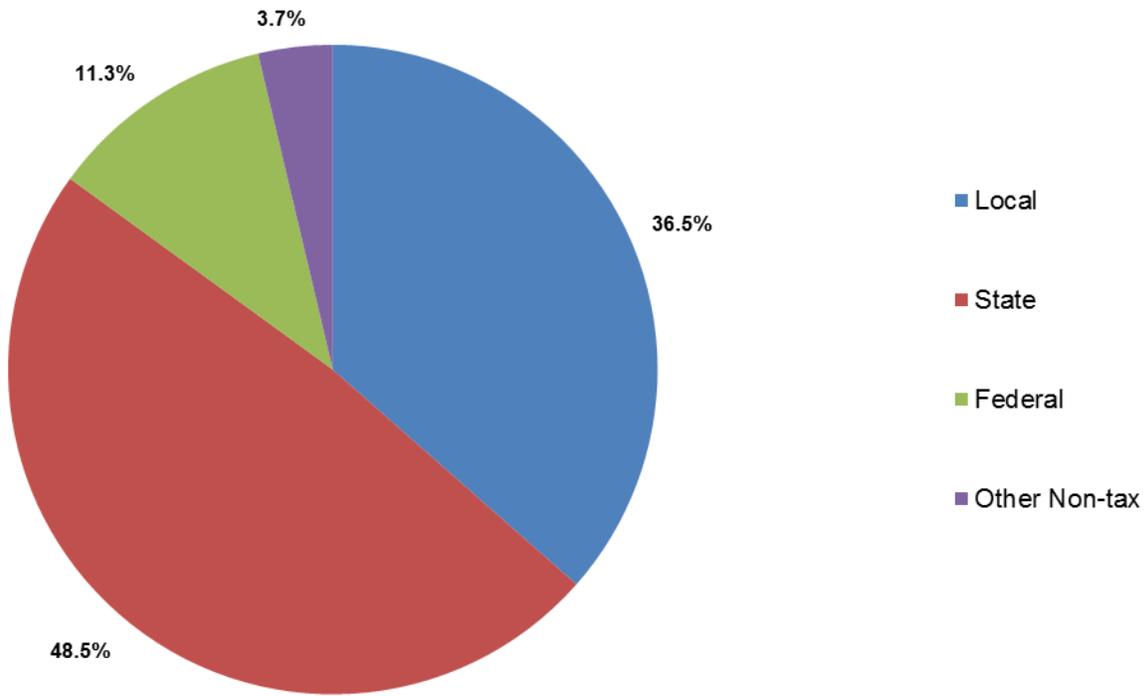


Figure B-26 Source: Ohio Department of Education Office of Accountability

Figure B-27: Sandusky City School District 2015-2016 Operating Spending Per Equivalent Pupil Compared to the State



Figure B-27 Source: Ohio Department of Education Office of Accountability

Table B-1: Sandusky City School District Teacher Demographic Data

Year	Teacher Salary Average	Percent of Core Courses Taught by Highly Qualified Teachers	Teacher Attendance	Percent of Teachers with Masters or Doctorate Degrees
2011-2012	\$61,860.00	100	96	70.3
2012-2013	\$63,453.00	99.5	96.4	70.0
2013-2014	\$66,085.00	100	96.3	70.5
2014-2015	\$66,349.00	99.5	96.6	74.8
2015-2016	\$63,780.00	95.7	96.2	69.8

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

Appendix C: Additional Figures and Tables

Table C-1: 2015-2016 Sandusky City School District Enrollment by Race and Special Populations

Total Number of Students by Race					Total Number of Students by Special Populations	
Name of Building	African American	Hispanic	White	Multi-Race	Economically Disadvantaged	Students with Disabilities
Sandusky Middle School	169	20	191	77	455	70
Hancock Elementary School	186	30	140	108	437	52
Mills Elementary School	150	15	177	66	409	60
Ontario Elementary School	145	20	160	86	409	46
Osborne Elementary School	127	22	142	83	372	32
Sandusky High School	324	19	316	140	789	142
Venice Heights Elementary School	115	17	177	69	377	61

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

Table C-2: Sandusky City School District Discipline Occurrences per Unique Student¹³ (District Level)

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	212	13	199	177	11	249	249	6
Fighting	120	1	54	5	3	142	5	0
Harassment/Intimidation	17	1	35	10	1	35	12	0
Use/ Possession of other drugs	1	0	0	0	0	4	0	0
Theft	8	0	13	1	0	8	0	0
Tobacco	2	0	2	1	0	0	1	0
Truancy	85	0	30	76	0	101	305	0
Unwelcome Sexual Conduct	6	0	3	0	0	9	0	0
Vandalism	2	0	2	1	0	2	1	0
Weapon	7	0	2	0	0	8	0	0

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

¹³ A student who repeats the same offense will not be counted again. If the discipline reason is different though, this is counted.

