

# Ohio

## Ashtabula Area City Schools

REVIEW CONDUCTED FEB. 26-MARCH 1, 2019

CENTER FOR CONTINUOUS IMPROVEMENT

# Ashtabula Area City Schools

## Organization of this Report

Ashtabula Area City Schools District Review Executive Summary.....	3
Ashtabula Area City Schools District Review Overview .....	7
Ashtabula Area City Schools District Review Findings.....	11
Ashtabula Area City Schools District Review Recommendations.....	35
Appendix A: Review Team, Review Activities, Site Visit Schedule.....	39
Appendix B: Figures and Tables Related to Accountability .....	49
Appendix C: Inventory Forms and Building Observation Form.....	66
Appendix D: List of Documents Reviewed .....	74

### Ohio Department of Education

25 South Front Street

Columbus, OH 43215

Phone: 614-466-5795

[education.ohio.gov](http://education.ohio.gov)

# Ashtabula Area City Schools District Review Executive Summary

This review of Ashtabula Area City Schools carefully considered the effectiveness of systemwide functions that were measured using the Ohio Department of Education's six district standards: leadership, governance and communication; curriculum and instruction; assessment; human resources and professional development; student support; and fiscal management. The site visit to Ashtabula Area City Schools was conducted from Feb. 25-March 1. The following summary highlights some of the strengths, challenges and recommendations, which are further explained in the report.

## STRENGTHS

### Leadership, Governance and Communication

- The district engages with external partners to increase student supports throughout the district.
- The board established a collaborative process for evaluating the superintendent.

### Curriculum and Instruction

- The district has programs in place to provide students with pathways for high school graduation, career development and college entry.

### Assessment and Effective Use of Data

- The district uses a student information system to house current student performance data.
- The district uses a formative assessment tool for reading and math to monitor student growth in grades K-10.
- The district uses a common assessment tool to create pre- and post-assessment data for grades K-12.

### Human Resources and Professional Development

- The district uses an educator evaluation system aligned with the state model to evaluate teachers.
- The district provides professional growth opportunities for building administrators.

### Student Supports

- The district partners with community organizations to support students' academic, behavior and social and emotional well-being.
- The district uses a process to identify and provide supports for students with learning and behavioral needs.
- The district offers multiple pathways to ensure all students are prepared for postsecondary education and career opportunities upon graduation.

### Fiscal Management

- The district has a comprehensive five-year forecast that guides the administration in managing its revenue and expenditures.
- The district uses efficient accounting technology to communicate district-level financial information.

## CHALLENGES

### Leadership, Governance and Communication

- The district does not have systematic way of planning school improvement and tracking it over time.
- The board of education does not consistently provide oversight for district policy development and implementation.

## Curriculum and Instruction

- The district has not adopted a written curriculum for all subjects for grades K-12 aligned to Ohio's Learning Standards.
- The district does not have a literacy framework for reading in grades K-12.
- The district does not have a structure in place to support curriculum and instruction in grades K-12.

## Assessment and Effective Use of Data

- The district does not have written guidelines and procedures for a system of K-12 assessments aligned to the local board of education policy.
- The district does not use data to monitor adult assessment changes.
- The district does not have a system that uses practices to ensure educational management information system data is accurate.

## Human Resources and Professional Development

- The district does not have a system in place to attract and recruit an effective and diverse teaching staff.
- The district does not have a cohesive and collaboratively developed professional learning plan.

## Student Supports

- The district use of collaborative teaching models does not support the learning needs of all students.
- The district lacks a comprehensive multi-tiered system of supports to address the academic and behavior needs of all students.
- The district lacks a system to promote access and equitable participation in academic programs for all students, to narrow proficiency gaps.

## Fiscal Management

- The district does not allocate resources to support district and school improvement goals.
- The district does not employ effective practices to manage grant resources to support school improvement.
- The district does not have a capital plan to address immediate and long-term facility, transportation and technology needs.
- The district's financial information reveals deficit spending of the general fund budget.

# RECOMMENDATIONS

## Leadership, Governance and Communication

- Implement a school improvement planning model that emphasizes a comprehensive needs assessment and analyses of underlying causes, strategic prioritization of goals and action steps, decisions based on multiple data points and benchmarks of success, and systematic tracking of progress shared with stakeholders.
- Increase the board's oversight and accountability for ensuring the local board of education develops and follows policies and guidelines that support district and school improvement planning.

## Curriculum and Instruction

- Develop a comprehensive written curriculum plan for grades K-12 using Ohio's Learning Standards.
- Develop and implement a literacy program that addresses the learning needs of all students.
- Assign curriculum leaders to ensure consistency, standards alignment and effective delivery of curriculum in the district.

## Assessment and the Use of Data

- Create assessment guidelines that includes a mission statement, expected outcomes and appropriate evaluation metrics to assess outcomes and performance targets. Ensure the guidelines and procedural expectations align with the state and local board of education testing policy. Guidelines might include timelines, procedures and practices. Refer to the Ohio Department of Education’s “Assessment guidance and rubrics” document.
- Create a collection of classroom data to monitor the level of implementation for district goals. Use the adult indicator items from the Ashtabula Area City School District Plan 2018-2021 to create look-for criteria. Add criteria from the Ashtabula Area City School District Illuminate 2018-2019 district goal. Complete the section on Coaching, Monitoring and Follow-through in the Ashtabula Area City Schools Professional Development Plan 2018-2021. Create a quarterly schedule to collect data on the chosen criteria.
- Create a system of practices to ensure Education Management Information System (EMIS) data is accurate. Determine a list of staff positions responsible for entering or reviewing the data. Add written guidance for each position. Provide ongoing professional development during regular meetings for individuals holding each staff position. Schedule regular data accuracy feedback. Ensure staff members code students with special needs immediately after they are identified. Ensure students with reading improvement and monitoring plans are identified. Make sure the district identifies students who are receiving Advanced Placement exam results or industry credentials.

## Human Resources and Professional Development

- Refine the districts’ recruitment practices to address current and future staffing needs and ensure each student in the district has effective teachers, administrators and support staff.
- Develop a multi-year professional development plan using the action steps listed on the Ashtabula Area City Schools Focus Plan 2018-2021 and the Ohio Standards for Professional Development.

## Student Supports

- Provide ongoing professional development opportunities to support district expectations for instructional models and methods in the general education classrooms. Establish a framework to include research and evidenced-based instructional strategies and practices that support student learning and behavioral needs.
- Develop a comprehensive, multi-tiered system of support that reinforces the instructional framework. Provide professional development and training to align, implement and strengthen resources and services that are research and evidence-based that match students specific academic and behavioral needs. Create a plan of action that includes ongoing job-embedded professional development, training and evaluation of programs.
- Create a system that gives all students access to academic programs, identifies intervention and enrichment needs and supports students’ specific learning needs.

## Fiscal Management

- Work with district administration and department heads and involve all stakeholders to develop a process that provides budget details by building and department. Include a narrative that is easy to understand and demonstrates how the budget relates to district goals and initiatives.
- Increase communication with district administration and stakeholders to ensure the budgetary process for federal programs is meeting the needs of staff and student programs and accurately tracks the spend-down of grant funds in real time. Develop a process to evaluate this spending and make reallocation decisions early in the process so the district spends the allocation before the grant period closes.
- Write a comprehensive plan to address capital expenditures for both short-term and long-term probable costs. The plan should address annual costs and eventual replacement of buses and other district-owned vehicles, technology, equipment and facility maintenance including roofs, paving and athletic facilities.

- Immediately evaluate current staffing, health benefit needs and purchased service agreements for their alignment to the Ashtabula Area City School District Focus Plan. Identify staffing and health benefit agreements and purchased services agreements that are effective and not effective, and plan to reduce spending in areas that do not align with the district's improvement plan. Prioritize financial decisions to stay within the district budget and avoid deficit spending.

# Ashtabula Area City Schools District Review Overview

## PURPOSE

Schools are an important destination where many individuals and factors come together to serve the student, including school leaders, teachers, curriculum, instruction, student supports, data analysis and more. District reviews carefully consider the effectiveness of systemwide functions using the Ohio Department of Education's six district standards: leadership, governance and communication; curriculum and instruction; assessment and effective use of data; human resources and professional development; student supports; and fiscal management. Reviews identify systems and practices that may be impeding improvement, as well as those most likely to be contributing to positive results.

## METHODOLOGY

Reviewers collect evidence related to each of the six district standards above. A district review team consisting of independent consultants who have expertise in each of the standards spends two days reviewing documentation, data and reports before conducting a five-day district visit. That visit includes spending time in 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 instruction. After the on-site review, the team meets for two days to develop findings and recommendations, then submits a draft report to the Ohio Department of Education. District review reports focus primarily on the district's most significant strengths and challenges and identifying areas for improvement.

## SITE VISIT

The review team performed its site visit to Ashtabula Area City Schools from Feb. 25-March 1. The visit included 45 hours of interviews and focus groups with 168 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The team conducted nine focus groups including: elementary, intermediate, middle and high school students; elementary, intermediate, middle and high school teachers; elementary, intermediate, middle and high school principals and assistant principals; 18 parents; and 14 representatives from community partners.

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

## DISTRICT PROFILE

Ashtabula Area City Schools is located in Ashtabula County. According to the United States Census Bureau, the estimated population of Ashtabula, Ohio on July 1, 2017, was 18,144. This figure represents a 5.1 percent decrease in population since the 2010 Census.<sup>1</sup> Approximately 81 percent of the population graduated from high school. The median household income in Ashtabula city is \$29,421, with 33.7 percent of the population living below the poverty line. In comparison, the median household income in Ohio is \$52,407, with 14.9 percent of the population living below the poverty line.

The average teacher salary in Ashtabula Area City Schools for 2017-2018 was \$54,230 (see table B-1, Appendix B). Teacher salaries have increased by \$2,006 over five years. During the same period, the percentage of teacher attendance increased from 93.8 percent to 95 percent, and the percentage of highly effective teachers and teachers with master's or doctorate degrees decreased from 75 percent to 71.8 percent.

---

<sup>1</sup> United States Census Bureau, 2010

The district's student population in 2017-2018 was 63.6 percent white, non-Hispanic, 16.1 percent Hispanic, 12.9 percent multiracial and 7.1 percent black, non-Hispanic (see figure B-1, Appendix B). The district reported that in 2018, 100 percent of its students were economically disadvantaged, 22.7 percent had disabilities, 5.6 percent were identified as gifted and 5.8 percent were English language learners (see figure B-2, Appendix B). Overall, Ashtabula Area City Schools' enrollment has decreased over the last 10 years from 4,057 in 2009 to 3,446 in 2018 (see figure B-3, Appendix B).

Ashtabula Area City Schools is composed of these schools:

- Erie Intermediate School;
- Huron Primary School;
- Lakeside High School;
- Lakeside Junior High School;
- Michigan Primary School;
- Ontario Primary School;
- Superior Intermediate School.

## STUDENT PERFORMANCE

Information about student performance includes (1) the status of the district related to the Ohio Department of Education's accountability system; (2) the progress the district is making toward narrowing achievement gaps, measured by the Gap Closing component; (3) English language arts performance and student growth; (4) mathematics performance and student growth; (5) Performance Index score; (6) four- and five-year cohort graduation rates; (7) Prepared for Success report-card measure performance; (8) attendance information; and (9) progress the district is making in improving at-risk K-3 readers.

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

### 1. District Report Card Summary

- A. The district received an overall "F" on its 2017-2018 report card, with "D" grades in Achievement, Progress, and Graduation Rate and "F" grades in Improving At-Risk K-3 Readers, Gap Closing and Prepared for Success.

### 2. District Gap Closing Summary

- A. To ensure that Ohio closes achievement gaps in half by 2026, the state expects districts to meet interim Performance Index and Graduation Rate targets for its student subgroups or to annually improve performance for these subgroups by 10 percent. In English language arts, only the district's economically disadvantaged subgroup met the subgroup interim Performance Index goal in 2017-2018, with 71.7 points (see figure B-4, Appendix B). None of its subgroups improved by more than 10 percent. In mathematics, none of the district's subgroups met the interim Performance Index goal in 2017-2018. However, the multiracial and English learner Performance Index improved by 13.2 percent and 10 percent compared to the previous year (see figure B-5, Appendix B). For the class of 2017, the district's economically disadvantaged student subgroup met the interim four-year graduation rate goal, with 75.5 percent graduating on time. However, all subgroups showed a decline in the four-year graduation rate 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>2</sup>

- A. The expected student proficiency needed to meet each test-based report card indicator (measured in Indicators Met) is 80 percent. Ashtabula Area City Schools did not meet the 80 percent benchmark for any English language arts indicator in 2017-2018 (see figure B-7, Appendix B). However, sixth grade English

---

<sup>2</sup> Growth occurs when there is evidence that students made progress similar to or exceeding the statewide expectation.

language arts and high school English language arts II did improve, increasing 4.9 percent and 11.1 percent, respectively, between 2017 and 2018.

- B. In comparing Ashtabula Area City Schools to the state average (see figure B-8, Appendix B), the greatest proficiency gaps between the state and the district are seen in grade 3 (-25 percent), high school English language arts I (-22.4 percent) and grade 7 (-21 percent).
- C. Ashtabula Area City Schools' Value-Added results on the Progress component show significant evidence students made less than expected progress in high school English language arts I and English language arts II (see figure B-9, Appendix B).

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

- A. The expected proficiency needed to meet each test-based report card indicator (measured in Indicators Met) is 80 percent. Ashtabula Area City Schools did not meet the 80 percent benchmark for any math indicator in 2017-2018 (see figure B-10, Appendix B). However, eighth grade math and high school algebra I did improve, increasing 14.3 percent and 6.8 percent, respectively, between 2017 and 2018.
- B. In comparing Ashtabula Area City Schools to the state average (see figure B-11, Appendix B), the greatest proficiency gaps between the state and the district (not including high school mathematics I and high school mathematics II) appear in grade 7 (-30.4 percent), geometry (-28 percent) and algebra I (-25.9 percent).
- C. Ashtabula Area City Schools Value-Added results on the Progress component show significant evidence that students made less than expected progress in grades 5, 7 and 8, as well as algebra I, geometry and high school mathematics I (see figure B-12, Appendix B).

#### **5. District Performance Index Summary<sup>3</sup>**

- A. Ashtabula Area City Schools' Performance Index score for 2017-2018 was 69.6, a decrease from 71 in 2016-2017 and 71.1 in 2015-2016 (see figure B-13, Appendix B).

#### **6. District Graduation Summary<sup>4</sup>**

- A. Ashtabula Area City Schools' four-year graduation rate for 2018 (the class of 2017) was 74.9 percent. Its five-year graduation rate was 82.2 percent (see figure B-14, Appendix B). Both the four-year and five-year graduation rates are lower than those of similar districts and the state average this year (see figure B-15, Appendix B).
- B. 25.1 percent of the district's students did not graduate within four years, compared to the state average of 15.9 percent. The four-year graduation rates decreased from 83.6 percent with the class of 2013 to 74.9 percent with the class of 2017. The five-year graduation rate decreased from a high of 85 percent with the class of 2013 to 82.2 percent with the class of 2016 but has increased over the last three years.

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

- A. Ashtabula Area City Schools' ACT participation in 2018 (class of 2017) was 43.1 percent (see figure B-16, Appendix B). Of the students in that graduating class, 13.6 percent received remediation-free scores. This increased from 13.3 percent in 2017 (class of 2016) and 13.1 percent in 2016 (class of 2015).
- B. The percentage of students who received honors diplomas declined from 11.7 percent in 2016 (class of 2015) to 8 percent in 2018 (class of 2017).
- C. College Credit Plus participation in the district increased from 0 percent in 2016 (class of 2015) to 0.9 percent in 2017 (class of 2016) to 6.7 percent in 2018 (class of 2017).

---

<sup>3</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>4</sup> Graduation rate is the percentage of students who received a regular or honors diploma during or before the end of the school year.

D. The percentage of students who took part in Advancement Placement courses decreased from 14.7 percent in 2016 (class of 2015) to 9.8 percent in 2017 (class of 2016) but increased to 12.9 percent in 2018 (class of 2017).

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

- A. Ashtabula Area City Schools' student attendance rate was 92.2 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>5</sup> increased from 23.7 percent in 2017 to 23.9 percent in 2018 (see figure B-18, Appendix B). In 2018, 76.1 percent of the district's students needed universal support<sup>6</sup> for attendance, compared to 17.7 percent who needed moderate support and 6.2 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 48.8 percent (see figure B-20, Appendix B).

### **9. District Literacy Summary**

- A. Students in grades K-3 statewide are expected to make progress toward being on track for literacy to ensure they receive the third grade English language arts test scores they need to be promoted to grade 4. Of Ashtabula Area City Schools' 141 students who were not on track in 2018, 12 moved to on-track status. However, 86 students were not placed on Reading Improvement and Monitoring Plans (RIMP) and did not score Proficient on a third grade English language arts test (see figures B-21 and B-22, Appendix B).
- B. During the 2017-2018 school year, 14 percent of Ashtabula Area City Schools' third-graders did not receive the third grade English language arts test scores needed for promotion to grade 4.

