

# Lorain City Schools

TARGETED REVIEW CONDUCTED APRIL 22-25, 2019



# Lorain City Schools

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# Lorain City School District Review Executive Summary

This review carefully considered the effectiveness of system-wide functions using the Ohio Department of Education's six district standards: leadership, governance and communication; curriculum and instruction; assessment; human resources and professional development; student support; and fiscal management. The spring site visit to the Lorain City School District was conducted from April 22-25, 2019. The following summary highlights some of recommendations that are "Completed," "In Progress," "In Progress and Ongoing", "Not in Progress" and "Not Applicable," which are further explained in the report:

## In Progress and Ongoing

### Leadership, Governance and Communication

- Develop a system to formally evaluate the progress of programs, academic achievement, community services and partnerships.

### Curriculum and Instruction

- Provide professional training on deconstruction of Ohio's Learning Standards.
- Create a formal textbook/instructional materials adoption process for districtwide use.
- Use a districtwide template by teams of like-grade and/or subject-appropriate teachers to create curriculum maps and pacing guides for all grades and courses that align textbooks, instructional materials, differentiated instruction and assessments to Ohio's Learning Standards.

### Assessment and Effective Use of Data

- Set up consistent procedures, enforce timelines and develop feedback protocols that will allow the district leadership team and the building leadership team to measure evidence, give feedback and make decisions on the deliverables identified in district and school Ohio Improvement Process action plans. Also, give monthly feedback to building leadership teams and teacher-based teams on the quality of their meeting content and fidelity of usage of the Ohio 5-Step Process.
- Implement an integrated, online data management warehouse that ensures all teachers and administrators are given organized, disaggregated and user-friendly data to make informed decisions on student achievement, student growth and value-added data. Provide yearly professional development and multiple follow-up sessions during the school year to ensure the regular access and analysis of these data tools by all instructional staff. Also, provide professional development to classroom teachers receiving value-added data from Ohio's State Tests on the various online reporting features of the Educational Value-Added Assessment System (EVAAS) that will help inform student growth, such as diagnostic reports with subgroup performance, decision dashboards and projection summaries.
- Create a district assessment literacy advisory team, with representation and expertise across the school district, to develop and implement a balanced system of formative, common and benchmark assessments for all grade levels and departments. Also, provide consistent and ongoing professional development throughout the district on the Formative Instructional Practices model and the use of these assessments in designing high- quality instruction and interventions.

### Human Resources and Professional Development

- Develop and implement a systematic way to provide and support teachers with job-embedded professional learning at the building and classroom levels to encourage adult implementation.
- Using the Ohio Teacher Evaluation System rubric, follow an annual evaluation cycle that gives teachers consistent feedback about their performance and student growth measures.
- Take steps to ensure online test preparation is adequate before testing begins.

## **Student Supports**

- Adopt a districtwide student attendance policy that includes tardy and student absence times.
- Provide consistent professional learning to all coteaching participants and assess coteaching practices.
- Maximize instruction time by evaluating student enrollment and withdrawal practices between Lorain High School and the career-technical program.

## **Fiscal Management**

- In collaboration with district administration and building principals, develop a budgeting process that includes input for all areas, specific by building and/or department and detailed for all accounts within the accounting system.

## **Complete**

### **Fiscal Management**

- The amount of cash collected by student activity clubs should be monitored to ensure it is used for the correct purposes and to promote student activities and achievement. Student activities is an area vulnerable to fraud, and controls must be in place to protect all staff members. Conduct trainings for student activity advisors and update the district manual to conform to the board policies and changes in law.

## **Not in Progress**

### **Fiscal Management**

- Establish committees for a capital plan and an instructional material replacement plan that includes district staff from all administrative areas that will develop a written plan to outline the needs of the district for equipment, repairs, textbook adoption and curriculum material replacements with priorities for the next five years. Review and update the plan annually.

## **Not Applicable**

### **Leadership, Governance and Communication**

- Develop a process of collaboration between the board of education and superintendent to develop measurable goals and timelines for the superintendent's evaluation that align with the Academic Recovery Plan and Ohio Improvement Process.

# The Lorain Promise Review Executive Summary

## In Progress and Ongoing

- **Commitment 1, Goal 1, Strategy 1:** Build community, family, and school partnerships to support scholars, beginning at birth
- **Commitment 1, Goal 1, Strategy 2:** Focus on providing resources our scholars need to be healthy and present every day
- **Commitment 1, Goal 1, Strategy 3:** Remove barriers and build bridges between families and schools.
- **Commitment 2, Goal 2, Strategy 1:** Ensure that every Lorain scholar has access to and attends a high-quality prekindergarten program.
- **Commitment 2, Goal 2, Strategy 2:** Strengthen K-2 Literacy and numeracy instruction so that all scholars are on track to succeed by third grade
- **Commitment 2, Goal 2, Strategy 3:** Ensure that every early scholar in Lorain develops the character skills they need to succeed in school and in the 21st century workforce.
- **Commitment 3, Goal 3, Strategy 1:** Close the opportunity gap
- **Commitment 3, Goal 3, Strategy 3:** Establish restorative justice practices and positive school culture in each of our buildings
- **Commitment 4, Goal 4, Strategy 1:** Define our vision for instructional excellence and focus our resources on supporting that vision.
- **Commitment 4, Goal 4, Strategy 2:** Develop, recognize, and reward our high-performing staff
- **Commitment 5, Goal 5, Strategy 1:** Intensive focus on Math and ELA
- **Commitment 5, Goal 5, Strategy 2:** Expand access to diverse pathways of learning across subject areas.
- **Commitment 5, Goal 5, Strategy 3:** Expand support for our scholars to reach their college and career goals.

## Not In Progress

- **Commitment 3, Goal 3, Strategy 2:** Build culturally relevant leadership and teaching practices across the district.
- **Commitment 4, Goal 4, Strategy 3:** Raise scholar voices in school and district decision making.

# Lorain City School District Review Overview

## PURPOSE

Schools are important destinations where many individuals, including school leaders and teachers, come together to serve students through curriculum, instruction, student supports, data analysis and more. They play crucial roles in realizing the vision stated in Each Child, Our Future, Ohio's strategic plan for education, that "In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society."

District reviews support local school districts as they establish or strengthen a cycle of continuous improvement for themselves and their students.

## METHODOLOGY

Reviewers collect evidence for each of the six district standards. 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 call on the district 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. After the onsite review, the team meets for two days to develop findings and recommendations, then submits a draft report of those 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

A review team of Ohio Department of Education staff and representatives visited the Lorain City School District from April 22-25, 2019. The site visit included 51 hours of interviews and focus groups with approximately 145 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted eight focus groups that altogether included elementary, middle and high school teachers, elementary, intermediate, middle and high school principals, parents, community partners and deans. Eleven parents and 14 community partner representatives took part.

Find a list of review team members, information about review activities and the site visit schedule in Appendix A. Find information about enrollment, expenditures and student performance in Appendix B. The team also conducted building observations and observed classroom instructional practices in all buildings and at all grade levels. Appendix C contains two items: the tools used to record characteristics of the standards-based teaching the team observed, and the building observation form used to note the climate and culture of each building in the district. Appendix D lists district-generated documents the team members reviewed before and during the site visit.

# Lorain City School District Review Recommendations Status

INITIAL REVIEW CONDUCTED JAN. 23-27, 2017

## Leadership, Governance and Communication

### Ohio Department of Education District Review Report Recommendations

- I. **Develop a process of collaboration between the board of education and superintendent to develop measurable goals and timelines for the superintendent's evaluation that align with the Academic Recovery Plan and Ohio Improvement Process. (p. 36)**
  - A. The status of this recommendation is "Not applicable."
  - B. According to the Lorain City School District State Review 2019: Alignment, Narratives and Evidence document, "Due to the current structure of operation, with the chief executive [officer] directly reporting to the State of Ohio and the Academic Distress Commission put in place, the development of measurable goals and timelines for evaluation does not fall within the power of the board of education and is no longer applicable."
- II. **Develop a system to formally evaluate the progress of programs, academic achievement, community services and partnerships. (p. 36)**
  - A. The status of this recommendation is "In Progress and Ongoing."
  - B. Review team members learned through interviews and district documents that the chief executive officer spent the first 90 days on the job seeking feedback about the district's progress. This feedback came from more than 3,300 scholars and individuals. The district distributed surveys to a diverse range of groups and held one-on-one meetings, focus groups and town hall meetings to get insight on the district's needs from students, families, community members, teachers and school administrators.
  - C. Based on interviews and document reviews, in fall 2017, the district partnered with The New Teacher Project to develop an academic improvement plan. According to the New Teacher Project website, it is an "organization in the United States with a mission of ensuring that poor and minority students get equal access to effective teachers. It helps urban school districts and states recruit and train new teachers."
  - D. Collaborating with The New Teacher Project, the district administered the Lorain Insight Instructional Culture Survey to all teachers in Lorain Schools on Sept. 11-20, 2017. According to documents and interviews, all schools had at least a 40 percent response rate and overall, 63 percent of the district's teachers took the survey. The district sought input on the areas of learning environment, observation and feedback, evaluation, academic expectations, leadership and family and community engagement.
  - E. Based on reviews of documents and interviews with district and community leaders, community members and leaders came together throughout the year to create Five Big Initiatives with specific goals, expectations and timelines for completion. The Five Big Initiatives, as identified by the district, are:
    - Early Readers, Early Leaders Initiative
      - "By 2022, our youngest scholars in [the district] will be equipped with academic and character skills they need for a successful and joyful school experience in the years to come."
    - Great Teachers Initiative
      - "[District] scholars deserve grades that have meaning based on systemic and extensive feedback rooted in learning standards and objectives. Standards-based grading (SBG) is grading that accurately portrays student proficiency and mastery." SBG is based on standards, not assessment methods, and levels of proficiency, not points, and do not include non-achievement factors."
    - Build for the Future Initiative
      - "Preparing students today for their career goals tomorrow."

- Birth to Bachelor’s Initiative
    - “Parent University is a community collaborative aimed at creating a partnership between parents and schools that fosters a welcoming environment where all scholars and families will experience success.”
  - Opportunity for All
    - “Provide all scholars with at least three opportunities each year that expose them to colleges, careers and the world around them.”
- F. The New Teacher Project surveyed a host of stakeholders, including community partners, school leaders, teachers and students. The organization also analyzed classroom practices and student work and organized feedback and information from district teams to support the Lorain Promise, the district’s strategic plan to guide decision-making. This decision-making included where to focus and how to best allocate people, time and resources.
- G. The Lorain Promise document is a summary of the findings, along with the district’s commitments, goals and strategies. For example:
- Commitment 2 states, “Invest in our early scholars.”
  - Goal 2 states, “By 2022, our youngest scholars in Lorain will be equipped with the academic and character skills they need for a successful and joyful school experience in the years to come.”
  - Strategy One: “Ensure that every Lorain scholar has access to and attends a high-quality prekindergarten program.”
  - Strategy Two: “Strengthen K-2 literacy and numeracy instruction so all scholars are on track to succeed by third grade.”
  - Strategy Three: “Ensure that every early scholar [young student] in Lorain develops the character skills they need to succeed in school and in the 21<sup>st</sup> century workforce.”
  - Indicators of Success: “Double the percent of four-year-old scholars enrolled in free prekindergarten programs through [the district] or other programs. Double the percent of scholars that are Kindergarten ready (language and literacy, math, motor skills and social skills). [Ninety percent] of families agree that their scholars are given the supports and tools they need to be successful in Kindergarten, and over 80 percent are reading on track by second grade.”
- H. According to documents reviewed, The New Teacher Project provided a summary of findings and made suggestions to prioritize and create timelines for the implementation strategies and action steps. Based on the summary of findings from The New Teacher Project, the chief executive officer took these actions:
- Hired six new district leaders in the 2017-2018 school year: chief family officer, chief operations officer, chief of strategy and innovation, chief schools officer, chief people officer and chief equity and improvement officer. The district released the Lorain Way, an outline of “expectations for success and concrete action steps for school years 2018-2021 and developed a vision for excellence in academics.”
  - Formed the Community-Business-Schools Partnership which includes “300 members representing over 30 community partners.” Some organizations and partners are Mercy Hospital, Lorain County Health and Dentistry, EL Centro of Lorain, Community Foundation of Greater Lorain, Second Harvest Food Bank and the Salvation Army.
  - Instituted monthly Chief Executive Officer (CEO) Town Hall meetings. In these meetings, the chief executive officer shares information about students and staff and progress on academic and nonacademic data, and provides updates on projected changes to goals in the Lorain Promise. During the meeting, community stakeholders can provide feedback, make suggestions or propose solutions.



- Expanded the preschool program in the 2018-2019 school year to help reduce the number of students unprepared to succeed in kindergarten in the areas of language and literacy, math, motor skills and social skills.
- I. Based on document reviews, in September 2017, The New Teacher Project, conducted an academic diagnostic observation of 94 classrooms, gathered and analyzed data, reported findings and made recommendations. Examples of their findings included:
- Fifty-five percent of the observations received a “mostly” or “yes” on a culture of learning;
  - Seventeen percent of observations reflected the demands of the standards and/or instructional shifts the standards require. Instructional shifts are the “regular practice with complex texts and their academic language; reading, writing and speaking grounded in evidence from the texts and building knowledge through content-rich nonfiction.” The observers saw fewer of the instructional shifts in English language arts classrooms and slightly more in the K-2 mathematics classrooms;
  - Twenty-eight percent of all observations in both language arts and math confirmed the teacher’s effective use of time during the lesson.
  - According to the survey, math teachers observed were more likely than English language arts teachers observed to use time effectively.
  - More than half of K-2 teachers observed used time effectively during the lesson, while none of the high school teachers observed used time effectively during the lesson.
  - The district used data compiled from the report to guide professional development for teachers and define instructional priorities to support academic growth for the district’s students.
- J. Based on interviews with district administrators and document reviews, the district created a “structure for leaders, teachers and staff members at all levels of the organization to maintain a growth mindset, model receiving feedback and make suggestions to [improve] our practices.” For example:
- The Lorain City School District’s Meeting Matrix is a comprehensive visual of the descriptions of meetings, components (purpose and agenda), targeted audience, frequency of meetings and desired outcomes.
  - The meetings are designed to increase feedback, create awareness of district needs and supports, communicate upcoming events, share concerns and maintain a consistent forum for collaboration.
- K. Based on district interviews and document reviews, the chief executive officer makes it a priority to seek feedback on practices, initiatives and meetings. The chief executive officer uses the feedback to improve or eliminate a practice or process. For example:
- The district conducted an onsite review of each school’s first day of the school year. District personnel visited each building on the first day of school for morning arrival and afternoon dismissal. They observed:
    - The interaction between staff, scholars and families;
    - Arrival and dismissal procedures;
    - Operational needs in the school office; and
    - The breakfast program routine.
- L. According to interviews, the district disseminated a First Day of School Family Satisfaction survey. According to the survey data, the district received 128 responses from parents, grandparents and students. The district compiled the survey data to guide decision-making on refining school operations based on identified areas of need. Examples of survey questions included:
- How satisfied were you with communication you received before school started?;

- Rate your child’s first-day experience;
  - What could be improved about the first day of school?; and
  - How satisfied are you with your child’s first-day experience?
- M. Based on interviews and documents reviewed, school administrators and district office staff engage in midyear two-by-two check-in meetings with employees to “reflect and provide evidence supporting two strengths and two areas of focus.” These questions guide the conversations:
- “What are two things I have done to support your growth?”; and
  - “What are two recommendations I could implement to propel your development even more?”
    - District administrators then compile the feedback data and share it with building administrators.
  - Based on documents reviewed and comments in interviews, “this process is not mandatory but allows for greater opportunity to have open and honest dialogue about practices to make improvements to their work.”
- N. Based on interviews with district administrators and review of documents, the deans of scholar [student] and family engagement conducted a School Culture Data Driven Reflection at their school. The deans of scholar and family engagement “reflected on current practices and data as a source of information for districtwide trends and areas of collective strength and opportunities for growth.” Examples of these areas of reflection included:
- Assessing school culture progress. Some categories on the Excellent Schools Dashboard (referred to as the Big Board) included:
    - Where have you seen the greatest success?;
    - Describe what is creating your success;
    - What is the ‘why’ behind the success you are seeing?;
    - What challenges have you seen?;
    - What has presented the biggest challenge for your school culture?; and
    - Considering your results, which school culture, strategies, systems or targeted school interventions from the past four weeks were the most successful?
- O. The chief people officer administered two Employee Engagement/Organizational Health surveys in November 2018 and February 2019. According to interviews, “It was the first ever attempt at gathering feedback from all 900 Lorain City [School District] employees.” The survey’s goal was to “understand how pockets of our community experienced their work, culture and development.” The chief people officer further commented that “data at this level of detail can help the district improve with purpose and intentionality.” Of the 900 surveys, 150 were completed by employees. Some statements and responses from employees on the survey included:
- “Adults in my building treat scholars with respect;”
    - Thirty-eight percent of employees chose “strongly agree” and 43 percent chose “agree.”
  - “Adults in my building treat one another with respect;”
    - Twenty-three percent of employees chose “strongly agree” and 45 percent chose “agree.”
  - “Someone at work cares about me as [a] person;”
    - Approximately 46 percent of employees chose “strongly agree” and 40 percent chose “agree;”
  - “I feel as though I am a part of a team.;”
    - Thirty-one percent of employees chose “strongly agree” and 39 percent chose “agree;”

- I am proud of the job that I do;
    - Sixty-eight percent of employees chose “strongly agree” and 27 percent chose “agree;” and
  - I am receiving job-embedded supports and professional development that I need to do my job effectively.
    - Seventeen percent of employees chose “strongly agree,” 28 percent chose “agree,” 25 percent chose “not agree or disagree” and 21 percent chose “disagree.”
- P. Based on feedback from the Teacher Executive Advisory Committee, cabinet members, school administrators and union leader representatives, the district crafted a new survey with fewer questions and no demographic data.
- The district administered the second survey to 900 employees and received 255 responses.
  - The district established a timeline to analyze and review the survey data, share the data with the community, create action steps and provide follow-up.
- Q. In May 2018, the district administered YouthTruth Student Surveys to students in grades 3 and higher regarding their overall school experiences at their elementary, middle and high schools. According to documents reviewed, YouthTruth, a national nonprofit, “harnesses student and stakeholder perceptions to help educators accelerate improvements. Through validated survey instruments and tailored advisory services, YouthTruth partners with schools and districts to enhance learning for all students.”
- The survey asked students about “their perceptions of their school in terms of student engagement, academic rigor, relationships with teachers, relationships with peers and school culture. In addition, students provided feedback about school safety and emotional and mental health.” The district garnered a 95 percent response rate from 1,271 students in the three middle schools.
    - According to interviews and reviews of documents, “On an absolute basis, students at the [middle school] provided the highest ratings on academic rigor and student engagement; and the lowest [ratings on] school culture and relationships with teachers.” Some examples of the summary categories or measures and findings included:
    - Fifty percent of middle school scholars perceived themselves as engaged with school and their education;
      - Sixty-one percent of the middle school scholars perceived their academic experience and preparation for the future as rigorous;
      - Thirty-six percent of the middle school scholars reported feeling they receive support and personal attention from their teachers;
      - Forty percent of the middle school scholars reported that they have supportive, collaborative relationships with their classmates; and
      - Twenty-two percent of the middle school scholars reported believing their school fosters a culture of respect and fairness.
- R. According to 14 Lorain City School District Year-In-Review PowerPoint Reports, ranging from 2017 to 2019, building administrators review attendance and academic data, climate/culture data and goals. They also monitor progress toward goals identified in the Lorain Promise.
- S. According to interviews and documents, the district has a detailed system in place with specific guidelines for selecting and purchasing programs and resources to align with the Lorain Promise goals. The chief executive officer instructed each department to “align all strategies, purchases, and select programs to the strategic plan goals.”

- T. Based on document reviews, interviews and an onsite technology demonstration, the district uses Excellent Schools Dashboard, also referred to as the Big Board, to monitor and evaluate progress toward benchmark goals using district-identified performance indicators aligned to the goals of the Lorain Promise.
  - The district identified benchmark goals as academics, effort, behavior, building atmosphere and preparedness for graduation.
    - The district monitors key performance indicators such as the percentage of standards-aligned lessons, instructional rounds feedback rate, attendance, adherence to dress code, quality of weekly data meetings, state and interim assessments, and discipline and student engagement.
- U. District documents and comments from interviews confirm the chief executive officer’s cabinet and executive leadership team meet monthly to review the progress of each school using the Excellent Schools Dashboard.
  - The cabinet members share the dashboard with chiefs who meet monthly with district administrators.
    - The district administrators attend weekly data meetings with building administrators, teachers and staff throughout the district. In the data meetings, teachers review and analyze student work to refine instructional practices. District administrators use information from the meetings to refine and modify instructional and programmatic decisions continually.
- V. Based on interviews and document reviews, the district receives year-end evaluation reports from community-based programs, such as the Boys and Girls Clubs of Lorain County, to determine program effectiveness and students’ future needs.

## Curriculum and Instruction

### Ohio Department of Education District Review Report Recommendations

#### I. Provide professional training on deconstruction of Ohio’s Learning Standards. (p.36)

- A. The status of this recommendation is “In Progress and Ongoing.”
- B. According to documents, interviews and focus group participants, the district has developed a process to deconstruct Ohio’s Learning Standards. Deconstructing is taking a broad standard and analyzing its components, then breaking the standards into smaller, more explicit instructional learning targets for use in daily teaching and classroom-level assessment.
  - According to documents, interviews and focus group participants, teachers deconstruct standards during weekly data meetings.
    - Teacher-based teams and a school leader meet weekly to analyze student work.
    - According to teacher-based team meeting minutes and interviews with district and building administrators, at the beginning of the process, teachers deconstruct the standard into learning targets and performance levels.
    - According to documents, interviews and focus group participants, building administrators conduct instructional rounds to support teachers’ implementation of standards-based instructional strategies designed at the weekly data meetings. Instructional rounds are informal instructional rounds, not evaluations. Teachers receive written and in-person feedback following the observation.
  - According to documents, PowerPoint presentations, interviews and focus group participants, on Jan. 3, 2019, the district provided professional development for teachers in grades 3-8 on the process of deconstructing Ohio’s Learning Standards and describing the performance level descriptors needed to demonstrate proficiency.
    - At the time of the review, documents titled, “Learning Targets and Performance Level Descriptors” revealed teachers of grades 3-5 and grades 6-8 developed learning targets and performance level descriptors for English language arts, math and science.

- District documents define performance level descriptors as “learning goals in scale/rubric format. Each scale is built on content standards identified at each grade level. The learning goals are designed to align with the standards, skills, and processes in Ohio’s Learning Standards.”
- The district added numbers to the performance-level descriptors on Ohio’s State Tests to align to the district’s standards-based report cards in grades 3-8.
- According to documents, PowerPoint presentations, interviews and focus group participants, on Jan. 3, 2019, the district provided professional development on standards-based grading for teachers of grades K- 2.
  - Standards-based grading is a way to view student progress based on proficiency levels for identified standards.
  - According to the document “Learning Targets and Performance Level Descriptors,” teachers of grades K-2 developed learning targets and performance level descriptors for English language arts, math and science.
  - Teachers of grades K-2 developed a scale of *Level 1: Beginning Mastery*, *Level 2: Progressing Mastery*, and *Level 3: Mastery* as performance level descriptors for alignment to the standards-based report cards.
- C. According to documents, interviews and focus group participants, the district has partnered with Achievement Network, a nonprofit organization working to boost student learning through standards-based teaching to develop English language arts and math interim assessments for grades 2-8 that align to Ohio’s Learning Standards. Achievement Network’s website states its vision of educational equity helping school districts boost student learning with teaching grounded in standards.
  - Achievement Network has delivered professional development to principals, academic deans and teachers on the shifts in emphasis required by math and English language arts learning standards; specifically, on text complexity and rigor.
  - According to the Sequence of Assessed Standards developed by the Achievement Network, interviews and focus group participants, teachers administer interim assessments quarterly.
    - The Sequence of Assessed Standards is a standards-based document that serves as a pacing guide, according to district administrators, school leaders and teachers.
      - According to the Association for Supervision and Curriculum Development (ASCD) , pacing guides lay out expectations of the material to be covered in each subject at each grade level and are linked to interim assessments.
      - Teachers plan instruction based on the standards to be assessed in that quarter.
      - Weekly data meetings and instructional rounds focus on the standards to be assessed.

**II. Create a formal textbook/instructional materials adoption process for districtwide use. (p.36)**

- A. The status of this recommendation is “In Progress and Ongoing.”
- B. The district has implemented an adoption process for K-2 English language arts and grades 6-8 math curriculum materials, according to documents, interviews and focus group participants.
  - Also, according to documents, interviews and focus group participants, the district implemented the Literacy Pilot in the 2018-2019 school year. Action steps completed at the time of the interview include:
    - Forming a committee of stakeholders to create a vision of excellence for K-2 literacy;
    - Conducting classroom visits to observe what curricular materials were in current use and their alignment to Ohio’s Learning Standards;

- Researching evidenced-based curricula for usability and rigor on EdReports.org, an independent, nonprofit organization that provides reviews of K-12 instructional materials and alignment with the vision;
  - Cross-checking the alignment of the prior Common Core Standards to Ohio’s Learning Standards in these materials;
  - Selecting and purchasing pilot materials; and
  - Using the materials.
- C. The district initiated a process for adopting math curriculum materials in the 2018-2019 school year, according to documents, interviews and focus group participants.

- The Achievement Network and The New Teacher Project, a nonprofit organization, partnered with the district to provide professional development to teachers and leaders. The New Teacher Project helps urban school districts and states recruit and train new teachers, staff challenged schools and design evaluation systems. Completed action steps at the time of the review include:
  - Forming a committee of teachers and leaders;
  - Providing professional development on “the why of high-quality standard aligned materials focused on the areas of 1) focus and coherence; 2) rigor and mathematical practices, and 3) usability;”
  - Evaluating resources using a rubric titled, “Instructional materials look different based on rigor.” The rubric describes the main goals of and effective strategies for three aspects of rigor: as conceptual understanding, procedural skill and fluency, and application.
  - Evaluating resources using EdReports.org for usability and rigor; and
  - Sharing supports needed for effective implementation of the resources to align to Ohio’s Learning standards.

**III. Use a districtwide template by teams of like-grade and/or subject-appropriate teachers to create curriculum maps and pacing guides for all grades and courses that align textbooks, instructional materials, differentiated instruction and assessments to Ohio’s Learning Standards. (p.36)**

- A. The status of this recommendation is “In Progress and Ongoing.”
- B. The district uses the Sequence of Assessed Standards tool as a pacing guide for instruction.
- The district partnered with the Achievement Network to develop interim assessments aligned to Ohio’s Learning Standards in math and English language arts for grades 2-8, according to documents, interviews and focus group participants.
    - Teachers plan instruction based on the standards to be assessed in that quarter.
    - Weekly data meetings and instructional rounds focus on the standards to be assessed.
- C. According to documents and interviews with district administrators, teachers use My ANet, a link to instructional tools and resources available from Achievement Network’s online platform, to support classroom planning, instruction and assessment.
- D. According to the Literacy Pilot Plan document, instructional rounds and interviews, the district is piloting two English language arts curriculum programs in grades K-2 in multiple buildings.
- E. At the time of the review, the district completed steps to adopt a math curriculum for grades 6-8. Completed action steps include:
- Forming a committee of teachers and leaders;
  - Providing professional development on “the why of high-quality standard aligned materials focused on the areas of 1) focus and coherence; 2) rigor and mathematical practices, and 3) usability;”

- Evaluating resources using a rubric titled, “Instructional materials look different based on rigor.” The rubric describes the main goals and effective strategies of three aspects of rigor as conceptual understanding, procedural skill and fluency, and application.
  - Evaluating resources using EdReports.org for usability and rigor;
  - Sharing supports needed for effective implementation of resources to align with Ohio’s Learning Standards.
  - According to documents and interviews with district administrators, the district selected, implemented and monitors Foundations®, a Kindergarten-grade 2 foundational skills curriculum.
    - Two district coaches provided training on Foundations® for all kindergarten and first grade teachers and building administrators.
    - Building administrators conduct instructional rounds and provide feedback to teachers on implementing the program.
- F. According to documents and interviews with district administrators, the district adopted Creative Curriculum®, a prekindergarten curriculum, in 2018.
- According to documents and interviews, a stakeholder committee reviewed and selected a commercial curriculum, Creative Curriculum®. The committee reviewed curriculum models for four criteria:
    - “Does the curriculum have an assessment system?”;
    - “Does the curriculum align with Ohio’s Learning Standards?”;
    - “Does the curriculum prepare scholars for the rigor of the K-12 standards?”; and
    - “What research evidence supports the effectiveness of the curriculum?”