Table C-3: Sandusky City School District-FY 2016 Profile Report/Cupp Report

Expenditure per Student Comparison

Expenditure	Sandusky City SD Expenditure per Student	Comparable District Average	State Average
Administration	\$1,656.58	\$1,519.97	\$1,513.93
Building Operations	\$1,954.78	\$2,069.17	\$2,111.45
Instruction	\$7,588.03	\$6,381.80	\$6,469.19
Pupil Support	\$736.78	\$690.23	\$665.75
Staff Support	\$471.76	\$389.21	\$403.85

Table C-3 Source: FY 2016 CUPP Report

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 2016.

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 2016.

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 2016.

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 2016.

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 2016.

Table C-4: Sandusky City School District-FY 2016 Profile Report/Cupp Report

District Financial Status from Five-Year Forecast Data

Expenditure	Sandusky City SD	Comparable District Average	State Average
Salaries	52.8%	50.7%	52.9%
Fringe Benefits	19.7%	19.8%	21.1%
Purchased Services	24.1%	25.0%	21.0%
Supplies and Materials	1.9%	2.9%	3.2%
Other Expenditures	1.5%	1.6%	1.8%

Table C-4 Source: FY 2016 CUPP Report

District Financial Status from Five Year Forecast Data (Adapted from ODE District Profile explanation)

Salaries as Percent of Operating Expenditures indicates the percent of the total operating expenditure of the districts that goes to personnel salaries. Source: Fiscal year 2016 Five Year Forecast file.

Fringe Benefits as Percent of Operating Expenditures shows the percent of the total operating expenditure of the districts that goes to provision of fringe benefits such as health insurance and retirement benefits. Source: Fiscal year 2016 Five Year Forecast file.

Purchased Services as Percent of Operating Expenditures shows the percent of the total operating expenditure devoted to the purchase of various services such as food services. Source: Fiscal year 2016 Five Year Forecast file.

Supplies and Materials as Percent of Operating Expenditures shows the percent of the operating expenditures devoted to the purchase of supplies and materials. Source: Fiscal year 2016 Five Year Forecast file.

Other Expenses as Percent of Operating Expenditures shows the percent of the total operating expenditures devoted to other expenses not categorized above. Source: Fiscal year 2016 Five Year Forecast file.

Note: The district's October 2016 forecast was used to calculate the information above. Further, debt payments to repay the state for advances to cover the district's 2014 deficit, other debt payments and capital expenditures were not included in the calculation, as they are not part of 2016 fiscal year operations, per state calculations.

Appendix D: Inventory Forms and Building Observation Form

6 Point Scale of Evidence for the Diagnostic Profile

Taken from the School Improvement Diagnostic Review

Diagnostic indicators describe effective practices that are critical to improving engagement for all students. Each profile question asks the reviewer to indicate the degree to which a school or district demonstrates a specific practice. In particular, the reviewer is determining the frequency and quality of the specific practice and the level of evidence in data sources reviewed.

Category	Score	Definition
	0	No evidence found to indicate the specific practice is occurring.
	1	Rarely found evidence of adult practice and/or is of poor quality as it engages a limited number of students
	2	Insufficient evidence of adult practice; quality demonstrates preliminary stages of implementation in few settings; impact for some students' engagement; evidence can be found in some sources of data
	3	Acceptable evidence of adult practice; quality demonstrates adequate level of implementation in more than half of the settings; impact for many students' engagement; evidence can be observed in many sources of data
	4	Strong evidence of adult practice; quality demonstrates good levels of implementation in at least 75% of the settings; impact for most students' engagement; evidence can be observed in most sources of data
	5	Exemplary evidence of adult practice; quality demonstrates superior levels of implementation in at least 90% of the settings; impact for most students' engagement; evidence can be triangulated across multiple sources of data.
No Data Collected		The <u>reviewer did not collect evidence</u> on this practice or practice does not apply to this school, and therefore reviewer is unable to select a score for this particular practice. Selecting "No Data Collected" will <u>not</u> reduce the school or district's profile score.