### **10. District Financial Data Summary**

- A. In 2017-2018, Ashtabula Area City Schools spent \$7,801.80 per equivalent pupil, compared to the state average of \$9,353.10 (see figure B-23, Appendix B). The district spent less on classroom instruction – at 64.5 percent of total expenditures – than both similar Ohio districts, which spent 69 percent of total expenditures on classroom instruction. It also spent less on classroom instruction than the state, which averaged 67.6 percent of total expenditures on classroom instruction (see figure B-24, Appendix B).
- B. Sixty-four percent of the district's revenue came from the state. Local funds made up the second highest percent of Ashtabula's revenue, at 22 percent (see figure B-25, Appendix B).
- C. During the 2017-2018 school year, Ashtabula Area City Schools spent \$533 more on building operating expenses per pupil as compared to the state average (see table B-2, Appendix B).

---

<sup>5</sup> Students who miss 10 or more percent of school are identified as chronically absent.

<sup>6</sup> 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 are identified require moderate support while those missing 20 or more percent of school require intensive support.

# Ashtabula Area City Schools District Review Findings

## STRENGTHS

### Leadership, Governance and Communication

#### 1. The district engages with external partners to increase student supports throughout the district.

A. The district engages with external partners to increase student supports throughout the district.

- Based on interviews, the board of education members encourage community partnerships to help provide additional supports to students and families.
- The district and local businesses and community organization hosted the Dragon Back to School Bash on Aug. 15, 2018, at the Lakeside High School Stadium to provide families with hot dogs, haircuts, family photos, health screenings and school supplies, based on interviews with district administration and document reviews.
- Working with the Ashtabula County Young Men's Christian Association, the district recognizes at the board of education's monthly meetings selected K-12 students who exhibit the "Dragon's ROAR" expectations: Respectfulness, Outstanding academics, Always safe and Responsible characteristics.
- Ashtabula's Community Counseling Center offered "breakfast, fellowship and a community discussion about recovery" on Feb. 22, 2019, to give students and families information about its programs. The center is a nonprofit behavioral health provider that promotes mental health recovery by providing services for therapy, screenings and connecting students and families to behavioral health services.
- Collaborating with Kent State University at Ashtabula, the district offers the Rising Scholars program to selected students identified at the end of grade 6 as having "promising academic ability but are not performing up to their potential." The program is designed to "increase high school graduation rates, enhance college readiness and improve college/postsecondary attendance in rural counties," according to documents reviewed. The program offers:
  - Weekly mentoring from Kent State students;
  - An intense summer workshop focused on academic skills;
  - Biannual one-day workshops that emphasize the connection between education and local career paths;
  - Eligibility for a sponsored scholarship to cover the cost of tuition at Kent State University at Ashtabula upon program completion.
- According to documents reviewed, the After School Discovery, an Ashtabula County nonprofit organization created in 1994, has worked with the district and community partners to offer enrichment programs and educational support beyond the school day to more than 25,000 grade K-6 students.
  - After School Discovery personnel offer an academic coaching program, "Strive 4 Success," at Superior Intermediate School. The six-week program is free for grades 3-6 students needing extra help in reading and math.
  - Based on interviews and documents reviewed, After School Discovery staff members, working with the district, provide out-of-school enrichment, academic and character-building programs to K-3 students through the 21<sup>st</sup> Century Community Learning Center program at Lakeside Elementary.
    - The 21<sup>st</sup> Century Community Learning Center grant supports the creation of community learning centers that offer academic enrichment opportunities during non-school hours for children — particularly students who attend high-poverty, low-performing schools.

- Programs help students meet state and local student standards in core academic subjects, such as reading and math, and provide a broad array of enrichment activities, according to Ohio Department of Education guidance documents.
- Catholic Charities of Ashtabula County, a faith-based agency consisting of social service programs and Catholic Charities Housing Opportunities, works with the district to address student and family needs for clothing, housing and food, according to documents the team reviewed.
  - The team learned through staff interviews that the agency provides support to students and families through the Opening Doors program; a free, 10-week parenting class targeting expectant mothers and parents with children from birth to age 5.
  - The program offers new and expecting parents training on helping children develop healthy habits and being successful in school. Parents also receive information on accessing community resources to support their families and network with other parents.
  - According to a document review, Catholic Charities offers an “evidence-based program” with materials for students in grades 6-10 to “equip students with the knowledge and skills to help them make decisions and practice behaviors that enhance health and wellness.”
- District documents reveal the district and the Ashtabula County Community Action Agency, a network of more than 1,100 local, private, nonprofit and public agencies created through the economic Opportunity Act of 1964, have partnered since 2017 to lead a community engagement process that fosters community and school connections.
  - As part of the ongoing process, the Community Action Agency, the district and the Community Counseling Center combined to form the Community Learning Center Advisory Group. The group offers input into the development of a school and community service hub to be housed within the schools.
  - This community learning center, called the Dragon Empowerment Center, “help[s] children successfully bridge barriers to education success – whether that be proper nutrition, health care, counseling, job training or many other ways to help children break the cycle of poverty.”
  - The center received contributions through an anonymous donor and Wells Fargo Advisors-Ashtabula to fund a Vision Services pilot project. The money used to help students’ families cover the costs of vision examinations and eyeglasses for those students.

**IMPACT:** When the district engages with external partners to increase supports to students and families, it may ensure that all students, regardless of challenges, graduate ready for college or careers.

## **2. The board established a collaborative process for evaluating the superintendent.**

- A. According the Ashtabula Area City School District Policy Manual, Section A, File AFB, adopted Oct. 18, 2017, the board “evaluates the performance of the Superintendent in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and enable the Board to provide the District with the best possible leadership,” according to documents reviewed.
- According to interviews, the board contacted the Ashtabula County Educational Service Center staff in the 2018-2019 school year for input on a potential superintendent evaluation model.
    - Based on interviews and document reviews, the board used the models to adapt a superintendent evaluation tool for the district that aligned with the Ohio Standards for Superintendents.
    - According to interviews with board of education members, the board developed a tool that included measurable goals to determine the influence of the superintendent on student achievement and the characteristics of effective, evidence-based superintendent practices.
  - On Sept. 11, 2018, the board and superintendent met to agree on these items:
    - Evaluation instrument;

- Evaluation timeline and key dates;
  - Performance goals;
  - Formal and informal benchmarks and checkpoints throughout year;
  - Artifacts to be used as evidence of superintendent performance;
  - Process for compiling the year-end evaluation;
  - Process and individuals responsible for conducting the evaluation conference with the superintendent;
  - Process and individuals responsible for establishing a performance improvement plan for the superintendent, if needed;
  - Process and individuals responsible for sharing the evaluation results with the community.
- Documentation shows that at the board's September 2018 meeting, the superintendent and board agreed on five evaluation goals for the superintendent for the 2018-2019 school year.
  - During the 2018-2019 school year, the superintendent has provided the board with continual updates on progress related to the performance goals. These have come via email, telephone calls, presentations and documents such as the AACCS Curriculum Update, a tool the district's data, accountability and professional development director uses to communicate the district's efforts to close performance gaps.

**IMPACT:** When the board and superintendent engage in a collaborative evaluation process to determine superintendent effectiveness, the board may clearly communicate goals, objectives and expectations for the district.

## Curriculum and Instruction

### 1. The district has programs in place to provide students with pathways for high school graduation, career development and college entry.

- A. Board policy adopted on Oct. 18, 2017, regarding the district's basic curriculum says that, "Since education is a lifelong process, the [district's] educational program provides a curriculum that serves the general academic needs of all students and presents opportunities for individual students to develop specific talents and interests in career-technical and other specialized fields and to grow toward independent learning."
- B. The district offers the American College Test (ACT) preparation course to students in their junior year of high school. The ACT is a standardized test measuring knowledge and skills in English, math, reading, science and writing. Many U.S. colleges refer it when making admissions decisions.
  - According to the district testing coordinator, during the 2018 testing window, the district financed test fees for 400 students.
- C. The district offers Advanced Placement courses in seven subjects including physics, calculus, United States history, European history, biology and English.
  - According to the American College Board, Advanced Placement courses give students the opportunity to do college-level work and earn college credit and placement while they're still in high school. American colleges and universities can grant placement and course credit to students who earn scores of 3 or higher on the examination.
    - District staff teaching Advanced Placement courses have completed the Advanced Placement criteria training offered by the American College Board.
    - According to the school counselors focus group, the district orders 50-60 tests each year for students to take various Advanced Placement exams.

- D. Ashtabula County Technical and Career Center provides education and training opportunities for Ashtabula high school students.
- The Ashtabula County Technical and Career Center programs includes Licensed Practical Nurse training, Cosmetology and Electrical Engineering Technician.
    - Grade 8 students attend an assembly and participate in a field trip to learn more about high school career training options offered at the Ashtabula County Technical and Career Center (A-TEC).
    - Students may begin attending the Ashtabula County Technical and Career Center in their junior years of high school.

**IMPACT:** When the district has programs and pathways for students to experience college and career options while in high school, they may be better prepared for choices after graduation.

## Assessment and Effective Use of Data

### 1. The district uses a student information system to house current student performance data.

- A. According to focus group participants and a software demonstration, the district uses ProgressBook® to enter, review, store and communicate student information.
- Staff members use this software daily, weekly and quarterly to record data on student attendance, assessment and discipline.
  - According to documentation and interviews, the district uses software-generated data during meetings about students' responses to interventions and student reading improvement and monitoring plans, as well as during student support team and teacher-based team meetings, according to documents and interviews.
  - Administrators, educators and certified staff enter and review current student information.
    - Teachers use the ProgressBook® gradebook feature to upload course assignments and enter summative unit assessment grades. Teachers take daily and course-period attendance.
    - School counselors use ProgressBook® reports to determine course options and choose college and career readiness and postsecondary options for junior high and senior high school students. These counselors use the system to create graduation transcripts and store evidence of industry credentials earned.
    - The student support team uses ProgressBook® assessment data reports when determining the need for discussions about students' responses to intervention. The district uses SameGoal, Inc. IEP Anywhere software to create written acceleration plans, written education plans, individualized education programs, 504 plans and other intervention strategies. This software integrates with ProgressBook®.
    - District and school administrators use ProgressBook® features to monitor student attendance, district attendance, discipline and achievement progress. They also can review school, grade-level, teacher and student data reports.
  - Students use ProgressBook® to see assignment outlines, due dates and course assessment grades.
  - Parents log in to ProgressBook® to see their children's attendance, assignment instructions and assessment grades. Parents can use the software program to email their students' teachers.

**IMPACT:** When the district uses a student information system to house current student performance data, the district may have accessible data to make more efficient decisions for students' learning opportunities.

### 2. The district uses a formative assessment tool for reading and math to monitor student growth in grades K-10.

- A. The Ohio Department of Education’s Assessment Guidance and Rubrics document describes formative assessment as an ongoing, flexible, intentional practice that drives instruction. A teacher uses formative assessments to evaluate students’ comprehension, learning needs and academic progress during a lesson, unit or course. According to interviews with district administrators and teacher and principal focus groups, the district uses Renaissance STAR 360® as its formative assessment for grades K-10 reading and math.
- B. According to interviews with district administrators and comments from principal and teacher focus groups, the district selected Renaissance STAR 360®, reading and math student growth data in grades K-10:
  - To integrate with the student information system;
  - To provide immediate reports once the student or class finishes the assessment;
  - To generate intervention reports;
  - To provide intervention or enrichment strategies.
- C. Documentation by building-level leadership teams reveal the district used data from the first Renaissance STAR 360® assessments for grades K-10 in September 2018. This was at:
  - Huron Elementary School, Sept. 17-Oct. 14, 2018;
  - Erie Elementary School Oct. 8, 2018, where building leadership team minutes show the team discussed the urgent need to finish the first STAR 360 assessment administration.
- D. The district administered the second and third formative assessments in December 2018 and February 2019, respectively.
  - One inventory item from a principal’s classroom observation is that, “the teacher conducts frequent formative assessments to check for understanding and to inform instruction.” During four of the six classroom observations by this review team member, the teachers included the Renaissance STAR 360® growth data report with the lesson plans or the teachers’ data notebooks.
  - According to building leadership team minutes for Erie Elementary School on Jan. 8, 2019, the district used the September 2018 and December 2018 results of the formative assessments to discuss student growth for reading and math during the building leadership team meeting.
  - At the time of the district review, the district administered the February 2019 formative assessment.
    - **IMPACT:** When the district uses a formative assessment tool for reading and math to monitor student growth in grades K-10, the schools and district may use data to inform instruction, intervention and enrichment decision-making.

**3. The district uses a common assessment tool to create pre- and post-assessment data for grades K-12.**

- A. The district uses Illuminate Student Information™ to create more detailed ProgressBook® data reports. According to participants in the focus group and principal group interviews, as well as interviews with district administrators, the district administrators upload progress assessment data from the district K-10 reading and math formative assessments. They also upload positive behavior interventions and supports initiative data to compare reward and discipline data over the year.
  - District administrators and educators use the Illuminate Student information™ to create detailed reports of student learning, class data and itemized assessment analysis.
- B. Common assessments are team-designed and used to monitor students for learning targets during the same instruction timeline. Common assessments are used in a school or district to encourage greater consistency in teaching and assessment within a grade level, department or content area. These assessments allow educators to compare the performance results of multiple classrooms, as well as determine student group or individual learning needs (Jakicic & Spiller 2013).

- C. The district uses the Illuminate Student Information™ common assessment creation function to grade course, grade-level and school assessments. These assessments align to the Ashtabula Area City Schools Priority Standards in the elementary schools.
- The district uses Illuminate Student Information™ options to group students based on needs for supports or enrichment. The tool can give pre-test and post-test progression reports for various content areas linked to Ohio's Learning Standards.
  - Teacher-based teams and building leadership teams use these reports as part of the Ohio Improvement Process. Superior, Huron, Erie and Michigan elementary schools' teacher-based team meeting documents from October and November 2018 have these reports embedded in the minutes. Superior, Erie and Michigan elementary schools' building leadership team meeting documents from November 2018 and January 2019 have pre-assessment and post-assessment results as agenda items.

**IMPACT:** When the district uses a common assessment tool to create pre-assessment and post-assessment data for grades K-12, the schools and district may use data to inform teacher teams and grade-level instruction, as well as intervention and enrichment decision-making for learning units.

## Human Resources and Professional Development

### 1. The district uses an educator evaluation system aligned with the state model to evaluate teachers.

- A. According to the Ohio Department of Education, “the overarching purposes of the teacher evaluation system are to serve as a tool to advance the professional development of teachers, to improve instruction, and to assist teachers and administrators in identifying and developing best educational practices to provide the greatest opportunity for student learning and achievement.”
- B. A review of teacher and administrator personnel files, the Electronic Teacher and Principal Evaluation System dashboard, and comments from focus group participants and district administrators confirmed the district uses the Ohio Teacher Evaluation System to evaluate its teachers.
- C. According to the master agreement between the Ashtabula Area Teachers' Association and Ashtabula Area City Schools Board of Education, dated Aug. 1, 2018, through Jul. 31, 2021, a credentialed evaluator conducts classroom observations and holds pre-observation and post-observation conferences to assess teacher performance and provide feedback. The final summative evaluation rating “is assigned at the conclusion of the evaluation cycle when the teacher performance rating is combined with the results of student growth measures, where fifty (50) percent of the evaluation rating is based on student growth measures as provided for in this agreement and fifty (50) percent of the evaluation rating is based on a teacher performance rating as provided for in this agreement.”
- D. According to interviews with district administrators, to evaluate teachers, the superintendent or designee approves and maintains a list of personnel who have met the eligibility requirements and hold the credentials established by the Ohio Department of Education.
- E. The district developed an evaluation schedule for principals to complete all teacher evaluations by May 1, 2019.
- According to district administrators and principal focus group participants, as well as a review of the district schedule, district administrators meet monthly with building administrators to monitor progress and completion of teacher evaluations.

**IMPACT:** When the district uses an evaluation system to evaluate teacher performance based on observations, conferences and feedback, teachers may improve their instructional practices. This also may result in improved student learning and achievement.

### 2. The district provides professional growth opportunities for building administrators.

- A. Strategy 2 of *Each Child, Our Future*, Ohio's strategic plan for education, is “Support every principal to be highly effective, especially those leading schools that serve the neediest children.” According to interviews

and focus group participants, the district provides professional growth opportunities for building administrators.

- According to building and district administrators, building administrators attend monthly “principal reflections” meetings facilitated by district administrators. During the meetings, building administrators review the alignment of the district’s priority standards with Ohio’s Learning Standards and review the monitoring of teacher evaluation components.
  - According to interviews and focus groups comments, district administrators participate in a six-part training for building administrators titled “Lead4Influence.” District and building administrators have attended four of six scheduled sessions beginning Nov. 18, 2018, and ending on May 16, 2019.
  - According to the facilitator and the brochure, Lead4Influence is an integrated system that creates introspection and enables intentional influence so that leaders can inspire others. It integrates leadership best practices, positive psychology development and some neuroscience, enabling teams to build and retain a common culture and leadership language. Session topics include:
    - Leadership purpose and culture assessment;
    - Character strengths and goal assessment;
    - Personal interaction style;
    - Self-awareness, emotional control and resiliency;
    - Building relationships and trust;
    - Trust, conflict and accountability;
    - Building and sustain high-performing team chemistry.

**IMPACT:** When the district provides professional learning for its building administrators, it may help build their capacity and hone their skills to provide instructional leadership and support for the teaching staff.

## Student Supports

### 1. The district partners with community organizations to support students’ academic, behavioral, and social and emotional well-being.