## Assessment and Effective Use of Data

### Ohio Department of Education District Review Report Recommendations

- I. **Set up consistent procedures, enforce timelines and develop feedback protocols that will allow the district leadership team and the building leadership team to measure evidence, give feedback and make decisions on the deliverables identified in district and school Ohio Improvement Process action plans. Also, give monthly feedback to building leadership teams and teacher-based teams on the quality of their meeting content and fidelity of usage of the Ohio 5-Step Process. (p. 37)**
- A. The status of this recommendation is “In Progress and Ongoing.”
- B. Interviews with district and building administrators and teachers, as well as a review of documents, indicate the district has designed a school improvement process similar to the five-step Ohio Improvement Process. The Ohio Department of Education describes the Ohio Improvement Process as an organizational strategy that gives districts a template through which they can focus on intentional [school improvement] action using collaborative teams.
- C. The district is using a collaborative team model for its school improvement efforts. Teachers together review student work, deconstruct learning standards, create examples of expectations for student work, group students according to student work results and design lessons for reteaching.
- During the 2018-2019 school year, teacher-based teams focused on examining student work in addition to reviewing assessment results. As part of the process, teachers also identify misconceptions in student work and discussed strategies to address students’ lack of understanding.
  - One district administrator said, “This new process speaks to the spirit of the Ohio Improvement Process, but not the actual steps. This process seems more organic rather than compliant. What I see now, there is one plan which has grown from the five commitments [of the Lorain Promise.]”

- D. A review of documents indicates that a district leadership team guides the work of the school improvement process. This team is comprised of the chief executive officer, the chief of schools, the chief family officer, chief equity and achievement officer, turnaround principals and building deans. The district leadership team meets monthly and meets with each building leadership team monthly.
- The district leadership and building leadership teams meet monthly to conduct instructional rounds, identify school and district trends, discuss and share best practices in and across schools, develop districtwide plans and identify future strategies.
  - The chief of schools, the chief family officer and chief equity and achievement officer also meet with building administrators to provide training and support for their individual school improvement goals.
- E. The district leadership team monitors district and building data. A review of documents revealed that district administrators make planning decisions for the district and buildings based on results summarized on the Excellent Schools Dashboard, also called the Big Board. The Excellent Schools Dashboard tracks academic data that includes information gathered in instructional rounds; the quality of weekly data meetings; and the number of instructional lessons aligned to the standards.
- F. The district monitors state assessment results, local interim assessment data, student effort and behavior using the Excellent Schools Dashboard. The district reviews this data with teachers monthly at early release days and staff meetings.
- G. A review of documents and interviews with staff indicate that teachers in grades K-8 attend weekly data meetings and focus on academic learning standards and student work. A four-step process template guides these meetings. The district trained teachers on the use of the template at the beginning of the 2018-2019 school year. The four-step process includes:
- Unpacking the standard and define what students need to know and do;
  - Listing criteria for success for each exemplar;
  - Naming the [academic] gap and determine which students have mastered the skill, are close to mastering the skill and are not yet near the skill; and
  - Plan, practice and reteach [the standard].
- H. A review of documents and interviews with staff confirm that building and district administrators attend the weekly data meetings with teachers of grades K-8. During these meetings, administrators evaluate the meeting's effectiveness by using either an English language arts weekly data meeting rubric or a math weekly data meeting rubric.
- The building administrators enter the rubric data into Whetstone®, an online tool for schools to track and analyze teachers' incremental progress over time.
  - The district leadership team monitors summative data on the effectiveness of the weekly data meetings, which is represented on the Excellent Schools Dashboard.
  - District leaders give teachers feedback on the data-meeting rubrics to improve teachers' knowledge of the improvement process.
- I. Interviews with district and building administrators and classroom teachers indicate administrators are conducting instructional rounds and follow-up conversations with every teacher every 10 days.
- In their weekly data meetings, teachers work together to design lessons that focus on Ohio's Learning Standards.
  - Administrators conduct instructional rounds to determine if the lessons align to the standards.
  - The district designed rubrics to determine the frequency, depth and rigor of the learning standards being taught in the classroom lesson. The classroom observer enters this rubric data in the Whetstone® system and monitors the summative data using the Excellent Schools Dashboard.



- J. Interviews with district and building administrators and Excellent Schools Dashboard data confirmed that, although teachers of grades K-8 use the new district-designed school improvement process, teachers at the high school do not currently use the same process.
- At the time of the review, high school teacher-based teams did not make meeting minutes available to the district review team.

**II. Implement an integrated, online data management warehouse that ensures all teachers and administrators are given organized, disaggregated and user-friendly data to make informed decisions on student achievement, student growth and Value-Added data. Provide yearly professional development and multiple follow-up sessions during the school year to ensure the regular access and analysis of these data tools by all instructional staff. Also, provide professional development to classroom teachers receiving Value-Added data from Ohio's State Tests on the various online reporting features of the Educational Value-Added Assessment System (EVAAS) that will help inform student growth, such as diagnostic reports with subgroup performance, decision dashboards and projection summaries. (p. 37)**

- A. The status of this recommendation is "In Progress and Ongoing."
- B. A review of documents and interviews with district administrators showed that the district purchased PowerSchool, a technology platform, to serve as the district's student information system. The system maintains students' general directory information, attendance and behavior information.
- C. A review of documents and interviews with district staff indicate the high school teachers use Schoolnet<sup>®</sup>, an online instructional platform, to access student assessments and corresponding data reports.
- The district has designed subject-level assessments and high school teachers administer the assessments, housed in Schoolnet<sup>®</sup> two to three times per course.
    - Teachers and district administrators used questions released from Ohio's State Tests, which are part of the Schoolnet<sup>®</sup> test-question bank, to design course assessments. Teachers may also design their own classroom assessments using Schoolnet<sup>®</sup>.
    - Teachers access Schoolnet<sup>®</sup> through PowerSchool. Parents and students also have access to both Schoolnet<sup>®</sup> and PowerSchool to monitor student progress.
    - A review of documents indicates the district trained teachers on the components of Schoolnet<sup>®</sup> during the 2017-2018 school year.
- D. A review of documents and interviews with district administrators confirms that, in the 2018-2019 school year, teachers of grades K-8 assessed students four times per year using the Achievement Network. The teachers access Achievement Network, a system of assessment tools and resources through the teacher portal My ANet. This tool gives teachers information on learning standards and aspects of instructional rigor.
- A review of documents indicates that the district trains teachers to use Achievement Network resources during professional development days and weekly data meetings.
- E. Building administrators meet monthly with coaches from the Achievement Network to receive training on learning standards and assessment tools in the system. These building administrators then train their teachers during weekly data meetings.
- F. Teachers and building administrators also review the results of the Achievement Network interim assessments during staff meetings and district professional development times throughout the year.
- G. Documents and interviews with district administrators showed the Achievement Network has provided the professional development focus for teachers learning about assessments. On the online reporting features available in the Educational Value-Added Assessment System, there was no documented training on using Value-Added data derived from student performance on Ohio's State Tests.

**III. Create a district assessment literacy advisory team, with representation and expertise across the school district, to develop and implement a balanced system of formative, common and benchmark assessments for all grade levels and departments. Also, provide consistent and ongoing professional development throughout the district on the Formative Instructional Practices model and the use of these assessments in designing high-quality instruction and interventions. (p. 37)**

- A. The status of this recommendation is “In Progress and Ongoing.”
- B. At the time of the review, the district had not created a district assessment-literacy advisory board.
- Interviews with district administrators showed the district chose to purchase Achievement Network, a system of assessment tools and support, to help it create a district assessment-literacy advisory board.
  - The district received \$1 million in matching funds from the Achievement Network’s Breakthrough Results Fund for a four-year partnership with the organization to improve assessment and instruction.
  - Ten buildings receive a dedicated coach, instructional tools and professional learning through the Achievement Network system. The remaining four buildings have access to the assessments on Achievement Network but do not have the same level of professional development and coaching.
- C. Documents indicate the district administers benchmark assessments four times per year at all grade levels. The district calls these benchmark assessments interim assessments. They review assessment results during weekly data meetings and professional development time.
- Students in grades K-2 take online benchmark assessments from Northwest Evaluation Association three times per year.
  - Students in grades 2-8 take online benchmark assessments from Achievement Network four times per year.
  - High school students take common subject tests, designed by teachers and district staff, two to three times per course. These assessments are housed in Schoolnet®, an online platform for assessing and reporting student performance data.
- D. The district lacks other common assessments across grade levels or subjects to monitor student progress toward Ohio’s Learning Standards.
- Interviewees made these statements about common assessments in the district:
    - “The end of unit tests from textbooks are used to monitor student progress throughout the course of the school year, but there are no common assessments across the district for measuring learning standards.”
    - “[We have] no common assessments. It is difficult to have standards-based grading when we have no common assessments. We have no commonality to determine mastery of standards.”
    - “No one is doing the same thing. We are so inconsistent across all buildings and within the building. I have no idea if my test is longer, shorter, eas[ier], harder than others at my grade level.”
- E. The district lacks common formative instructional practices which provide feedback and information during the instructional process.
- The Lorain Way, a district-developed document that outlines the shared expectations for leaders, teachers and staff for improving academics and school culture, states teachers “should create daily standards-based tickets, that they can give to scholars on a daily basis to gauge standards mastery.” Exit tickets, or slips, are short answers students provide about the day’s lesson to determine student understanding.
  - Educators mentioned exit slips only as a type of formative assessment in interviews or referenced its use in meeting notes. Interviews with district administrators revealed the use of exit slips is not occurring consistently across the district.

- F. The district review team conducted classroom observations in all school buildings to examine instruction and student learning. The team used a 6-point scale to evaluate each setting. Scores range from 0 to 5, with 0 meaning no evidence to indicate a specific practice is occurring, and 5 representing exemplary evidence of adult practice.
- During the observations of 78 classrooms by review team members, on the item measuring “teachers conducting frequent formative assessments to check for understanding and inform instruction,” the district received an average rating of 0.63 out of a possible score of 5.

## Human Resources and Professional Development

### Ohio Department of Education District Review Report Recommendations

- I. **Develop and implement a systematic way to provide and support teachers with job-embedded professional learning at the building and classroom levels to encourage adult implementation. (p. 37)**
- A. The status of this recommendation is “In Progress and Ongoing.”
- B. According to reviewed documents and interviews, the district provided a teacher professional learning series Aug. 13-17, 2018.
- Activity for the learning series included:
    - Conducting presentations and practice at each teacher’s assigned school on topics such as restorative practices and schoolwide routines as well as Creative Curriculum for PreK teachers.
    - Facilitated teacher presentations on shifts of Common Core Standards and standards-based grading, organized by content areas.
- C. According to documents and interviews, the district provided professional learning through monthly early-release days September 2018 through March 2019.
- Structures for the early release day sessions included:
    - Cross school grade level data analysis;
    - Presentation to building teachers on topics such as assessment tools and crafting high-quality text-dependent questions; and
    - Scheduled time to address building learning needs at the principal’s discretion.
- D. According to documents and interviews, the district established a formal Resident Educator mentorship program in keeping with [Ohio law](#) and [Ohio administrative code](#) requirements.
- The Resident Educator program helps teachers through mentoring and professional development in the first four years of their educational careers. It gives each new teacher the opportunity to work closely with and learn from a veteran teacher.
    - As part of the mentor selection criteria, the district requires mentors to complete Days I and II of the Ohio Department of Education’s Resident Educator Mentor Academies.
    - The two-day academies train mentors how to conduct classroom observations, provide feedback new teachers can act on and take part in conversations with coaches.
    - The district follows Resident Educator requirements outlined in its teacher-negotiated agreement, Article XXXIX, which outlines teacher eligibility for the Resident Educator program, mentor assignments and guidelines for professional development release time.
- E. According to documents and interviews, the district held a half-day orientation Aug. 9, 2018, for newly hired teachers.
- The orientation agenda included topics such as:
    - Email;

- Online absence reporting system;
  - Resident Educator Program;
  - Medical insurance;
  - School employees credit union; and
  - Time to complete paperwork by newly hired teachers.
- F. According to documents and interviews, the district developed a professional learning plan for early childhood teachers and paraprofessionals.
- The prekindergarten staff professional learning plan includes:
    - Monthly teaching labs;
    - Ongoing one-on-one coaching;
    - Weekly school-based meetings; and
    - Other trainings as needed, such as English language arts training for new teachers.
- G. According to the Ohio Standards for Professional Development, “Professional learning that increases educator effectiveness and results for all students...occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.”
- H. According to documents and interviews, building administrators provide teachers with job-embedded professional development at weekly data meetings organized by grade levels and subject areas.
- English language arts data meetings follow a three-week agenda focused on student reading.
    - Week one – Teachers identify key understandings (conclusions) from a selected text and from questions aligned to the key understandings, to help students understand the text’s meaning.
    - Week two – Teachers develop text-related questions and a culminating writing task aligned to key understandings and grade-appropriate reading standards. Teachers identify a list of what students must understand in the text and identify common expectations of student learning across classrooms.
    - Week three – Teachers examine students’ work based on the culminating writing task they completed following instruction on the selected text. Teachers then sort the work based on what students understood about the text, identify gaps in students’ understanding and reflect on their instructional approaches. Finally, teachers select strategies for reteaching to correct errors in understanding, practice the strategies and receive feedback from colleagues before reteaching the lesson.
  - Math data meetings follow a two- or three-week agenda to focus on Ohio math standards.
    - Week one – Teachers identify a math standard for instruction. They also determine the level of rigor, or what students would have to know and be able to do to show mastery of the standards. Teachers solve a math task aligned to the standard and reflect on the rigor of the standard and/or how to solve the task to determine teaching strategies. Teachers identify criteria for success (what students must know and be able to do) and norm the criteria across classrooms.
    - Week two and/or three – Teachers analyze student work starting with the highest scoring student and identify what the students could do at the end of the lesson. Teachers use the criteria of success for that standard to determine gaps in students’ understanding. Finally, teachers select strategies for reteaching to correct errors in understanding, practice the strategies and receive feedback from colleagues before reteaching the lesson.
    - Building administrators observe instruction using common templates for English language arts and math classrooms to provide teachers with feedback and coaching.

- I. According to Ohio Standards for Professional Development, “Professional learning that increases educator effectiveness and results for all students...applies research on change and sustains support for implementation of professional learning.”
  - Building administrators use Whetstone®, a software system, for entering qualitative and quantitative observation data, monitoring standards-aligned lessons and coaching, and providing feedback to teachers.
- J. According to the Ohio Standards for Professional Development, “Professional learning that increases educator effectiveness and results for all students...requires prioritizing, monitoring and coordinating resources for educator learning.”
  - According to documents and interviews, the district uses district and building experts to provide professional development for teachers. Examples include:
    - Training building administrators on initiatives such as standards-based grading to support teacher understanding and implementation at the school level.
    - Training building administrators on analyzing data from common benchmark assessments to support teacher understanding and use of results in planning for instruction.
- K. According to documents and interviews, the district uses the professional development services of Ohio’s regional state support team 2, especially for special education topics.
  - According to documents and interviews, the district also contracts for professional development services from external educational organizations. Examples include:
    - Coaching services and professional learning from The New Teacher Project;
    - School-based training and coaching to teachers and building administrators, especially in buildings identified for full-model implementation of the Achievement Network assessments; and
    - PublicSchoolWORKS, which offers online courses on school safety and compliance topics, such as fire safety, for staff trainings.

**II. Using the Ohio Teacher Evaluation System rubric, follow an annual evaluation cycle that gives teachers consistent feedback about their performance and student growth measures. (p. 38)**

- A. The status of this recommendation is “In Progress and Ongoing.”
- B. The district uses the Ohio Teacher Evaluation System Teacher Performance Rubric included in the Lorain Teacher Evaluation System Handbook. In addition to the Lorain Teacher Evaluation System resources from the Ohio Teacher Evaluation System templates, the district uses the following for teacher evaluations:
  - Self-Assessment Summary Tool;
  - Professional Growth Plan;
  - Improvement Plan;
  - Post Observation Conference: Rating Rubric Summary Form;
  - Final Summative Rating of Teacher Effectiveness; and
  - Informal Observation: General Form.
- C. The district follows Lorain Teacher Evaluation System requirements to complete the evaluation cycle with a written evaluation report and a conference between the teacher and evaluator, no later than May 10.
  - The Lorain Teacher Evaluation System Handbook outlines the schedule of observations as part of the evaluation cycle. The cycle consists of two formal and two informal observations with at least 20 days between formal observations.

- According to the Lorain Teacher Evaluation System Handbook, “No more than two informal observations are to be completed as part of the evaluation cycle unless deficiencies are noted.”
- D. The Lorain Teacher Evaluation System Handbook outlines alternative evaluation cycles for teachers who have final summative ratings of Accomplished. The district evaluates these teachers every three years and evaluates teachers with final summative ratings of Skilled every two years.
- E. The district assigns evaluation ratings of Accomplished, Skilled, Developing and Ineffective as outlined in [Ohio law](#)<sup>1</sup>.
- F. Though the district does not use multiple factors, such as protocols for analyzing instruction, in the evaluation process, it has established procedures for using classroom observations to help teachers improve their classroom instruction.
- G. Building administrators conduct additional classroom observations and give teachers written feedback using the Whetstone® online platform.
- A review of Whetstone® reports indicated 57 percent of teachers have logged in to Whetstone® to review the written feedback on the classroom observation at this point in the 2018-2019 school year.
  - According to interviews and focus group participants, building administrators provide printed copies of classroom observation feedback and have debriefing conversations with teachers who have not accessed their feedback in the Whetstone® system.
- H. According to focus groups, interviews and district data, at the time of the review, building and district administrators took part in and documented:
- 2,807 instructional rounds;
  - 1,221 weekly data meetings; and
  - 480 quick feedback entries.

### III. Take steps to ensure online test preparation is adequate before testing begins. (p. 38)

- A. The status of this recommendation is “In Progress and Ongoing.”
- B. According to documents the team reviewed, teachers complete the Test Administrator Certification course in the online test administration resources platform for Ohio’s State Tests.
- C. According to documents and interviews, the district provided training to teachers and building administrators on Ohio’s State Tests in November 2018 and February 2019. Topics included:
- State testing manual;
  - Test security;
  - Actively monitoring test sessions;
  - Testing times; and
  - Accessibility manual, which describes levels of supports for students identified by their districts as eligible for testing supports.
- D. According to documents and interviews, the district administers online assessments including:
- Ohio English Language Proficiency Assessment;
  - Alternative Assessment for Students with Significant Cognitive Disabilities;
  - American College Testing;

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<sup>1</sup> Ohio Revised Code 3319.22

- Achievement Network;
  - Northwest Education Association Measures of Academic Progress;
  - Schoolnet; and
  - Ohio's State Tests.
- E. According to technology professional development logs provided by the district, its testing team responds to individual building and teacher questions and requests for assistance in all testing administration.
- According to interviews, the technology department helps intervention specialists and teachers of English learners support students with text-to-speech test-taking functions or bilingual assessments, as appropriate to students' individual plans.
- F. According to documents and interviews, the district affords students access to technology and opportunities to practice online test-taking through:
- The one-to-one laptop program, to make devices available to students for each classroom;
  - Schoolnet®, an online platform, that houses test items released from Ohio's State Tests and teacher-created assessments.
- G. According to documents and interviews, the district provides teachers preparation and resources for administering assessments by:
- Making available the district's 2017-2018 technology checklist to help schools inventory building-level devices and identify technology needs; and
  - Training teachers on preparing technology devices on classroom carts for student use.
- H. Developing and distributing the post-training reference documents, "1:1 Laptop Program Classroom Best Practices" and "Instructional Technology Resource Support." According to documents and interviews, the district uses technology for instruction and test administration through resources such as:
- Discovery Education™ for science and social studies;
  - enVision Math;
  - SuccessMaker® Math; and
  - Study Island®.
- I. According to reviewed documents and interviews, the district's school psychologists were trained on and use Q-Interactive®, an online student assessment program.

## Student Supports

### Ohio Department of Education District Review Report Recommendations

- I. **Adopt a districtwide student attendance policy that includes tardy and student absence times. (pg. 38)**
- A. The status of this recommendation is "In Progress and Ongoing."
- B. According to a review, the district has updated its attendance policies to meet the requirements of House Bill 410 (131<sup>st</sup> General Assembly) and House Bill 66 (132<sup>nd</sup> General Assembly).
- The Ohio General Assembly passed House Bill 410, "to encourage and support a preventative approach to excessive absences and truancy." The provisions include:
    - Changes the threshold for "habitual truancy" from a specified number of days to a specified number of hours.<sup>2</sup>

<sup>2</sup> ORC 2151.011(A)(18)

- Eliminates the term "chronic truant"<sup>3</sup> and, legislates instead that a child of compulsory school age who has been categorized by a court as a habitual truant and who violates the related court order can be further pronounced a "delinquent child."<sup>4</sup>
  - Prohibits a school district or school from suspending, expelling or removing a student from school solely of the student's unexcused absences. Also removes "excessive truancy" from inclusion in districts' zero-tolerance policies for violent, disruptive or inappropriate behavior.<sup>5</sup>
  - Modifies the components of the district policy on addressing student absences and requires districts to establish an absence intervention team for each student absent from school for a number of days over the "habitual truant" threshold as required by HB 410.<sup>6</sup>
  - Requires the district attendance officer to notify a student's parent, guardian or custodian when the student is absent with a nonmedical excuse or without a legitimate excuse for 38 or more hours in one school month or 65 hours in a school year.<sup>7</sup>
  - Requires each absence-intervention plan to state that the attendance officer must file a complaint, no later than 60 days after the date the plan was developed, if the child has refused to take part in, or failed to make satisfactory progress on, the intervention plan or an alternative to a court resolution.
  - Requires a school district or school to (1) make at least three meaningful, good-faith attempts to secure participation of the student's parent, guardian, custodian, guardian ad litem, or temporary custodian within the seven school days allotted to forming an absence intervention team; and (2) investigate whether failure to respond to those attempts triggers mandatory reporting to the public children services agency for the county in which the child resides.<sup>8</sup>
  - Requires each school district and school to report to the Ohio Department of Education the occurrence of certain triggering events related to a student's absences, including whenever the child has received enough unexcused absences to be considered a habitual truant.<sup>9</sup>
  - With specified exceptions, generally requires a district to file a complaint in juvenile court against a student (and against any person who fails to cause the child's attendance at school) on the 61<sup>st</sup> day after implementation of an absence intervention plan, as long as the school district made meaningful attempts to reengage the student and the student refused to participate or failed to make satisfactory progress, as determined by the team.<sup>10</sup>
  - House Bill 66 took effect April 5, 2019. The law requires schools to call parents within 120 minutes of the start of the school day if a child is absent and parents have not notified the school.<sup>11</sup>
    - According to interviews and documents, the Lorain City School District informed staff and families of the change in the attendance automated-call timeframe to notify parents or guardians that a child is marked absent from school. The district began using the automated call system April 4, 2019. Calls begin 90 minutes after the school start time and take approximately 30 minutes to complete.
- C. According to a review of the district's truancy policy, the policy meets the requirements of House Bill 410. The district developed procedures to implement the policy.

<sup>3</sup> ORC 2151.011

<sup>4</sup> ORC 2152.02(E)

<sup>5</sup> ORC 3313.534, ORC 3313.668(A)

<sup>6</sup> ORC 3321.191, ORC 3321.19

<sup>7</sup> ORC 3321.191(C)(1) as amended by House Bill 166 (133<sup>rd</sup> GA)

<sup>8</sup> ORC 3321.191(C)(2)(e)(i)

<sup>9</sup> ORC 3321.191(E)

<sup>10</sup> ORC 3321.16

<sup>11</sup> ORC 3321.141



- D. The district's code of conduct, posted on its website, includes district attendance and truancy policies and procedures, the expectations of an individual student-attendance intervention plan and the steps for filing a complaint with juvenile court.
- E. According to documents and district and building administrators, during the 2016-2017 school year, the district changed from using PowerSchool to monitor middle and high school students' daily attendance during the first period of the day to using the ScholarChip, an electronic attendance reporting and monitoring system, to record and track attendance in hours rather than days and half days.
- When entering the building, middle and high school students "tap in" to a ScholarChip kiosk to record their attendance.
  - Students also tap in at a kiosk when entering the cafeteria and classroom, allowing the school to record their attendance by class period.
  - According to district and building administrators, the new attendance monitoring procedure offers more accurate student attendance tracking and reporting.
  - The building attendance secretary monitors late arrivals and gives those students passes to class.
  - High school students arriving late remain in the office and are released in 15-minute intervals to reduce hall traffic and interruptions to classroom instruction.
- F. The district uses the Excellent Schools Dashboard platform to monitor chronic absenteeism.
- G. Beginning with the 2018-2019 school year, the district added a full-time dean of students and family engagement position at each building.
- According to the district's Alignment, Narratives and Evidence document, the dean is "charged with creating a safe and orderly school while simultaneously fostering a positive school climate and culture" and with "connect[ing] and build[ing] relationships with families to create a robust home-to-school partnership, design[ing] regular celebratory parent touch points as well as monitor[ing] scholar attendance."
- H. According to documents and interviews, the dean of students and family engagement leads the building-level attendance team in monitoring student attendance, identifying potential chronically absent students, and implementing interventions and supports for identified students.
- The district staffs five safety-compliance officers who conduct home visits, when needed, to communicate with families and intervene with students who are excessively absent.
  - Building-level attendance teams and teacher teams review attendance reports from Schoolzilla, the district's online data repository, during weekly data meetings and identify students at risk of chronic absenteeism.
  - Building-level attendance teams create individual attendance intervention plans for students who are chronically absent to support attendance and help families overcome nonacademic barriers to school attendance.
- I. According to documents, community partners, focus group participants and interviews with district and school staffs, the district has formed the Community-Business-Schools Partnership, a group of 300 individuals representing more than 30 community partners. The Community-Business-Schools Partnership meets monthly to assess district needs and better connect resources to individual school needs. According to documents, the Community-Business-Schools Partnership met on Sept. 19, 2018; Oct. 17, 2018; Dec. 19, 2018; and April 17, 2019. Some of the meeting minutes indicate:
- The district created an electronic resource-intake form for partners to share information about the resources they offer to students and their families. The goal is to give them access to the resources in a consistent, sustainable way that is beneficial to families and partners.