Standards I II and V: Instructional Inventory

Date: _____ Time in: _____ Total time: _____

Subject: _____ Grade Level: _____

District IRN: _____ School: _____ Building: ES MS HS

Students: _____ #Teachers: _____ #Assistants: _____

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: _____

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
LEARNING ENVIRONMENT								
1. The tone of interactions between teacher and students and among students is positive and respectful.								
2. Behavioral standards are clearly communicated and disruptions, if present, are managed effectively and equitably.								
3. The physical arrangement of the classroom ensures a positive learning environment and provides all students with access to learning activities.								
4. Classroom procedures are established and maintained to create a safe physical environment and promote smooth transitions among all classroom activities.								
5. Multiple resources are available to meet all students' diverse learning needs.								
TEACHING								
6. Classroom lessons, instructional delivery and assessments are aligned to Ohio's Learning Standards.								
7. The teacher demonstrates knowledge of subject and content.								
8. The teacher applies Webb's Depth of Knowledge to design and implement curricular activities, instruction, and assessments. The teacher								

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
provides opportunities for students to engage in discussion and activities aligned to higher levels of thinking.								
9. The teacher communicates clear learning objective(s) aligned to Ohio's Learning Standards.								
10. The teacher implements appropriate and varied strategies that meet all students' (including, but not limited to EL, SPED and Gifted) diverse learning needs that would address differentiation of content, process, and/or products.								
11. The teacher implements teaching strategies that promote a learning environment where students can take risks such as making predictions, judgments and conducting investigations.								
12. The teacher conducts frequent formative assessments to check for understanding and inform instruction.								
13. The teacher uses available technology to support instruction and enhance learning.								
LEARNING								
14. Students are engaged in challenging academic tasks.								
15. Students articulate their thinking or reasoning verbally or in writing either individually, in pairs or in groups.								
16. Students recall, reproduce knowledge or skills, apply multiple concepts, analyze, evaluate, investigate concepts and/or think creatively or critically to solve real-world problems. (Webb's								

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
	Depth of Knowledge). [Please circle all that apply and provide examples.]							
17. Students make connections to prior knowledge, real world experiences, or can apply knowledge and understanding to other subjects.								
18. Students use technology as a tool for learning and/or understanding.								
19. Students assume responsibility for their own learning whether individually, in pairs, or in groups. [Please provide examples.]								
20. Student work demonstrates high quality and can serve as examples.								

Standard III: Assessment and Effective Use of Data Inventory

Date: _____ Time in: _____ Total time: _____ Subject: _____ Grade Level: _____

District IRN: _____ School: _____ Building: ES MS HS

Students: _____ #Teachers: _____ #Assistants: _____

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: _____

Inventory Item	0	1	2	3	4	5	NDC	Evidence
FORMATIVE ASSESSMENTS								
The teacher conducts frequent formative assessments to check for understanding and to inform instruction.								
The teacher uses Formative Instructional Practices (FIP) to enhance student learning.								
Student performance data, including formative assessment results, is displayed in classrooms, hallways, etc.								
SOUND INSTRUCTIONAL PRACTICES								

Inventory Item	0	1	2	3	4	5	NDC	Evidence
Differentiated instruction in the classroom is demonstrated through remediation, enrichment, or grouping strategies.								
Standards-based instruction is demonstrated through the use of clear learning targets.								
ACCESS TO TECHNOLOGY								
Working technology (e.g. smart boards, laptops, desktops, tablets, etc.) are available for student use.								
USE OF TECHNOLOGY								
Students are using technology as part of their classroom instruction.								
The teacher integrates the use of technology in instruction.								

Standard VI: Fiscal Inventory

Date: _____ Time in: _____ Total time: _____ Subject: _____ Grade Level: _____

District IRN: _____ School: _____ Building: ES MS HS

Students: _____ #Teachers: _____ #Assistants: _____

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: _____

Inventory Item	0	1	2	3	4	5	NDC	Evidence
CLASSROOM RESOURCES								
1. Safety items – i.e. clutter, MSDS sheets in science rooms, mold in rooms, water stains, and chemical storage issues								
2. Technology (e.g. computers, laptops, tablets, calculators, whiteboards, etc.) are available for use in classroom instruction.								
3. There is seating available for all students (e.g. desks and chairs).								
4. Classroom are free of water leaks, exposed wires, broken glass, lightbulbs or equipment).								
5. Classrooms are illuminated to provide lighting in all areas of the room for learning.								