- A. According to interviews, focus groups and documents the team reviewed, the district has a working relationship with community partners that encompasses the whole child and supports students’ academic, behavioral and social-emotional learning needs.
  - **After School Discovery** provides after-school tutoring for reading and math. In the summer, the program offers Summer of Discovery, which engages students in academics, enrichment, career education and life-skills building. Strive for Success for grades 2-6 and Club 212 for grades 7 and 8 provide academic coaching along with career opportunities and exploration that includes two field trips in the fall and two in spring.
  - **Community Counseling Center** provides pre-crisis screening and behavioral intervention services for high-risk children and youth. Counselors are on site in each school building to provide behavioral interventions such as problem-solving; validation of feelings, situations and experiences; social skill building; conflict resolution, de-escalation and monitoring of problematic school behaviors; and modeling of appropriate behaviors and interactions. More than 250 students have received supports through these services through more than 200 hours of individual sessions. Counseling staff have trained school personnel on topics such as trauma-informed care.
  - **Ashtabula Works** strengthens the communication between the business community and the school district to help educate and link students to the needs of potential employers. This agency coordinates mock interviews for juniors and seniors in a group setting with human resources representatives from the local business community. The agency has a “career bank” of people willing to talk to students

about their professions, individually or in groups. Ashtabula Works oversees and helps with the high school's Drug Free America Club.

- **youthOPPORTUNITIES** is an Ashtabula County program that offers participants year-round access to a variety of services depending on personal needs. The program focuses on youth who need help to successfully continue in school and graduate or completing their high-school equivalencies (GEDs), while getting and keeping jobs and becoming more self-sufficient.
- **LEADERship** Ashtabula County offers area youth several different opportunities. In their junior years of high school, students can take part in YOUth LEADERship, which helps high school juniors acquire and strengthen leadership skills and become engaged in the community. Students work in teams on real community problems that matter to them. At the end of the school year, each team presents its evidence-based solutions to community leaders. Doing so helps students master creative problem-solving, critical thinking, collaboration, self-management and community citizenship. Students who complete the YOUth LEADERship program are eligible to take part in the LEADERship LAUNCHpad program. This program prepares students to enter their senior years and the next chapter of their lives focusing on entrepreneurship, personal development, technology, social change and community service.

**IMPACT:** When the district has community partners that offer quality programs that encompass the whole child and support the academic, behavioral and social-emotional learning needs of all students, the district may promote student growth and achievement and provide a positive school experience.

## **2. The district uses a process to identify and provide supports for students with learning and behavioral needs.**

- A. According to documentation and interviews with teachers and district and building administrators, the district uses either a Response to Intervention or student support team process to quickly identify students who need academic, behavioral and social-emotional support.
- Response to Intervention (RtI) is an approach to academic and behavioral intervention used to provide early, systemic and appropriate support to students who are at risk of, or who already are, performing below grade level.
  - The student support team is a group of district and building administrators, deans, teachers and coaches who hold monthly meetings across the district.
  - Teachers send RtI referrals to the Response to Intervention team, and the team determines whether to accept or deny a referral based on data.
  - Teachers must show documentation from two data sources before making referrals. These can include STAR reading and math scores, state and classroom assessment scores, and a student's responses to four weeks of intervention implemented by the teacher.
  - Once a referral is accepted, a Response to Intervention coach meets with the teacher to discuss next steps to intervention.
  - The teacher provides four weeks of implementation and progress monitoring that directly addresses the student's needs.
  - When the student is responding to the intervention, the implementation continues.
  - If the intervention is unsuccessful, the Response to Intervention coach uses Fast Bridge, an assessment that quickly provides benchmark reading and math performance data, to make further decisions about student interventions and enrichment.
  - Parents are invited to take part in the process depending on each case; sometimes this happens immediately.

B. Below are district supports the district implements to address academic, behavioral and social-emotional needs of students:

- Elementary schools: Fountas & Pinnell Leveled Literacy Intervention, a small-group, supplementary literacy intervention for students who find reading and writing difficult. It is used to support students' literacy needs;
- Elementary schools: Heggerty Phonemic Awareness, a program based on daily lessons, which include skill modeling, repetition, rhyming, blending phonemes and segmenting to support students in reading;
- Intermediate building: System 44, a foundational reading program designed to help students who need intensive support in reading;
- Junior high school: Read 180, a program designed for students who are reading two or more years below grade level. Read 180 combines online, direct instruction and student assessments;
- Grades kindergarten-1: PAX, a set of strategies to help students learn important self-management (social-emotional) skills. A behavioral coach meets with small groups twice a week;
- Community counselors are in each building to support the needs of the whole child.

**IMPACT:** When the district has a process to identify and provide support to address students' learning and behavior needs, it could improve the performance of all students by identifying needs early and modifying instruction quickly.

### **3. The district offers multiple pathways to ensure all students are prepared for postsecondary education and career opportunities upon graduation.**

- According to interviews, focus groups and documents reviewed, the elementary schools hired a presenter to talk with students about different careers.
- At the junior high school, A-Tech Vocational School does an assembly and surveys students' career interests. Eighth-graders go on a field trip to A-Tech Vocational School to preview their career areas of interest.
- At the high school, tenth grade students pick three programs to visit at the vocational school, then apply online to take part in the programs. They can attend A-Tech in 11th and 12th grades. Students can earn up to two credentials.
- All students have opportunities to learn about careers through the district's community partnerships. Community agencies provide opportunities for local businesses to talk to students about careers, how to complete resumes and job applications, and participate in mock interviews.
- Students enrolled in the alternative education class can earn up to three credentials by working after school.
- Students can earn college credit through Kent State University Ashtabula.
- Access is a community agency that works one-on-one with students, teaching them how to complete college and financial aid applications.
- The district has hired a transition coordinator to write career plans for students with disabilities.

**IMPACT:** When the district offers multiple pathways to ensure all students are prepared for postsecondary education and career opportunities upon graduation, it can prepare students for successful college and workforce experiences and to become productive citizens in society.

## **Fiscal Management**

### **1. The district has a comprehensive five-year forecast that guides the administration in managing its revenue and expenditures.**

- A. The five-year forecast provides a method for the Ohio Department of Education and Auditor of State to identify potential financial problems for the district.
  - The purpose of the forecast is to engage the local board of education and the community in long-range planning and discussions of financial issues facing the school district.
  - The forecast serves as a basis for determining the school district's ability to sign the certificate required by Ohio Revised Code §5705.412, a certification signed by the treasurer affirming the funds will be available.
- B. The five-year forecast and assumptions document dated October 2018 and submitted to the Ohio Department of Education Oct. 29, 2018 depicts detailed financial information regarding the historical and forecasted effect on the district's annual revenue and expenditures.
  - The five-year forecast and its assumptions provide a three-year history of the district's financial position and an estimate of the next five years of revenues and expenditures. The five-year forecast and assumptions are a key way to take a proactive approach to managing district finances in the future and to identify financial challenges in advance.
  - The five-year forecast and assumptions submitted in October 2018 address the revenue considerations, including:
    - State funding represents the majority of the district's overall general fund revenue at 59.8 percent, making it a major factor in expected increases;
    - Enrollment affects the level of funding the district receives. Monitoring enrollment is essential to detecting funding variances;
    - The district anticipates no significant change in revenues over the next five years.
  - The five-year forecast and assumptions submitted in October 2018 identify these expenditure considerations:
    - The district anticipates an overall expenditure growth rate of 3.22 percent for total operating expenditures over the next five years;
    - Supplies expenses are expected to remain relatively steady over the next five years;
    - The district's capital outlay expenditures represent 1 percent or less of the general fund.

**IMPACT:** When the district has a tool to manage its resources, it may track revenue and expenditures to guide the financial decisions to meet the alignment of district goals for student achievement and operating costs.

**2. The district uses efficient accounting technology to communicate district-level financial information.**

- A. Evidence shows the district uses the Auditor of State Uniform School Accounting System, a process based on the use of a systematic set of codes, each of which supplies different elements of information. By selecting the most appropriate code within each required dimension, the school district can sufficiently identify each financial transaction.
  - The district employs state software provided by the Ohio Department of Education as its accounting tool to manage finance operations.
  - The district uses the accounting technology to provide timely, useful reports to track and manage district funds and disseminate useful information to the appropriate district.
  - The district uses an accounting system that can track and manage funds, integrating program and school financial information into district-level budgeting, monitoring and forecasting. The district uses the tool to provide detailed and summary reports to district stakeholders.
    - The district posts monthly financial detailed and summary reports on its website.

**IMPACT:** When the district uses a technology system to maintain and manage district funds monthly, district stakeholders may have the ability to make informed financial decisions.

# CHALLENGES AND AREAS FOR GROWTH

## Leadership, Governance and Communication

### 1. The district does not have systematic way of planning school improvement and tracking it over time.

- A. According to Ohio Administrative Code 3301-35-02, effective and focused strategic planning is the responsibility of the board of education, superintendent and other key stakeholders to ensure proper governance, leadership, organization, administration and supervision of a school district.
- Based on Ohio Administrative Code 3301-35-02 (B), "A strategic plan guides the school district or school and key stakeholders in the ongoing measurement of student performance to show acceptable progress is being made toward the strategic goals and objectives. Strategic planning identifies short- and long-range goals with the necessary strategies."
  - According to a review of the Ashtabula Area City Schools District Policy Manual, the board lacks a policy that supports the development, monitoring and evaluation of a district strategic plan.
- B. The district has not identified a clear set of priority goals to guide improvement planning, according to interviews and document reviews.
- According to a review of the website for Ashtabula Area City Schools for the 2018-2019 school year, the district posted a strategic plan adopted by the board on May 23, 2018, listing these four goals:
    - Goal: Lifelong learners;
    - Goal: Family and community relationships;
    - Goal: Safety, facilities, and technology;
    - Goal: Fiscal resources.
  - In contrast, district administrators developed the Ashtabula Area City Schools District Focus Plan 2018-2021 in February 2019 listing these three goals:
    - Academic Focus: "AACS will grow all students at least one year in all subject areas, specifically math and English language arts," and "AACS will achieve a value-added score of 80% by the 2021 Ohio State Report Card in the subjects of English language arts and math";
    - Climate Focus: "All AACS stakeholders will cultivate a safe and supportive school climate and culture that nurtures the development of the whole child";
    - Leadership Focus: "All building level administrators will improve their instructional leadership skills by focusing on curriculum and instructional effectiveness through aligning curriculum to standards, facilitating data-drive decision making, promoting the use of evidence-based strategies, and provide opportunities for professional growth," and "AACS administrators will participate in professional development to increase their capacity to be instructional leaders."
  - The district identified goals in the 2018-2019 Comprehensive Continuous Improvement Plan (CCIP) to meet federal and state competitive and noncompetitive grant requirements, although the priorities do not mirror the goals identified in the May 23, 2018, strategic plan or the February 2019 Focus Plan, per document reviews and district administrator interviews.
    - The CCIP serves as a web-based planning and grants management tool that connects district goals for improvement to budgeted activities in the grants, according to Ohio Department of Education guidance.
    - The CCIP consists of: (1) a Planning Tool and (2) a Funding Application, according to Ohio Department of Education guidance.

- The Planning Tool in the CCIP contains the goals, strategies, action steps and district goal amounts for all grants in the application, based on Ohio Department of Education guidance.
  - The Funding Application contains the budget, budget details, nonpublic services and other related pages, per Ohio Department of Education guidance.
  - According to district administrator interviews and document reviews, the 2018-2019 and CCIP Planning Tool goals, strategies and action steps do not mirror those identified in the district strategic plan or the focus plan. The planning tool includes these goals tied to grant funding:
    - Reading/language arts, mathematics and core subjects;
    - Safe and inviting learning environment;
    - Highly effective teachers;
    - Limited English proficient students;
    - Equitable access to excellent educators.
  - According to principal and teacher focus group participants, the board and district administrators have not identified clear goals to guide the improvement planning process at the schools.
- C. The district has not identified short-range timelines and benchmarks to measure progress on goals and allow for mid-point corrections as needed, based on documents reviewed.
- According to a review of the most recent improvement planning documents dated February 2019, the district established long-range targets for improvement but did not divide and back-map by year, mid-year, quarter, month or week. Examples of goals with only long-range targets include:
    - “ACS will achieve a value-added score of 80% by the 2021 Ohio State Report Card in the subjects of English language arts and math”;
    - “By 2021, each ACS building will earn at least Silver Level recognition to PBIS and ACS will receive 90% positive feedback on all surveys”;
    - “By 2021, each ACS building will earn at least Silver Level recognition for PBIS and ACS will receive 90% positive feedback on all stakeholder surveys.”
- D. The district does not conduct improvement planning consistently using the Ohio Improvement Process 5-Step Process or other evidence-based models to conduct systematic needs assessments, strategic prioritization of needs, and data-based decision-making, based on interviews and document reviews.
- According to a review of district leadership team meeting agendas for Sept. 27, 2018, Oct. 25, 2018, Nov. 29, 2018, Feb. 7, 2019, and Feb. 28, 2019, the team collected and reviewed selected data but did not consistently use a root cause analysis tool, such as the 5 Whys Worksheet, to dig deeper into potential explanations or causes of problems.
    - Based on the documents reviewed, the team determined a goal or strategy to address gaps in student performance without searching backwards determine causes of problems.
    - According to documents reviewed, the team used ineffective steps in determining a goal or strategy such as:
      - A lack of clarity in defining the problem;
      - Limited time devoted to an investigation into the cause;
      - A reliance on guesses, hunches or assumptions;
      - An inadequate level of detail required for problem-solving;

- A focus on interim containment fixes;
    - Limited access to resources to support the process.
  - Reviews of documents show that, as a result, the teams selected goals and strategies that are not focused on viable solutions or based on underlying causes. Here are some examples:
    - To address the district report card component grade of F on Improving At-Risk K-3 Readers, the district leadership team suggested “Write more Reading Improvement and Monitoring Plans,” rather than determining why a high percentage of K-3 students are not reading on grade level;
    - To address the district report card component grade of F on Gap Closing, the district leadership team suggested “Stop exempting students from consequences of assessments because they have an Individualized Education Plan,” rather than determining why specific subgroups in the districts underperform in reading and math — specifically, special education students.
- The district does not track data systematically from multiple sources related to student performance and adult implementation indicators to drive improvement planning, according to interviews and document reviews.
  - The district leadership team relies on only one measure to determine student performance in reading and math during the school year: Renaissance Star 360® fall, winter and spring growth assessments in reading and math for grades K-12.
    - Although the district leadership team tracks reading and math performance data districtwide for K-10 students using Renaissance Star 360®, the tool includes only three data collection points per year. This reduces opportunities for staff to make timely adjustments in instruction.
    - The district also uses the Illuminate Education™ assessment system and item banks for teachers to create interim assessments in preK-12 reading and math. However, based on a review of the district leadership team agenda, the team does not access the data from the interim tool to guide improvement planning.
  - The district leadership team does not collect teacher performance data systematically for use in improvement planning, based on documents reviewed.
    - Although the district used an Engagement Walkthrough Tool in the 2017-2018 school year, the district no longer uses the tool.
  - The district does not use a system, tool or procedure for tracking progress on identified goals throughout the year.
- The district has not identified educators’ responsibilities in implementing the improvement planning process. It also has not provided professional development to support educators’ roles and accountability, based on document reviews and interviews with district administrators.
  - According to a review of the 2018-2019 district organizational chart and job descriptions, job responsibilities and roles are not aligned to the improvement plan goals. This contributes to narrow approaches.
  - Based on a review of documents, the district has not offered professional learning to ensure educators with responsibility for plan goals have the training they need to be successful.

**IMPACT:** When the district does not have a systematic way of planning school improvement and tracking it over time, increased performance may not be realized for the lowest achieving students.

## 2. The board of education does not consistently provide oversight for district policy development and implementation.

- A. The board of education lacks an overall awareness of the district improvement plan goals, strategies and action steps, based on board member interviews and document reviews.
- Based on Ohio Administrative Code 3301-35-01 (6), “Strategic planning is the responsibility of the board of education, the superintendent and other key stakeholders.”
  - According to Ohio Administrative Code 3301-35-02, a district improvement plan is part of a strategic planning process.
  - Based on a review of the Ashtabula Area City Schools District Policy Manual, the board lacks a policy that supports the development, monitoring and evaluation of a district strategic plan.
- B. A review of board of education minutes for the 2018-2019 school year reveals the board of education did not receive reports and progress updates on the district improvement plan goals and progress.
- According to the district policy manual, Section I, File: IM, Evaluation of Instructional Programs, updated Oct. 18, 2017, “Individual student progress and the instructional efforts of the District are evaluated systematically. It is the responsibility of the Superintendent and the instructional staff to report periodically to the Board on the progress the District is making toward the attainment of its instructional goal.”
    - The board has not required or received systematic updates on district improvement plan goals and progress to inform decision-making.
- C. As a policy-making body, the board has not determined consistently if policies support or hinder district efforts to improve student performance, contrary to district policy manual, Section B, File: BFG, Policy Review and Evaluation, adopted Oct. 18, 2017, that states, “The board evaluates how the policies have been executed by the staff and weighs the results.”
- Although district policy, Section D, File: DBD, Budget Planning calls for the district to employ a “year-round process involving broad participation by administrators, teachers, and other personnel through the District,” the district does not have an inclusive, data-driven budgeting process that aligns to the improvement plan goals and strategies, according to interviews with principal focus group participants and district administrators.
    - The board re-adopted policy DBD on Nov. 28, 2018, without changes to the document to address the need for a collaborative budgeting process that is aligned to the district improvement plan priorities.
    - Based on a review of the board meeting minutes for the 2018-2019 school year, the board did not review the fidelity of policy implementation nor the impact of the policy on school improvement efforts.
  - The district has not consistently involved the community in the school improvement planning process, although district policy, Section B, File: ABA, Community Involvement in Decision Making, states, “Community participation in the schools is essential to promote and maintain the quality of education for all students.”