- According to focus group participants, during the April meeting, community partners listed the resources they provide to each school in the district. The group reviewed the resources provided and identified gaps in services and programs for each school. The exercise helped them determine if each school was being served equitably.
  - Community partners offer support for students and families to overcome nonacademic barriers to regular school attendance. Here are examples:
    - Second Harvest hosts a food bank at a district middle school every Thursday from 4-8 p.m. and is open to all community members. More than 7,000 people visited the pantry between Sept. 1, 2018 and March 21, 2019.
    - The district transportation office provides public bus passes for students living within a two-mile radius of the school who are not eligible for transportation, according to district policy.
    - Mercy Health provides a school-based clinic at Washington Elementary to serve district students and staff. More than 700 students and adults have visited the clinic this school year.
    - Donations from The Cleveland Browns Foundation and Love Inc. of Lorain County helped the district provide 1,500 dress-code compliant items for district students. The organizations delivered “Titan Dress Code Packages” to more than 100 families. Recipients took an attendance pledge as part of the criteria to receive the free items.
    - The Cleveland Browns’ “Give Back Program” supports initiatives that target at-risk students and remove barriers to school attendance by giving students an opportunity to dress for and be present in a positive learning environment.
- J. According to the Alignment, Narratives and Evidence report, the district provided professional learning on the “introduction to restorative practices for building leaders” during the 2018-2019 school year.
- According to the report, “The basic premise of restorative practices is that missing school and inappropriate behavior in schools is a direct consequence of the overall loss of connectedness in the school and community. By fostering inclusion, responsibility, support and cooperation, [participation in] circles restore these qualities to the community and classroom and facilitate the development of individual character.”
  - District and building administrators attended an introduction to restorative practices in August 2018.
  - According to interviews and documents, the district devised a restorative approach to address negative behavior and help high school students manage conflict and control anger. Following issuance of consequences for negative behavior, a scholar will enter a restorative process to address the root cause of misbehavior.
    - According to the Restorative Approach to Discipline Resulting from Fights document, “during the restorative process, scholars affected will: “complete a restorative reflection assignment; meet with a guidance counselor to reestablish academic goals and set a path to graduation; meet with the social worker to participate in “Thinking to Change,” to address his or her emotional needs; attend a restorative conference with a dean or director; take part in a restorative circle with those who were affected by the conflict to create a clear understanding of responsibility and participate in a touch point with a graduation guardian.” District personnel explained that a graduation guardian is a district staff member and, in some cases, a community member who supports a scholar to maintain the path to graduation.
    - District documents and interviews confirm the district created a “Restorative Saturdays” program for high school students involved in conflict or fighting during school. In lieu of out of school suspensions, students may choose to attend a two-hour Saturday session facilitated by a building administrator. During the session, scholars are given the opportunity to understand school expectations and how to follow them.

- K. According to documents reviewed and interviews, beginning with the 2018-2019 school year, every district elementary school offers a full day PreK program to connect families with their child’s neighborhood feeder school.
  - The district added two PreK programs for the 2018-2019 school year to provide a smoother transition to kindergarten for families in neighborhood feeder schools.
  - District PreK administrators and staff revised the program attendance procedures in the parent handbook to emphasize the importance of school attendance on student achievement.
- L. The district family office presented a “Family First” focus session on Sept. 25, 2018, at Lorain High School. The purpose of the session was to meet and hear from district chief family officers, understand how parents can help their scholar on their path to success, give parents the opportunity to express their needs and concerns and prepare for the district’s first family university session in October 2018.
- M. On Oct. 27, 2018, the district sponsored a two-hour “Family University” to help families understand how to better support their scholar’s education.

**II. Provide consistent professional learning to all co-teaching participants and assess co-teaching practices. (p. 38)**

- A. The status of this recommendation is “In Progress and Ongoing.”
- B. According to the Alignment, Narratives and Evidence report, the district is addressing the professional development needs specific to co-teaching as follows:
  - The “anticipated focus on co-teaching practices had to be shifted to improving overall instructional practices as it was discovered through an in-depth review by The New Teacher Project in the spring of 2018 as an area that needed immediate attention. Because of this review, intervention specialists as well as general education teachers have been provided professional development opportunities on how to run effective weekly data meetings to analyze the needs of individual scholars.”
  - The district uses “ANet to help teachers implement a high-quality teaching and learning cycle. The ANet tool allows for co-teachers to co-plan with their general education teacher and provide specific, reliable, actionable, information on student learning.” The five components of the Achievement Network Core Model include:
    - Job-embedded coaching and professional development;
    - Interim assessments;
    - Instructional tools and resources;
    - Access to the Achievement Network and group learning events; and
    - District level consulting
- C. Teachers use Northwest Evaluation Association Measure of Academic Progress, Achievement Network and instructional rounds data as qualitative and quantitative data to plan for instruction.
- D. According to agendas and sign-in sheets, the district provided the following co-teaching professional learning opportunities:
  - A two-hour professional learning session titled “Co-teaching Best Practices” on Oct. 16, 2017.
  - Twenty-five elementary teachers attended a co-teaching professional learning session on Feb. 20, 2018.
  - Eighteen elementary teachers, two intervention specialists, two paraprofessionals and one principal attended a building level co-teaching and inclusion session on Feb. 12, 2019.

- E. According to documents, district and building administrators, teacher focus group participants and student support staff, the district does not provide adequate professional learning opportunities and coaching on co-teaching.
  - The district has not provided a districtwide training on the co-teach model since an initial districtwide training in 2016 and implementation is inconsistent across the district.
  - The results of a district teacher survey identified weaknesses in co-teaching implementation. Some survey responses included:
    - “Not enough time. Limited time together. Finding planning time. Lack of effective communication and time. Not enough plan time. Time limit.”
    - “Confusion. Not consistent. Confusion about who is in charge. No one to do co-teaching with. Clash of personalities or styles. When your co-teacher isn’t cooperating. Being the boss. Not stepping outside your comfort zone. Some teachers are not willing to change from the “old models.” One teacher doing all the work while the other is serving as an aide.”
  - Comments shared by focus group participants include:
    - “Intervention specialists cover two to three grade levels which makes it impossible to plan together.”
    - “We had training a few years ago, but nothing since.”

**III. Maximize instruction time by evaluating student enrollment and withdrawal practices between Lorain High School and the career-technical program. (p. 39)**

- A. The status of the recommendation is “In Progress and Ongoing.”
- B. According to interviews and documents reviewed, district career technical administrators and staff have taken steps to improve the enrollment, scheduling and withdrawal process.
  - According to the Alignment, Narratives and Evidence report, a conflict within PowerSchool did not allow consistency in scheduling from the first semester to the second semester. In some instances, student course placement was based primarily on master schedule constraints and/or available courses rather than student interest. The district corrected the conflict in scheduling.
  - According to interviews, the district develops the high school and career technical program master schedules simultaneously.
  - According to interviews and documents reviewed, current high school students can schedule two new elective courses.
    - The district offers a computer science elective course to prepare students for the Interactive Media and Graphic Design programs.
    - The district offers a technical math and English course to meet the needs of career technical students better.
  - During the 2018-2019 school year, the career technical department developed a student recruitment plan to make counselors, teachers and students more aware of the career technical program opportunities.
    - High school counselors met with career technical teachers during the fall of 2018 to discuss program credentialing.
    - High school teachers took part in a tour of the career technical programs to become more familiar with the opportunities for students.
    - During the 2018-2019 school year, career technical teachers offered career technical program presentations for all ninth and tenth grade students during their social studies and English classes.

- After the career technical program presentation, students completed exit slips to identify a first and second program of interest to them. After visiting their first choices and discussing the program with a career technical teacher, students completed an exit ticket to share if they were still interested in their first choices or if they wanted to visit a second program. School counselors collected completed exit slips from students interested in enrolling in the career technical program.
  - During the 2018-2019 school year, all eighth grade students toured the career technical center.
- C. District policy file IJA, Career Advising, states, “The board views career advising as helping students understand themselves relative to their abilities, aptitudes, interests, attitudes, strengths, and limitations. This process is meant to assist students in the development of their potential and their decisions relating to educational and career matters.”
- According to the policy the district will:
    - Provide students with grade-level examples linking schoolwork to one or more career fields through use of the State Board-adopted career connections.
    - Create a plan to provide career advising to students in grades [6-12].
    - Provide additional interventions and career advising for students who are identified as at-risk of dropping out of school using both research and locally based methods developed with input from classroom teachers and guidance counselors.
    - Train employees to advise students on career pathways, including the use of online tools.
    - Develop multiple, clear academic pathways students can use to earn a high school diploma.
    - Identify and publicize courses in which students can earn both traditional academic and career-technical credit.
    - Document career-advising provided to each student.
    - Prepare students for their transitions from high school to their postsecondary destinations.
    - Develop student success plans (SSP) for students identified as at risk of dropping out of school. A student success plan identifies the student’s chosen academic pathway to graduation and the role of career technical and competency-based education and experiential learning, as appropriate in that chosen pathway. The student’s parents, guardians or custodians are invited to help develop the student success plan. A copy of the student success plan, a statement regarding the importance of a high school diploma and the academic pathways available to the student for successful graduation is provided to parents, guardians or custodians who do not take part in development of the student’s success plan.
    - Following student success plan development, the district provides career advising aligned with the student’s individual plan and the district’s plan for career advising.
  - Although the district has a career advising policy, there is minimal awareness of the policy and no evidence of an implementation plan for a K-12 career program.
    - According to interviews, district counselors lack an awareness of the district policy or an implementation plan for students in grades 6-12.
    - According to interviews, there is “no career program at the middle school.”
    - There is no evidence of a career connection tool to provide students with grade-level examples linking schoolwork to one or more career fields.
    - There is no evidence of a plan to provide career advising to students in grades [6-12].
    - At the time of the review, the district did not present evidence of the development of student success plans for students identified as at-risk of dropping out of school.

- At the time of the review, the district did not present evidence of the use of online planning tools for students to explore college and careers or complete interest inventories.

## Fiscal Management

### Ohio Department of Education District Review Report Recommendations

- I. **In collaboration with district administration and building principals, develop a budgeting process that includes input for all areas, specific by building and/or department and detailed for all accounts within the accounting system. (p. 39)**
  - A. The status of the recommendation is “In Progress and Ongoing.”
  - B. The district implemented a new budgeting system in the 2018-2019 fiscal year. The new system expanded accounting detail to building and department levels and included input from building principals, departments heads and other administrators.
    - A review of 2018-2019 fiscal year district expense and budgeting reports revealed that the district tracked budget and expense information by building and/or department in the areas of salary, benefits, contract services, materials and supplies, equipment and other expenses.
    - Interviews and communications from the treasurer’s office indicated that building and district administrators prepared initial budget requests, then met with the chief executive officer and chief of strategy and innovation to discuss the budgets.
      - All administrators provided rationale and alignment between district goals and their budget requests.
      - Also beginning with the 2018-2019 fiscal year, the chief executive officer and the chief of strategy and innovation allowed district and building administrators to request additions and changes to their individual budgeted amounts.
- II. **The amount of cash collected by student activity clubs should be monitored to ensure it is used for the correct purposes and to promote student activities and achievement. Student activities is an area vulnerable to fraud, and controls must be in place to protect all staff members. Conduct trainings for student activity advisors and update the district manual to conform to the board policies and changes in law. (p.39)**
  - A. The status of the recommendation is “Complete.”
  - B. According to interviews and a review of training communications, agendas and sign in sheets, the district chose to train the building administrative assistants responsible for ensuring that student activities and reporting comply with board policy and legal mandates. The administrative assistants, in turn, shared the information with the student activity advisors and ensured compliance.
  - C. During the 2018-2019 school year, the activity advisors implemented the fundraising reconciliation process to comply with board policy.
- III. **Establish committees for a capital plan and an instructional material replacement plan that includes district staff from all administrative areas that will develop a written plan to outline the needs of the district for equipment, repairs, textbook adoption and curriculum material replacements with priorities for the next five years. Review and update the plan annually. (p.39)**
  - A. The status of the recommendation is “Not in Progress.”
  - B. Although the district creates annual capital planning documents, interviews with the chief executive officer, chief of strategy and innovation and chief operations officer revealed at the time of the review, the district had not created committees to develop a capital plan and an instructional material replacement plan.

## The Lorain Promise Status

### COMMITMENT 1: Support the whole child, beginning at birth.

**GOAL 1: By 2022, we will have established strong community partnerships that provide families and scholars in Lorain the services and resources they need to support readiness to learn.**

#### STRATEGY 1: Build community, family and school partnerships to support scholars, beginning at birth.

- A. The status of the recommendation is “In Progress and Ongoing.”
- B. The Lorain Promise states that scholars will have access to services and resources from local community partners that support their readiness to learn. For example, the district mentioned that a community partner provided eyeglasses to help scholars see and learn.
- C. The district document, Birth to Bachelors Initiative, includes a vision of excellence, three pillars, goals for each pillar, progress toward each goal, timelines and expected progress indicators for 2018. There is no evidence of progress monitoring beyond 2018. The document sections are further described below:
  1. The Vision of Excellence - Parent University is a community collaborative to create a partnership between parents and schools that fosters a welcoming environment where all scholars and families experience success.
  2. The purpose of Pillar One, Cornerstone Seminars, is “to engage parents in scholars’ learning so that parents become full partners in their scholars’ education.”
    - Interviews with district administrators and a review of documents showed the district family office presented a “Family First” focus session on Sept. 25, 2018 at Lorain High School. The district provided this session to give parents the opportunity to:
      - Meet and gather information from district chief family officers;
      - Gain tools to help their scholar on their path to success;
      - Express their needs and concerns; and
      - Prepare for the district’s first Family University session on Oct. 27, 2018.
  3. The purpose of Pillar Two, Home to School Access, is to “provide opportunities to build positive relationships with teachers and the larger community.”
  4. The purpose of Pillar Three, Wrap Around Service, is to “provide families with access and utilization abilities to comprehensive resources to ensure maximum parental participation in scholar’s academic experience.”
    - According to documents and interviews, the district created a “Birth to Bachelor’s Initiative,” a partnership between parents and schools to foster a welcoming environment where all scholars and families will experience success.
    - According to documents reviewed and focus group participants, the district has created a Community-Business-Schools partnership. The goal of the partnership is to effectively use resources for the benefit of the scholars.
    - The Community-Business-Schools partnership met on Sept. 19, 2018, Oct. 17, 2018, Dec. 19, 2018 and April 17, 2019 to review district data and discuss district needs.
    - The district created an electronic resource intake form inviting partners to share information about the resources the district offers to scholars and families.
    - During the April meeting, partners participated in an activity in which each partner listed the resources they provide for each school. The group then reviewed the listed resources and identified equity gaps in services and programs at district schools.

## **STRATEGY 2: Focus on providing resources our scholars need to be healthy and present every day.**

- A. The status of the recommendation is “In Progress and Ongoing.”
- B. Community partners helped and supported scholars and families to reduce nonacademic barriers to regular school attendance. Examples include:
  - 1. Second Harvest hosts a food bank at one of the three district middle schools each Thursday from 4- 8 p.m. This service is available to all members of the community. More than 7,000 people visited the pantry between Sept. 1, 2018 and March 21, 2019.
  - 2. The district transportation office provides public bus passes for scholars living within a two-mile radius who are not eligible for district transportation, according to district policy.
  - 3. Mercy Health provides a school-based clinic at Washington Elementary to serve district scholars and adults. More than 700 scholars and adults have visited the clinic this school year.
  - 4. The district received donations from The Cleveland Browns Foundation and Love, Inc. of Lorain County to provide clothing to meet the district’s dress code requirements. The organizations delivered “Titan Dress Code Packages” to more than 100 families. Recipients took an attendance pledge as part of the criteria to receive the free items.
  - 5. The “Give Back Program” sponsored by the Cleveland Browns supports initiatives that target at-risk scholars and removes barriers to school attendance by providing appropriate school clothing.
- C. The Lorain Promise states the district has identified resources needed for scholars to be successful. However, the Lorain Promise lacks baseline information on current resources and how they are being used. The plan also lacks specific and measurable goals, action steps and incremental data points for reaching those targets.

## **STRATEGY 3: Remove barriers and build bridges between families and schools.**

- A. The status of the recommendation is “In Progress and Ongoing.”
- B. The district provides interpreters for non-English speaking families and translates written communication from English to Spanish.
- C. According to documents and interviews, beginning with the 2018-2019 school year, every district elementary school offers neighborhood, half-day and full-day PreK programs.
  - 1. The district added two PreK programs for the 2018-2019 school year to provide an educational foundation prior to kindergarten.
  - 2. District PreK administrators and staff revised the program attendance procedures in the parent handbook to emphasize the importance of school attendance on scholar achievement.
- D. The Lorain Promise has identified strategies for removing barriers and building bridges with families. However, the district does not identify baseline information on its current practices to remove barriers and build bridges. The district’s plan also lacks expected outcomes with yearly action steps and incremental data points for reaching those targets.



## **COMMITMENT 2: Invest in our early scholars.**

**GOAL 2: By 2022, our youngest scholars in Lorain will be equipped with the academic and character skills they need for a successful and joyful school experience in the years to come.**

**STRATEGY 1: Ensure that every Lorain scholar has access to and attends a high-quality prekindergarten program.**

- A. The status of this recommendation is “In Progress and Ongoing.”
- B. To increase the number of scholars attending prekindergarten, the district increased the number of classrooms, made the registration process more equitable for families and marketed success stories to the public.
  - 1. According to documents and interviews, the district has prekindergarten classrooms located in all 10 elementary buildings. The district added two classrooms in 2018-2019. The district offers free full-day and half-day programs.
  - 2. According to documents and interviews, the district has made the registration process more equitable for families.
    - The district posted a calendar of dates, times and locations for registration in English and in Spanish on its website including:
      - Daily registration at the district administration office from 8 a.m.-4 p.m.; and
      - Evening registration from 4:30-6 p.m. at the Lorain and South Lorain public libraries and the district administration center.
- C. The district website has links to all necessary registration forms.
- D. The district developed a survey for families to complete regarding the registration process.
  - 1. According to documents and interviews, the district has increased prekindergarten visibility in the community.
    - The district’s Winter 2018 issue of the “Promises Kept Quarterly” magazine updates stakeholders on Commitment 2: Invest in our Early Scholars.
    - The district held the Town Hall meeting on April 24, 2019 to celebrate the prekindergarten programs that earned a five-star rating in Ohio’s Step Up to Quality rating system.
    - The district raises awareness of registration and promotes the benefits of prekindergarten via billboard advertisements.
- E. To ensure a high-quality prekindergarten program, the district and The New Teacher Project partnered to assess the current program, develop a vision of excellence, adopt, implement and monitor a curriculum, and provide ongoing professional development to building administrators and teachers.
  - 1. According to documents and interviews, district administrators and personnel from The New Teacher Project conducted classroom observations in April 2018 to assess the current instruction, climate and learning environment.
- F. The findings from the classroom observations revealed the 2018 curriculum tools were inconsistently aligned to Ohio’s Early Learning Standards.
- G. The findings also showed instruction varied in quality from building to building.
  - 1. According to documents and interviews with district administrators, the district developed the Vision of Excellence in Early Childhood tool and aligned it with Ohio’s Learning Standards to guide teachers’ instructional planning. The tool has four tenets that describe the actions of scholars and teachers in excellent early childhood classrooms:
- H. Scholars engage in developmentally appropriate, intellectually stimulating work;

- I. Scholars have regular opportunities to practice and develop their social-emotional and problem-solving skills;
- J. Scholars shape their learning environment; and
- K. Scholars are provided an integrated, cohesive and joyful classroom experience.
  - 1. According to documents and interviews, a committee of stakeholders reviewed and selected a commercial curriculum, Creative Curriculum®. The stakeholders used the following criteria to evaluate the curriculum models:
    - Does the curriculum have an assessment system;
    - Does the curriculum align with Ohio’s Learning Standards;
    - Does the curriculum prepare scholars for the rigor of the K-12 standards; and
    - What research evidence supports the effectiveness of the curriculum?
  - 2. According to documents and interviews, the Early Learning Center holds teaching labs during monthly early release days for group coaching and professional development. The teaching labs are focused on the 2018-2019 Lorain City School District PreK Goals. The goals are:
    - Scholars will be engaged in lessons and activities that align to Ohio’s Learning Standards;
    - Scholars will be meaningfully engaged with a variety of texts;
    - Scholars will be engaged in oral language and vocabulary development; and
    - Scholars will demonstrate joy and pride in their work.
  - 3. According to documents and interviews, district administrators and The New Teacher Project developed the Lorain City School District ECE School Visit Tool to monitor fidelity of the curriculum implementation. According to documents and interviews, building administrators use the tool monthly to conduct instructional rounds. The district uses instructional rounds to observe teaching and learning in a classroom, based on the district’s expectation of a standards-based lesson and use of evidence-based text, academic language, content-rich nonfiction and scholar engagement in rigorous meaningful work.
- L. According to the Lorain City School District’s Vision of Excellence in Early Childhood Education the district has defined its philosophy plus scholar and teacher actions evident in a high-quality, prekindergarten program. However, the Lorain Promise lacks yearly benchmarks and metrics to determine if the district is making progress on each measurable outcome.

**STRATEGY 2: Strengthen K-2 literacy and numeracy instruction so that all scholars are on track to succeed by third grade.**

- A. The status of the recommendation is “In Progress and Ongoing.”
- B. According to documents, interviews and focus group participants, the district uses Northwest Evaluation Association Measures of Academic Progress and Achievement Network data to identify scholars at risk of not attaining 3<sup>rd</sup> grade reading competency by the end of grade 3.
  - 1. The district administers the Northwest Evaluation Association Measures of Academic Progress diagnostic three times a year to grade K-2 scholars.
  - 2. The district administers the Achievement Network’s sequence of assessed standards four times a year to grade 2 scholars.
- C. District and building administrators enter and review data on the district’s Excellent Schools Dashboard monthly.
- D. The staff in each building supports identified scholars daily in 30-minute intervention blocks.

- E. Although the district implements the Response to Intervention framework to support scholars who are not on track, a review of documents interviews indicates all buildings in the district do not use the process to identify or support scholars.
- F. The New Teacher Project conducted classroom observations in 2017 and 2018 to gather information on using standards-aligned lessons. The New Teacher Project results from the observations revealed:
  1. An increase in standards-aligned lessons from 17 percent in 2017 to 37 percent in 2018.
  2. Less than 50 percent of classroom instruction reflected the demands of the standards and the complexity and rigor required in English language arts and math.
- G. According to documents and interviews, district administrators and school leaders examined Northwest Evaluation Association Measure of Academic Progress domain results across grade levels in English language arts and determined a gap in foundational skills in grades K-2.
  1. According to documents and interviews, the Northwest Evaluation Association Measure of Academic Progress showed on track and off track trend data for cohorts in kindergarten-grade 2.
    - o The cohort entering kindergarten on track tends to remain on track at the beginning of first grade. However, the same cohort on track at the beginning of first grade decreases in second grade.
    - o The district purchased the foundational skills program, Foundations®, to help teachers close the identified gap. To ensure fidelity to the program, the district hired two coaches to train and support kindergarten-grade 1 teachers.
- E. According to documents, interviews and focus group participants, the district developed a K-2 Literacy Pilot Plan. A stakeholders committee created a K-2 Literacy Vision of Excellence, reviewed current curriculum materials, researched new curriculum materials and implemented a pilot program.
- F. The district accesses Ohio School Report Card data and results from district-administered interim assessments given four times a year to identify scholar progress for K-2 literacy and numeracy instruction. Results from these assessments are displayed on the Excellent Schools Dashboard and monitored at the district and building levels monthly. However, the district lacks a plan of long and short-range data points with clearly defined action steps, strategies and professional development to evaluate scholar progress toward strengthening instruction and ensuring all scholars are on track to succeed by third grade.

**STRATEGY 3: Ensure that every early scholar in Lorain develops the character skills they need to succeed in school and in the 21<sup>st</sup> century workforce.**

- A. The status of the recommendation is “In Progress and Ongoing.”
- B. According to documents, interviews and focus group participants, the district uses Restorative Practices®, a process designed to address the root cause of the misbehavior.
- C. The district collects data from scholars using the Youth Truth Survey.
- D. According to focus group participants, scholars receive support from community partners.
- E. According to the Lorain Promise, the district has defined examples of character traits scholars will need for success academically and in the workforce. The district-provided examples which include problem-solving, persistence, teamwork and communication. However, the strategy lacks a plan for fully defining and developing these skills in scholars. The district’s plan lacks scholar and adult behavior indicators along with methods for measuring and monitoring this strategy.

**COMMITMENT 3: Promote equity**

**GOAL 3: By 2022, we will have built a culture of equity. We will raise the achievement of all scholars while shrinking the achievement and opportunity gaps between scholars regardless of race, income or prior achievement.**

## STRATEGY 1: Close the opportunity gap.

- A. The status of the recommendation is “In Progress and Ongoing.”
- B. According to interviews, the district has not provided professional development focused on equity since the Lorain Promise was introduced.
- C. During the 2018-2019 school year, the career technical department developed a scholar recruitment plan to make counselors, teachers and scholars more aware of the career technical program opportunities.
  1. The high school counselors met with career technical teachers during the fall of 2018 to discuss program credentialing.
  2. The high school teachers took part in a tour of the career technical programs to become more familiar with career options for scholars.
  3. During the 2018-2019 school year, career technical teachers conducted presentations on career technical programs to all ninth and tenth grade scholars.

After the career technical program presentation, scholars identified their two programs of interest. Scholars then discussed their interests with a career technical teacher.

School counselors collected completed exit slips from scholars interested in enrolling in the career technical program.

    - During the 2018-2019 school year, all eighth grade scholars toured the career technical center.
- D. According to The New Teacher Project’s Alignment, Narratives and Evidence report, the district addressed these professional development needs regarding co-teaching:
  1. According to interviews and documents reviewed, the district shifted its focus from co-teaching practices to improving overall instructional practices, following the results of The New Teacher Project review in the spring of 2018. Due to the review, the district offered professional development to intervention specialists and general education teachers on how to run effective, weekly data meetings to analyze the needs of individual scholars.
  2. Although, the Lorain Promise states that the district will “write an equity plan that addresses the opportunity and achievement gaps and will be prepared to act on this plan beginning in school year 2018-2019,” there are no goals or action steps to address the achievement gap for students with disabilities.
  3. According to documents reviewed, district and building administrators, teacher focus group participants and student support staff, the district does not provide adequate professional learning opportunities and coaching on serving students with disabilities in least restrictive environments.
    - According to agendas and sign in sheets, since an initial training in 2016, the district has not provided districtwide training to support teachers’ implementation of inclusionary teaching practices for students with disabilities.
    - District documents revealed the district provided few co-teaching learning opportunities for intervention specialists and general education teachers. Documented trainings included: a two-hour professional learning session titled “Co-teaching Best Practices” on Oct. 16, 2017; 25 elementary teachers attended a co-teaching professional learning session on Feb. 20, 2018; and 18 elementary teachers, two intervention specialists, two paraprofessionals and one principal attended a building level co-teaching and inclusion session on Feb. 12, 2019.
- E. According to the Promises Kept Quarterly, Winter 2018 edition, the district gave laptops to all scholars in grades 6-12 for school and home use and the district has a nearly one-to-one ratio of laptops for scholars in grades 2-5.

- F. The district added two more PreK programs for the 2018-2019 school year. Every district elementary school now has a PreK program so scholars can transition from prekindergarten to a kindergarten class in the same school.
- G. According to the Promises Kept Quarterly, Winter 2018 edition:
  - 1. Four hundred fifty scholars are enrolled in the early college program or earning college credit while in high school.
  - 2. There is a 52 percent increase in district high school scholars on track to graduate with an associate degree in 2019;
  - 3. Forty-seven high school scholars scored higher than the national average on the ACT;
  - 4. Staff has entered 237,000 positive scholar behavior points logged in to the district data system.
- H. Even though the district has identified strategies and baseline data for improving equity across the district, under the section of the Lorain Promise entitled, “What we will do to get there,” the identified strategies have no metrics with yearly benchmarks to determine if the selected action steps are having an impact on closing the opportunity gap.
- I. Although the district document The Lorain Way, released in June 2018, states that district intervention specialists can “expect a higher emphasis on co-teaching expectations and collaboration” for the next school year, there is no evidence that the district increased its emphasis on co-teaching expectations or collaboration during the 2018-2019 school year.