Fiscal Inventory – General Building and Facilities Review

Warm, Dry, Safe =

- Warm - modern, functioning heating, well-insulated roofs, windows in good condition with secure locks,
- Dry - roofs, windows and building fabric in good condition, free from water penetration and damp
- Safe - modern electrics including rewiring where necessary, secure front doors with properly functioning panic bar mechanism

Inventory Item	0	1	2	3	4	5	NDC	Evidence
1. Hallways, Common areas								
2. Kitchen –								
3. Transportation – buses, maintenance area –								
4. Maintenance shop and/or warehouse								
5. Athletic areas – football field, baseball field, track, locker rooms, soccer fields, weight rooms, training facilities								
6. Custodial work areas – (maintenance closet or custodial closets)								
7. Work areas/boiler rooms or areas								

Building Observation Report

Date(s): _____

Time In: _____

District: _____

Time Out: _____

Building: _____

Reviewer: _____

Six Standards										
Leadership, Governance and Communication	Curriculum & Instruction	Assessment/ Use of Data	Human Resources & Professional Development	Student Support	Fiscal Management					
ITEM	0	1	2	3	4	5	NDC	Evidence		
General Description and Layout of Building										
Appearance of Grounds										
Building Entrance - Clean										
Classroom Groupings										
Meeting Spaces										
General Description of Hallway Space: (Displays of:)										
Mission Statement										
Student Recognitions										
Student Performance										
Visible Directional Signage										
Family and Community Activities										
General Description of Library Spaces										
Environment										
Organization										
Shelved Items										
Leveled										
Grade Appropriate										
General Description of Special Space (Cafeteria, Gym, Music, Art):										
Office space										
Storage space										
Scheduled Spaces										
Maintenance										
Relationships to regular classrooms										
Student/Class Transitions										
Movement in hallways										
Monitoring of hallways										
Noise levels										
Obstacles										
Safety/Security Provisions										
Greetings										
Visitors and volunteers										
Storage issues										
Health and Safety Practices posted										
Playground (Elementary Schools ONLY)										
Appearance of Grounds										
Ratio of Students to Teachers										
Teacher Attentiveness to Students										

ITEM	0	1	2	3	4	5	NDC	Evidence
Cafeteria								
Appearance of Area								
Ratio of Students to Teachers								
Teacher Attentiveness to Students								
Noise Level								
Presence of External Stakeholders								
Parent Liaison								
Volunteer(s) (activities)								
Parents/Guardians								
Engagement with Students								
Interruptions to Instruction								
Announcements								
Fire Drill/Actual Incident (Please include details in "Additional Comments section)								
Calls for Teachers								
Calls for Students								
Fight/Security Issues (Please include details in "Additional Comments section)								
Additional Comments:								

Appendix E: List of Documents Reviewed

2013-2014 English Language Arts Unit Plans grade 8
2013-2014 Science and Math unit plans; grade 8
A School Facilities Plan Update, spring 2017
All instructional coaches' files
Annual Appropriations Measures
Assessment Matrix
Battelle for Kids: Formative Instruction Practices Clear Learning Targets
Biography of superintendent
Blue Streak Boot Camp Agenda
Blue Streak Technology Binder
Blueprint for Math 3
Board of Education Agendas
Board of Education Committee Assignments
Board of Education Minutes
Board of Education weekly updates from the Treasurer
Budget summary
Building budgets for technology
Building Focus Team Minutes
Business Advisory Update January 25, 2017
Capital Plan
Classroom Actions for Effective Mathematics Teaching and Learning
Coaching Logs
College and career readiness initiative ARTS
College and career readiness initiative major
Continuous Comprehensive Improvement Plan 2015-2016; 2016-2017
Curriculum syllabus for grades 7-8 for social life, and character education
Curriculum Revisions Master
Curriculum tools – a three-year matrix of science, social studies, economics curriculum K-12
Deconstructing Standards/Science 5-8
DFT meeting agendas
District and School Accountability Value-Added Reports
District Assessment Matrix
District Focus Team Agendas and Minutes
District Focus Team Assessment Grid
District Focus Team schedule 2016-2017
District Improvement Plan Draft, 2017-2018
District new employee information
District Organization Chart 2016
District Technology Help Desk Ticketing System
District Website
District's Digital Academy from website
District's Digital Academy Handbook
District's Teachers Contract 2014-2016
DOK Series
Educational Services Center Record of attendance, 2016-2017
Electronic survey data for professional development
Elementary School Coach Job Responsibilities
Elementary School(s) Improvement Plan
E-mail samples from "Ask Dr. Sanders"
External Partners Flyers
Fiscal Year 2016 Similar District Groupings-Ohio Department of Education Website