**IMPACT:** When the board does not consistently provide oversight for district policy development and implementation, there may be a lack of focused leadership, guidance and support needed to successfully impact district and school improvement.

### Curriculum and Instruction

#### 1. The district has not adopted a written curriculum for all subjects for grades K-12 aligned to Ohio’s Learning Standards.

- A. According to documents reviewed and teacher and principal focus group participants, the district has not developed a K-12 curriculum in all subject areas that aligns to Ohio’s Learning Standards.
- Curriculum is defined as the lessons and academic content taught in a school or a specific course.
  - Curriculum includes the skills and knowledge students are expected to learn, which are outlined in learning standards or learning objectives.
  - The Ohio Department of Education’s definition of curriculum is: “A curriculum is a planned content, materials, resources and activities used to meet educational objectives for students. The curriculum focus in a school or school district must be K-12 or grade appropriate.”
- B. A review of documents and instructional resources at the time of the district review showed that district-written curriculum and instructional resources were aligned to Common Core Standards instead of Ohio’s Learning Standards.
- The district uses the Pearson Prentice Hall Literature Common Core Edition 2012 in grades 7-12, as its classroom English literature textbook.
  - A review of the district’s graded courses of study reflects alignment to the Common Core Standards, not Ohio’s Learning Standards.
    - In 2009, state leaders, including governors and state commissioners of education from 48 states, two territories and the District of Columbia, came together to develop common, college- and career-ready standards in mathematics and English language arts. However, Ohio has developed and adopted a curriculum and a set of learning standards and assessment tools specifically for Ohio school districts.
    - According to Board policy IAA, adopted Oct. 18, 2017, titled, Instructional Objectives, “A standards-based curriculum is developed according to state academic content standards and the requirements established by the Ohio Administrative Code.” However, at the time of the review, the district did not have all curriculum aligned to state academic content standards.
- C. The district review team conducted 56 classroom observations in all schools in the district to examine instruction and student learning. A 6-point scale was used to evaluate each setting. Scores range from 0 to 5, with 0 meaning there is no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence of the practice. Indicators observed included:
- “Classroom lessons and instructional delivery are aligned to Ohio Learning Standards.” The district received a rating of 1.67 out of a possible score of 5. The teacher communicates clear learning objectives aligned to Ohio’s Learning Standards.” The district received a rating of 1.51 out of a possible score of 5”;
  - “The teacher communicates clear learning objectives aligned to Ohio’s Learning Standards.” The district received a rating of 1.51 out of a possible score of 5.

**IMPACT:** When the district does not have a written curriculum that aligns to Ohio’s Learning Standards, K-12 teachers lack guidance in making instructional decisions that may impact student academic success.

## 2. The district does not have a literacy framework for reading in grades K-12.

- A. A review of the 2018 Ohio School Report Cards shows the district did not meet the established proficiency goals on the student achievement component in English language arts in the 2015-2016, 2016-2017 and 2017-2018 school years.
- According to the report card, the Achievement component represents the number of students who passed the state tests (by scoring proficient or higher) and how well they performed on them. Indicators Met measures the percent of students who have passed state tests. Test results are reported for each student in a grade and subject. The passage rate for each test indicator is 80 percent and the end-of-course improvement indicator is 25 percent.

- In English language arts, the percent of students who scored below proficient were:
  - Third Grade – 63.8 percent; Fourth Grade – 48.0 percent; Fifth Grade – 45.8 percent; Sixth Grade – 56.7 percent; Seventh Grade – 57.1 percent; Eighth Grade – 62.6 percent; English language arts I – 53.5 percent; English language arts II – 54.7 percent; and end-of-course improvement in English language arts – 80.1 percent.

B. According to reviewed documents and interviews, the district’s implementation of literacy instruction in grades K-6 is fragmented and lacks cohesiveness.

- Focus group participants and interviewees stated that teachers have had limited training in the Heggerty Phonemic Awareness Curriculum pilot program used in preK-3 buildings.
  - According to reviewed documents, Heggerty Phonemic Awareness curriculum is developed on a systematic scope and sequence of skills, with each level focused on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition and language awareness. The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole-group setting.
- The district adopted the Fountas and Pinnell Literacy Program as its reading program in 2015. It uses the program for literacy instruction in its four elementary buildings. However, teachers shared they have not been fully trained in the use of all the program’s instructional support materials.
  - Teacher focus group participants revealed the district adopted the Guided Reading for Literacy program, which could be used in the classroom, on the condition that teachers supply their own reading books.

C. According to interviews, training and professional development in using adopted curriculum programs that are designed to teach literacy have been inconsistent and lack alignment to the district’s adopted instructional materials.

- Focus group participants shared the district purchased the Creative Curriculum program last year, but there has been little training on how to implement the program in classrooms.
- A review of curriculum maps and pacing guides for grades K-6 reflect the lack of educator knowledge and deep training in the English language arts component of Ohio’s Learning Standards.

D. In 2017, the Ohio Department of Education created Ohio’s Plan to Raise Literacy Achievement to provide guidance for districts developing frameworks for language and literacy development for all learners.

- The plan has eight sections: Ohio’s Theory of Action; Alignment of Ohio’s Literacy Improvement Efforts; Comprehensive Needs Assessment; Ohio’s Literacy Vision; Objectives, Strategies and Activities; Goals and Measures; Plan for Monitoring Progress; and Implementing Evidence-based Practices.
- The district’s literacy program does not align to the components of Ohio’s Plan to Raise Literacy Achievement.

**IMPACT:** When the district does not have a literacy program, it may not provide guidance to plan and execute instruction that may impact students’ literacy success in the classroom.

### **3. The district does not have a structure in place to support curriculum and instruction in grades K-12.**

A. The district lacks curriculum leadership that ensures consistency, standards alignment and effective delivery of curriculum.

- Board policy IF, Curriculum Development, adopted Oct. 18, 2017, says, “To ensure improved instruction as a result of curriculum changes, there must be a close coordination between new curriculum development and current instruction-program and process- and their evaluation. There must be coordination across subject areas and articulation of programs between grade levels.”

- Although the district has created the position of director of School Improvement, with the duty of providing leadership for K-12 curriculum and program development, there is no designated department of curriculum and instruction.
- B. Documents and interviews revealed the district does not have a cycle in place for the review, revision or replacement of curriculum and instructional resources.
- Teacher focus group participants stated the district uses some core content area textbooks that are 20 years old, therefore, teachers purchase many of their own instructional resources.
  - District curriculum maps and pacing guides do not reflect a connection to Ohio's Learning Standards.

**IMPACT:** When the district does not have a structure in place to support curriculum and instruction, staff may individually determine the use of curriculum and instructional resources, which may lead to inconsistent impact on students' academic achievement.

## Assessment and Effective Use of Data

### 1. The district does not have written guidelines and procedures for a system of K-12 assessments aligned to the local board of education policy.

- A. A review of the board policy manual shows that the district does not have comprehensive guidelines and procedures for Section I, item L, Testing Program.
- B. Although the district uses a formative assessment, Renaissance Star 360®, for determining reading and math progress in grades K-10, there is no evidence of written guidelines or monitoring to determine how the test is used.
- Even though the district has provided a 30-minute training for each school by the trained teacher on staff, as noted on the STAR VIRTUAL PROFESSIONAL DEVELOPMENT 2018-2019 document, there are no written guidelines or expectations for the administration, including a calendar with dates for the testing windows.
  - According to the teacher and principal focus group discussions, there are no written guidelines or expectations on using the reports during instruction or intervention planning.
  - There is no evidence the district uses the data reports to inform secondary building leadership or teacher-based team meetings.
- C. Although the district uses the Illuminate Student Information™ to create common assessments for all content areas, there is limited written guidelines or monitoring to determine how the assessment results are used.
- Even though the district has provided a training module as part of professional development programs, as noted on the AACS Professional Development Oct. 19, 2018, document, teacher focus group participants wanted more hands-on practice on creating assessments.
  - According to the teacher and principal focus group discussions, there are no written guidelines or expectations for using the reports during instruction or intervention planning.
  - There is no evidence the district is using data reports to inform the secondary building leadership or teacher-based team meetings.
- D. According to documents reviewed and responses from interviews and focus group participants, the district has limited written assessment expectations.
- According to interviews with district administrators and teacher and principal focus group participants, the district does not provide guidelines for the number of assessments or the timeline for assessments given or recorded, per quarter.

- The teacher negotiated agreement states, “The bargaining unit member must be able to justify a student’s grade with properly documented evidence to support that grade,” and “Grades will be due no later than 4:30 p.m. on the second workday following the end of the grading period.”
- According to district administrator interviews, the district does not provide written guidelines and procedures for the Kindergarten Readiness Assessment, state assessments, Naglieri Nonverbal Ability Test®, IOWA Assessments™ and ACT.
- The district does not monitor assessment strategies.

**IMPACT:** When the district does not have written guidelines and procedures for a K-12 system of assessments aligned to the board of education policy, the district may not be able to determine student knowledge and understanding.

**2. The district does not use data to monitor adult implementation changes.**

- A. The district does not provide supports to develop expected adult implementation behaviors. The district has not developed tools to assess adult implementation changes.
  - The Ashtabula Area City School District Illuminate 2018-2019 document states the district’s goal is “100 percent of instructional staff will use Illuminate data based on common assessments created by grade level teams, anchored to priority standards, to drive teacher-based team, building leadership team and district leadership team meetings; ultimately, using the data to adjust instruction to meet the needs of all students” by the end of 2018-2019. Although the district has defined an adult implementation goal, it has not identified timelines and a specific monitoring system to determine the progress of adult implementation changes to meet the established goal.
  - Although the district’s Ashtabula Area City Schools Professional Development Plan 2018-2021 has a section titled Coaching, Monitoring and Follow-through, the district has not defined criteria for the specific data to be collected to monitor adult behavior changes.
- B. In the 2017-2018 school year, the district used the Engagement Tool, a non-evaluative classroom walkthrough data collection tool, to store information and produce reports on teachers’ instructional practices. According to district administrator interviews and principal focus group participants, the district discontinued its practice of non-evaluative walkthroughs using the Engagement Tool.

**IMPACT:** When the district does not use data to monitor adult behavior changes, it may not be able to effectively monitor changes in adult practices and progress toward established goals.

**3. The district does not have a system with practices to ensure educational management information system (EMIS) data is accurate.**

- A. The district has no written guidance for administrative assistants to help them use the proper EMIS coding when adding new students.
- B. There is no evidence for consistent reporting and feedback protocols to ensure data accuracy and ongoing communication and collaboration.
  - There is no process or procedure to reconcile data with the treasurer.
  - There is no process to ensure school data is accurate and feedback is timely.
  - There is no process to determine what data can be used for monitoring and evaluating progress on district goals.

**IMPACT:** When the district does not have a system with practices to ensure EMIS data is accurate, educational programs, demographics and funding may not be measured accurately.

**Human Resources and Professional Development**

**1. The district does not have a system in place to attract and recruit an effective and diverse teaching staff.**

- A. Interviews with district administrators revealed the district did not conduct formal teacher recruitment activities during the 2017-2018 school year.
- B. The district's policy on recruiting certificated personnel states:
  - Because the quality of the staff hired by the board is the major component of an effective, productive educational program, the board and the administration of the district make efforts to attract and retain qualified personnel;
  - The board expects the superintendent, with the assistance of the administrative staff, to determine the personnel needs of the district and the individual schools and to recruit the best qualified candidates to recommend for employment;
  - Recruitment procedures include posting all openings so that the talents and potential of individuals already employed by the school system are not overlooked. Any current employee may apply for any position for which he/she has certification and meets other stated requirements. All candidates shall be considered based on their merits, qualifications and the needs of the district. Create a professional learning committee of central office administrators, building administrators, teachers and support staff (independent of the district leadership team) to develop and oversee the implementation of a multi-year professional development plan and calendar.
- C. At the time of the review, according to interviews with district administrators and comments with teacher focus groups, the district had not undertaken recruitment activities for the 2018-2019 school year.
- D. According to comments during interviews with district administrators, there is no standardized plan or timeline for recruitment of district staff.
- E. The district does not have an administrator who has a primary responsibility of overseeing the recruitment of staff, according to interviews of district administrators.

**IMPACT:** When a district does not have an established method to attract and recruit effective and diverse staff members, the district may not have the opportunity to hire staff to promote the goals of the district's focus plan and provide effective instruction to students.

**2. The district does not have a cohesive and collaboratively developed professional learning plan.**

- A. At the time of the review, the district did not have a multi-year professional development plan aligned to the Ohio Standards for Professional Development that delineates specific professional development for certificated staff.
- B. The Ohio Standards for Professional Development, adopted April 2015, state:
  - Professional learning that increases educator effectiveness and results for all students must:
    - Occur within a collaborative culture in which all share collective responsibility for continuous improvement;
    - Be advanced by leaders who prioritize professional learning and develop the capacity and structures to support it;
    - Be supported by resources;
    - Be data-based and use data for planning, assessment and evaluation;
    - Represent best practice models and theories of adult learning and active engagement;
    - Be research-based, using what is known about change to sustain implementation;
    - Focus on specific goals and align outcomes with existing educator and student standards.
- C. At the time of the review, district's professional development plan for 2018-2021 did not provide the following:

- A calendar of professional development activities based on:
  - Data of student and educator need, focus, initiatives and goals of the district; or
  - District-purchased curriculum materials;
- Evidence of a plan developed collaboratively with stakeholders to plan, assess and evaluate professional development; or
- Evidence on using evaluations to make informed decisions on revising the plan.

D. At the time of the review, the action steps regarding professional development in the district's Focus Plan, 2018-2021 are not represented in a comprehensive multi-year professional development plan.

**IMPACT:** When the district does not have a collaborative and cohesive professional development plan aligned to the Ohio Standards for Professional Development and the district focus plan, it may limit teacher capacity and student achievement.

## Student Supports

### 1. The district's use of collaborative teaching models does not support the learning needs of all students.

- A. According to interviews, focus groups, observations and documents reviewed, educators lack an understanding of how to differentiate instruction.
- There is no evidence to indicate the district has provided professional development to enhance teachers' instructional delivery.
- B. According to documents reviewed, interviews, focus groups and observations, a collaborative teaching model is in place districtwide, but there has been no formalized training on implementation.
- In one school, the building schedule showed the classrooms in which co-teaching was taking place, but other school schedules displayed no evidence of a collaborative model. Observations revealed there was no differentiation of instruction from building to building.
- C. Interviews and focus groups revealed there is no common planning time for general education teachers and intervention specialists to plan for instruction across the district.
- D. According to interviews and documents reviewed, there has been no professional development on collaborative teaching models.

**IMPACT:** When there is no collaborative teaching model to support the academic needs of all students, it may decrease opportunities to address students' specific and diverse learning needs and could prevent ways for students to demonstrate what they have learned.

### 2. The district lacks a comprehensive multi-tiered system of supports to address the academic and behavior needs of all students.

- A. According to the Ohio Department of Education, a multi-tiered system of supports has these characteristics:
- A combination of components that helps to ensure high levels of academic and social achievement;
  - Provides students who are not benefiting from the general curriculum with targeted small-group interventions;
  - Intensive interventions are individually developed for students with significant challenges and the interventions are determined based on the results from careful assessment of the student's needs;
  - Student progress is frequently monitored to make decisions about changes in instruction or goals;
  - Data are used to allocate resources to improve student academic and social learning.

- B. According to interviews with district administrators and teachers and documents reviewed, there are minimal resources to support the learning needs of students.
- C. According to interviews, focus groups, district-level administrators and documents reviewed, there is no collaborative team-based approach to development, implementation and evaluation of alternative interventions.
- D. Interviews with internal stakeholders revealed there is not an array of high-quality, evidence-based instruction matched to individual needs.
  - Interviewees and observations revealed there is a lack of understanding of instructional strategies.
  - There has been no training on the interventions being used, such as Fontas & Pennell Leveled Literacy Intervention and System 44.
  - Interviewees and documents reviewed revealed there is no literacy plan.
  - The district purchased the Go Math program, but there has been no training on implementation and the educators rarely use the program for instruction.
- E. According district and building-level administrators, teachers, students and observations, there has been no implementation of a research-based systems approach to improve school climate districtwide.
  - Positive Behavior Interventions and Supports (PBIS), a research-based, schoolwide approach to improve school climate and create safer and more effective schools, has not been fully implemented in the district.
  - Interviewees and focus groups indicated that three schools received an introductory training on PBIS. Five schools have not been trained.
  - The PAX Good Behavior Game® is an evidence-based practice consisting of proven instructional and behavioral health strategies used daily by teachers and students in the classroom. It creates a nurturing environment in schools and classrooms. It allows students to develop pro-social behaviors in a safe setting.
  - PAX is designed for grades K-6, however, interviews disclosed PAX has been fully implemented only in kindergarten classrooms.
  - Document reviews showed a decrease in out-of-school suspensions over three years, but in-school-suspensions have increased.