**STRATEGY 2: Build culturally relevant leadership and teaching practices across the district.**

- A. The status of the recommendation is “Not in Progress.”
- B. A review of the Go Alignment to Lorain Promise, the Equity Moves and the Lorain Way documents revealed that:
  - 1. The district has not clearly defined “culturally relevant leadership”, which is leadership that recognizes and gives appropriate support to their diverse groups of students;
  - 2. The district has not expanded professional development offerings on culturally relevant teaching practices across the district; and
  - 3. The district has not identified action steps and measurable outcomes to promote culturally relevant practices.

**STRATEGY 3: Establish restorative justice practices and positive school culture in each of our buildings.**

- A. The status of the recommendation is “In Progress and Ongoing.”
- B. Interviews with district administrators confirmed district and building administrators attended an introduction to restorative practices session in August 2018.
- C. A review of documents revealed that although the district has identified family care and engagement, school climate and culture and scholar learning experiences as indicators of improvement for positive school culture, the district has not determined the metrics it will use to determine growth in these indicators.
- D. According to interviews and documents, the district devised a restorative approach to address negative behavior and help high school scholars manage conflict and control anger. Following consequences for negative behavior, a scholar will enter a restorative process to address the root cause of misbehavior.
  - 1. During the restorative process, impacted scholars will complete a restorative reflection assignment; meet with a guidance counselor to reestablish academic goals and set a path to graduation; meet with the social worker to participate in “Thinking to Change” to address his or her emotional needs; attend a restorative conference with a dean or director; take part in a restorative circle with those who were affected by the conflict to create a clear understanding of responsibility and participate in a touch point with a graduation guardian.

2. The district created a “Restorative Saturdays” program for high school scholars involved in conflict or fighting during school. In lieu of out-of-school suspensions, scholars can choose to attend a two-hour Saturday session facilitated by a building administrator. During the session, scholars are given the opportunity to understand school expectations and how to follow them.
- E. Although the district monitors scholar attendance using the Excellent Schools Dashboard, the Lorain Promise does not define yearly incremental improvement measures to achieve the goal of reducing the chronic absenteeism rate by 50 percent by 2022.

## **COMMITMENT 4: Create schools where adults and scholars thrive.**

**GOAL 4: By 2022, all Lorain City School District staff are supported to perform their best and to create strong learning environments so that scholars love coming to school and are supported to achieve high expectations.**

**STRATEGY 1: Define our vision for instructional excellence and focus our resources on supporting that vision.**

- A. The status of the recommendation is “In Progress and Ongoing.”
- B. The district held town hall meetings for personnel and other stakeholders to receive updates on the Lorain Promise.
- C. The district provided monthly newsletters for district personnel and other stakeholders to receive information on activities open to the Lorain community, including scholars. The newsletters include:
  1. Information on ways to become involved in the district through upcoming events or volunteering; and
  2. Summaries and explanations of improvement efforts, for example, monitoring classroom instruction.
- D. The district contracted with The New Teacher Project, Inc. to:
  1. Conduct a quality audit of existing preschool classrooms;
  2. Develop a shared vision of excellence in the district’s preK classrooms;
  3. Advise the Director of Early Childhood Education on the expansion and reorganization efforts;
  4. Support a select team to identify a new curriculum;
  5. Support pilot implementation of the new vision of excellence in early childhood education; and
  6. Support the execution of the district’s priorities for new leaders and teacher development, including professional development and development of a model aimed at:
    - Building a shared understanding of effective instruction;
    - Supporting observers to prioritize growth areas; and
    - Providing data to guide changes at the classroom, school and system levels.
- E. The district revised (and implemented) a building administrator selection process to refine expectations for turnaround leaders in the district. The district conducted the selection process for internal candidates on March 28, 2018, and the process for external candidates on April 7, 2018. The process includes:
  1. Performance tasks such as vision presentations and building entry plans;
  2. Role plays of family and community engagement and school culture;
  3. One-on-one interviews;
  4. Real-time feedback; and
  5. Group collaboration.

- F. The district established a Teacher Executive Advisory Network (TEAN) to give teachers the chance to provide input on the district, community, staff and scholars. The district selects teachers through an application process and some teachers voluntarily participate.
- G. The district conducted focus groups on April 3, 4, 8 and 9, 2019, to garner staff feedback on the improvement process and areas of refinement. Focus group topics included:
  - 1. Opportunity for all program and curriculum experiences (field trips);
  - 2. School culture and climate;
  - 3. Standards-based grading;
  - 4. Lorain Way 2.0;
  - 5. Professional development; and
  - 6. Special education, gifted and English learners.
- H. A review of financial reports and interviews with district and building administrators confirms that the district has taken actions in the 2018-2019 fiscal year to create operating efficiencies and savings so it can reallocate additional resources to best address the needs of students.
- I. The district reduced operating costs through these procedural changes:
  - 1. The district eliminated ineffective or inefficient program or tool resources. This is an important cost saving process because schools often find a new resource to improve learning and continue to use the old resource. The failure to remove redundant resources can be expensive and inefficient.
  - 2. The district created cost savings by changing its practice of hiring to fill all vacancies created by resignations and retirements. The previous practice occasionally resulted in the hiring and continued employment of more staff than was needed for fall enrollment. The new practice is to eliminate the position if fall enrollment is not confirmed, then hire once the need has been verified.
  - 3. The district created operating efficiencies by implementing the school pool funding program.
  - 4. The school pool funding program reorganizes building operations by combining Title I grant funding, IDEA B grant funding and general fund dollars into one operating budget. The general fund contributed \$54.3 million, Title I grant contributed \$2.9 million and IDEA B grant contributed \$1.7 million for a total of \$59 million.
  - 5. The school pool funding program allows a district to pool federal funds with general operating funds to address the needs of scholars.
    - o An employee can provide instruction and/or services under multiple grants and the general fund.
    - o While the grant funding loses its identification and tracking, it does not remove the requirement to provide the instruction and/or services to address the needs of scholars, provided for by the grant.
- J. A review of the Lorain Way and interviews from district administrators, building administrators and teachers indicates the district has established expectations, definitions and data points for monitoring instructional practices, and those results appear on the Excellent Schools Dashboard. However, the plan lacks yearly benchmarks and metrics to determine if the district is making incremental progress toward the 2022 goals.

**STRATEGY 2: Develop, recognize and reward our high-performing staff.**

- A. The status of the recommendation is “In Progress and Ongoing.”
- B. The district contracted with The New Teacher Project, Inc. to develop district leadership skill to support turnaround principals by:
  - 1. Working alongside district leadership to cofacilitate monthly classroom observations.

2. The district developed and trained building leadership on the weekly data meeting process with teachers.
  3. Building administrators facilitated weekly grade-level meetings with teachers and rotated observations in reading or math classrooms to look at the quality of scholar work.
  4. Building administrators coached teachers on standards-based instruction by:
    - Deconstructing a lesson standard;
    - Listing the criteria for success exemplar;
    - Naming the gap, or what scholars do not know or are not able to do; and
    - Planning and practicing to reteach the lesson.
  5. Building administrators use Whetstone<sup>®</sup>, an electronic system, to enter qualitative and quantitative observation data, monitor standards, align lessons and coach interactions, and provide feedback to teachers.
- C. The district developed a mentorship program to support principals with alternative licenses through co-observing, planning and problems solving.
1. Building administrators, who hold alternative principal licenses, are assigned mentors who:
    - Engage with the mentee at least twice a month;
    - Co-develop a professional learning plan;
    - Maintain a positive and supportive relationship; and
    - Model district expectations and values.
  2. Mentees are required to:
    - Complete a self-assessment inventory;
    - Collaboratively develop a professional learning plan using a provided template;
    - Forward an electronic copy of the professional learning plan to the chief of schools;
    - Complete instructional rounds with their mentors;
    - Review the school entry plan created at the beginning of the year and make notes of progress with the mentor; and
    - Review progress on the professional learning plan and consider mentor feedback for next year's learning plan to focus on scholar culture, staff culture and instruction.
- D. The district highlights staff perception data on leadership opportunities and recognition of accomplishments in the Lorain Promise. These serve as benchmark data for measuring this goal. District and building administrators provide instructional coaching using the weekly data meetings and feedback conversations after informal classroom observations. However, at the time of the review, a plan was not evident to recognize and reward high-performing staff.

**STRATEGY 3: Raise scholar voices in school and district decision making.**

- A. The status of the recommendation is “Not in Progress.”
- B. According to the Lorain Promise, the district has identified the year-end indicator of success for using scholar voices in decision making. “We will create opportunities for innovation for our scholars to give us ideas to improve our schools.” At the time of the review, the district did not provide evidence of strategies, action steps and metrics to determine progress toward the goal.



## **COMMITMENT 5: Prepare scholars for the world of tomorrow.**

**GOAL 5: By 2022, all high school scholars will be prepared and have the opportunity to obtain an associate degree or industry equivalent while still in high school.**

### **STRATEGY 1: Intensive focus on Math and English language arts**

- A. The status of the recommendation is “In Progress and Ongoing.”
- B. According to documents, interviews and focus group participants, the district developed a curriculum adoption timeline and guidance for grades 6-8 mathematics.
  - 1. The committee met monthly between January 2019 and April 2019.
    - Session 1 focused on high-quality, standard-aligned materials in mathematics focused on the areas of 1) focus and coherence; 2) rigor and mathematical practices; and 3) usability.
    - Session 2 focused on aspects of rigor and the Ed Reports tool for evaluating resources.
    - Session 3 focused on the review teams’ responses to the supports needed for effective use by middle school teachers.
    - Session 4 finalized the selected resource and plan implementation.
  - 2. According to documents, interviews and focus group participants, the district developed a K-2 Literacy Pilot Plan. A committee of stakeholders created a K-2 Literacy Vision of Excellence, reviewed current curriculum materials, researched new curriculum materials and implemented a pilot program.
- C. A review of documents indicates that the district has identified math and English language arts data targets for 2022. However, the district has not defined yearly benchmark data points to indicate progress toward the goal or determine if the chosen action steps provide high levels of achievement needed for this goal.

### **STRATEGY 2: Expand access to diverse pathways of learning across subject areas.**

- A. The status of the recommendation is “In Progress and Ongoing.”
- B. A district partnership with the Lorain County Community College offers three pathways for scholars to earn up to 30 tuition-free college credits, an associate degree and an industry credential along with their high school diploma.
  - 1. Scholars can enroll in the district early college academy and take all coursework on the high school campus.
  - 2. Scholars may choose to enroll in college courses not offered at the high school by attending classes online or on the college campus.
  - 3. Scholars can earn college credit and an industry credential by completing a career technical program and passing required credentialing exams.
- C. According to interviews with school leaders, scholars have greater access to career technical courses.
  - 1. The district offers 14 career technical education programs.
- D. According to interviews and documents reviewed, current high school scholars can schedule two new elective courses.
  - 1. The district offers a computer science elective course to prepare scholars for the Interactive Media and Graphic Design programs.
  - 2. The district offers a technical math and English course to better meet the needs of career technical scholars.
- E. According to interviews with building administrators, scholars have increased access to additional career technical courses offerings.

- F. According to interviews with building administrators, the district offers after school support to senior scholars preparing to take the WorkKeys/Workforce Readiness Test as an alternative pathway to an Ohio High School Diploma.

**STRATEGY 3: Expand support for our scholars to reach their college and career goals.**

- A. The status of the recommendation is “In Progress and Ongoing.”
- B. According to interviews, district administrators and school leaders identified senior scholars who need additional support to complete the requirements or a career technical credential, an associate degree or a high school diploma.
  - 1. According to interviews, administrators reviewed data in the Student Information System from PowerSchool to identify scholars who needed additional course credits for graduation. The Student Information System is an online platform that provides data on scholar performance, behavioral trends and key demographic information that districts use to make informed decisions that lead to scholars’ success.
  - 2. According to interviews, identified scholars enroll in a “boot camp” using the alternative learning program, Apex. Apex provides online courses designed to help scholars recover course credits needed to earn their high school diplomas.
- C. According to interviews, building administrators created a master schedule that increases the opportunity for scholars to enroll in career technical education courses while meeting graduation requirements in core classes.
- D. According to documents and interviews, the district developed a recruitment plan to increase scholar enrollment in career technical education courses.
  - 1. Career technical educators gave presentations to ninth and tenth grade scholars.
  - 2. Classroom teachers toured the 12 programs.
- E. According to documents, interviews and focus group participants, community partners support scholars in college preparation and career opportunities.
  - 1. College Now Greater Cleveland helps scholars enroll in two-year and four-year degree programs. College Now provides financial aid and scholarship counseling. Mentors offer afterschool college test preparation three times a week for eight weeks.
  - 2. ACES mentoring program includes leadership and social skills development, team building, college and career awareness, as well as field trips for approximately 100 scholars.
- F. Documents reviewed and interviews showed that, during the 2018-2019 school year, the career technical department developed a scholar recruitment plan to make counselors, teachers and scholars more aware of the career technical program opportunities.
  - 1. The high school counselors met with career technical teachers during fall 2018 to discuss program credentialing.
  - 2. High school teachers took part in a tour of the career technical programs to become more familiar with the opportunities for scholars.
  - 3. During the 2018-2019 school year, career technical teachers did career technical program presentations for all ninth and tenth grade scholars during their social studies and English classes.
  - 4. After each career technical program presentation, scholars completed exit slips to identify a first and second program of interest to them. After visiting their first choices and discussing the programs with a career technical teacher, scholars completed an exit ticket to indicate whether they were still interested in their first choices or if they wanted to visit second programs. School counselors collected completed exit slips from scholars interested in enrolling in career technical program.

5. During the 2018-2019 school year, all eighth grade scholars completed a tour of the career technical center.

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

The review was conducted April 22-25, 2019 by the following team of Ohio Department of Education staff members and independent consultants:

1. Dr. Claire Huff-Franklin, Center for Continuous Improvement
2. Linda Gibson-Fletcher, Leadership Governance and Communication
3. Bonnie Sickenger, Curriculum and Instruction
4. Dr. Ann Roberts, Assessment and Effective Use of Data
5. Carolyn Sue Mash, Human Resources and Professional Development
6. Karen Hopper, Student Supports
7. Jonathan Boyd, Fiscal Management

### District Review Activities

The following activities were conducted during the review:

#### Interviews

- The site visit included 51 hours of interviews and focus groups with 145 stakeholders, including board members, district administrators, school staff and teachers' association representatives.

#### Focus Groups

- Dean of Scholar & Family Engagement
- Dean of Academics
- Community Partners
- Parents
- Principal, Elementary School
- Principal Middle School/High School
- Teacher Elementary School/Middle School
- Teacher High School

#### Onsite Visits

- Building and Classroom Observations at all levels

# Lorain City School District

2601 Pole Avenue, Lorain, OH 44052

## Official District Review Schedule (As of April 20, 2019)

(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 and focus groups. Except for meetings with leadership teams, supervising staff members should not be scheduled in interviews or focus groups with those under their supervision.

### Day 1—April 22, 2019

Time	Activity	Time	Activity	Time	Activity
7:30-8:00	<b>ODE DRT Team Meeting</b> <b>C117 &amp; C118</b> <b>ALL DRT Members</b>				
8:00-8:15	<b>Orientation with District Leaders</b> <b>Foyer</b> <b>ALL DRT MEMBERS</b>				
8:30-11:00	<b>Classroom and Building Observations will be conducted by the Team Classroom Observers</b>				
8:30-9:25	<b>Assessment &amp; Data Interview</b> <b>Room 116</b>	8:30-9:25	<b>Leadership Interview</b> <b>Mr. Hardy's Office</b>	8:30-9:25	<b>Student Supports Interview</b> <b>Large Conf Room</b>
	Tech Support Data & Testing Coordinator Chief Equity & Achievement Officer EMIS Director <b>A&amp;D, HR/PD</b>		CEO <b>LGC, FM</b>		Gifted Coordinator English Language Learner Supervisor Special Education Supervisors Director of Scholar & Family Engagement <b>SS, C&amp;I</b>
9:30-10:25	<b>Student Supports Interview</b> <b>Small Conf Room</b>	9:30-10:25	<b>Leadership /Fiscal Interview</b> <b>Room 116</b>	9:30-10:25	<b>HR &amp; PD Interview</b> (focusing on OTES/OPES) <b>Large Conf Room</b>
	Executive Director of Secondary Schools Special Education Supervisor <b>SS, A&amp;D (9:30)</b>		Chief Strategy & Innovation Officer <b>LGC, FM, A&amp;D (10:00)</b>		Chief Schools Officer <b>HR/PD, C&amp;I, (LGC 10:00)</b>
10:30-11:25	<b>Student Supports Interview</b> <b>Room 116</b>	10:30-11:25	<b>Assessment &amp; Data Interview</b> <b>Large Conf Room</b>	10:30-11:25	<b>Curriculum Interview</b> <b>Small Conf Room</b>

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
	Wrap Around Services: Senior Project Manager Director of Scholar & Family Engagement <b>SS, FM</b>		District OIP Facilitators: Director of School Improvement Chief of Equity & Achievement Officer Director of Innovation <b>A&amp;D, HR/PD</b>		Executive Director Student Services Director of Early Childhood Special Education Supervisor <b>C&amp;I, LGC</b>
11:30-12:55	<b>DRT Working Lunch</b> <b>Team Workroom - C117 &amp; C118</b> <b>ALL DRT MEMBERS</b>	11:30-12:00	<b>Fiscal Interview</b> <b>Small Conf Room</b> Executive Director of Secondary Schools <b>FM</b>	11:30-12:25	<b>HR/PD Interview</b> <b>CA116</b> Teacher Union Officer <b>HR/PD</b>
1:00-1:55	<b>Leadership Interview</b> <b>Foyer</b> Community Leaders (e.g. City Officials, Business Leaders, etc.) <b>ALL DRT MEMBERS</b>				
2:00-2:55	<b>Assessment &amp; Data Interview</b> <b>Large Conf Room</b>	2:00-2:55	<b>Leadership Interview</b> <b>Room 116</b>	2:00-2:55	<b>Student Supports Interview</b> <b>Small Conf Room</b>
	Academic Support Partners <b>C&amp;I, A&amp;D</b>		Communications Teams <b>FM, LGC</b>		Chief Equity & Achievement Officer <b>SS, HR/PD</b>
3:00-3:55	<b>Leadership Interview</b>	4:00-4:55	<b>Leadership Interview</b>		
	<b>Principals for MS &amp; HS Director Focus Groups – FOYER</b> <b>ALL DRT MEMBERS</b>		<b>Elementary Principals Focus Group – FOYER</b> <b>ALL DRT MEMBERS</b>		
5:00	<b>Review Team Debrief</b> <b>C117 &amp; C118</b> <b>ALL DRT MEMBERS</b>				

**Site Visit Schedule**  
**Day 2—April 23**

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
8:00-8:30	<b>DRT Meeting ALL DRT MEMBERS</b> Team Workroom - C117 & C118				
8:30-4:00	Classroom and Building Observations will be conducted by the Team Classroom Observers				
8:30-9:25	<b>Leadership Interview</b> Large Conf Room	8:30-9:25	<b>Curriculum &amp; Instruction Interview</b> Small Conf Room	8:40-9:10	<b>HR Review of Personnel Files</b> HR Office
	Safety Coordinator LHS Building Safety Officers Building Safety Officers Compliance Officers LGC, FM		School Counselors C&I, A&D, SS	9:10-9:40	Data & Testing Coordinator HR/PD
9:30-10:25	<b>Interview</b> Room 116 Chief Operation Officer FM, HR/PD	9:30-10:25	<b>Interview</b> Small Conf Room Chief Schools Officer LGC, A&D	9:30-10:25	<b>Interview</b> Large Conf Room Chief Equity/Achievement Officer C&I, SS
10:30-11:25	<b>Technology Staff Demonstration</b> Large Conf Room ALL DRT MEMBERS				
11:45-12:45	<b>State Support Team SST2</b> Foyer ALL DRT MEMBERS				
12:45-1:55	<b>DRT Meeting/Working Lunch</b> Team Workroom – C117 & C118 ALL DRT MEMBERS	12:50-1:20	<b>Student Support Interview</b> CA116 EMIS Director SS, A&D	1:15-1:55	<b>HR/PD Interview</b> CA109 President, Administrators' Union HR/PD, LGC
2:00-2:55	<b>Community Partners Focus Group – Foyer</b> (e.g., Nonprofit organizations, for-profit organizations, etc.): ALL DRT MEMBERS			12:50-1:40	<b>Curriculum Interview</b> CSO Office Chief Schools Officer C&I, LGC (12:50)

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
2:30-2:55	<b>HR/PD Interview</b> <b>Director of School Improvement's Office</b> Director, School Improvement <b>HR/PD</b>				
3:00-3:55	<b>Teacher Focus Group HS</b> <b>Foyer</b> <b>ALL DRT MEMBERS</b>		4:00-4:55	<b>Teacher Focus Group Elementary &amp; MS</b> <b>Foyer</b> <b>ALL DRT MEMBERS</b>	
5:15-6:15	<b>Parent Focus Group</b> <b>Foyer</b> <b>ALL DRT MEMBERS</b>				
6:30	<b>Review Team Debrief</b> <b>Team Workroom - C117 &amp; C118</b> <b>ALL DRT MEMBERS</b>				

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## Site Visit Schedule

Day 3—April 24

Time	Activity	Time	Activity	Time	Activity
8:00-8:30	<b>DRT Meeting ALL DRT MEMBERS</b> Team Workroom - C117 & C118				
8:30-9:25	<b>Student Supports Interview</b> Small Conf Room Social Workers SS, HR/PD	8:30-9:25	<b>Fiscal Interview</b> Large Conf Room FM, LGC	8:30-9:25	<b>Curriculum &amp; Instruction Interview Room 116</b> Director of Early Childhood C&I, A&D
9:30-10:25	<b>Leadership Interview CA116</b> Senior Project Manager Director of Strategy Director of Innovation LGC, SS	9:30-10:25	<b>Assessment Interview with Dean of Academics</b> Large Conf Room C&I, A&D	9:30-10:25	<b>HR/PD Interview Small Conf Room</b> HR/PD, FM
10:30-11:25	<b>OPEN/Evidence Review &amp; Triangulation</b> Room: C117 & C118 FM	10:30-11:25	<b>Student Supports Interview</b> Large Conf Room SS, C&I	10:30-11:25	<b>Leadership Interview Small Conf Room</b> Director of School Improvement Director of Early Childhood LGC, HR/PD, A&D
11:30-12:55	<b>Working Lunch/Document Review</b> Location: C117 & C118 ALL DRT MEMBERS		11:00-12:15	<b>Assessment Interview</b> Large Conf Room Chief Strategy & Innovation Officer A&D, C&I	

<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>
1:00-1:55	<b>Leadership Interview</b> Room 116 Legal Counsel <b>LGC, C&amp;I, FM, HR/PD</b>	1:00-1:55	<b>OPEN/Evidence Review &amp; Triangulation</b> C117 & C118 <b>LGC, HR/PD, SS</b>	1:00-1:55	<b>Fiscal Management Interview</b> CA109 Athletic Director <b>FM</b>
2:00-2:55	<b>Fiscal Interview</b> CA116 Director of Innovation <b>FM, A&amp;D</b>	2:00-2:55	<b>Student Supports Interview</b> Psychologists Intervention Specialist <b>SS, HR/PD (1)</b>	2:00-2:55	<b>Leadership Interview</b> CA109 Director of Scholar & Family Engagement <b>LGC, HR/PD, C&amp;I</b>
4:00-4:55	<b>Dean of Academics Focus Group</b> CA107 <b>ALL DRT MEMBERS</b>	3:00-3:55	<b>Dean of Scholar &amp; Family Engagement Focus Group</b> Choir Room <b>ALL DRT MEMBERS</b>	3:00-5:00	<b>Open – Document Review</b> C117 & C118 <b>FM</b>
5:15	<b>Review Team Debrief and Team Members</b> Team Workroom - C117 & C118 <b>ALL DRT MEMBERS</b>				

## Site Visit Schedule Day 4—April 25

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
7:45-8:15	<b>DRT Meeting</b> <b>Team Workroom - C117 &amp; C118</b> <b>ALL DRT MEMBERS</b>				
8:00-12:00	<b>Classroom/Building Observers</b>				
8:00-8:55	<b>Student Support Interview</b> <b>Small Conf Room</b> Chief Family Officer <b>SS, A&amp;D</b>	8:00-8:55	<b>HR/PD Interview</b> <b>CA116</b> Chief Peoples Officer <b>HR/PD, FM (8:00)</b>	12:45-1:40	<b>Leadership Interview</b> <b>Location: Mr. Hardy's Office</b> CEO <b>LGC, A&amp;D, FM</b>
9:00-10:20	<b>Lorain Promise Interview</b> <b>Commitments 1, 3 and 4</b> <b>Large Conference Room</b> <b>ALL DRT MEMBERS</b>				
10:30-11:50	<b>Lorain Promise Interview</b> <b>Commitments 2 and 5</b> <b>Large Conference Room</b> Director of School Improvement Chief of Equity & Achievement Director of Innovation <b>ALL DRT MEMBERS</b>	12:00-12:30	<b>Assessment &amp; Data Interview</b> <b>CA120</b> EMIS Coordinator <b>A&amp;D</b>	12:30-12:45	<b>Assessment &amp; Data Interview</b> <b>CA120</b> Dean of Academics, HS <b>A&amp;D</b>
10:30-12:00	<b>Classroom Visits</b>	12:00-12:30	<b>Lunch</b> <b>C117 &amp; C118</b> <b>ALL DRT MEMBERS</b>		
12:45-2:00	<b>Classroom Observations</b> <b>ALL DRT MEMBERS</b>	12:45-1:00	<b>Fiscal Interview</b> <b>Location: Southview MS</b> Activity Advisors Yearbook Advisors		
2:15-2:30	<b>Fiscal Interview</b> <b>Location: Lorain High School</b> Yearbook Advisor <b>FM</b>				
2:00-3:00	<b>Team Debriefing Meeting</b> <b>C117 &amp; C118</b> <b>ALL DRT MEMBERS</b>				

## Key

- A&D** = Assessment & Effective Use of Data
- C&I** = Curriculum & Instruction
- CCI** = Center for Continuous Improvement
- DRT** = District Review Team
- FM** = Fiscal Management
- HR/PD** = Human Resources/Professional Development
- LG&C** = Leadership, Governance & Communication
- SS** = Student Supports

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# Appendix B: Figures and Tables Related to Accountability

## DISTRICT PROFILE

The Lorain City School District is in Lorain County. According to the United States Census Bureau, the estimated population of Lorain on July 1, 2017, was 63,841, which represents a 0.4 percent population decrease from the 2010 Census.<sup>12</sup> Approximately 82.6 percent of Lorain's population graduated from high school. The median household income within Lorain city boundaries is \$36,139, with 25.4 percent of the population living below the poverty line. The median household income in Ohio, by comparison, is \$52,407, with 14.9 percent of Ohio residents living below the poverty line.