Five Year for Cost and Assumptions data
 Food Service Claims Summary
 Gifted and talent/Advance Academics program summary of curriculum development 2016-2017
 Global internship poster
 Grade level meeting agendas
 Great Lakes Visual and Performing Arts Academy Flyer
 Hardware Refresh Cycle and Device Breakdown by buildings
 High School Improvement Plan
 iEvolve website digital link for grade 7-8
 ILT Meeting Agendas and notes
 Instructional Coach Work Calendar (Coach A)
 Instructional Coach Work calendar (Coach B)
 Instructional Coach Work calendar (Coach C)
 Instructional Coach Work calendar (Coach D)
 Instructional Inventory-Observable Behaviors
 January grade level professional development agenda, 2017
 Kindergarten Camp Flyer
 Kindergarten Packet April 2017
 Local District Report Card 2015-2016
 Local Report Card-Career-Technical Planning District (CTPD)
 Local Report summaries for each district school
 Math Teacher Training Booklet (Khan Academy)
 Meeting Notes for Steubenville Visit, December 2016
 Middle School Improvement Plan
 Middle School Progress Improvement Plan 2017
 Middle School Project-Based Learning Units
 Monthly Financial Summaries to the Board of Education
 Monthly principal meeting agendas, March 2017
 Needs Assessment Details, 2016-2017
 New Employee Survey Results, 2015-2016
 New Employees Survey Results, 2016-2017
 Ohio Department of Education School Foundation Settlements
 Ohio Improvement Plan Rubric
 Ohio Improvement Process Implementation Rubric-completed fall 2016
 Ohio Teacher Evaluation System Summary Pages
 Opening Day PowerPoint presentation 2016-2017
 Overview of District Support process – document from Ohio Department of Education website
 Parent Access Last Log-in Report
 Parent Congress Meeting agendas
 Parent Involvement Documents
 Parent Summit Brochure October 10, 2016
 PBIS Report for middle school
 PowerPoint of “The Origin of SLOs and their Pedagogical Roots”
 PowerPoint presentation for differentiation for English Language Learners in the Classroom
 PowerPoint presentation on “Ohio States Tests 2016-2017 Testing Security”
 Professional Development activities for student services department
 Professional Development Application
 Professional Development Calendar 2016-2017
 Professional Development Files
 Professional Development Plan 2016-2017
 ProgressBook – Parent Access and Student Access Letters
 ProgressBook DataMap User Guide
 Project –Based Learning Rubrics for an elementary school

Prufrock Press website
Randomly selected principal personnel files
Randomly selected teach personnel files
RCAAS, district's gifted school-Deep Read Books
Reading Street professional development Participant Book
Retirement, resignation, Reduction in Force, 2014-15
Retirement, resignation, Reduction in Force, 2015-2016
Retirement, resignation, Reduction in Force, 2016-2017
Revised Professional Development Plan, March 2017
Roster of District Focus Team members
Rubric for Big Ideas and Essential Questions from Marzano's curriculum Maps pacing guide
Samples of 28 assessment documents including Dibels, DRA, MAP, STAR/AR
Samples of assessment data used in the classroom
Schedules for specials
Science Coach's Smart Goals
Science Instructional Coach Job Description
Science Lab Planetarium Agenda, January 2017
Staff Attendance Reports
State Support Team2 professional development support
Student Learning Objective Binders, 2013-14; 2014-2015; 2015-2016
Student Learning Objectives Committee Roster, 2016-2017
Student Learning Objectives Rules of Engagement, 2016-2017
Student Learning Objectives Template
Student Learning Objectives Training sign-in sheets August 2016
Summary of Portal Log-ins - Parent Access and Student Access to ProgressBook
Superintendent Review
Tax rate information
TeachAssessResources –pages 1-7
Teacher Evaluation Calendar, 2016-2017
Teacher Pay Scale
Teacher value-added results, 2016
Teacher-Based Team meeting notes
Teacher-Based Team Minutes
Test Security Procedures Agreement
Tiered interventions Reading Progress Monitor, 2016-2017
Transformation Plan 2014-2016
Transformation Plan 2015-2020 Update
Transformation Plan Pillar Update – March, 2016
Transformation Plan Science Academic Pillar
Transformation Plan Update – Technology Pillar – 2016-2017 goals
Transformation Plan Update to Board of Education April 2014
Transformation Plan: 5-year Staff Development
Waiver Day agenda and content, September 29, 2016
Wilson Reading System