**IMPACT:** When there is no comprehensive multi-tiered system of supports in place for academic and behavior intervention and supports, it can be difficult to ensure students’ academic and behavioral needs are supported quickly as well as providing a safe school environment.

**3. The district lacks a system to promote access and equitable participation in academic programs for all students to narrow proficiency gaps.**

- A. According to interviews, documents reviewed and district-level administrators, the district is making efforts to increase student participation in advanced and accelerated programs, but only 8 percent of the student population currently is enrolled in these classes.
- B. Documents reviewed revealed the district did not meet Indicator 5b: School-age Restrictive Educational Environments and 5c: Restrictive Educational Environments Separate Facilities on the 2018-2019 Ohio Special Education Profile. This indicator identifies the number of students enrolled in self-contained classrooms in and outside of the district and shows the district exceeds the state target.
- C. According to interviews, a student focus group and district-level administrators, academic support structures for English learners have not been fully implemented.

**IMPACT:** When there is no system in place to promote access and equitable participation for all students in academic programs to narrow proficiency gaps, it may create academic barriers and decrease student growth and achievement.

## Fiscal Management

### 1. The district does not allocate resources to support district and school improvement goals.

- A. At the time of the review, the district did not provide evidence of a budget document aligned to district and school improvement goals.
- Based on evidence and interviews, district administration and department heads receive budgetary worksheets containing limited financial information.
    - The district does not evaluate curriculum programs before making budget decisions.
    - The district-approved appropriation measure does not include an explanation of district goals and priorities to be achieved through the budget.
  - Focus group participants revealed they did not participate in developing building budgets. At the time of the review, interviews with district stakeholders revealed the district did not align expenditures to the Ashtabula Area City Schools District Focus Plan 2018-2021.
    - Interviews revealed “We had a purchase order for 3,000 Chromebooks without an explanation except that we need them.”
    - “Budget is pretty much based on history.”
  - The district did not provide evidence on how the technology and transportation needs were incorporated into the budget.

**IMPACT:** When the district does not have a budget developed with the involvement of all appropriate stakeholders, resources may not be allocated to support district financial and improvement goals.

### 2. The district does not employ effective practices to efficiently manage grant resources to support school improvement.

- A. Data in the Ohio Department of Education’s Comprehensive Continuous Improvement Plan (CCIP), which includes district grant budgets and final expenditure reports for the previous three years and current year, reveals the district did not spend all awarded grant dollars in federal programs over the grant periods of Fiscal Years 2016, 2017 and 2018.
- The Consolidated Grants Final Expenditure Report for FY18 shows awarded allocations of \$3,611,874.32 and \$765,367.05 were not spent; FY17 shows amount awards of \$3,422,416.96 and \$755,501.04 were not spent; and FY16 shows awarded amounts of \$3,375,909.02 and \$219,564.68 were not spent.
  - The district received \$72,900 in FY18 in a School Improvement 1003 Grant. The district has not spent \$47,754.07 of that amount.
  - The district has not allocated the unspent amount of \$47,754.07 for FY19.
  - The district did not spend \$68,000 from the Early Childhood Education Entitlement, which is federal funding providing for high-quality preschool services in FY17. The district did not spend \$599.35 from the Alternative Education Challenge Entitlement, which is for students who are at risk of school failure, according to the Final Expenditure Report for FY17.
  - The unspent funds in the Early Childhood Education Entitlement and Alternative Education Challenge are returned to the federal government.
  - At the time of the review, the FY19 total consolidated allocation was \$4,456,860.70. A report to the board of education at its Feb. 20, 2019, meeting shows only \$1,406,561.04 of these funds have been spent.

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

**3. The district does not have a capital plan to address immediate and long-term facility, transportation and technology needs.**

A. A comprehensive capital plan is a detailed, long-term plan that includes costs for the maintenance and replacement of all district capital assets. Components include technology, bus and vehicle replacement, roofs, parking lots, heating, air conditioning, electrical, plumbing, security systems, furniture and equipment.

- According to interviews with district administrators, the district has not adopted a systematic, long-term financial capital plan to address the costs of capital maintenance and replacements that will arise over the course of time.
- Interviews with district administration and staff revealed the district does not have a process to determine the funding source for emergency repairs or replacements of computers, building equipment or vehicles.

**IMPACT:** When a district does not have an adopted long-term capital plan to address future and possible unforeseen expenditures, it may not have funds to meet operating obligations.

**4. The district's financial information reveals deficit spending of the general fund budget.**

A. The October 2018 Five-Year Forecast reveals deficit spending of \$ 2,539,310 by June 30, 2019. The forecast reveals the district will have liquidated the cash balance by the end of FY21.

- According to the Jan. 8, 2019, financial report, the district is projected to continue deficit spending throughout the forecast period, causing the cash balance to be completely liquidated by 2022.
  - The district implemented a plan to reduce spending in July 2021, but the district general fund balance will have met or fallen below the district's own general fund cash balance reserve policy of 10 percent of operating expenses, adopted June 27, 2018.
- The five-year forecast and assumptions submitted in October 2018 address these expenditure considerations:
  - Overall district's operating expenditures have increased by an average annual rate of 3.7 percent during the past five years.
    - These increases are due to rising health insurance costs and increases in purchased services.
  - The district anticipates an overall expenditure growth rate of 3.22 percent for total operating expenditures over the next five years.
  - Personnel services represent the district's largest expenditure at 43.3 percent of the general fund overall budget.
  - Employee benefits are the third largest expense, slightly less than purchased services, representing approximately 24 percent of the general fund budget. According to the forecast, this is expected to be the second largest budget expense in FY21. It will represent 28.1 percent of the general fund budget.
  - Purchased services is the second largest expenditure category, representing 28.4 percent of the general fund budget.
    - Contracted and professional services represent more than \$2 million of this line in the forecast.

**IMPACT:** When the district's financial information shows it is spending more than it is receiving annually, the district's fiscal stability may be at risk.

# Ashtabula Area City Schools District Review Recommendations

## Leadership, Governance and Communication

1. Implement a school improvement planning model that emphasizes a comprehensive needs assessment and analyses of underlying causes, strategic prioritization of goals and action steps, decisions based on multiple data points and benchmarks of success, and systematic tracking of progress shared with stakeholders.
  - Seek external expertise to evaluate current systems and processes that can support improvement planning and progress tracking, as well as support recommendations for changes.
  - Ensure that resources are allocated to support improvement planning and that policies and guidelines ensure focus and accountability at all levels of the organization.

**BENEFIT:** Systematic improvement planning and progress tracking may strengthen coherence of goals, evidence-based strategies and action steps designed to support school and district success.

2. Increase the board's oversight and accountability for ensuring the local board develops and follows policies and guidelines that support district and school improvement planning.
  - Access board performance diagnostics, best practices resources, ongoing board training, and coaching and consulting services through external education firms that focus on nonprofit governance and board leadership. Examples are the Ashtabula Educational Service Center and Ohio School Boards Association.
  - Exercise the option in Board of Education Policy Manual, Section B, File: BCE, Board Committees, to establish committees of board members to conduct studies, make recommendations to the board and act in an advisory capacity to more fully investigate education practices and school improvement planning that will inform board actions.

**BENEFIT:** Improving the board's oversight role for policy development and implementation may position the district to achieve its mission and meet improvement goals.

## Curriculum and Instruction

1. Develop a comprehensive written curriculum plan for grades K-12 using Ohio's Learning Standards.
  - Create a curriculum planning committee composed of district leaders, K-12 building principals and teachers, and community stakeholders to develop a written curriculum plan aligned to Ohio's Learning Standards.
  - Develop and use a written curriculum plan that aligns district instructional strategies, resources and assessments.

**BENEFIT:** When a district has a written curriculum plan that reflects Ohio's Learning Standards, staff may have a road map to guide academic improvement efforts. This also may enable the district to gauge and monitor academic growth and achievement.

2. Develop and implement a literacy program that addresses the learning needs of all students.
  - Establish a committee (of district administrators and K-12 building principals and teachers) to develop a districtwide literacy framework aligned to Ohio's Learning Standards and uses evidence-based language and literacy teaching and learning for all K-12 learners. Use Ohio's Plan to Raise Literacy Achievement to guide the literacy framework development.
  - Create a professional development plan to support teacher training in the components and execution of the literacy framework.
  - Integrate aligned literacy textbooks and instructional resources to support the literacy program and the instructional framework.

**BENEFIT:** A literacy program with an instructional framework component may help the district develop and strengthen students' essential literacy skills.

3. Assign curriculum leaders to ensure consistency, standards alignment and effective delivery of curriculum in the district.
  - Conduct a curriculum review and revision process that is comprehensive, uses teacher input and valid research, includes regular reviews of assessment results and addresses identified needs.
  - Develop a system to regularly monitor for the effective use of approved curriculum materials.
  - Provide a professional development plan to train teachers on new curriculum materials and instructional resources adopted by the district.

**BENEFIT:** When a structure is aligned to curriculum and instruction, district leaders, building staff and community stakeholders may have a common vision of what constitutes student academic success.

### Assessment and the Use of Data

1. Create assessment guidelines that includes a mission statement, expected outcomes and appropriate evaluation metrics to assess outcomes and performance targets. Ensure the guidelines and procedural expectations align with the state and local board of education testing policy. Guidelines might include timelines, procedures and practices. Refer to the Ohio Department of Education's "Assessment guidance and rubrics" document.

**BENEFIT:** By having written guidelines with procedural expectations, the district may ensure assessments and accountability have cohesive measurement and feedback to support a culture of continuous improvement culture with data. When the district develops assessment guidelines and procedures aligned to state and district policies, the district may gain a comprehensive assessment system that provides accurate feedback on student academic progress.

2. Create a collection of classroom data to monitor the level of implementation for district goals. Use the adult indicator items from the Ashtabula Area City School District Plan 2018-2021 to create look-for criteria. Add criteria from the Ashtabula Area City School District Illuminate 2018-2019 district goal. Complete the section on Coaching, Monitoring and Follow-through in the Ashtabula Area City Schools Professional Development Plan 2018-2021. Create a quarterly schedule to collect data on the chosen criteria.

**BENEFIT:** Using scheduled collections of classroom data aligned to district goals allows the district to monitor implementation progress, discover barriers and provide ongoing support. The district may use the data to analyze the progress of the adult indicators for the district goals.

3. Create a system of practices to ensure Education Management Information System (EMIS) data is accurate. Determine a list of staff positions responsible for entering or reviewing the data. Add written guidance for each position. Provide ongoing professional development during regular meetings for individuals holding each staff position. Schedule regular data accuracy feedback. Ensure staff members code students with special needs immediately after they are identified. Ensure students with reading improvement and monitoring plans are identified. Make sure the district identifies students who are receiving Advanced Placement exam results or industry credentials.

**BENEFIT:** When there is an ongoing system to ensure EMIS data is current, district educational programs, demographics and funding may be measured accurately.

### Human Resources and Professional Development

1. Refine the districts' recruitment practices to address current and future staffing needs and ensure each student in the district has effective teachers, administrators and support staff.
  - Maintain a recruitment calendar and ensure the district is strategically represented at various college fairs, using promotional and marketing tools that highlight the attributes of the district.
  - Work with the district's communications department to develop literature that highlights the positive attributes of the district and benefits of working there.

- Review and implement ideas from the Ohio Department of Education’s Human Capital Resource Center Website ([OhioHCRC.org](http://OhioHCRC.org)). This website offers comprehensive ideas and strategies for human capital management. Examples to aid recruitment include:
  - Promoting the district or school as an attractive workplace for educators;
  - Establishing high and unyielding standards for identifying candidates;
  - Cultivating partnerships with diverse sources of potential applicants;
  - Use social media to post information about district employment opportunities.

**BENEFIT:** Providing a structure to attract and recruit staff may allow the district to provide an effective, diverse staff who can provide a high-quality education for each student.

2. Develop a multi-year professional development plan using the action steps listed on the Ashtabula Area City Schools Focus Plan 2018-2021 and the Ohio Standards for Professional Development.
  - Create a professional learning committee to develop and oversee implementation of a multi-year professional development plan and calendar.
  - Develop a way to assess what professional development stakeholders need to help achieve district goals and increase student growth.
  - Work with State Support Team 5 and the educational service center to provide additional professional learning sessions and evaluation options.
  - Provide specialized training on purchased curricular materials.
  - Set up curriculum training for teachers who are new to the district or to a grade level.

## Student Supports

1. Provide ongoing professional development opportunities to support district expectations for instructional models and methods in the general education classrooms. Establish a framework to include research and evidenced-based instructional strategies and practices that support student learning and behavioral needs.
  - Provide ongoing professional learning opportunities that focus on instructional strategies and practices for all staff, using the train-the-trainer model.
  - Develop a system to follow-up with teachers on their implementation of the strategies in the classroom.
  - Create a way to measure the impact of the professional development on changing adult implementation behaviors and student academic achievement.

**BENEFIT:** The use of instructional models with research and evidenced-based instructional strategies and practices could support a wide range of students, from those with learning disabilities to those who are considered high ability.

2. Develop a comprehensive, multi-tiered system of support that reinforces the instructional framework. Provide professional development and training to align, implement and strengthen resources and services that are research and evidence-based that match students’ specific academic and behavioral needs. Create a plan of action that includes ongoing, job-embedded professional development, training and evaluation of programs.

**BENEFIT:** A comprehensive multi-tiered system of support can provide a well-defined intervention process for all staff to follow. Using data to evaluate the effectiveness of program implementation and student performance could ensure a quick response to addressing and supporting student needs.

3. Create a system that gives all students access to academic programs, identifies intervention and enrichment needs, and supports students’ specific learning needs.

**BENEFIT:** Academic programs that are accessible to all students and appropriately matched to support or enhance student learning can increase student growth and achievement.

## Fiscal Management

1. Work with district administration and department heads and involve all stakeholders to develop a process that provides budget details by building and department. Include a narrative that is easy to understand and demonstrates how the budget relates to district goals and initiatives.
  - Review and adjust the current budget as the district evaluates spending and programs for cost effectiveness and their impact on student achievement and district goals.
  - Communicate budgeted versus actual spending to all district stakeholders.

**BENEFIT:** When the district has a budget developed with the involvement of all appropriate stakeholders, resources may be allocated in a cost-effective manner to support district financial and improvement goals.

2. Increase communication with district administration and stakeholders to ensure the budgetary process for federal programs is meeting the needs of staff and student programs and accurately tracks the spend-down of grant funds in real time. Develop a process to evaluate this spending and make reallocation decisions early in the process so the district spends the allocation before the grant period closes.

**BENEFIT:** When the district tracks spending of the awarded grant dollars, it may be able to develop new programs or strategically and effectively expand innovative programs for student achievement. Federal program dollars will be tracked and evaluated in a more timely way to ensure the funds will be spent within the allocated period.

3. Write a comprehensive plan to address capital expenditures for both short-term and long-term probable costs. The plan should address annual costs and eventual replacement of buses and other district-owned vehicles, technology, equipment and facility maintenance, including roofs, paving and athletic facilities.

**BENEFIT:** When a district has an adopted long-term capital plan to address future and potential, unplanned expenditures, resources will be allocated and available when the need arises.

4. Immediately evaluate current staffing, health benefit needs and purchased service agreements for their alignment to the Ashtabula Area City School District Focus Plan. Identify staffing and health benefit agreements and purchased services agreements that are effective and not effective, and plan to reduce spending in areas that do not align with the district's improvement plan. Prioritize financial decisions to stay within the district budget and avoid deficit spending.

**BENEFIT:** When reducing and aligning expenditures to be less than or no more than equal to annual revenues, the financial stability of the district may be ensured.

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

The review was conducted Feb. 25 to March 1, 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. Scott Spears, Leadership Governance and Communication
3. Bernie Burchett, Curriculum and Instruction
4. Sandra Hay, Assessment and Effective Use of Data
5. Judy Wright, Human Resources and Professional Development
6. Cynthia Vaughn, Student Supports
7. Rhonda Zimmerly, Fiscal Management

## District Review Activities

The following activities were conducted during the review:

### Interviews

- The visit included 45 hours of interviews and focus groups with 168 stakeholders, including board members, district administrators, school staff and teachers' association representatives.