In 2017-2018, the average teacher salary in the Lorain City School District was \$65,818 (see table B-1, Appendix B), representing an increase of \$2,011 over five years. During the same period, the percentage of teacher attendance increased from 92.5 percent to 94.5 percent; the percentage of highly effective teachers decreased from 100 percent to 98.1 percent; and teachers with master's or doctorate degrees decreased from 75.8 percent to 62.8 percent.

The student population of the school district in 2017-2018 was 21.8 percent White, Non-Hispanic; 7.9 percent Multiracial; 42.3 percent Hispanic and 27.6 percent Black, Non-Hispanic (see figure B-1, Appendix B). The district reported that in 2018, 99.9 percent of its students were economically disadvantaged, 19.3 percent had disabilities, 8.9 percent were English learners, and 6.6 percent were gifted students (see figure B-2, Appendix B). The district's enrollment has fallen over the last 10 years, from 8,288 in 2009 to 6,582 in 2018 (see figure B-3, Appendix B).

The Lorain City School District operates 15 schools:

- Admiral King Elementary School
- Frank Jacinto Elementary School
- Garfield Elementary School
- General Johnnie Wilson Middle School
- Hawthorne Elementary School
- Helen Steiner Rice Elementary School
- Larkmoor Elementary School
- Longfellow Middle School
- Lorain High School
- New Beginnings Academy Elementary School
- Palm Elementary School
- Southview Middle School
- Stevan Dohanos Elementary School
- Toni Wofford Morrison Elementary School
- Washington Elementary School

## STUDENT PERFORMANCE

Information about student performance includes data from the district's Ohio School Report Card: (1) the status of the district in the Ohio Department of Education's accountability system; (2) the progress the district is making toward narrowing achievement gaps, measured by the report card's Gap Closing component; (3) English language arts performance and student growth; (4) mathematics performance and student growth; (5) Performance Index (an aggregate score reflecting how all students performed on state tests); (6) 4- and 5-year graduation rates; (7) Prepared for Success (how well prepared students are for all future opportunities, whether training in a technical field, preparing for work or college); (8) attendance information and (9) progress the district is making toward improving at-risk K-3 readers.

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<sup>12</sup> United States Census Bureau, 2010. The population for 2017 was approximated using the 2010 population and percent change from 2010 to 2017.

This report provides three-year trend data where possible, in addition to areas in the district and/or its schools that are showing potentially meaningful gains or declines over these periods. In this section, as well as in Appendices B and C, the reported data is the most recent available.

### **1. District Report Card Summary**

- A. On its 2017-2018 Ohio School Report Card, the Lorain City School District received an overall “F” grade. It received a “D” grade on the Improving At-Risk K-3 Readers component and “F” grades on the Achievement, Progress, Gap Closing, Graduation Rate and Prepared for Success components.

### **2. District Gap Closing Summary**

- A. The Ohio School Report Card Gap Closing component shows how well schools and districts are meeting performance expectations for all students, especially our most vulnerable populations of students, in English language arts, math and graduation, and how they are doing in teaching English learners to become proficient in English.

To ensure that achievement gaps close by half statewide, by 2026, Ohio expects student subgroups to meet interim Performance Index and Graduation Rate targets or to improve annually by 10 percent. In English language arts, none of the district’s student subgroups met their interim performance goals in 2017-2018, but the district’s Multiracial subgroup earned full points by improving 11.1 percent from its previous year’s performance. The Students with Disabilities; Economically Disadvantaged; English Learners; White, Non-Hispanic; Black, Non-Hispanic; Hispanic; and All Students subgroups earned partial points toward the Performance Index component by improving performance, even though they improved by less than 10 percent (see figure B-4, Appendix B). In math, none of the district’s student subgroups met the interim performance goals in 2017-2018, but the district’s Hispanic and English Learner subgroups earned full points by improving by 12.7 percent and 23.5 percent, respectively. The Multiracial, Students with Disabilities, Economically Disadvantaged and All Students subgroups received partial points for showing some improvement from the previous year (see figure B-5, Appendix B). For the class of 2017, none of the district’s student subgroups met the interim four-year graduation rate goal, but the district’s Hispanic, Economically Disadvantaged, and English Learner subgroups did earn points for improving from the previous year. The remaining subgroups showed a decline in their four-year graduation rates between the class of 2016 and the class of 2017 (see figure B-6, Appendix B).

### **3. District English Language Arts Performance and Growth Summary<sup>13</sup>**

- A. The expectation for all districts and schools is for at least 80 percent of students to score proficient or higher on Ohio’s State Tests (measured in Indicators Met). The Lorain City School District did not meet the 80 percent benchmark for any English language arts indicator in the 2017-2018 school year (see figure B-7, Appendix B). However, English language arts in the district improved on several test-based indicators, with the largest increases in 7<sup>th</sup> grade (9.5 percent), 8<sup>th</sup> grade (6.2 percent) and English language arts I (6.2 percent) between the district’s 2017 and 2018 state report cards.
- B. The greatest proficiency gaps between the state average and the Lorain City School District occur in high school English language arts II (-33.2 percent), grade 8 English language arts (-29.1 percent) and grade 6 English language arts (-28.8 percent). (See figure B-8, Appendix B).
- C. The Lorain City School District’s results on the Progress Component of the 2018 Ohio School Report Card indicate significant evidence that students made more than expected progress in grade 4 (see figure B-9, Appendix B).

### **4. District Mathematics Performance and Growth Summary**

- A. The expectation for all districts and schools is for at least 80 percent of students to score proficient or higher on Ohio’s State Tests (measured in Indicators Met). The Lorain City School District did not meet the 80 percent benchmark for any math indicator in the 2017-2018 school year (see figure B-10, Appendix B). However, the district did improve on a few test-based indicators, with the largest increases in high school

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<sup>13</sup> Growth occurs when there is evidence that students made progress similar to or exceeding the statewide expectation.

algebra I (20.3 percent), grade 7 math (5.8 percent) and high school geometry (4.2 percent) between the district's 2017 and 2018 Ohio School Report Cards.

- B. The greatest proficiency gaps between the state average and the Lorain City School District (not including high school mathematics I and high school mathematics II) occurred in grade 6 (-33.3 percent), grade 7 (-32.8 percent), and grade 5 (-32.0 percent). (See figure B-11, Appendix B.)
- C. The Lorain City School District's Value-Added results on the Progress Component indicate significant evidence that students made less than expected progress in math at all grade levels and in high school math subjects. (See figure B-12, Appendix B).

#### **5. District Performance Index Summary<sup>14</sup>**

- A. The Lorain City School District's Performance Index score for the 2017-2018 school year was 62.9, an increase from 61.6 in 2016-2017 and 61.2 in 2015-2016 (see figure B-13, Appendix B).

#### **6. District Graduation Summary<sup>15</sup>**

- A. The Lorain City School District's four-year graduation rate for 2018 (class of 2017) was 70.9 percent. Its five-year graduation rate (class of 2016) was 75.6 percent (see figure B-14, Appendix B). Both the four-year and five-year graduation rates are lower than those for similar districts and lower than the state average this year (see figure B-15, Appendix B).
- B. The percentage of district students who did not graduate within four years was 29.1, compared to the state average of 15.9 percent. The four-year graduation rates increased slightly from 69.4 percent for the class of 2013 to 70.9 percent for the class of 2017. The five-year graduation rate remained steady from 75.5 percent for the Class of 2013 to 75.6 percent for the class of 2016.

#### **7. District Prepared for Success Summary**

- A. The Prepared for Success component of the Ohio School Report Card measures students' scores on the ACT and SAT, Advanced Placement (AP) and International Baccalaureate (IB) tests, the percentage of students receiving honors diplomas, the percentage of students earning college credit while in high school through College Credit Plus and the percentage of students receiving industry-recognized credentials.
- B. The Lorain City School District's ACT participation in 2018 (the class of 2017) was 16 percent of students (see figure B-16, Appendix B). Of the students in the entire graduating class, 1 percent received remediation-free scores. This is a decrease from 1.1 percent in 2017 (the class of 2016).
- C. The percentage of students receiving honors diplomas decreased from 3.9 percent in 2016 (the class of 2015) to 2.4 percent in 2018 (the class of 2017).
- D. College Credit Plus participation increased from 18.2 percent in 2016 (class of 2015) to 22.2 percent in 2017 (class of 2016) but fell again to 19.3 percent in 2018 (class of 2017).
- E. The percentage of students receiving industry-recognized credentials increased to 5.1 percent in 2018 (class of 2017).

#### **8. District Attendance and Chronic Absenteeism Summary**

- A. The Lorain City School District's attendance rate was 87.2 percent in 2018 compared to the state average student attendance rate of 93.7 percent (see figure B-17, Appendix B).
- B. The district's chronic absenteeism rate<sup>16</sup> increased from 29.4 percent in 2017 to 42.4 percent in 2018 (see figure B-18, Appendix B). The percentage of students who needed universal support<sup>17</sup> for attendance was

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<sup>14</sup> The Performance Index score measures the achievement of every student regardless of their levels of proficiency. Schools receive points for every level of achievement, with more points being awarded for higher passing scores. Untested students also are included in the calculation and schools and districts receive zero points for them. For purposes of assigning the letter grades, a Performance Index score of 120 is considered to be a "perfect" score. Districts and schools will receive one of five letter grades from "A" through "F" based on the percentage of total possible points earned.

<sup>15</sup> Graduation rate is the percentage of students who received a regular or honors diploma during or before the end of the school year.

<sup>16</sup> Students who miss 10 percent or more of school are identified as chronically absent.

<sup>17</sup> Universal supports are strategies that encourage good attendance for all students. Students who miss less than 10 percent of school require universal support for attendance. Students who miss between 10 percent and 20 percent of school require moderate support. Students who miss 20 or more percent of school require intensive support.

57.6 percent, compared to 24.8 percent who needed moderate support and 17.6 percent who needed intensive support (see figure B-19, Appendix B).

- C. During the 2017-2018 school year, 12<sup>th</sup> grade students had the highest chronic absenteeism rate in the district at 69.9 percent (see figure B-20, Appendix B).

## 9. District Literacy Summary

- A. Under Ohio's Third Grade Reading Guarantee, kindergarten–grade 3 students are expected to make progress toward being “on track” in literacy to ensure they can earn the scores they need on the grade 3 Ohio State Test and be promoted to 4<sup>th</sup> grade<sup>18</sup>. Of the Lorain City School District's 582 students who were “off track” in literacy in 2018, 161 moved to on track status (see figures B-21 and B-22, Appendix B).
- B. During the 2017-2018 school year, 14.1 percent of the district's third graders did not meet the Third Grade Reading Guarantee requirements for promotion to 4<sup>th</sup> grade.

## 10. District Financial Data Summary

- A. In 2017-2018, the Lorain City School District spent \$9,489.20 per equivalent pupil (the equivalent \$9,489.20 per pupil), compared to the state average of \$9,353.10 (see figure B-23, Appendix B). As a percentage of total expenditures, the district spent less on classroom instruction (65.4 percent) than both of its similar districts (69.1 percent) and the state overall (67.6 percent) (see figure B-24, Appendix B).
- B. More than 68 percent of the district's revenue came from state funds, with local funds making up the second highest percent of Lorain's revenue, at 14.3 percent (see figure B-25, Appendix B).

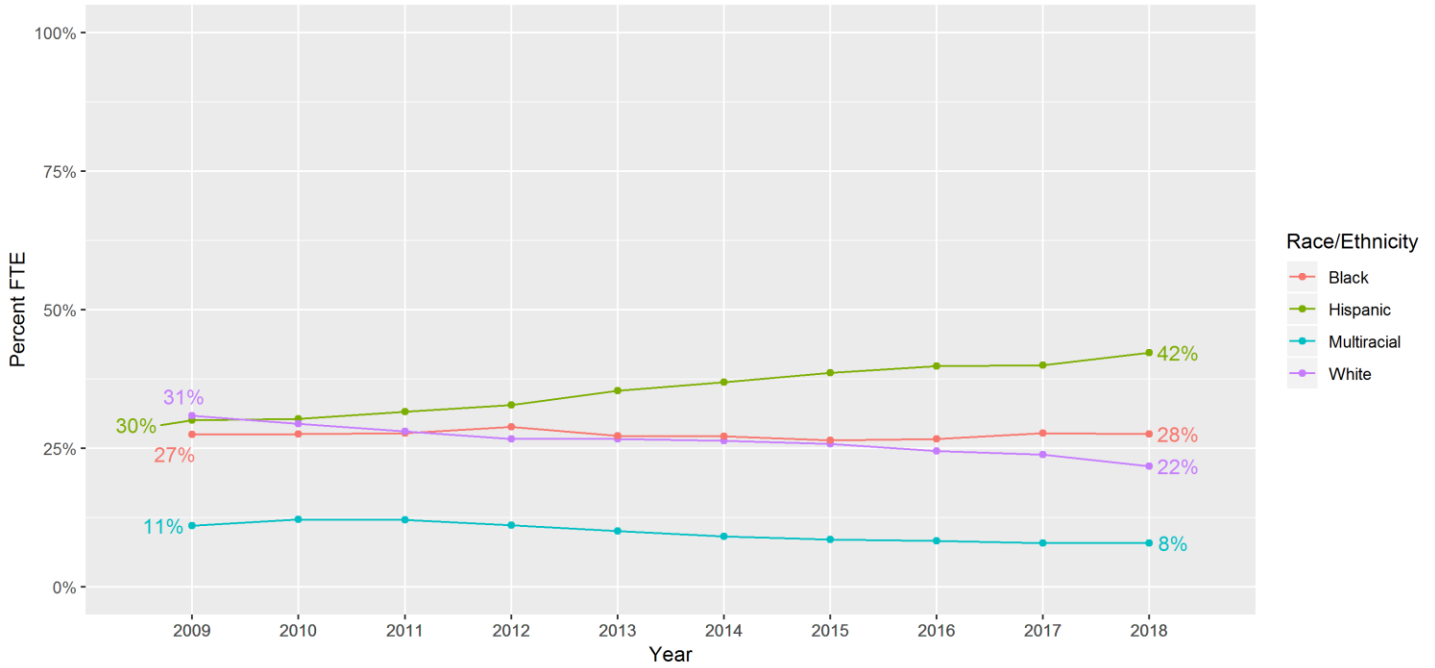
During the 2017-2018 school year, the Lorain City School District spent \$642, or 40.1 percent, more on administration and \$382, or 91.1 percent, more on staff-support, per equivalent pupil, than the state average (see table B-2, Appendix B).

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<sup>18</sup> Failure to read at a third-grade reading level by the end of grade 3 is associated with greater academic struggles in grades 4 and beyond, as well as higher dropout rates.

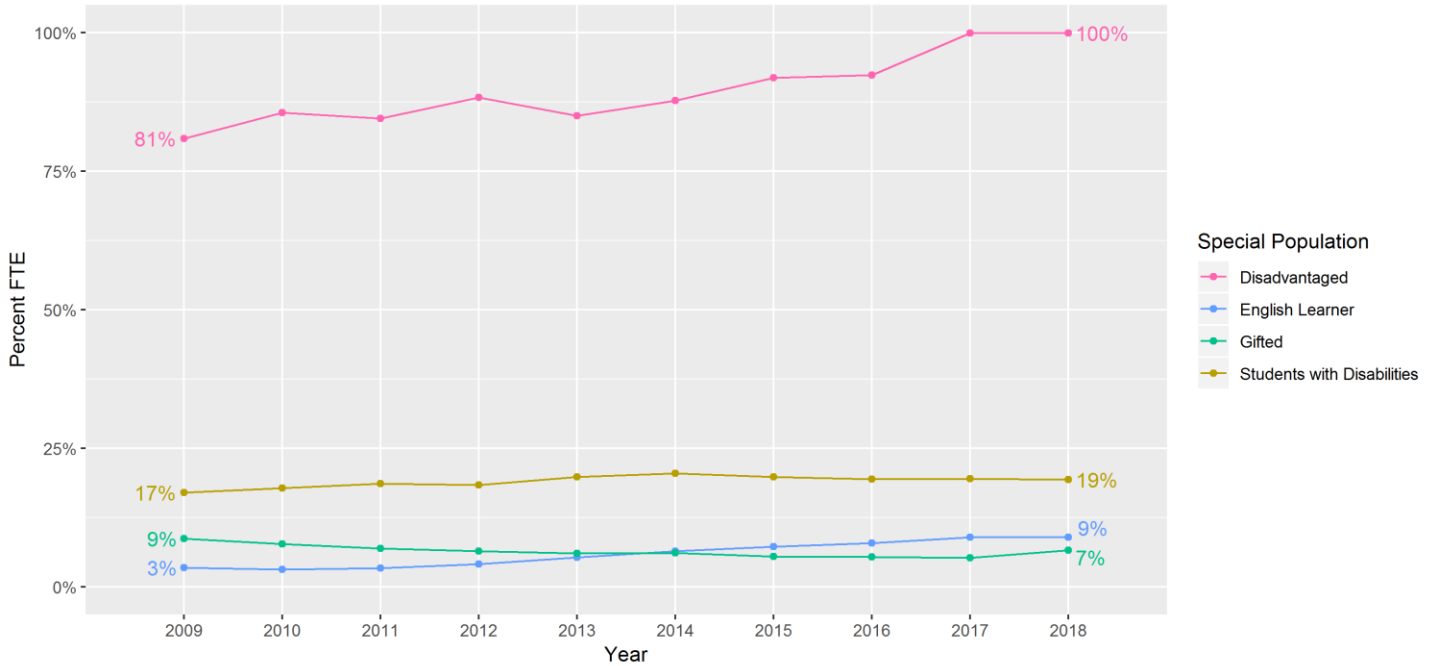


Figure B-1: Lorain City School District: Enrollment – Race



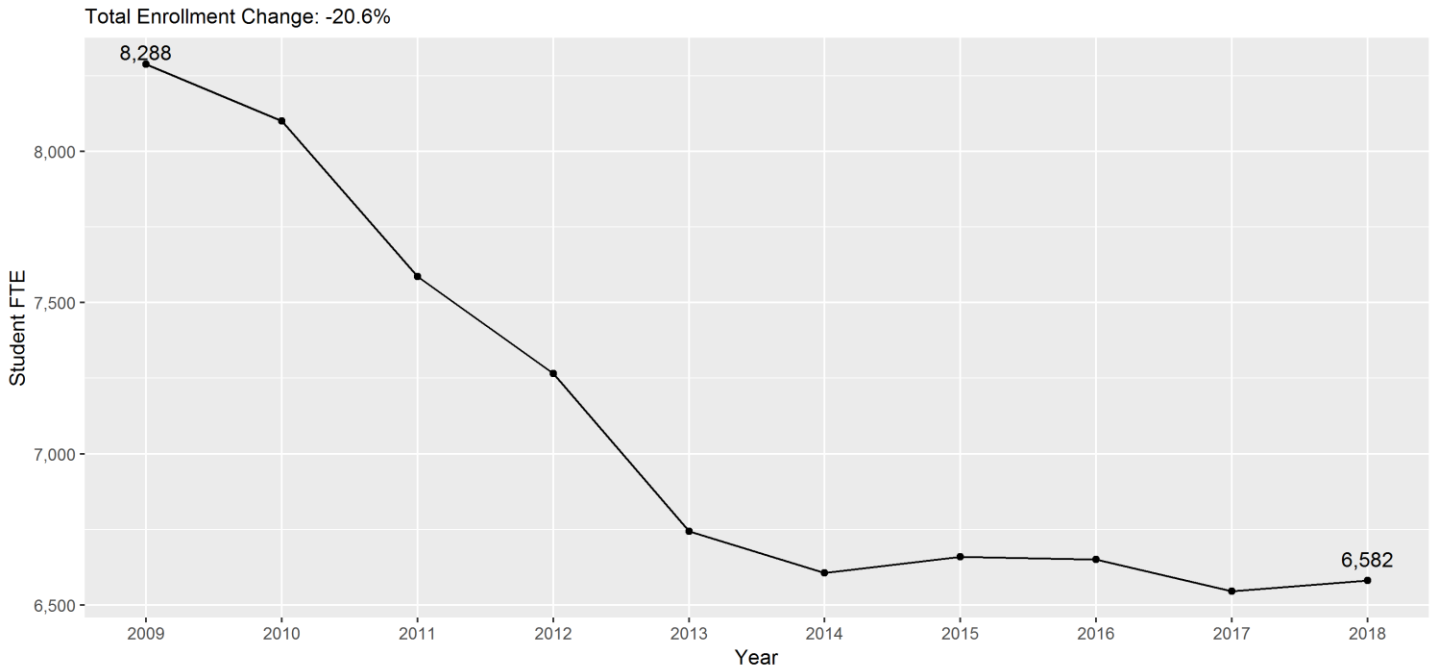
Source: Ohio Department of Education, Office of Accountability

Figure B-2: Lorain City School District: Enrollment – Special Populations



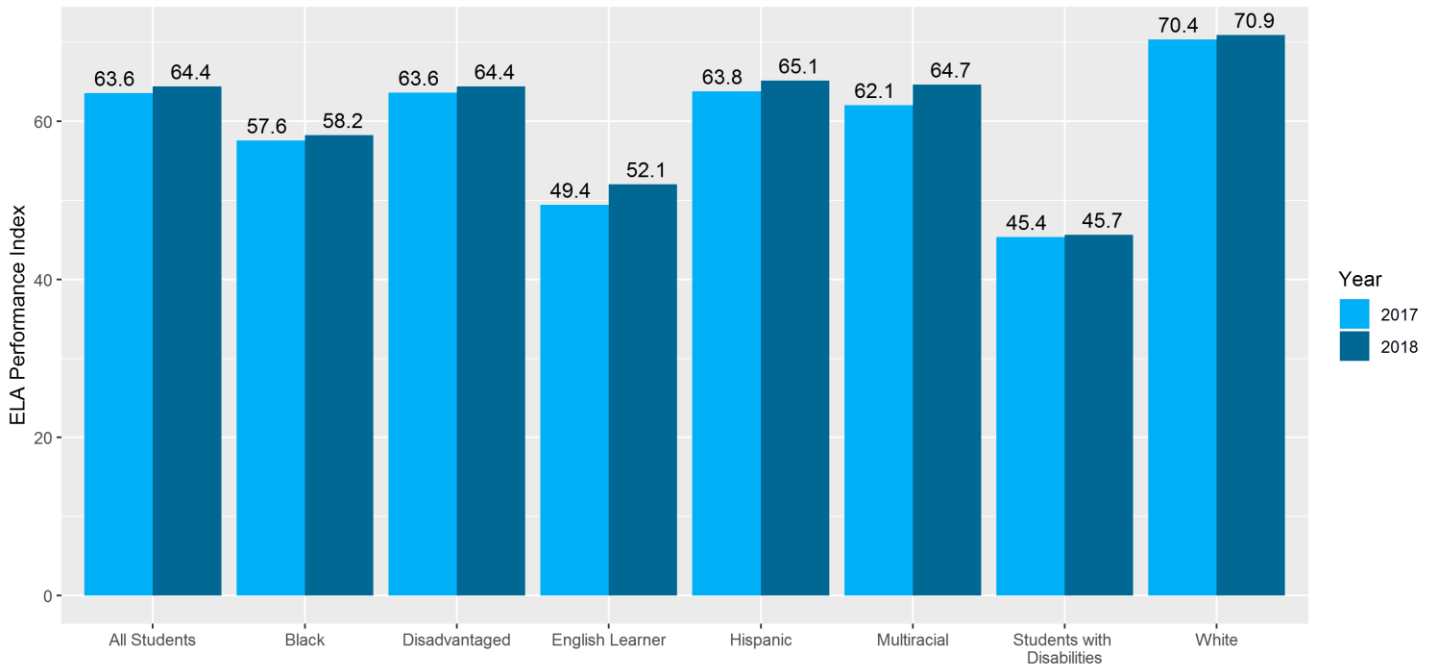
Source: Ohio Department of Education, Office of Accountability

Figure B-3: Lorain City School District: Enrollment – 10-Year Trend



Source: Ohio Department of Education, Office of Accountability

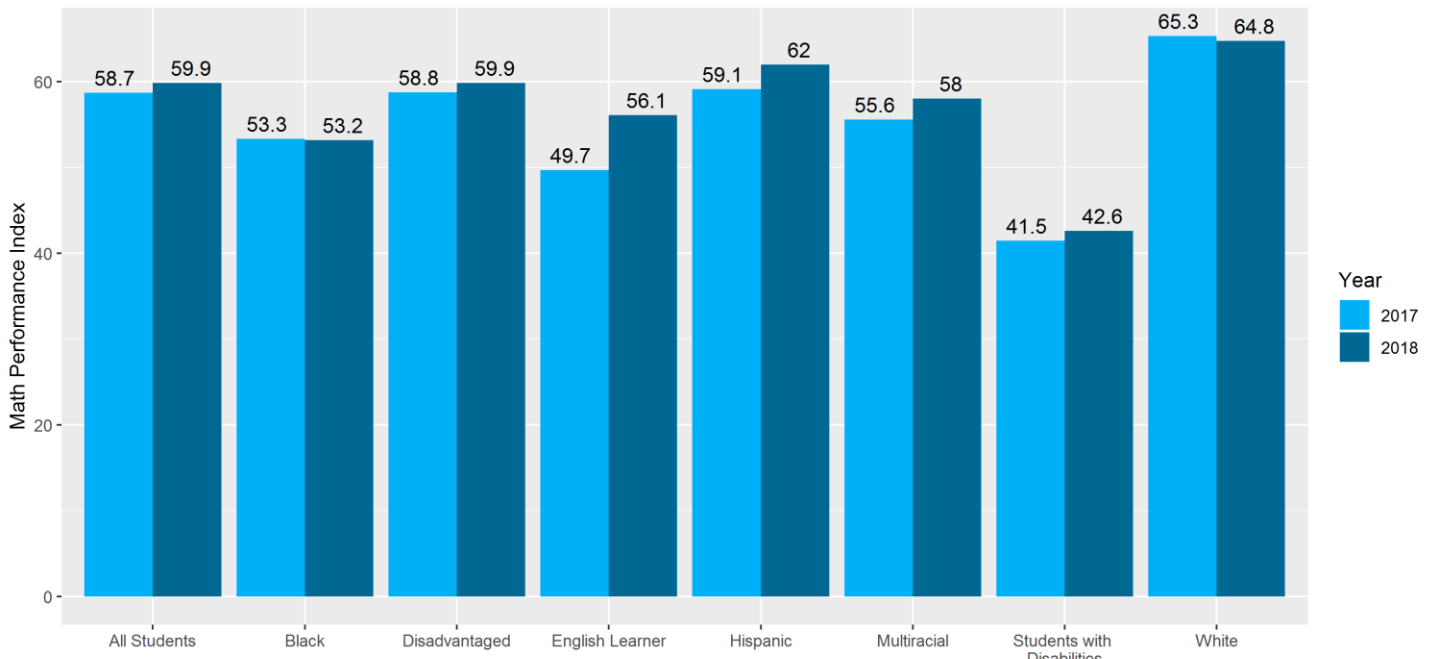
Figure B-4: Lorain City School District: Gap Closing – English Language Arts<sup>19</sup>



Source: Ohio Department of Education, Office of Accountability

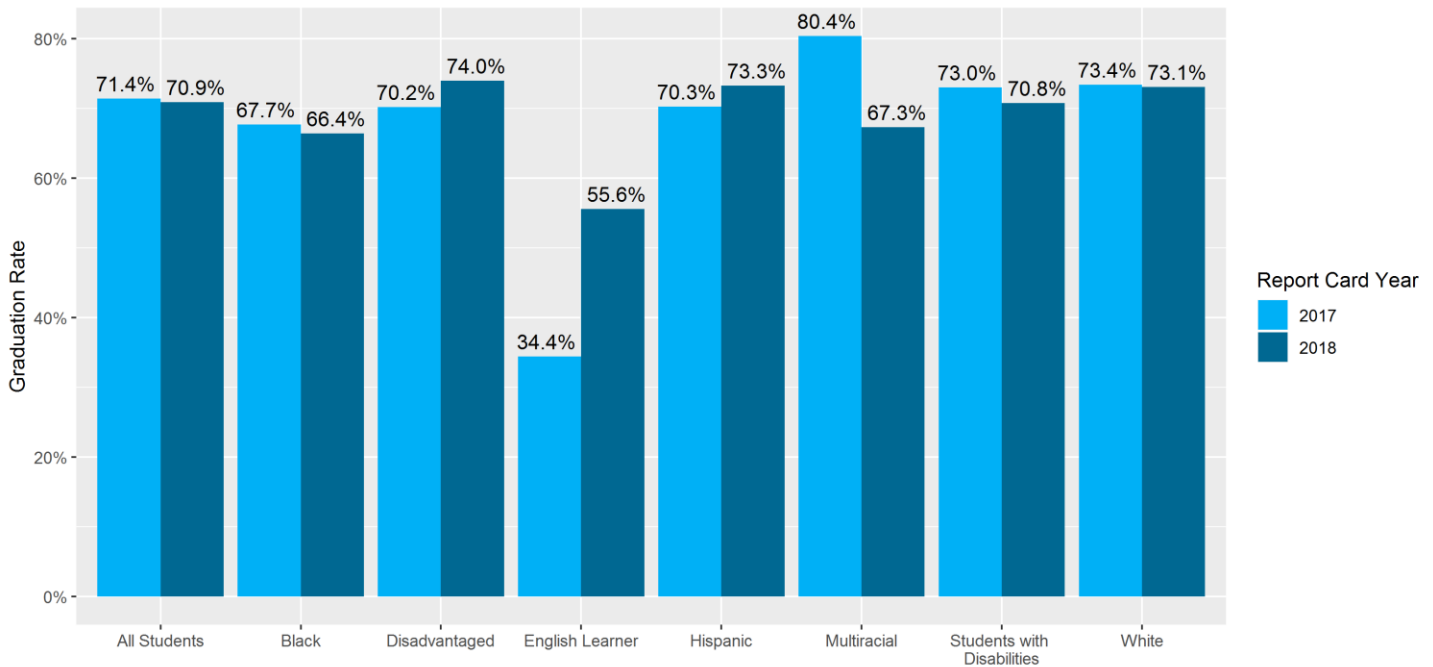
<sup>19</sup> In 2017, the Hispanic subgroup had fewer than 30 students, so it was not part of the Gap Closing calculation. There were more than 25 Hispanic students as part of the 2018 Ohio School Report Card, so a value was calculated.