### Focus Groups

- Middle School and High School Teachers
- Elementary School Teachers
- Middle School and High School Principals
- Elementary School Principals
- Middle School Students
- Elementary School Students
- High School Students
- Parents

### Onsite Visits

- Building and Classroom Observations at all levels

## Ashtabula Area City Schools

**6610 Sanborn Road, Ashtabula, OH 44004**

### Official District Review Schedule

**February 25 – March 1, 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, focus groups. With the exception of meetings with leadership teams, supervising staff should not be scheduled in interviews or focus groups with those under their supervision.*

#### Day 1— **Monday, February 25, 2019**

<i>Time</i>	<i>Activity Room Location – Room #</i>	<i>Time</i>	<i>Activity Room Location – Room #</i>	<i>Time</i>	<i>Activity Room Location – Room #</i>
7:30-8:00	<b>ODE DRT Team Meeting – Board Conference Room #C104</b> <b>ALL DRT Members</b>				
8:00-8:15	<b>Orientation with District Leaders – Media Center Conference Room #A17</b>  6610 Sanborn Road Ashtabula, OH 44004  <b>ALL DRT MEMBERS</b>				
8:30-11:00	<b>Classroom and Building Observations will be conducted by the Team Classroom Observer</b>				
8:30-9:25	<b>Assessment &amp; Data Interview</b> <i>Media Center Room #A17</i>	8:30-9:25	<b>Leadership Interview</b> <i>Superintendent's Office</i>	8:30-9:25	<b>Student Supports Interview</b> <i>Payroll Office Room #C113B</i>
	Instructional Technology Tech Support Accountability Coordinator <b>A&amp;D, HR/PD</b>		Superintendent Treasurer  <b>LGC, FM</b>		Director, Pupil Services Registration Truancy Officer <b>SS, C&amp;I</b>

<b>Time</b>	<b>Activity</b> <i>Room #C107</i>	<b>Time</b>	<b>Activity</b> <i>Payroll Office Room #C113A</i>	<b>Time</b>	<b>Activity</b> <i>Payroll Office Room #C113B</i>
9:30-10:55	<b>Student Supports Interview</b>	9:30-10:55	<b>Leadership /Fiscal Interview</b>	9:30-10:55	<b>Curriculum &amp; Instruction</b>
	Spec Ed Specialist Dir. Spec Ed and Gifted Program  <b>SS, A&amp;D</b>		Community Leaders  <b>LGC, FM</b>		Director of School Improvement  <b>C&amp;I, HR/PD, LGC (10:30)</b>
11:00-12:10	<b>DRT Meeting/Working Lunch ALL DRT MEMBERS</b> <b>Location:</b> Team Workroom - <i>Board Conference Room #C104</i>				
12:15-1:15	<b>Student Supports Interview</b>	12:15-1:40	<b>Assessment &amp; Data Interview</b>	12:15-1:40	<b>HR/PD Interview</b>
12:15-12:35	School Nurses (all)  <b>SS, C&amp;I</b>		EMIS Coordinator Dir. of Accountability <b>A&amp;D, FM, SS (12:30)</b>		Union President Union Representative <b>HR/PD, LGC, C&amp;I (1:15)</b>
1:45-2:10	<b>Document Review - Team Workroom</b>  <b>ALL DRT Members</b>				
2:15-3:11	<b>Student Supports Interview</b> <i>Room C107</i>	2:15-3:25	<b>Leadership Interview</b> <i>Treasurer's Office</i>	1:45-2:55	<b>Assessment &amp; Data Interview</b>
	Spec Ed Specialist Dir. Spec. Ed and Gifted Program  <b>C&amp;I, SS</b>		Director, Business Affairs  <b>LGC, FM</b>		District OIP Facilitators  <b>A&amp;D, HR/PD, C&amp;I, SS (1:45-2:10)</b>

<b>Time</b>	<b>Activity</b> <i>Media Center Room #A17</i>	<b>Time</b>	<b>Activity</b> <i>Payroll Office Room #C113A</i>	<b>Time</b>	<b>Activity</b> <i>Payroll Office Room #C113B</i>
3:30-4:25	<b>Leadership Interview</b>	3:30-4:00	<b>Student Supports Interview</b>	3:30-4:25	<b>HR/PD Interview</b>
	Communications Coordinator Tech Support  <b>LGC, FM, A&amp;D</b>	4:00-6:10	Review of Response to Intervention and Gifted Documents  File Review <b>SS</b>	3:30-4:00  4:00-4:25	New Hires Certified (Identify 3-5 newly hired teachers) Classified ((Identify 3-5 newly hired staff) <b>HR/PD, C&amp;I</b>
4:30-5:15	<b>Assessment &amp; Data Interview</b>  <b>A&amp;D</b>	4:30-5:30	<b>HR/PD Interview</b> Human Resources Staff  <b>HR/PD, C&amp;I</b>		
4:30-5:15	<b>Board of Education Interview</b> <i>Payroll Office Room #C113A</i>  Board Members  <b>LGC, FM</b>	5:20-5:50	<b>Board of Education Interview</b> <i>Payroll Office Room #C113A</i>  Board Vice President Board Member <b>LGC, FM</b>		
5:30-6:15	<b>OPEN / Evidence Review &amp; Triangulation</b>  <b>Location: <i>Board Conference Room #C104</i></b>  <b>A&amp;D, C&amp;I, HR/PD, SS</b>				
6:15	<b>Review Team Debrief</b> <b>Location: Team Workroom - <i>Board Conference Room #C104</i></b>  <b>ALL DRT MEMBERS</b>				

**Site Visit Schedule Day 2—Tuesday, February 26, 2019**

<i>Time</i>	<i>Activity</i> <i>Media Center Room #A17</i>	<i>Time</i>	<i>Activity</i> <i>Payroll Office Room #C113A</i>	<i>Time</i>	<i>Activity</i> <i>Payroll Office Room #C113B</i>
8:00-8:25	<b>DRT Meeting</b> <b>Location:</b> Team Workroom - <i>Board Conference Room #C104</i>  <b>ALL DRT MEMBERS</b>				
8:30-9:25	<b>Leadership, Governance &amp; Communication Interview</b>	8:30-9:25	<b>Curriculum &amp; Instruction Interview</b>	8:30-10:25	<b>HR Review of Personnel Files:</b> <b>Location:</b> <i>(HR Office)</i>
	Police Chief Security Chief  <b>LGC, FM</b>		School Counselors  <b>C&amp;I, A&amp;D, SS</b>		Please provide online access for review.  <b>HR/PD</b>
8:30-12:30	<b>Classroom Observations will be conducted by the Team Classroom Observer</b> <b>Building Observations will be conducted by the Building Observers</b>				
9:30-10:20	<b>Leadership Interview</b> <i>Payroll Office Room #C113A</i>			9:30-10:20	<b>Student Supports Interview</b> <i>Payroll Office Room #C113B</i>
	Coordinator, Accountability & Federal Programs  <b>LGC, FM</b>				Intervention Specialists (one from each building)  <b>SS, C&amp;I, A&amp;D</b>
<b>10:20-10:30</b>	<b>Travel Time to School Buildings</b>				
10:35-11:25  (see maps & directions)	<b>Middle School Student Focus Group</b> <b>Location:</b> <i>Lakeside Jr. HS</i> <i>6620 Sanborn Road</i> <i>Library</i>  <b>FM, C&amp;I</b>	10:35-11:25	<b>Elementary Student Focus Group</b> <b>Location:</b> <i>Huron ES</i> <i>2300 Wade Avenue</i> <i>Room A132</i>  <b>LGC, HR/PD</b>	10:35-11:25	<b>High School Student Focus Group</b> <b>Location:</b> <i>Lakeside HS</i> <i>6600 Sanborn Road</i>  <b>A&amp;D, SS</b>

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
11:25-11:35	<b>Travel Time to Back to Administration Building</b>				
11:45-1:00	<b>State Support Team SST #5</b> <b>Location: <i>Media Center Conference Room #A17</i></b>  <b>ALL DRT MEMBERS</b>				
1:00-2:00	<b>DRT Meeting/Working Lunch</b> <b>Location: Team Workroom – <i>Board Conference Room #C104</i></b>  <b>ALL DRT MEMBERS</b>				
2:00-2:55	<b>Student Supports Interview</b> <b>Location: <i>Media Center Conference Room #A17</i></b>  Community Partners (e.g., Non-profit organizations, for-profit organizations, etc.):  <b>ALL DRT MEMBERS</b>				
2:00-4:00	<b>Classroom Observations will be conducted by the Team Classroom</b> <b>Observer Building Observations will be conducted by the Building</b> <b>Observers</b>				
3:00-4:00	<b>Teacher Focus Group High and Middle School</b> <b>Location: <i>Media Center Conference Room #A17</i></b>  <b>ALL DRT MEMBERS</b> <b>HR/PD (3:00-3:30)</b>	3:30-4:00  4:05-4:35	<b>New Certified Teachers</b> <b>Location: <i>Payroll C113B</i></b>  <b>Classified Teachers</b> <b>HR/PD</b>	4:05-5:05	<b>Teacher Focus Group Elementary</b> <b>Location: <i>Media Center Conference Room #A17</i></b>  <b>ALL DRT MEMBERS</b> <b>HR/PD (4:40-5:05)</b>
5:15	Review Team Debrief  <b>Location: Team Workroom - <i>Board Conference Room #C104</i></b>  <b>ALL DRT MEMBERS</b>				

**Site Visit Schedule Day 3—Wednesday February 27, 2019**

<i>Time</i>	<i>Activity</i> <i>Media Center Room #A17</i>	<i>Time</i>	<i>Activity</i> <i>Payroll Office Room #C113A</i>	<i>Time</i>	<i>Activity</i> <i>Payroll Office Room #C113B</i>
8:00-8:25	<b>DRT Meeting ALL DRT MEMBERS</b> <b>Location:</b> Team Workroom - <i>Board Conference Room #C104</i>				
8:30-10:00	<b>Leadership Interview</b> <i>Superintendent's office</i> Follow-up with Superintendent  <b>LGC, FM (9:15)</b>	9:15-10:00	<b>Fiscal Management Interview</b>  <i>(One of each)</i> Custodian Building and Grounds Staff Cook Bus Driver <b>FM</b>	8:30-10:00	<b>Curriculum &amp; Instruction Interview</b>  Curriculum & Instruction Specialists  <b>C&amp;I, A&amp;D, HR/PD, SS</b>
10:00-10:25	<b>Assessment &amp; Data Interview</b> <i>C113A</i>  ES Special Education  <b>A&amp;D</b>	10:00-10:55  10:10-10:50	<b>Assessment &amp; Data Interview</b>  Psychologists  <b>A&amp;D (10:25)</b> <b>C&amp;I, SS</b>	10:00-11:30	<b>HR/PD Interview</b>  Human Resources Director  <b>HR/PD, LGC</b>
11:00-12:00	<b>Fiscal Interview</b> <i>Treasurer's Office</i>  Treasurer  <b>FM</b>	11:30-12:00	<b>Leadership Interview</b>  Superintendent's Office Staff Exec Assistants  <b>LGC</b>		
11:00-12:00	<b>Technology Staff Demonstration – Student Information System, iReady, etc.</b> <b>Location:</b> <i>Media Center Conference Room #A17</i>  <b>A&amp;D, C&amp;I, SS, LGC</b>				
12:00-2:00	<b>Working Lunch/Document Review:</b> <b>Location:</b> Team Workroom - <i>Board Conference Room #C104</i>  <b>ALL DRT MEMBERS</b>		12:15-1:15	<b>Leadership Interview</b> <i>C113A</i>  BOE President  <b>LGC, FM</b>	

<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>
2:00-2:55	<b>Fiscal Interview</b> <i>Payroll Office Room #C113A</i>  Treasurer's Support Staff  <b>FM</b>		
2:30-2:55	<b>HR/PD Personnel File Review</b> <i>Human Resources Office</i>  <b>HR/PD</b>	2:00-2:25	<b>HR/PD Interview</b> <i>School Improvement Office</i> Director, School Improvement <b>HR/PD</b>
2:00-2:55	<b>OPEN / Evidence Review &amp; Triangulation</b> <b>Location:</b> Team Workroom - <i>Board Conference Room #C104</i>  <b>LGC, SS</b>	2:00-2:55	<b>Assessment &amp; Data Interview</b> <i>Payroll Office Room #C113B</i>  District Testing Coordinators  <b>A&amp;D, C&amp;I</b>
3:00-3:55	<b>Middle and High Schools Principals Focus Group</b> <b>Location:</b> <i>Media Center Conference Room #A17</i>  <b>ALL DRT MEMBERS</b>	4:00-4:55	<b>Elementary Principals Focus Group</b> <i>Media Center Conference Room #A17</i>  <b>ALL DRT MEMBERS</b>
5:00-6:30	<b>Parent Focus Group – In conjunction with the Office of Federal Programs</b> <b>Location:</b> <i>High School Media Center</i>  <b>ALL DRT MEMBERS</b>		
6:45	<b>Review Team Debrief and Team Members</b> <b>Location:</b> Team Workroom - <i>Board Conference Room #C104</i>  <b>ALL DRT MEMBERS</b>		

**Site Visit Schedule Day 4—Thursday February 28, 2019**

<i>Time</i>	<i>Activity</i>				
8:00-8:30	<b>DRT Meeting</b> <b>Location:</b> Team Workroom - <i>Board Conference Room #C104</i>  <b>ALL DRT MEMBERS</b>				
8:45-10:15	<b>Classroom Visits</b>  <b>Middle, High and Intermediate Schools</b>  <b>ALL DRT MEMBERS</b>				
10:15-10:30	Travel time, if needed				
10:30-12:30	<b>Classroom Visits</b>  <b>Elementary Schools</b>  <b>ALL DRT MEMBERS</b>				
11:30-11:55	<b>Fiscal Interview</b> <b>Location:</b> <i>Payroll Room C113B</i>  Athletic Coordinator Athletic Support  <b>FM</b>	11:30-12:15	<b>Leadership Interview</b> <b>Location:</b> <i>C113A</i>  Board Member  <b>LGC</b>	12:00-12:30	<b>Fiscal Interview</b> <b>Location:</b> <i>Payroll Room C113B</i>  Managers Food Service Transportation  <b>FM</b>
12:30-1:30	<b>DRT Lunch ALL DRT MEMBERS</b>				
1:30-1:45	Travel time				
2:15-6:00	<b>Emerging Themes Meeting to Define 3 Strengths and 3 Challenges Based on Evidence</b> <b>Location – Hampton Inn</b>  <b>ALL DRT MEMBERS, EDITING TEAM</b>				

**Site Visit Schedule Day 5 — Friday March 1, 2019**

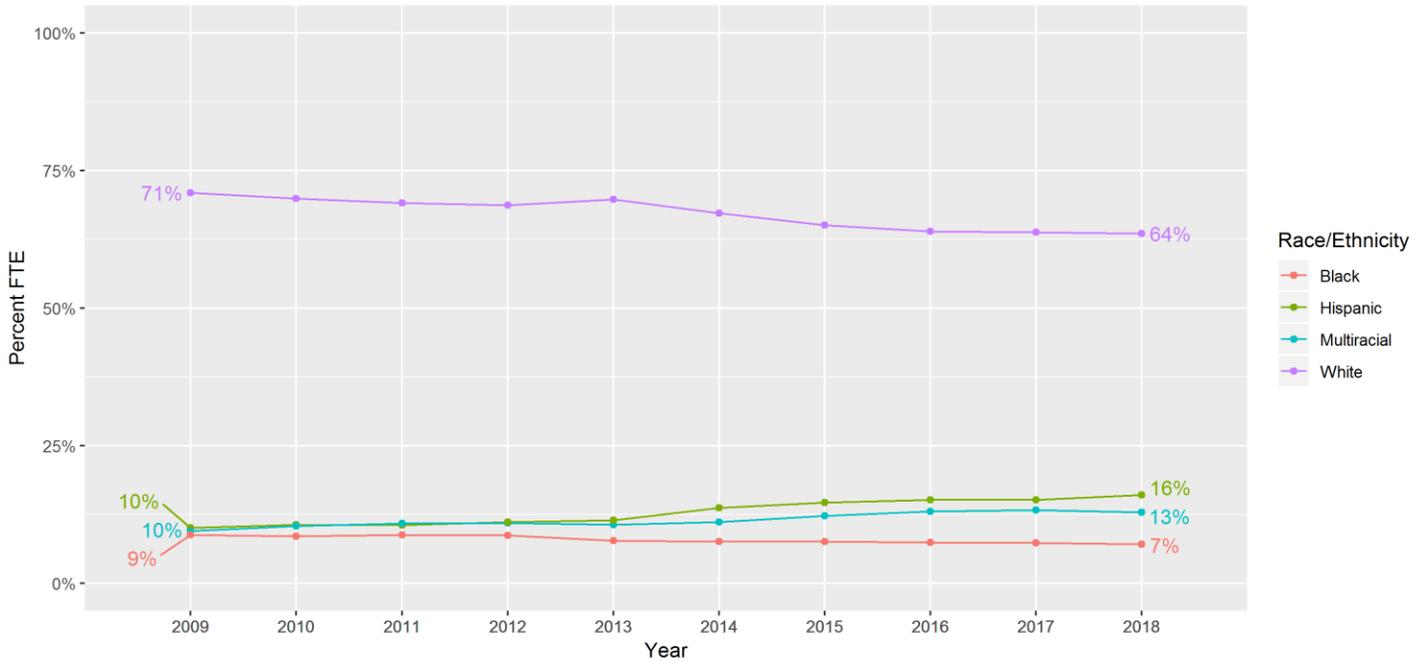
<b>Time</b>	<b>Activity</b>
9:00-10:00	<b>DRT Final Morning Meeting</b> <b>Location:</b> Team Workroom - <i>Board Conference Room #C104</i>  <b>ALL DRT MEMBERS</b>
10:00-10:45	<b>Meeting with Superintendent re Emerging Themes</b> <b>Location:</b> <i>Superintendent's Office</i>  <b>CCI Representative</b> <b>DRT Coordinator</b>
11:00-12:15	<b>District Debriefing Meeting with leadership team re Emerging Themes</b> <b>In conjunction with the Office of Federal Programs</b> <b>Location:</b> <i>High School Media Center</i>  <b>ALL DRT MEMBERS</b>
11:45-2:00	<b>Working Lunch/ Q &amp; A/ Compliance Tracking System</b> <b>Location:</b> Team Workroom - <i>Board Conference Room #C104</i>  <b>ALL DRT MEMBERS</b>

Key

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

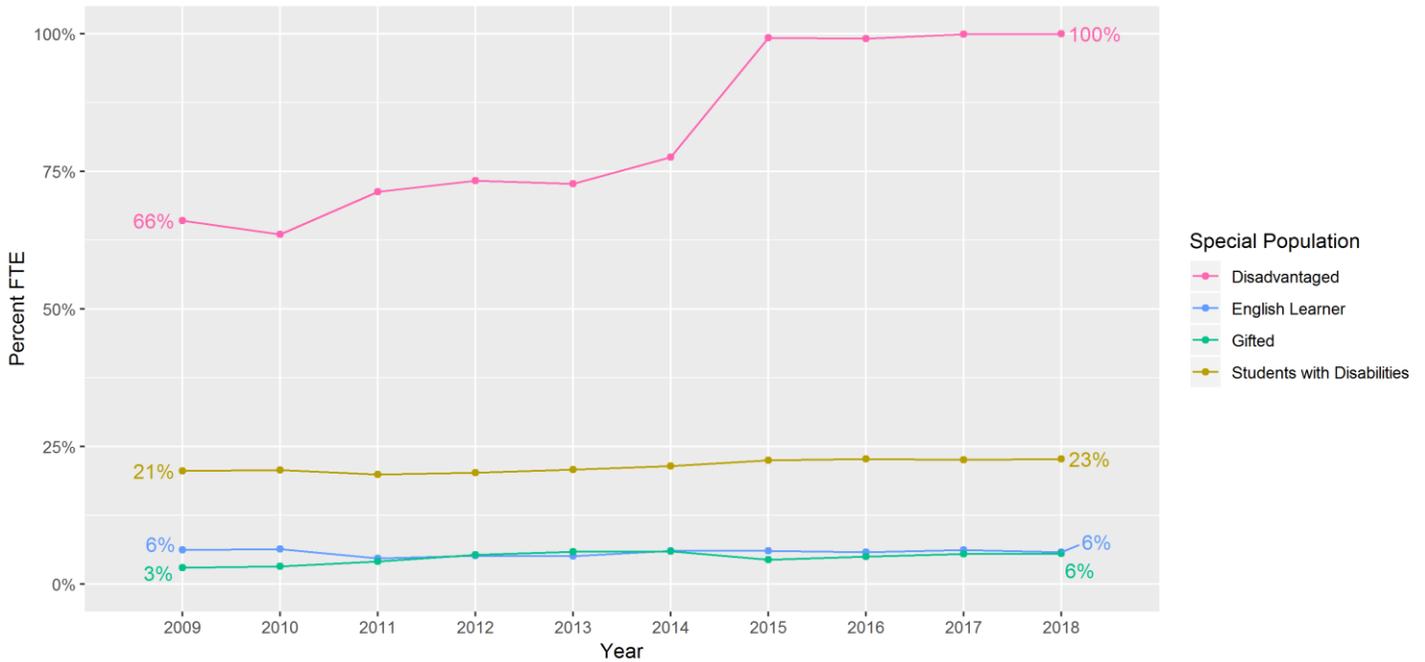
# Appendix B: Figures and Tables Related to Accountability

Figure B-1: Ashtabula Area City Schools District Enrollment- Race



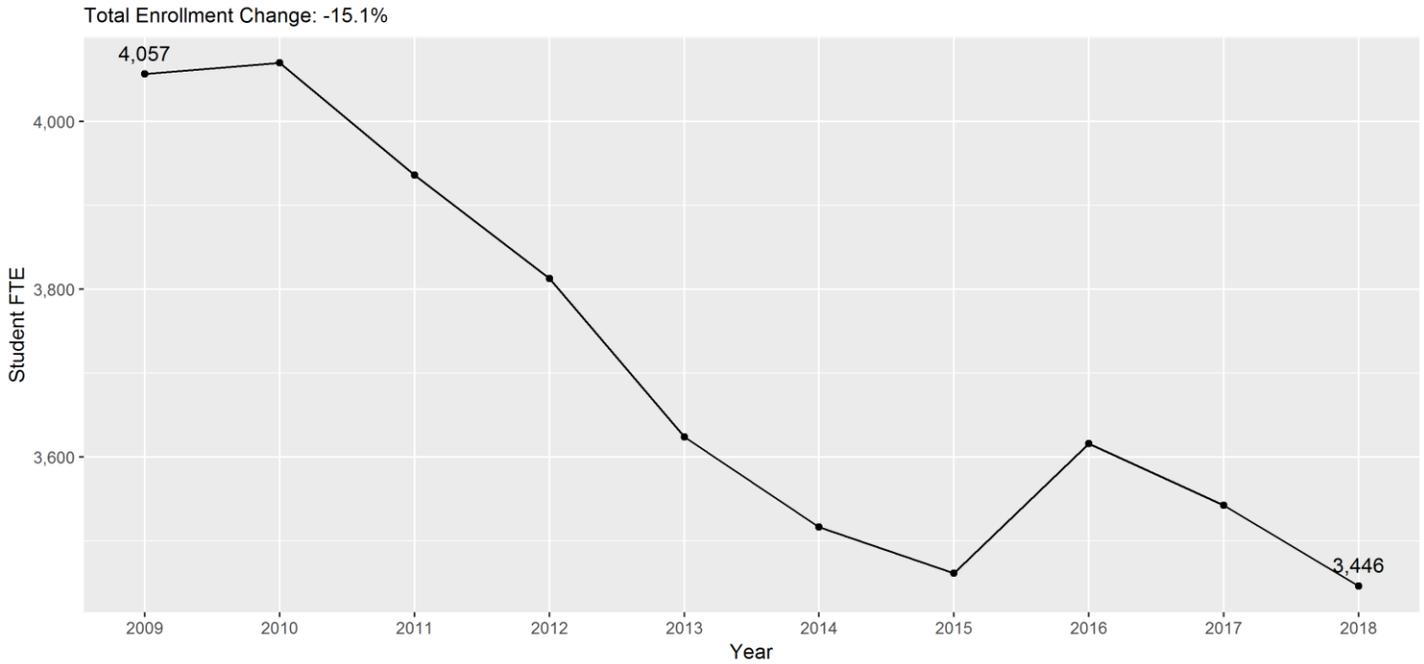
Source: Ohio Department of Education, Office of Accountability

Figure B-2: Ashtabula Area City Schools District Enrollment – Special Populations



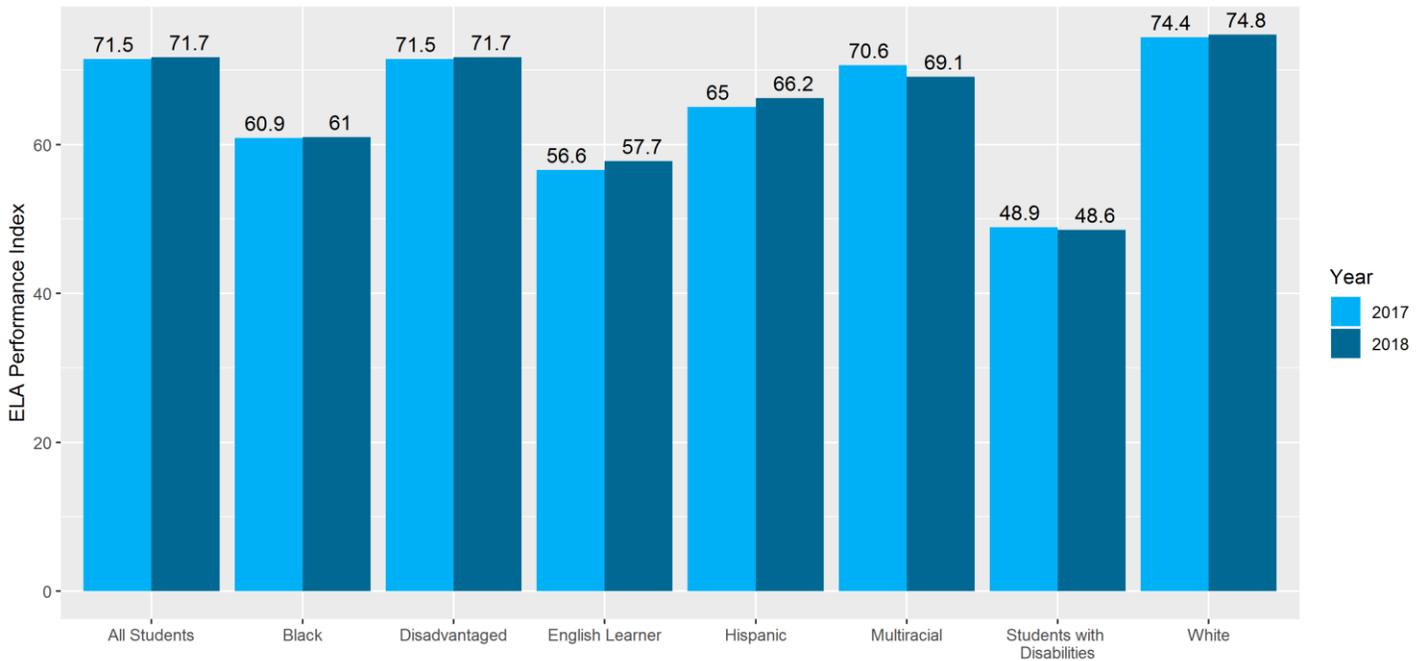
Source: Ohio Department of Education, Office of Accountability

Figure B-3: Ashtabula Area City Schools District Enrollment – 10-Year Trend



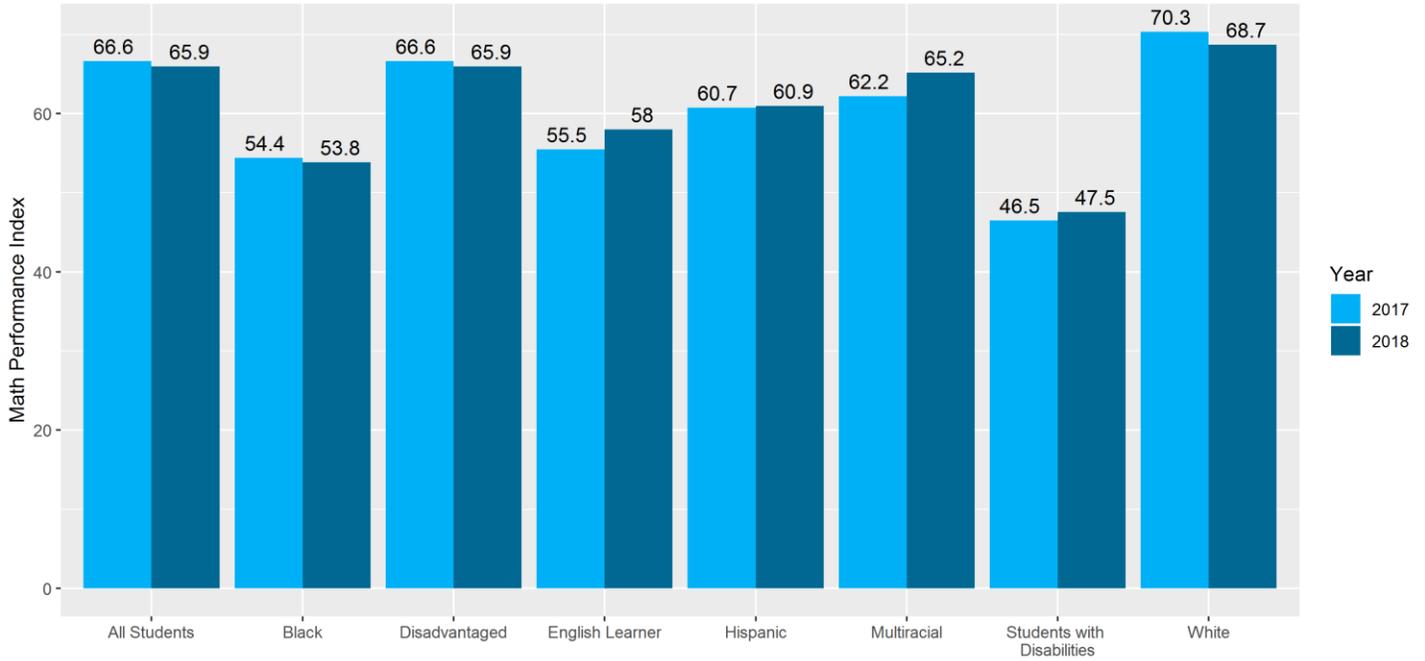
Source: Ohio Department of Education, Office of Accountability

Figure B-4: Ashtabula Area City Schools Gap Closing – English Language Arts



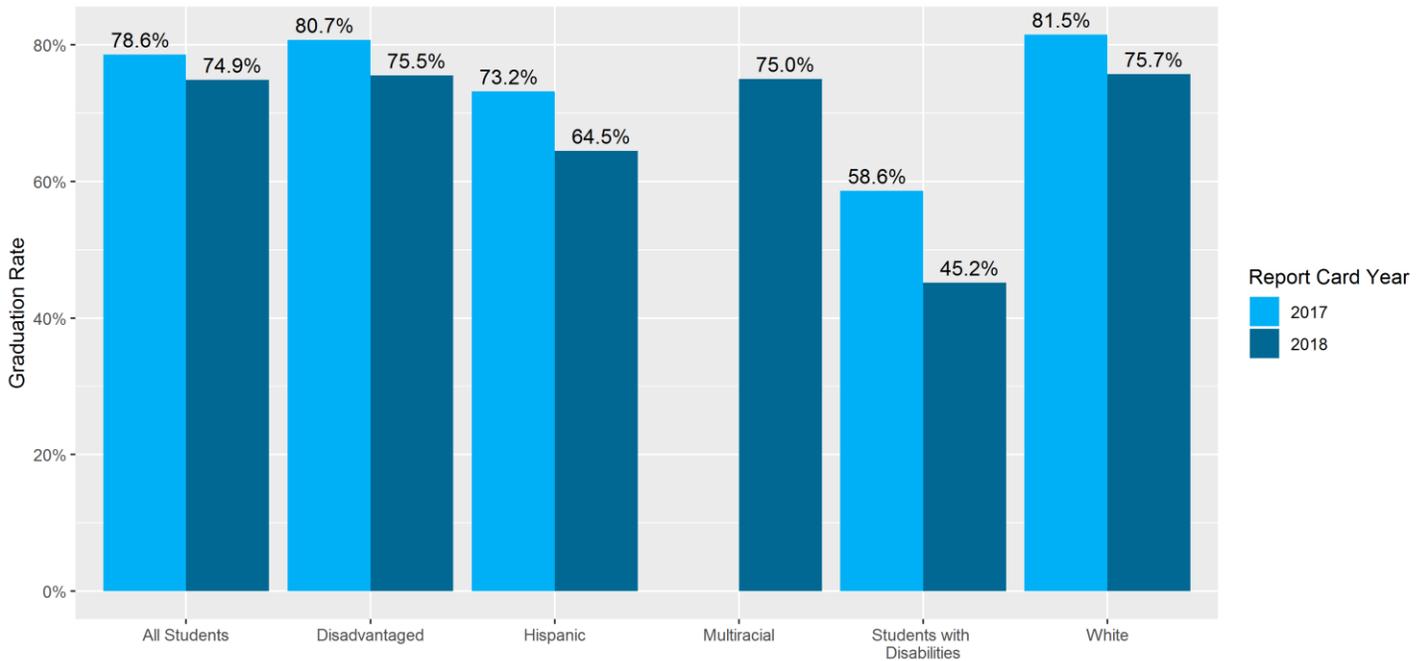
Source: Ohio Department of Education, Office of Accountability

Figure B-5: Ashtabula Area City Schools Gap Closing – Mathematics



Source: Ohio Department of Education, Office of Accountability

Figure B-6: Ashtabula Area City Schools Gap Closing – Graduation<sup>7</sup>



Source: Ohio Department of Education, Office of Accountability

<sup>7</sup> In 2017, the multiracial graduation cohort was less than 30 on the 2017 report card, so it was not part of the Gap Closing calculation. There were more than 25 multiracial students as part of the 2018 report card, so a value was calculated.