Figure B-5: Lorain City School District: Gap Closing – Mathematics<sup>20</sup>



Source: Ohio Department of Education, Office of Accountability

Figure B-6: Lorain City School District: Gap Closing – Graduation



Source: Ohio Department of Education, Office of Accountability

<sup>20</sup> In 2017, the Hispanic subgroup had fewer than 30 students, so it was not part of the Gap Closing calculation. There were more than 25 Hispanic students as part of the 2018 Ohio School Report Card, so a value was calculated.

Figure B-7: Lorain City School District: English Language Arts Proficiency – Trend

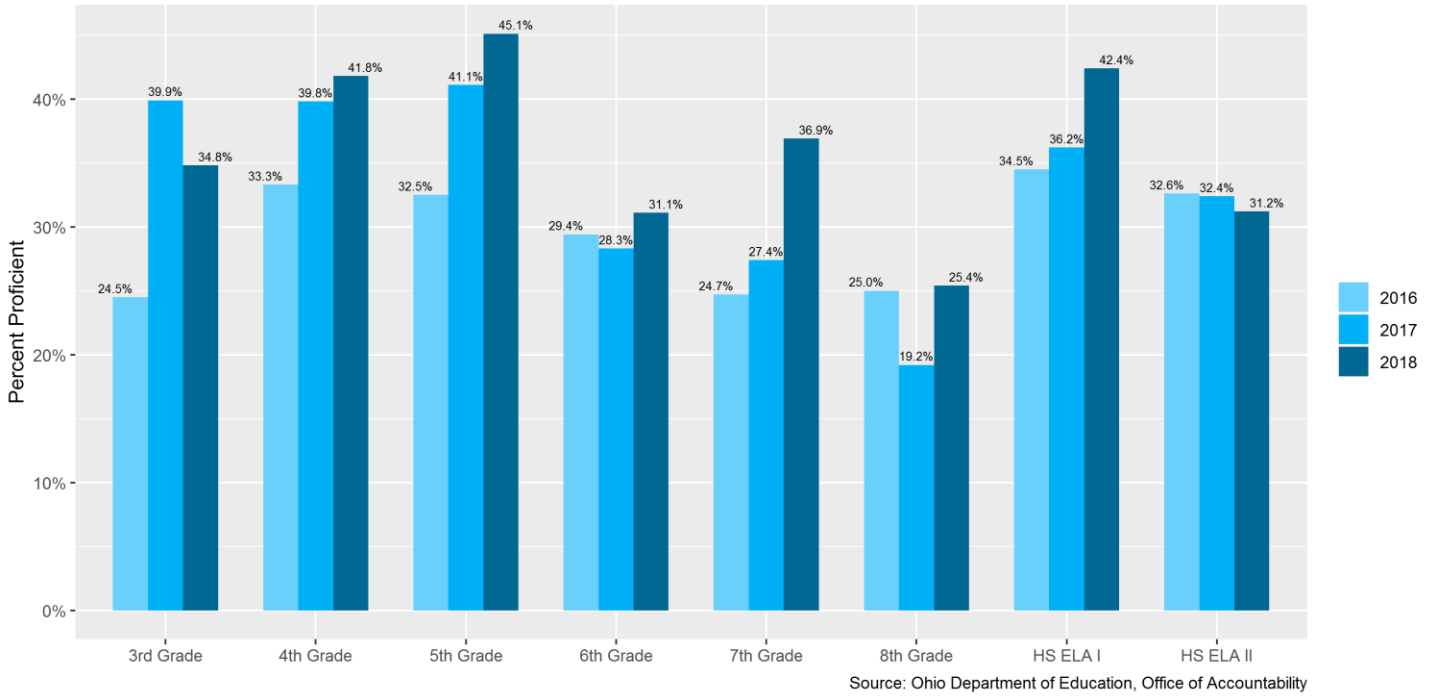


Figure B-8: Lorain City School District: English Language Arts Proficiency – Comparison

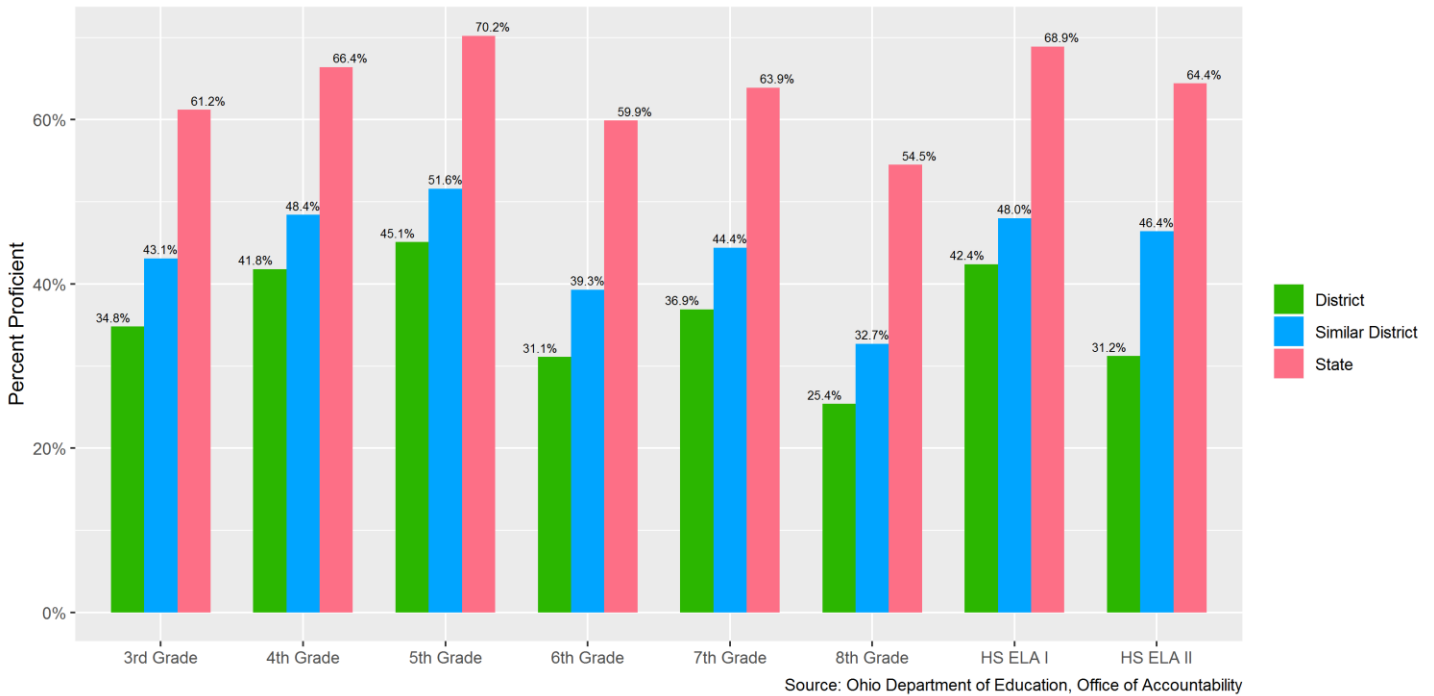


Figure B-9: Lorain City School District: English Language Arts Value-Added

**Report:** District Value-Added      **Test:** Ohio's State Tests (3-8)   
**District:** Lorain City Schools (044263)      **Subject:** English Language Arts  
**Year:** 2018      **Type:** Accountable

Reporting that includes only those students who were accountable to that school or district is available under the OST Accountable test.

The values in the table below are rounded for display purposes. Note that the unrounded gain is divided by the unrounded standard error to obtain a gain index. The gain index is rounded before being displayed on the Ohio school report card's Progress report. For this reason, the numbers on the two reports might be very different.

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	
2016 Growth Measure		1.9 DG	-6.5 R	-2.7 R	-8.0 R	-4.2 R	-4.0
Standard Error		0.7	0.7	0.7	0.6	0.6	0.3
2017 Growth Measure		3.8 DG	-1.3 O	-3.1 R	-3.2 R	-2.8 R	-1.5
Standard Error		0.8	0.7	0.7	0.6	0.6	0.3
2018 Growth Measure		-2.0 R	-3.8 R	-1.5 R	3.9 DG	0.7 LG	-0.5
Standard Error		0.7	0.7	0.6	0.6	0.6	0.3
3-Year-Average Growth Measure		1.1 DG	-3.9 R	-2.4 R	-2.7 R	-2.2 R	-2.0
Standard Error		0.4	0.4	0.4	0.4	0.3	0.1

Estimated District Average Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2015 Average Achievement	35.9	44.7	42.7	43.9	41.2	39.7	
2016 Average Achievement	34.9	39.5	37.0	38.6	35.1	36.9	
2017 Average Achievement	38.3	38.9	37.6	32.7	34.7	32.5	
2018 Average Achievement	37.0	38.2	35.2	36.4	36.1	36.6	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2016	542	688.6	29	692.1	33	-3.4 R	0.6
	2017	639	689.2	26	693.8	31	-4.4 R	0.5
	2018	495	694.3	22	697.0	25	-2.5 R	0.6
	3-Yr-Avg	1676	690.5	24	694.2	28	-3.5 R	0.3

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts II	2016	447	687.2	28	687.9	29	-0.6 Y	0.7
	2017	662	686.3	27	688.9	29	-2.5 R	0.6
	2018	459	681.7	16	691.9	25	-9.9 R	0.7
	3-Yr-Avg	1568	685.2	22	689.5	26	-4.1 R	0.4

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: Lorain City School District: Mathematics Proficiency – Trend

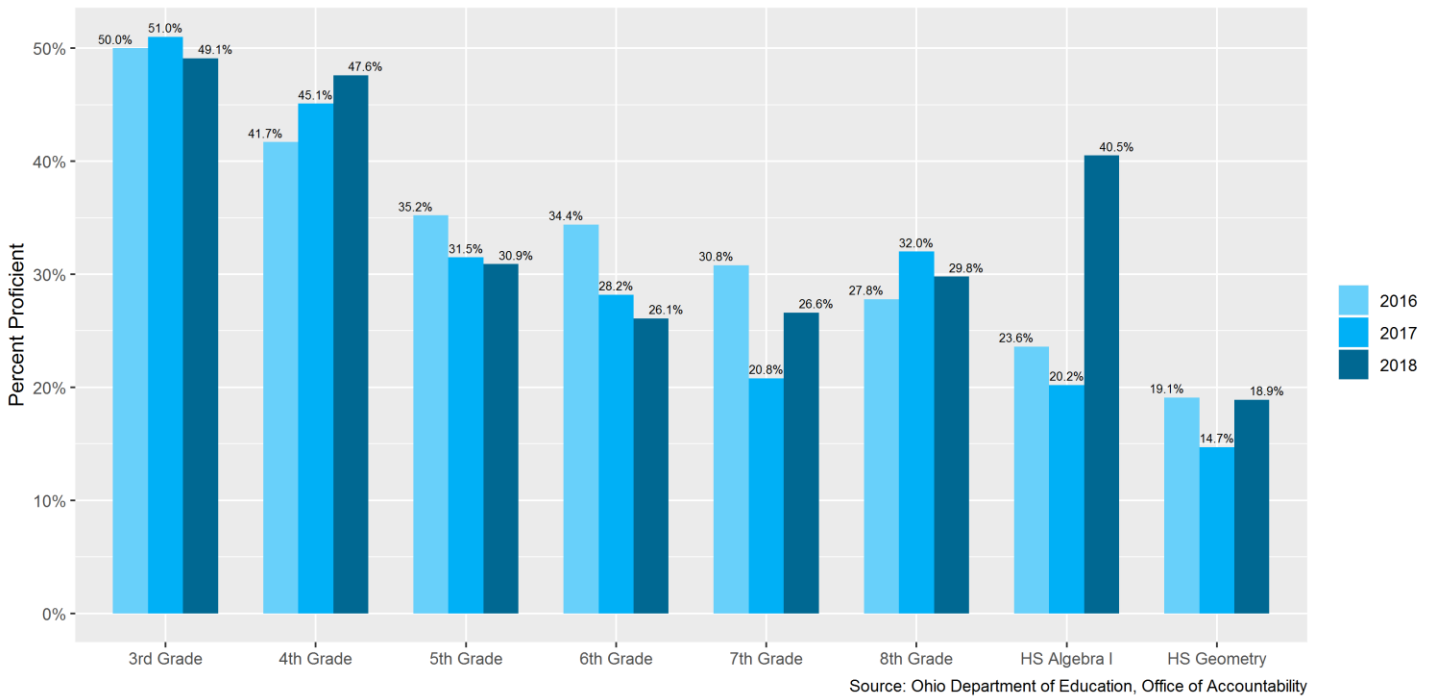


Figure B-11: Lorain City School District: Mathematics Proficiency – Comparison

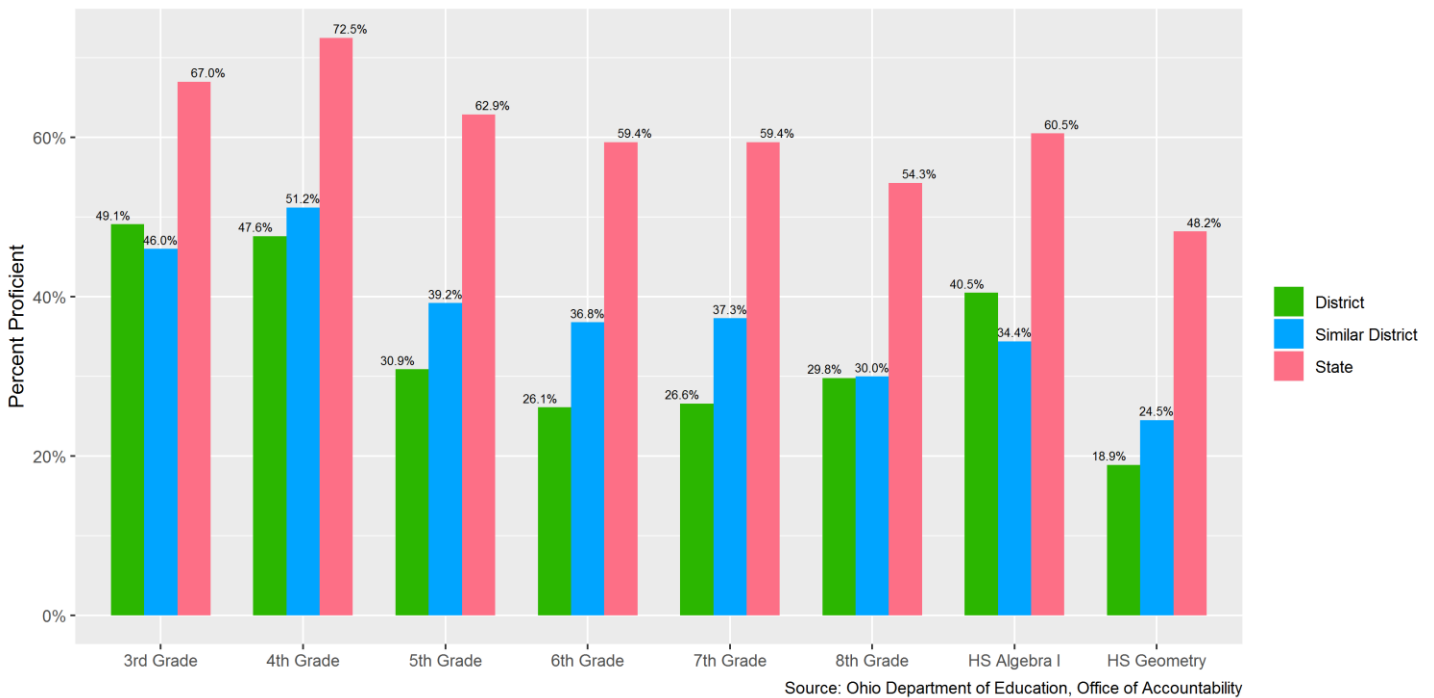


Figure B-12: Lorain City School District: Mathematics Value-Added

**Report:** District Value-Added      **Test:** Ohio's State Tests (3-8)   
**District:** Lorain City Schools (044263)      **Subject:** Mathematics  
**Year:** 2018      **Type:** Accountable

Reporting that includes only those students who were accountable to that school or district is available under the OST Accountable test.

The values in the table below are rounded for display purposes. Note that the unrounded gain is divided by the unrounded standard error to obtain a gain index. The gain index is rounded before being displayed on the Ohio school report card's Progress report. For this reason, the numbers on the two reports might be very different.

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	
2016 Growth Measure		-3.2 R	-3.0 R	-2.7 R	-2.8 R	-1.5 R	-2.6
Standard Error		0.6	0.6	0.6	0.5	0.6	0.3
2017 Growth Measure		0.2 Y	-1.0 O	-1.7 R	-2.2 R	-2.6 R	-1.5
Standard Error		2.0	0.6	0.6	0.5	0.6	0.4
2018 Growth Measure		-4.1 R	-0.7 O	-3.1 R	-0.6 O	-0.1 Y	-1.8
Standard Error		0.6	0.6	0.6	0.6	0.6	0.3
3-Year-Average Growth Measure		-2.5 R	-1.6 R	-2.5 R	-1.9 R	-1.4 R	-2.0
Standard Error		0.7	0.3	0.3	0.3	0.3	0.2
Estimated District Average Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2015 Average Achievement	40.5	41.5	41.0	40.8	38.4	35.4	
2016 Average Achievement		38.5	37.8	37.6	37.1	36.9	
2017 Average Achievement	40.0	36.6	36.9	34.9	34.6	34.6	
2018 Average Achievement	40.7	37.5	35.5	34.2	33.9	35.9	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	548	678.7	27	684.0	34	-5.2 R	0.7
	2017	743	681.0	26	686.0	33	-4.8 R	0.6
	2018	296	693.7	30	697.7	34	-3.9 R	0.9
	3-Yr-Avg	1587	682.6	24	687.5	30	-4.8 R	0.4

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Geometry	2016	456	678.8	23	683.6	28	-4.6 R	0.7
	2017	630	673.3	24	676.4	30	-3.0 R	0.7
	2018	457	667.4	22	675.5	29	-8.0 R	0.9
	3-Yr-Avg	1543	673.2	23	678.3	27	-5.0 R	0.4

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: Lorain City School District: Performance Index – Trend

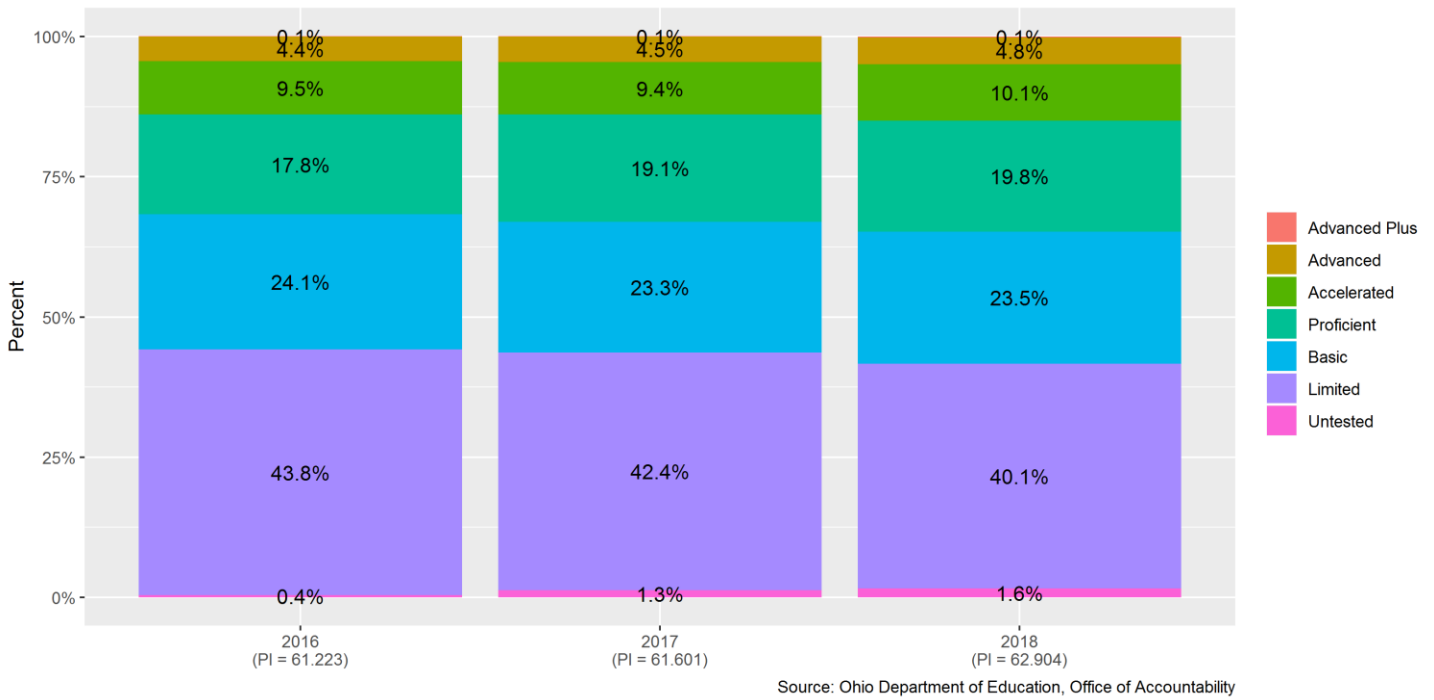


Figure B-14: Lorain City School District: Graduation Rate – Trend

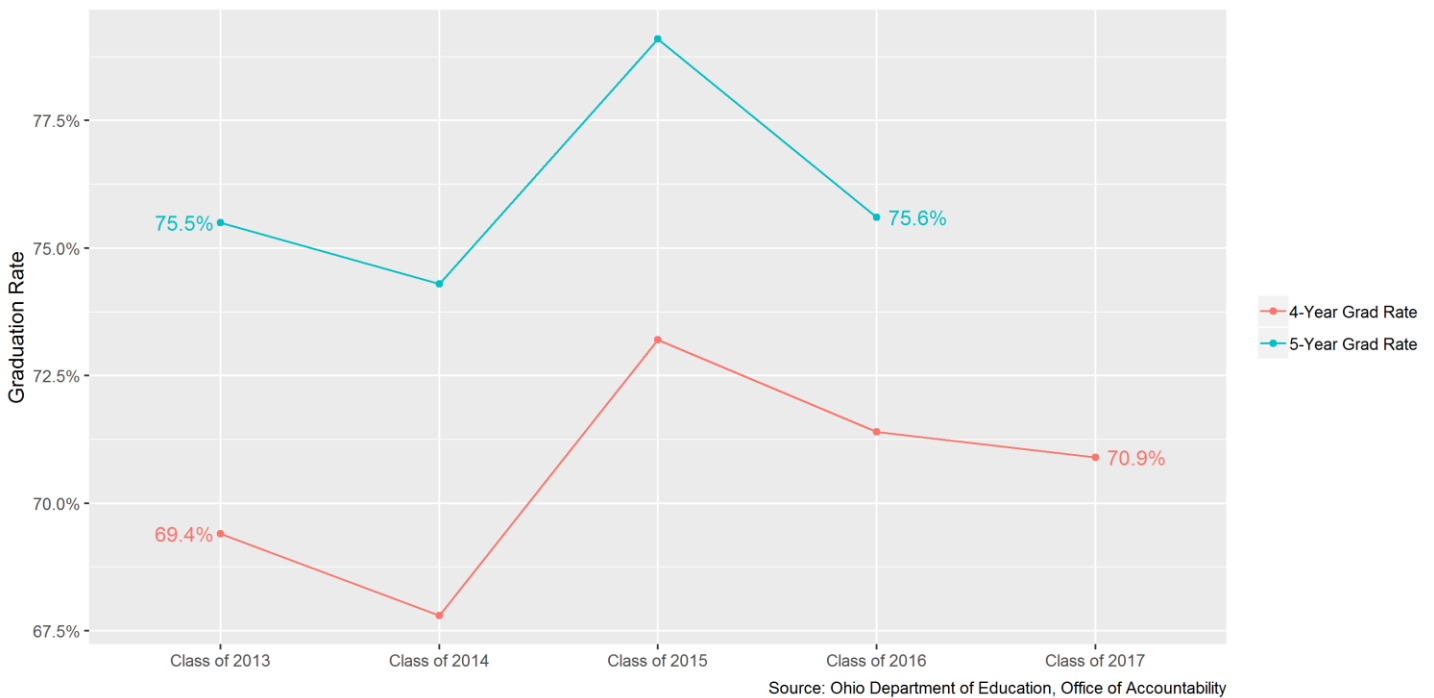
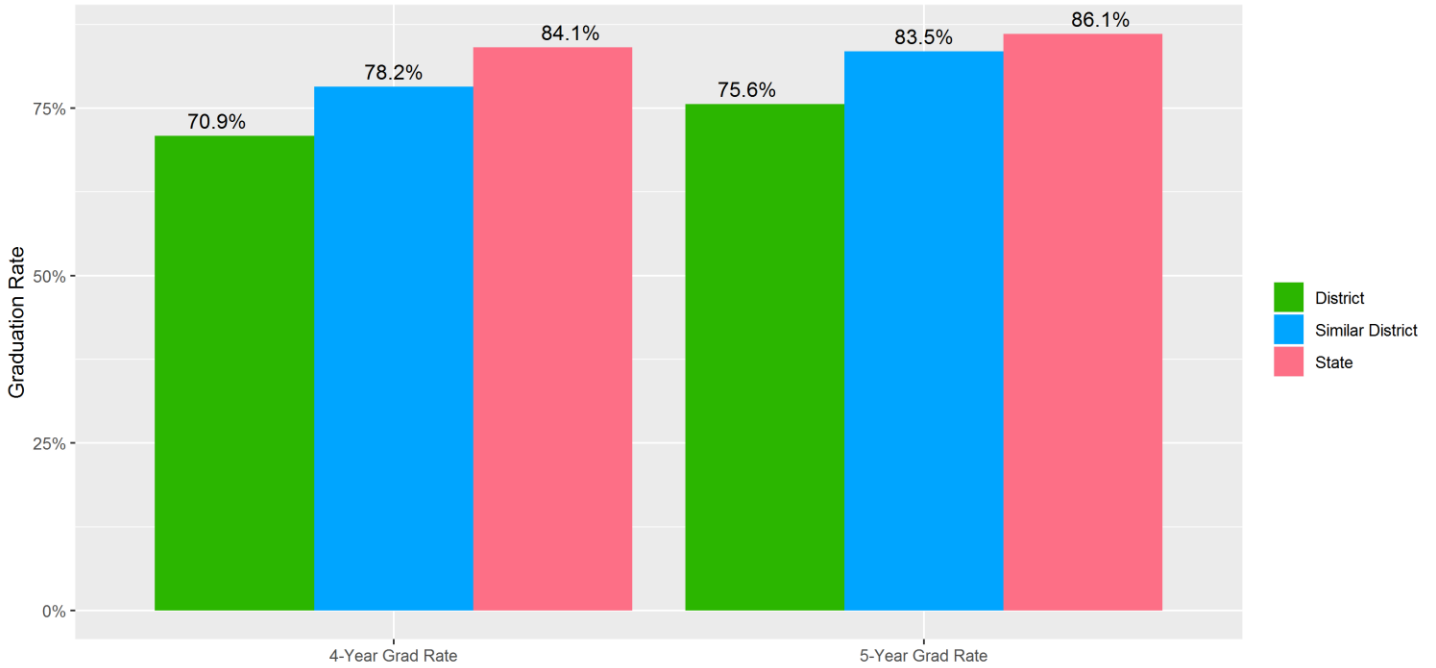


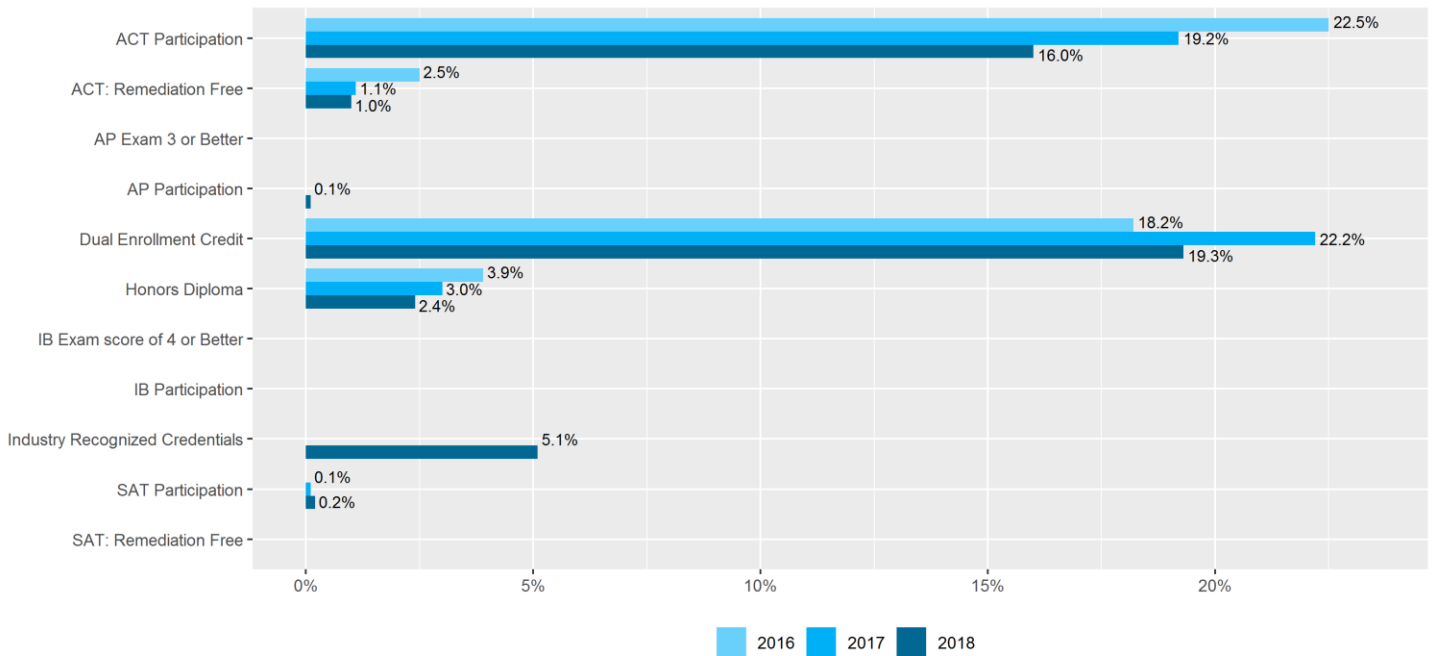


Figure B-15: Lorain City School District: Graduation Rate – Comparison



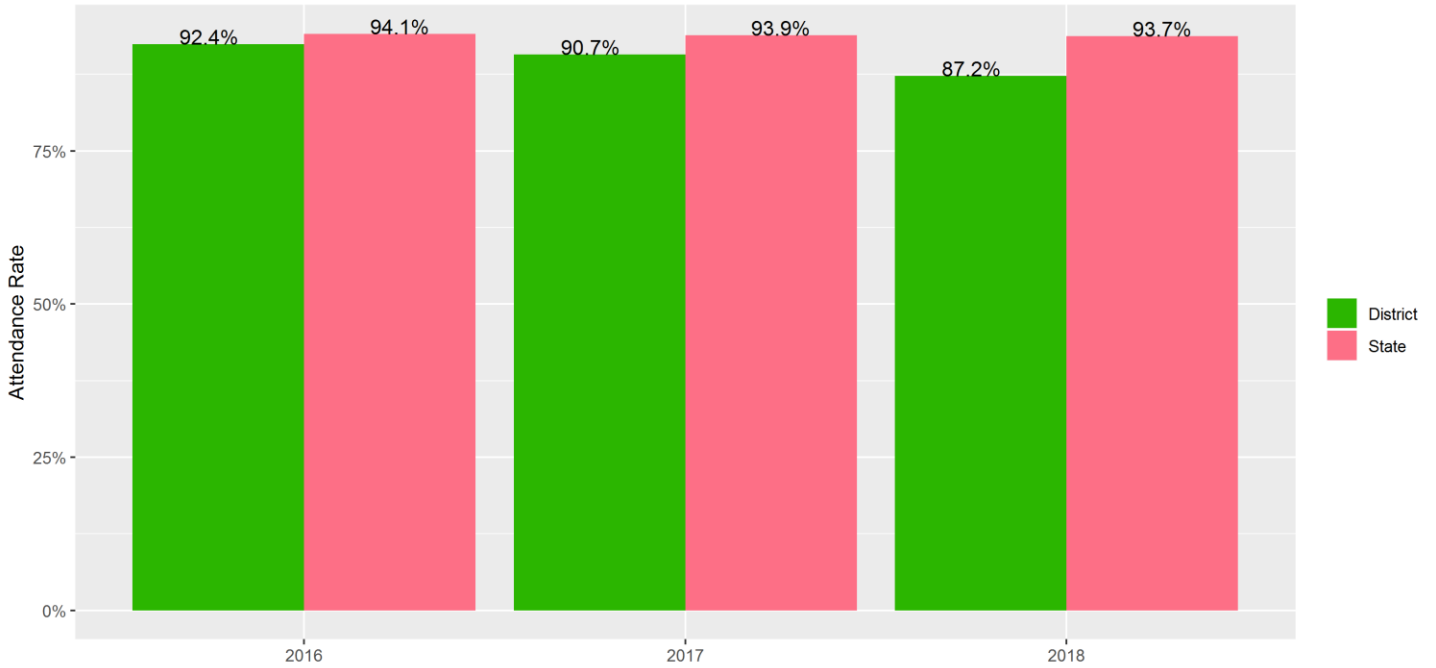
Source: Ohio Department of Education, Office of Accountability

Figure B-16: Lorain City School District: Prepared for Success – Trend



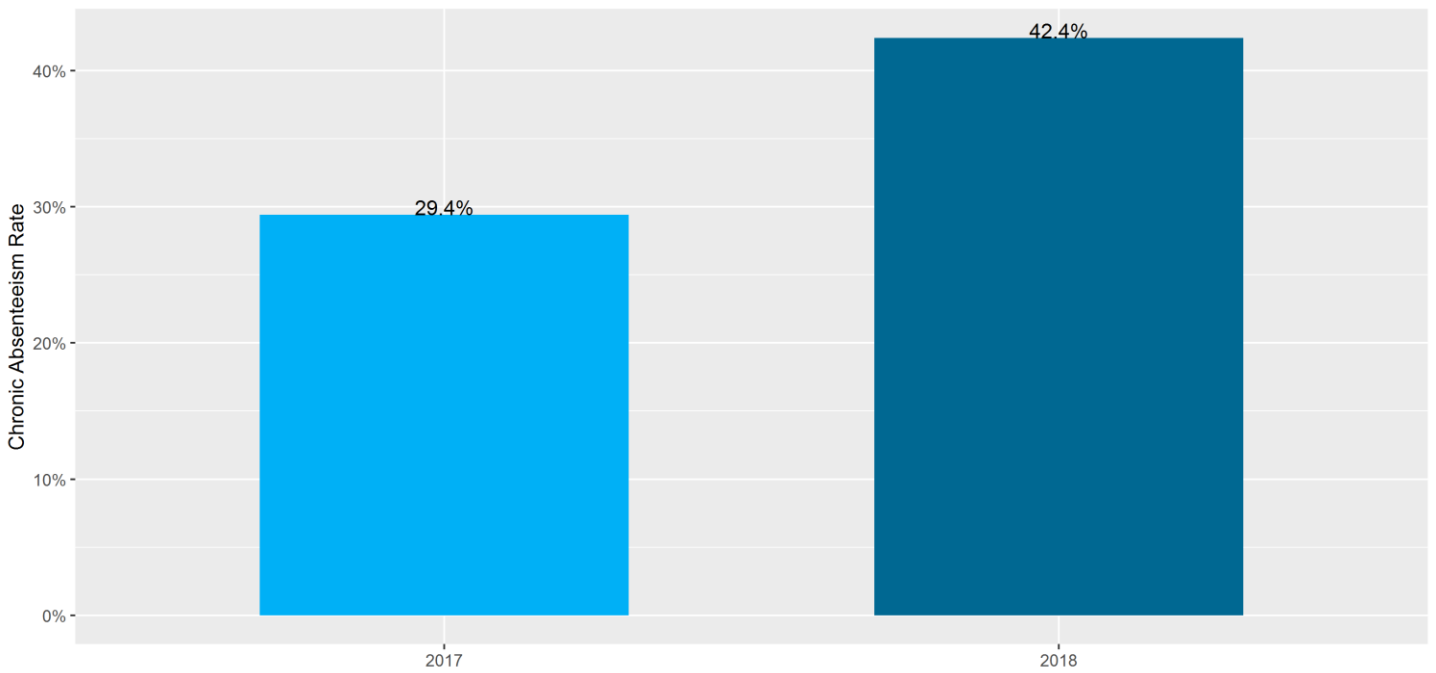
Source: Ohio Department of Education, Office of Accountability

Figure B-17: Lorain City School District: Student Attendance Rate



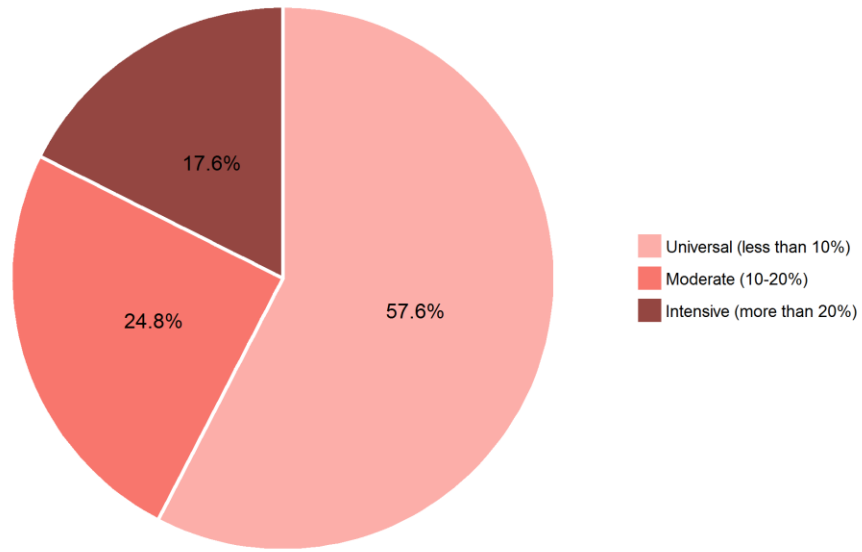
Source: Ohio Department of Education, Office of Accountability

Figure B-18: Lorain City School District: Chronic Absenteeism Rate



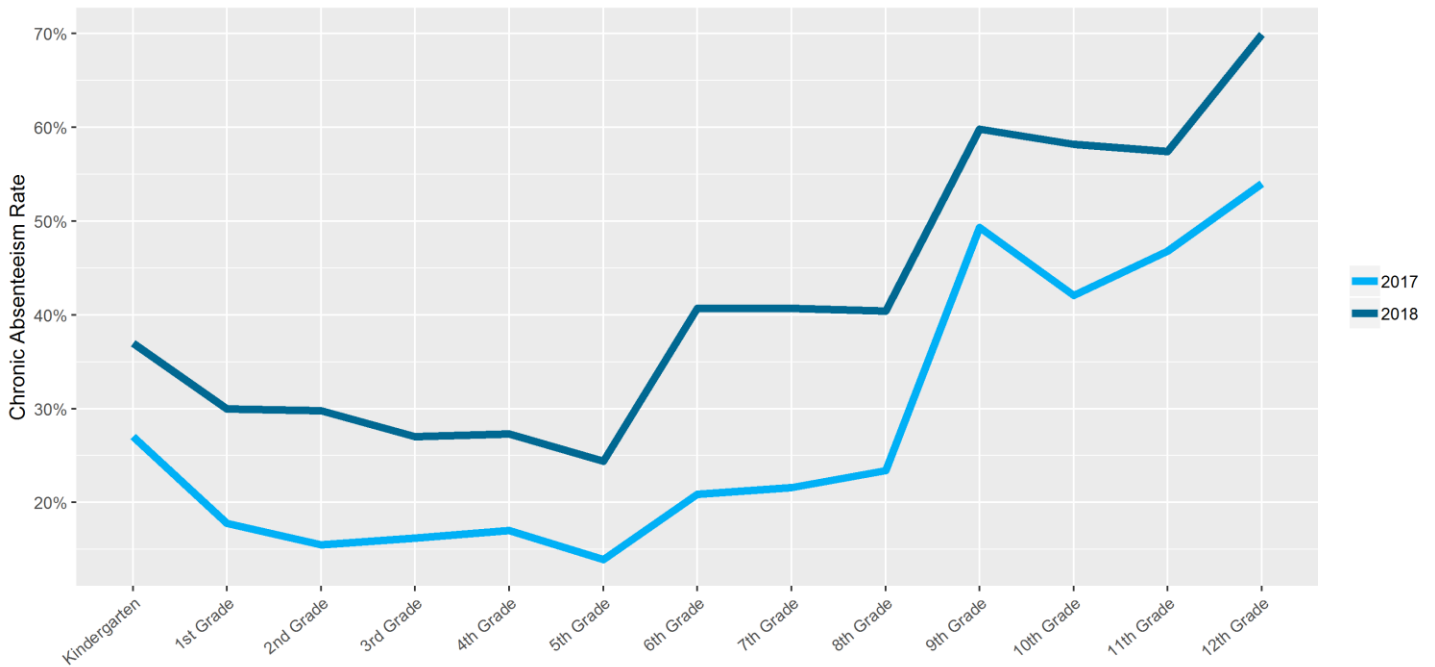
Source: Ohio Department of Education, Office of Accountability

Figure B-19: Lorain City School District: Chronic Absenteeism – Support Tiers



Source: Ohio Department of Education, Office of Accountability

Figure B-20: Lorain City School District: Chronic Absenteeism – Grade Level



Source: Ohio Department of Education, Office of Accountability

Figure B-21: Lorain City School District: Improving At-Risk K-3 Readers – Overview

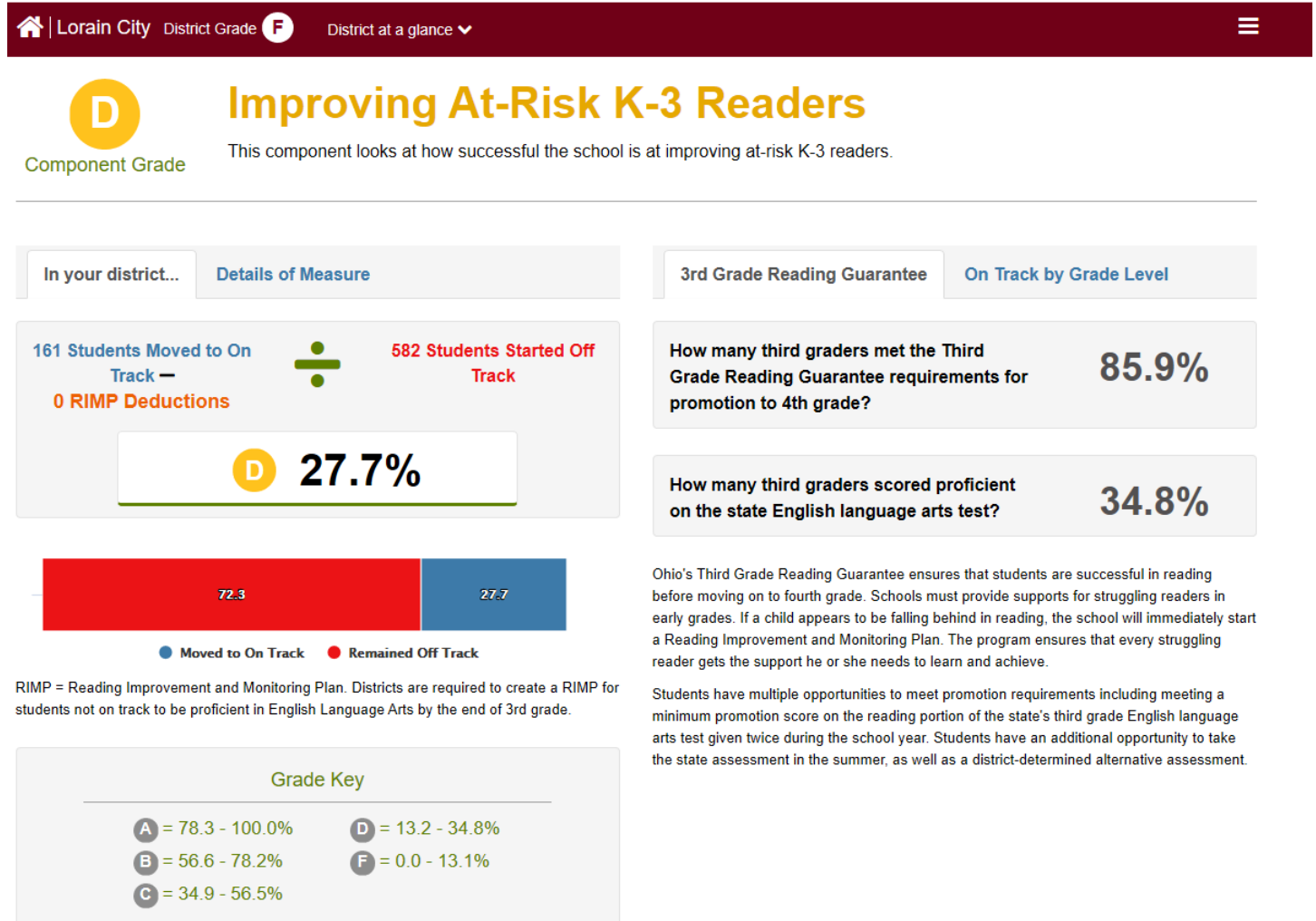


Figure B-22: Lorain City School District: Improving At-Risk K-3 Readers – Detail

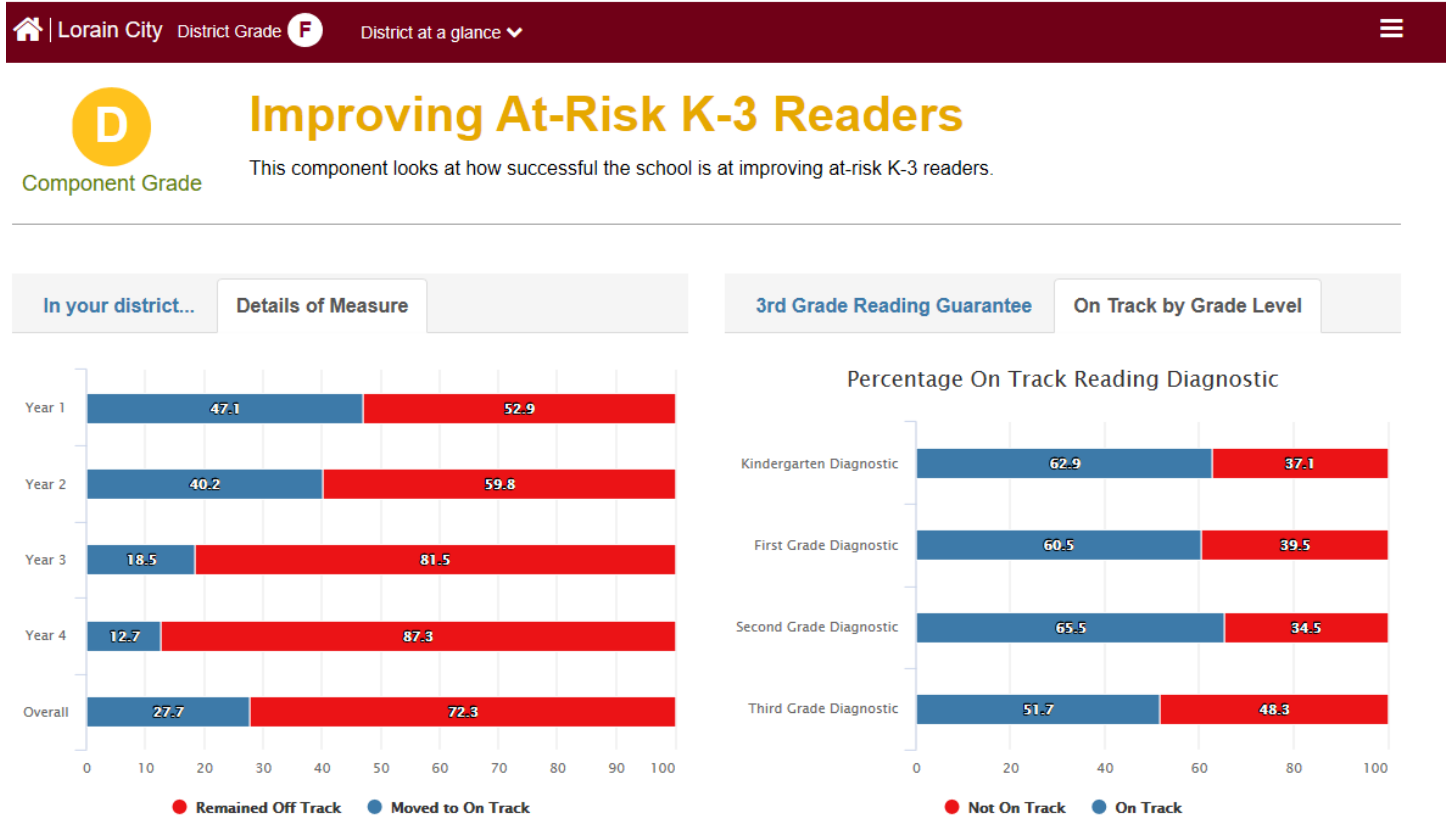


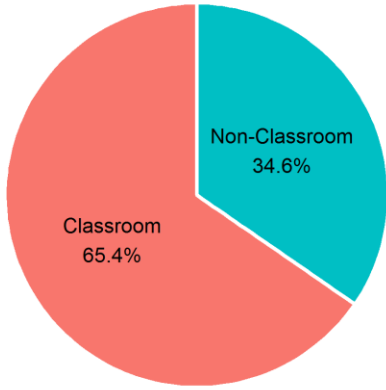
Figure B-23: Lorain City School District: Spending Per Equivalent Pupil



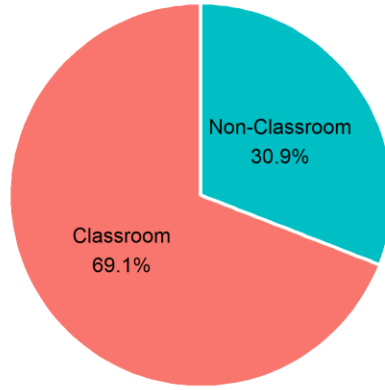
Source: Ohio Department of Education, Office of Accountability

Figure B-24: Lorain City School District: Classroom vs. Non-Classroom Expenditures

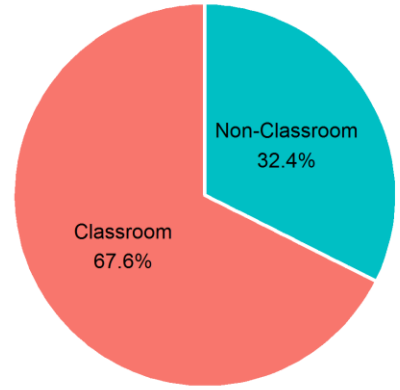
District Expenditures in 2018



Similar District Expenditures in 2018

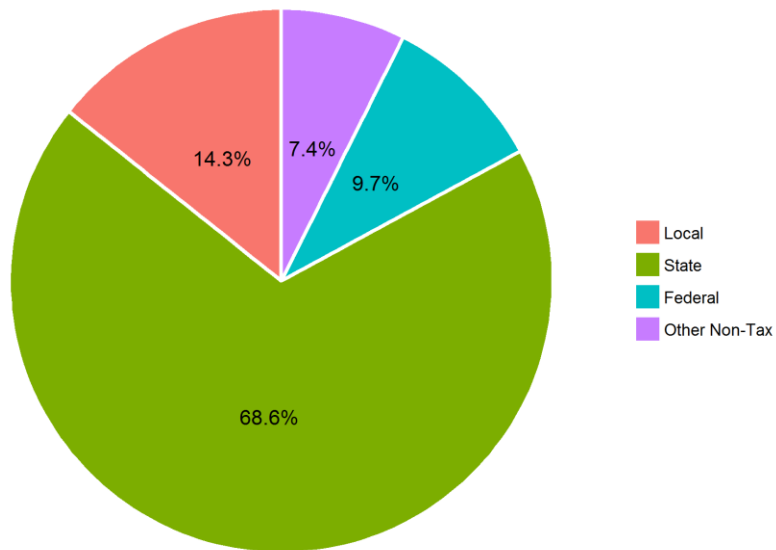


State Expenditures in 2018



Source: Ohio Department of Education, Office of Accountability

Figure B-25: Lorain City School District: Revenue Sources



Source: Ohio Department of Education, Office of Accountability

Table B-1: Lorain City School District: Staff Summary

Year	Average Teacher Salary	Highly Effective Teacher Percent	Teacher Attendance	Percent of Teachers with Master's or Doctorate
2013	\$63,807	100.0 percent	92.5 percent	75.8 percent
2014	\$65,028	100.0 percent	94.2 percent	77.6 percent
2015	\$62,410	100.0 percent	93.2 percent	74.1 percent
2016	\$61,908	99.8 percent	94.7 percent	69.1 percent
2017	\$64,403	98.2 percent	93.7 percent	66.8 percent
2018	\$65,818	98.1 percent	94.5 percent	62.8 percent

Table B-2: Lorain City School District: Cupp Report – Expenditure per Student Comparison

Expenditure	Lorain City Schools	Comparable District Average	Statewide Average
Administration	\$2,242.51	\$1,885.19	\$1,600.87
Building Operations	\$2,503.35	\$2,503.91	\$2,244.43
Instruction	\$7,565.03	\$7,123.70	\$6,949.79
Pupil Support	\$603.50	\$874.94	\$738.69
Staff Support	\$801.39	\$607.00	\$419.36

*Expenditure Data (Adapted from Ohio Department of Education District Profile explanation)*

*Administration Expenditure per Pupil* covers all expenditures associated with the day-to-day operation of the school buildings and the central office 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.

*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.

*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.

*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 and social work services.

*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.

Note: The expenditure figures provided in the report only pertain to the public school districts and do not reflect expenditures associated with the operation of start-up community schools or other educational entities. Only the expenditures of community schools that are sponsored by public school districts (conversion schools) are included in these figures as these community schools are the creations of the sponsoring public school districts and, as such, the public school districts are responsible for their operations. Traditionally, the calculation of the expenditure per pupil has been predicated on dividing the total cost of a

category of expenditure by the total year end ADM of the district. In recent years a second approach to this calculation has also been developed in which the ADM base of the calculation is first adjusted based on various measures of need of the students involved. In this manner students who are economically disadvantaged or have special needs or participate in additional educational programs are weighted more heavily than regular students based on the notion that these students require higher levels of investment to be educated. Depending on the context, one of these calculations may be preferred over the other. Historically we have included the unweighted calculation of the per-pupil revenue on the District Profile Report and, to keep the report consistent over time, the updates reflect the same per-pupil calculations. Users can consult the Ohio School Report Card source on the Ohio Department of Education website if they wish to view both calculations. This situation also applies to the Revenue by Source information also provided on this report.

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Table B-3: Lorain City School District: Cupp Report – District Financial Status from Five-Year Forecast

Expenditure	Lorain City School District	Comparable District Average	Statewide Average
Salaries	42.57 percent	48.35 percent	53.25 percent
Fringe Benefits	16.07 percent	18.69 percent	21.07 percent
Purchased Services	38.12 percent	29.36 percent	21.11 percent
Supplies and Materials	2.39 percent	2.63 percent	2.92 percent
Other Expenditures	0.85 percent	0.96 percent	1.66 percent

Source: Cupp Report, FY2018


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## Appendix C: 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
Lowest  Highest	<b>0</b>	No evidence found to indicate the specific practice is occurring.
	<b>1</b>	Rarely found evidence of adult practice and/or is of poor quality as it engages a limited number of students.
	<b>2</b>	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.
	<b>3</b>	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.
	<b>4</b>	Strong evidence of adult practice; quality demonstrates good levels of implementation in at least 75 percent of the settings; impact for most students' engagement; evidence can be observed in most sources of data.
	<b>5</b>	Exemplary evidence of adult practice; quality demonstrates superior levels of implementation in at least 90 percent of the settings; impact for most students' engagement; evidence can be triangulated across multiple sources of data.
<b>No Data Collected</b>		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: Pre-K ES MS HS Alternative School

# Students: \_\_\_\_\_ #Teachers: \_\_\_\_\_ #Assistants: \_\_\_\_\_

Class: Gen ED EL SWD 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
<b>CLASSROOM ENVIRONMENT</b>								
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.								
<b>TEACHING</b>								
6. Classroom lessons and instructional delivery are aligned to Ohio's Learning Standards.								
7. The teacher communicates clear learning objectives aligned to Ohio's Learning Standards.								
8. The teacher demonstrates knowledge of subject and content.								
9. The teacher provides opportunities for students to engage in discussion and activities aligned to Webb's								

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
Depth of Knowledge.								
10. The teacher helps students make connections to career and college preparedness and real-world experiences.								
11. The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.								
12. The teacher conducts frequent formative assessments to check for understanding and inform instruction.								
13. The teacher uses available technology to support instruction, engage students, and enhance learning.								
<b>LEARNING</b>								
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 use technology as a tool for learning and/or understanding.								
17. Students assume responsibility for their own learning whether individually, in pairs, or in groups. [Please provide 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
<b>FORMATIVE ASSESSMENTS</b>								
1. The teacher conducts frequent formative assessments to check for understanding and to inform instruction.								
2. The teacher makes timely instructional adjustments based upon informal formative assessments.								
3. Student performance data, including formative assessment results, is displayed in classrooms, hallways, etc.								
<b>SOUND INSTRUCTIONAL PRACTICES</b>								
4. Differentiated instruction in the classroom is demonstrated through remediation, enrichment, or grouping strategies.								
5. Standards-based instruction is demonstrated through the use of clear learning targets.								
<b>ACCESS TO TECHNOLOGY</b>								
6. Technology (e.g. smart boards, laptops, desktops, tablets, etc.) is available for student use.								
<b>USE OF TECHNOLOGY</b>								
7. Students are using technology as part of their classroom instruction.								
8. 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
<b>CLASSROOM RESOURCES</b>								
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		
<b>General Description and Layout of Building</b>										
Appearance of Grounds										
Building Entrance - Clean										
Classroom Groupings										
Meeting Spaces										
<b>General Description of Hallway Space: (Displays of: )</b>										
Mission Statement										
Student Recognitions										
Student Performance										
Visible Directional Signage										
Family and Community Activities										
<b>General Description of Library Spaces</b>										
Environment										
Organization										
Shelved Items										
Leveled										
Grade Appropriate										
<b>General Description of Special Space (Cafeteria, Gym, Music, Art):</b>										
Office space										
Storage space										
Scheduled Spaces										
Maintenance										
Relationships to regular classrooms										
<b>Student/Class Transitions</b>										
Movement in hallways										
Monitoring of hallways										
Noise levels										
Obstacles										
<b>Safety/Security Provisions</b>										
Greetings										
Visitors and volunteers										
Storage issues										
Health and Safety Practices posted										
<b>Playground (Elementary Schools ONLY)</b>										
Appearance of Grounds										
Ratio of Students to Teachers										
Teacher Attentiveness to Students										



ITEM	0	1	2	3	4	5	NDC	Evidence
<b>Cafeteria</b>								
Appearance of Area								
Ratio of Students to Teachers								
Teacher Attentiveness to Students								
Noise Level								
<b>Presence of External Stakeholders</b>								
Parent Liaison								
Volunteer(s) (activities)								
Parents/Guardians								
Engagement with Students								
<b>Interruptions to Instruction</b>								
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)								
<b>Additional Comments:</b>								

## Appendix D: List of Documents Reviewed

100-day plan for Toni Morrison School  
16k Math and ELA --PLDs, Jan. 3-19  
2017-2018 Orientation 2 day  
2018-2019 Orientation  
2018-2019 SY OD Resident Educator Mentor Program (RESA)  
2018 State Support Team and Response to Intervention notes  
2015-2018 Kindergarten Readiness Assessment Performance by PreK status  
2018 The New Teacher Project Initial Academic Findings for District Review  
2018 The New Teacher Project Standards Alignment Classroom Observations  
2019 Standards Alignment Report by TNTP  
21st CCLC After-School Program at Admiral King and Toni Morrison Elementary Schools  
21<sup>st</sup> CCLC After-School Program at General Johnnie Wilson Middle and Lorain High School, August 2018  
231 Go Alignment to Lorain Promise  
2x2 Mid-year Upwards Feedback  
2x2 Mid-year Self Reflection  
6-8 Math Curriculum Adoption Timeline and Guidance  
9/2018-3/21/2019 Food Pantry-Comprehensive Summary of Food and Families Served  
AA 2017 External Audit of Academic Programs Performance  
Academic Concerns Second Quarter List  
Academic Dean Quarterly Data  
Academic Dean Quarterly Review Data Reflection  
Academic Network Math Interim  
Academic Team Oversight and Support Schedule at a Glance  
Academic Team Oversight Support  
Academic Network English Language Arts Interi  
Achievement Network Press release  
Administrations Union Contract (LAA)  
Afternoon LCS First Day of School Snapshot and Needs Assessment  
After-school Evaluation Program Boys and Girls of Lorain Admiral King and Toni Morrison 21<sup>st</sup> Century  
Agenda and Notes December Response to Intervention  
Agenda and Notes December Response to Intervention  
All IN Student Academy Project Proposal  
Alternative Principal Certification Professional Learning Plan  
Alternative Principal Licensure Professional Learning Plan  
ANETS Breakthrough Results Fund  
April 17, 2019 School Strategy and Innovation  
April 8 Special Education, ELL and Gifted PD  
April 8<sup>th</sup> Special Education, ELL and Gifted PD  
Attendance Policy  
House Bill 66 (Alianna's Alert Law) Communication, Truancy Policy, Attendance Policy"  
Attendance Strategic Plan 2018-19 Palm Elementary  
Aug. 16, 2018 Grade Level Cross-School Level Planning  
Behavior Newsletter Sept. 10, 2108  
Big Board Admiral King - February  
Big Board Data Reporting Tool  
Big Board Data Sample  
Big Boards from February (15 documents)  
Big Five Initiatives  
Biweekly Chief Executive Officer-Ohio Department of Education calls  
Building Leadership Team Agenda and Minutes Samples

Building SLO Questions and Answers  
 Building Student Learning Objectives Questions and Answers for 2018-2019  
 Career Advising File IJA  
 Career Tech Program Guide  
 CBS April Meeting Partner Resource Intake Form  
 CEO Question Page in Newsletter  
 CEO Town Hall Meeting  
 Chief Chat Data Agenda; Oct. 15, 16, 29, 30 and Nov. 8, 13, 30 Dec. 3, 4, 7 and 17  
 Chief Chats  
 Chief Executive Officer Year One Outcomes and Priorities  
 Chief Growth Characteristics (No File)  
 Chief Growth Conversations November/December  
 Chief Growth Conversations November/December  
 Chief Growth Conversations November/December  
 Chief of Academics March 29, 2019  
 Chief of Accountability and Assessment Feedback Survey  
 Chief of Operations Feedback survey  
 Chief of Parent Engagement Feedback  
 Chief of Schools 2 x2 Mid Year Upwards, Feedback  
 Chief of Schools Team Meeting Jan. 25, 2019  
 Chief of Schools Weekly Data Meeting at a Glance  
 Chief of Student Services Feedback  
 Chief Schools Onsite Weekly Data Meeting Coaching Visits  
 Chief Schools Onsite WDM Coaching Visits March 31, 2019  
 Chronic Absenteeism Rate by Building 2018-2019 Chart  
 Code of Conduct  
 College Now Contract Oct. 2018  
 Communication to Sept. 19, 2108  
 Communication: Data Intro Graphic First Quarter Data Sets  
 Communication: Letter to Public Sept. 10, 2018  
 Communication: Restorative Process Release (Restorative Saturday, Guidance Counselor, Social Worker)  
 Community Forum Oct. 2 at Lorain High School  
 Core Action 2: Questioning Practices 47 Observations  
 Core Action 3: Student Ownership  
 Cross Grade Level District Planning Agendas  
 Cross Network Online 7<sup>th</sup> Grade English Language Arts  
 CTE Tour Schedule  
 Culture Weekly Data Meeting Attendance and Climate  
 Culture Weekly Data Meeting Week 3 Culture Data  
 Curriculum Dashboard (2 separate documents)  
 Curriculum Revisions Appendix F  
 Curriculum Tools: HS Course Description Guide  
 Data and Testing Platforms: Jam Sessions Agenda 2018-2019  
 Deans of Scholars and Family Engagement Observation Schedule at Stevan Dohanos  
 Deans of School and Family  
 Dec. 11, 2018 Early Release  
 Demands of the Standards and Instructional Shifts 46/47 classrooms  
 DeWine's 37,000 School Safety  
 Director and Associate Director Job Description  
 Director of School Improvement Job Description  
 District Curriculum Inventory  
 District Mid-Year Academic Step-Back Reflection Roles  
 District Roles and Responsibility

District Website  
Documentation of Lorain High School Email Feedback  
Driven by data - Excerpt  
DSFE Survey Monkey Feedback (Dean of Scholar and Family Engagement)  
DSFE Weekly Check-In (Lorain Promise Top 5's) Outline  
Early Release Day Nov. 6  
Early Release Professional Learning Sign-in  
ELA and Math Weekly Data Meeting Rubrics Documents  
ELA Observation Template  
ELA Sequence of Assessed Standards  
Elementary 1 to 1 program  
Elementary and Middle School Teacher August Professional Development Aug. 13-21, 2018 Schedule  
Elementary and Middle School Teacher Professional Learning August Professional Development Schedule  
Overview  
Elementary and Middle School Turnaround Principal Community Meet and Greet Schedule Saturday, April 7, 2018  
Elementary Early Release Professional Learning Data Drives and Planning Tuesday  
Employee Engagement Survey 2 February 2019  
Employee Engagement Organization Health Survey, November 2018  
Engage Compatible Online 8<sup>th</sup> Grade Math  
English Language Arts Sequence of Assessed Standards  
English Language Arts Weekly Data Meeting Rubric  
Entry Plan Guidance Document  
Equity Literacy for All  
Evaluation of Boys and Girls Lorain HS and General Johnny Wilson Middle School  
Evaluation Practices: Focus Group Feedback School Culture and Climate Notes April 4  
Excellent School Visit Participant Feedback  
Excellent Schools Dashboard - Big Board (1) school level (1) Monthly district  
Excellent Schools Dashboard - Big Board (1) school level (1) Monthly district  
Executive Dashboard  
Executive Leadership Teams' Agendas  
Family First Focus Session Sept. 25  
Family University Fall Session Guide  
February Newsletter 2018-2019  
February Professional Learning - Principals and Deans of Academics  
Feedback from SBG Focus Group  
First Day of School Family Satisfaction Survey  
First Quarter 2018-2019 Suspensions, Expulsions Bullying  
Flipping the Assessment Article  
Focus Group Calendar for April and May  
Focus Groups April 9 Notes  
Gaining Early Awareness & Readiness for Undergraduate Programs (Gear Up)  
Garfield Elementary Poverty Simulation December 2018  
Gifted Department Meetings Minutes  
Gifted Department Meetings Minutes  
Gifted training schedule and agenda  
Go Alignment to Lorain Promise  
Go Alignment to Lorain Promise 3  
Graphic Comment Exit Ticket  
Habitual Absenteeism Roundtable Agenda Oct. 30, 2018  
HS New Principal Leadership Lab  
Interim Assessment 1 ELA Grade 2  
Informal Walkthrough Instrument 2018-2019  
Instructional Culture in Lorain TNTP Fall Insights Results Report 2017

Instructional Inventory Summary Report  
Instructional Rounds Debrief Protocol  
Instructional Rounds Debrief Protocol  
Instructional Staff Job Descriptions  
Instructional Touchpoints March 22, 2019  
Instructional Touchpoints March 22, 2019  
Instructional Touchpoints Summary  
Instructional Rounds Debrief Protocol  
Interim Analysis leaders Preparation Guidance  
Interim Assessment 3 Math Grade 5  
Interim Assessment 3 Math Grade 8  
Interim Analysis Leader Preparation Guidance DOC  
Jan. 3, 2019 early release  
Jan. 3 District wide PD Agenda  
Jan. 3 District Wide PD Agendas  
July 2018 Summer Trainings with session descriptions, location, dates of offerings  
July 2018 Summer Trainings Overview  
June 7, 2018 Community members and leaders meet to determine the 5 Big Initiatives  
K-2 Literacy Plan  
K-2 PLD Booklet  
K-2 Standards Based Grading session  
K1 Literacy Guidance  
K12 Literacy Vision of Excellence  
Laptop Program Best Practices  
Larkmoor Elementary view  
LCCC Early College Community Meeting Notes March 11, 2019  
LCS Early Childhood Education Vision Program Goals, Metrics and Strategies  
LCS First Day of School Snap Shot and Needs Assessment  
LCS PreK Staff Professional Development Plan for 2018-2019  
LCS Redream Possible  
Leader Preparation for ELA A1 Analysis Early Release Day Nov. 6  
Leadership Lab Lorain New Leaders  
Leadership Summit Agenda  
Leadership Summit Agenda  
Letter of State Of Support Weekly Data Meetings  
Letter to principal and Dean Candidates Regarding Performance Tasks  
LHS Deans of Scholar & Family Engagement Professional Learning Tuesday, Oct. 2, 2018 and PowerPoint  
LHS Professional Collaboration Agenda  
Licensure and Certification: Chief Descriptions 6  
Licensure and Certification: Academic Dean Job Description  
Licensure and Certification: District Principal October Prof Dev  
Licensure and Certification: District Principal September Prof Dev  
Literacy Conference November 2018  
Literacy Conference November 2018  
Lorain Academic Diagnostic Findings September 2017  
Lorain 3 Cs Project  
Lorain Academic Diagnostic September 2017 Findings Observation Data  
Lorain Academic Diagnostic Findings September 2017  
Lorain City Assessment Item Release Grade 8  
Lorain City School District State Review: Alignment, Narratives and Evidence 2019  
Lorain City School Response to Interventions Guidance  
Lorain City Schools - The New Teacher Project Proposal  
Lorain City Schools 2018-2019 Code of Conduct

Lorain City Schools Early Childhood Education Walk Through Tool  
Lorain City Schools Meeting Matrix  
Lorain City Schools Special Education Continuum of Services 2018-2019  
Lorain City Schools The New Teacher Project Proposal - Early Childhood Education Support Final  
Lorain Commitment Updates—Promises Kept Making Progress and Transforming the District  
Lorain Course Selection Guide  
Lorain High School Career Tech Options  
Lorain High School DSFE Professional Learning Agenda 10.18.18 (Dean of Scholar and Family Engagement)  
Lorain High School DSFE Professional Learning Agenda 10.2.18 (Dean of Scholar and Family Engagement)  
Lorain myANet Usage Report 4/24  
Lorain Online 5th math AB  
Lorain Organizational Chart  
Lorain OTES Handbook  
Lorain OTES Handbook  
Lorain OTES Training Q & A Lotes Handbook Aug. 1-3, 2018  
Lorain Professional Learning Program  
Lorain Promise  
Lorain Restorative Circles an Introduction Restorative Practices  
Lorain Turn around External Principal Candidate Experience  
Lorain City Schools District Report card  
Lorain myANet usage report  
Lorain City Schools Website  
LSCD Insight Snapshot /Lorain Promise TNTP July 2018  
March 21, 2019: News Release Focus on PD Special Education etc.  
Math Practice Poster  
Math Sequence of Assessed Standards  
Math Weekly Day Meeting Rubric  
Meet the Leaders Aug 14: 5:00-6:00  
Mental Providers School Based Mental Health Providers List  
Mentor Responsibilities  
Midyear January for Four Schools  
Midyear Principals Check-in Agenda  
Midyear Self Reflections Admiral King  
Midyear Self Reflections  
Midyear Self Reflections Lorain HS  
Midyear Self Reflections Garfield  
Midyear Self Reflections Larkmoor  
Midyear Self Reflections Longfellow  
Midyear Self Reflections Palm  
Midyear Self Reflections Southview  
Midyear Self Reflections Washington  
Monthly Principal Agendas  
Monthly Principal Learning Feedback – September  
Monthly Principal Professional Development Feedback - February  
National Reading Recovery Conference agenda  
New Hire Orientation  
New Hires 2018-2019  
New Principal Coaching Update  
News Release Restorative Approach to Discipline Resulting from Fights District Implements Restorative Sat.  
NonRep Evaluation Announcement  
Nov. 6, 2018 Early Release  
November Newsletter 2018-2019  
Observation templates for math and English Language Arts

One pager on How the Lorain Promise Cycles Data Process  
Organization and Functions Chart  
OST Analysis Preliminary Report 2018  
OTES Evaluation Ratings 2017-2018  
OTES Progressive Discipline Training People Office  
OTES Timeline and Questions and Answers 2018-2019  
Pacing Guides K-12  
PD TNTP Initial Findings from District Review  
PD: August Teacher PD Back to School  
PD: Cross Grade Level District Planning Agendas  
PD: Early Release Professional Learning sign in  
PD: ELA Observation Template  
PD: K-2 Standards Based Grading Session  
PD: Lorain Academic Diagnostic Data Sept 2017  
PD: Math Observation Template  
PD: Math PLD 3-5 Jan. 3, 2019  
PD: Math PLD 6-8 Jan. 3, 2019  
PD: Professional Development Plan FY 19  
PD: Sample Agenda for DOA monthly site visits  
PD: Teacher Early Release Agenda  
Performance Level Descriptors and Lesson Design – Jan 3, 2019  
Performance Measures: Assessment Matrix  
Performance Measures: Touchpoint Summary 2018-2019 SY  
Performance Measures: Weekly Data Meetings Rubrics  
Performance Measures: 2019 Standards alignment report  
PKQ Promises Kept Quarterly Winter 2018  
PLD Booklet 3-5  
PLD Booklet 6-8  
PowerPoint Presentation to Teachers and Student Learning Objectives  
PowerSchool Parent and Student Login Statistics  
PreK Curriculum Standards Crosswalk  
PreK Instructional Rubric  
PreK Staff Professional Development Plan for 2018-2019 including Learning Labs  
PreK Vision of Excellence  
PreK Curriculum Review  
PreK Curriculum Selection Meeting Agenda  
PreK Staff Guide Including Head Start Expectations  
Principal Quarter I Chief Check-in  
Principal Certification – Licensure  
Principal Feedback from Helen Steiner Rice Bright Spot Sharing  
Principal Middle of Year Check-In  
Principal Quarter 1 Chief Check-ins  
Professional Development: Instructional Rounds Debrief Protocol  
Professional Development Focus Group Notes April 8, 2019  
Professional Development Plan FY 19  
Professional Learning Approval Form  
Promises Kept Quarterly (PKQ) Winter 2018  
Promising Numbers Update  
Proposal to Lorain City Schools Early Childhood Education Support Proposal February 2018  
Purchase order K-2 ELA- Open Resources  
Redream Oissubke - Focus Group Sample Agenda  
RESA – Equitable Access Plan 2019  
Resident Educator Equitable Access Plan 2019

Sample Agenda for DOA Monthly Site Visits  
Sample of Weekly Data Meeting Team Feedback  
Scholar and Family Engagement Dean Job Description  
School Climate Presentation  
School Climate Task Force July 31, 2019  
School Culture Data Driven Reflection  
School Culture Data Driven Reflections 15 responses  
School Improvement Education Plan - Toni Morrison  
School Improvement Entry Plan Lorain High School  
School Improvement Entry Plan Toni Morrison  
Schoolnet Professional Development Schedule 2017-2018  
School Psychologist Meeting iPad Training  
School Psychologist Meeting One  
Schoolnet Interim Assessment Plan 2018-2019  
Schoolnet Item Release Results  
Schoolnet Item Release Tests  
Second English AB  
Sept. 11, 2018 Early Release  
September- March Social Work Charts (2)  
SLO Measures: Writing/Culture/Attendance  
Snap Shot of Frist Day by Ambassadors Morning and After  
Social Media Channels Twitter, Instagram, Facebook  
Social Worker Chart Update / Purpose of visits  
Social Worker Charts (3)  
Software Request Form  
Special Education, ELL and Gifted Focus Group  
Special Education Profile 2017-2018  
Spring 2018 Training Calendar  
Spring Focus Group Notes - April 16, 2019  
Spring Focus Group Notes - April 17, 2019  
Spring ITS Training  
State Report Card  
Step Up to Quality for Preschool  
Success Maker Monitoring - Login Documentation  
Summer Focus Groups  
Summer Leader Professional Development Session Offerings  
Summer Leadership PD Session Offerings  
Summer Leadership Professional Development  
Summer Registration Calendar for PreK  
Summer Trainings July PD, 2018 Sign Sheets and Agendas  
Superintendent Feedback Survey  
Switch Malnutrition Excerpt  
TBT's Sample TBT Meeting Agenda  
Teacher Based ELA/TBT Dec. 6  
Teacher Certification Appendix D – State Review  
Teacher Early Release Agenda  
Teacher Executive Advisory Network (TEAN)  
Teacher Strategies and Interventions  
Teacher Union Contract  
Teachers Certifications Appendix D. State Review  
Teachers Union Contract LEA  
Teaching Lab Handouts  
Teaching Staff Evaluation Timeline 2018-19 School Year



Technology Curricular Materials Description  
Text Complexity; Qualitative Measures Rubric for Literary Texts  
Text Talk Protocol  
The Cleveland Browns Will Provide a Set of Uniforms to over 1,500 Lorain City Schools Scholars  
The Lorain Promise  
The Lorain Way: Shared Expectations Share Our Success 2018-2019  
The New Teacher Project "Putting the Pieces Together Developing and Evaluating a Comprehensive Strategy"  
The New Teacher Project Classroom Walks 2017-2018  
The New Teacher Project Overview - Lorain - Ohio Department of Education  
Titan Touchpoint Newsletter Jan. 6, 2017 CEO Monthly Newsletter  
Title I Evaluation 2018-2019 OIP Process  
Title I Evaluation Process FY 19  
Title I Family Night Oct. 16  
Touch Point Summary March 22, 2019, 14 schools  
Town Hall Meeting May 10 Handout Birth to Bachelor's Initiative  
Training /Teaching Lab agendas for PreK teaches  
Turn Around Principial Job Description  
Turnaround Principal Interviews Agenda Wednesday March 28, 2018  
Turnaround Principal Interviews Wednesday March 28, 2018 (Interview Assignments)  
Upwards Feedback Principal to Chief Schools  
Video Equity in Real Time #1 Equity Literacy  
Washington Elementary Weekly bulletins  
Weekly Calls with ODE 3/14  
Weekly Data Meeting - Longfellow English language arts sample  
Weekly Data Meeting Intervention – Ohle, Frank Jacinto Elementary  
Weekly Data Meeting Note Catcher  
Weekly Data Meeting Rubric  
Weekly Data Meeting Schedules  
Weekly Data Meeting School Schedules  
Weekly Data Meetings Introduction Protocols  
Weekly Data Meetings Unpacking Standards, Feb. 27  
Weekly Data Meetings Unpacking Standards, March 15  
Weekly Data Meetings Introduction  
Weekly note Catcher Steps 3 And 4  
Weekly Run-down blurb about K-12 pilot and 9-k-2 teachers to select k-12 curriculum  
Weekly data Meeting District Meeting Schedules  
Whetstone Education Sharpening Teacher Observation  
Whetstone Last Login by School  
Whetstone Last Login Leaders  
Whetstone Last Login-Schools  
Whetstone Log-in Sheets 2/1-3/08 and 2/27-3/08  
Year 1 Goals and Progress Outcomes and Priorities