Figure B-7: Ashtabula Area City Schools English Language Arts Proficiency – Trend

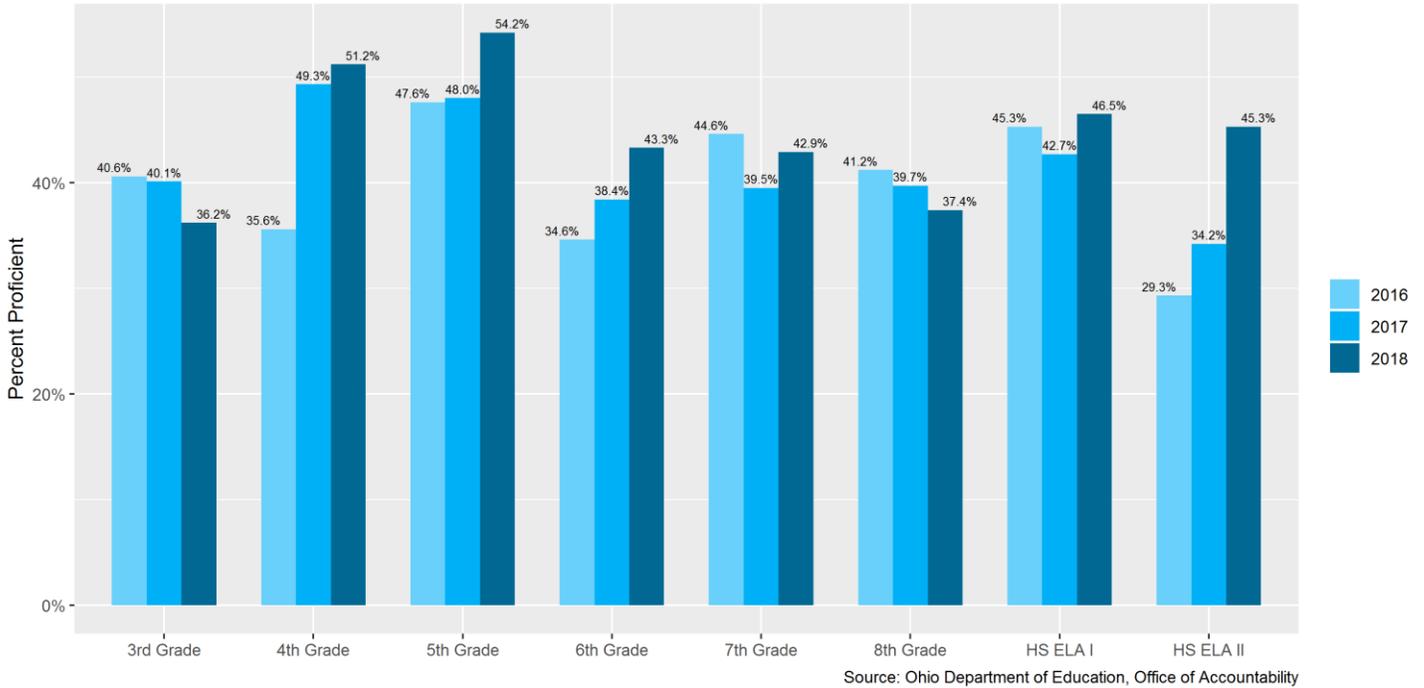


Figure B-8: Ashtabula Area City Schools English Language Arts Proficiency – Comparison

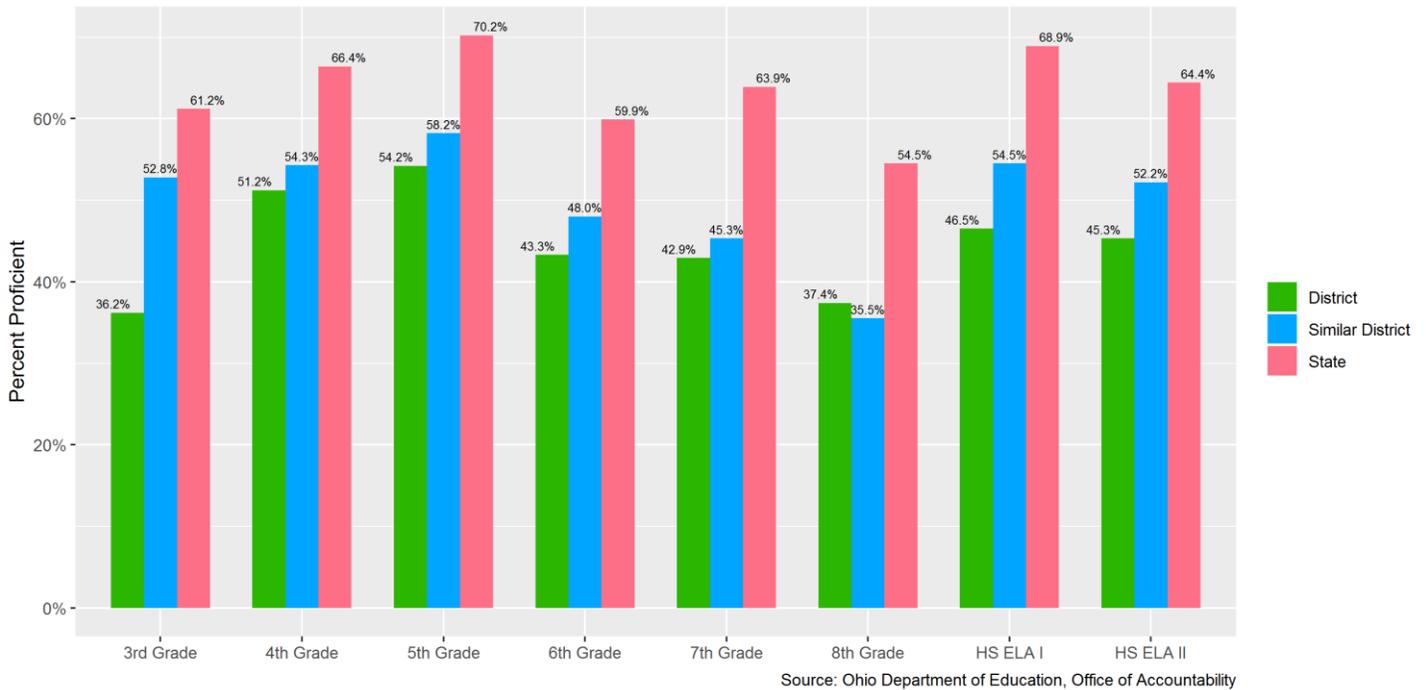


Figure B-9: Ashtabula Area City Schools English Language Arts Value-Added

**Report:** District Value-Added **Test:** Ohio's State Tests (3-8)   
**District:** Ashtabula Area City SD (043513) **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		-3.5 R	-0.7 Y	0.6 Y	-0.5 Y	6.1 DG	0.4
Standard Error		0.9	0.9	0.8	0.8	0.8	0.4
2017 Growth Measure		0.8 Y	-1.2 O	-1.7 O	0.2 Y	-0.2 Y	-0.4
Standard Error		0.8	0.9	0.9	0.8	0.8	0.4
2018 Growth Measure		2.3 DG	-0.5 Y	1.5 LG	-0.8 Y	2.4 DG	1.0
Standard Error		0.9	0.8	0.8	0.8	0.8	0.4
3-Year-Average Growth Measure		-0.2 Y	-0.8 O	0.2 Y	-0.4 Y	2.8 DG	0.3
Standard Error		0.5	0.5	0.5	0.5	0.5	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	42.4	45.4	39.5	44.6	41.7	43.4	
2016 Average Achievement	42.3	40.5	43.3	40.7	44.3	48.2	
2017 Average Achievement	39.2	43.2	40.4	40.8	40.8	43.8	
2018 Average Achievement	36.7	42.9	42.2	42.0	40.6	43.1	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2016	298	698.2	40	695.2	36	2.9 DG	0.8
	2017	363	696.8	34	700.9	40	-3.9 R	0.7
	2018	236	695.9	24	705.9	35	-9.4 R	0.8
	3-Yr-Avg	897	697.1	32	700.3	35	-3.1 R	0.5
English Language Arts II	2016	227	685.1	25	688.8	30	-3.5 R	1.0
	2017	334	687.1	27	697.3	39	-9.6 R	0.8
	2018	249	694.1	27	699.0	33	-4.5 R	0.9
	3-Yr-Avg	810	688.7	25	695.4	32	-6.3 R	0.5

- 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: Ashtabula Area City Schools Mathematics Proficiency – Trend <sup>8</sup>

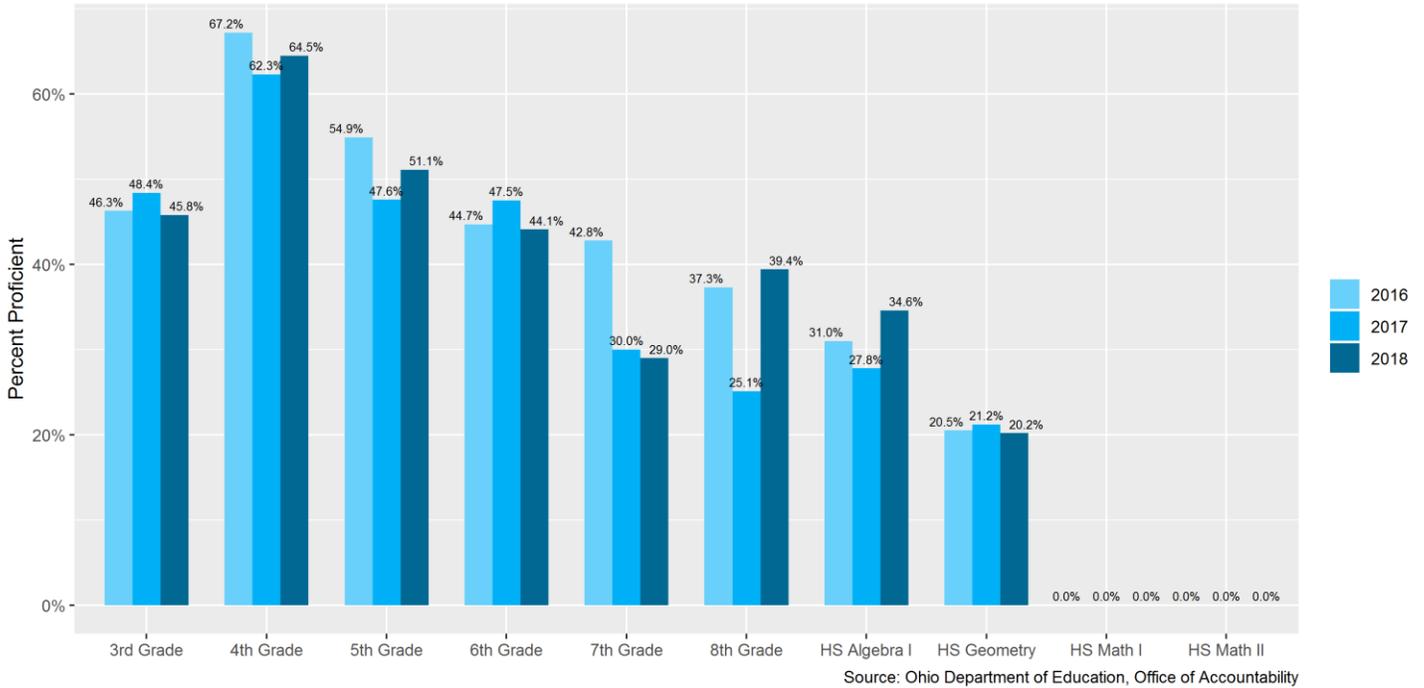
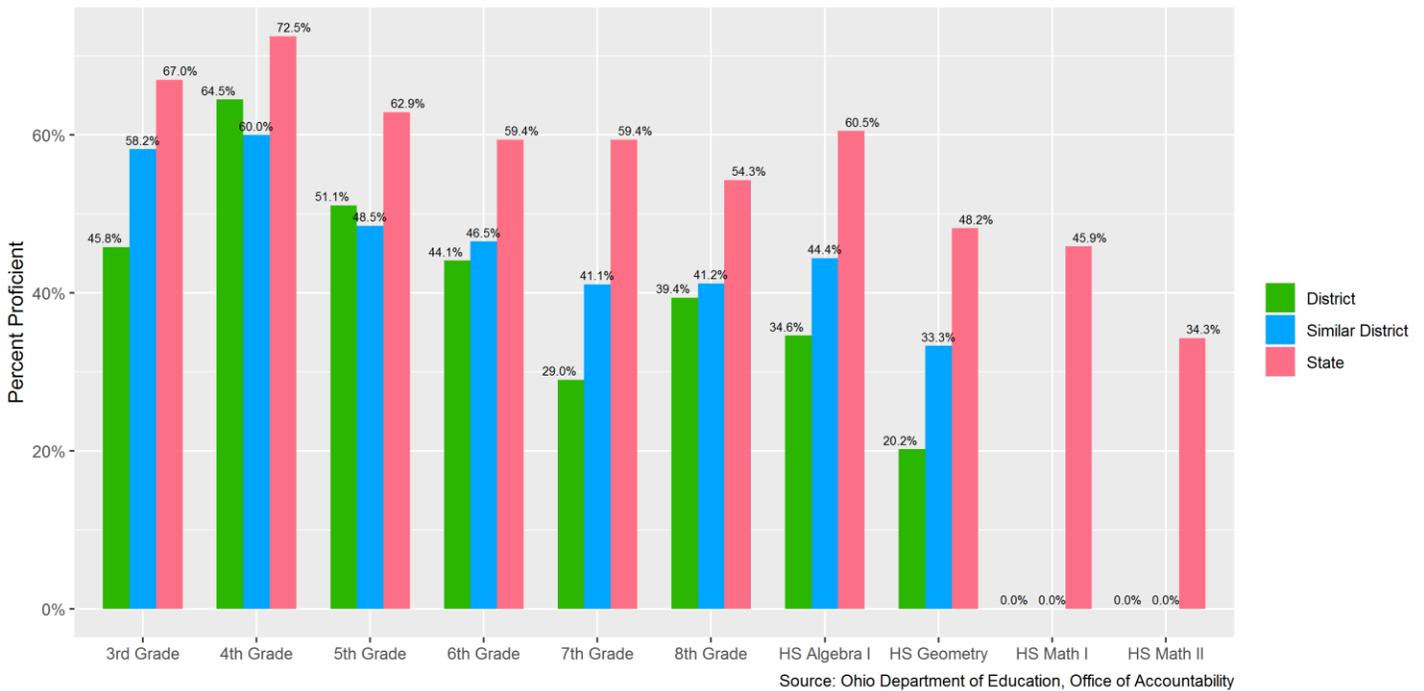


Figure B-11: Ashtabula Area City Schools Mathematics Proficiency – Comparison <sup>9</sup>



<sup>8</sup> For HS Math I and HS Math II, 0% of students scored proficient or higher on the indicators.

<sup>9</sup> For HS Math I and HS Math II, 0% of students scored proficient or higher on the indicators.

Figure B-12: Ashtabula Area City Schools Mathematics Value-Added

**Report:** District Value-Added      **Test:** Ohio's State Tests (3-8)   
**District:** Ashtabula Area City SD (043513)      **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.

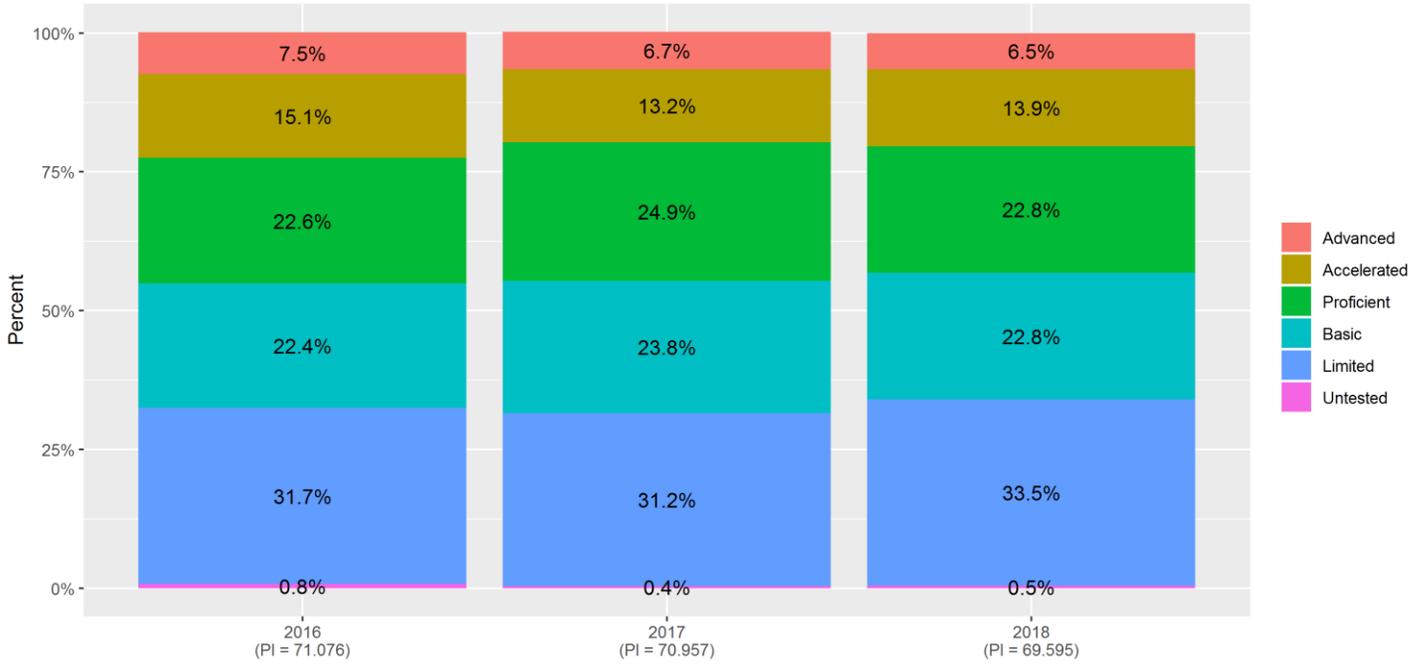
Estimated District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2016 Growth Measure		8.0 DG	-4.1 R	1.4 DG	-0.9 O	-0.9 O	0.9
Standard Error		0.7	0.8	0.7	0.7	0.8	0.3
2017 Growth Measure		5.8 DG	-4.7 R	-2.1 R	-6.0 R	-6.0 R	-2.2
Standard Error		0.7	0.7	0.7	0.7	0.8	0.3
2018 Growth Measure		3.4 DG	-1.9 R	-0.4 Y	-9.6 R	2.6 DG	-1.2
Standard Error		0.8	0.7	0.7	0.7	0.8	0.3
3-Year-Average Growth Measure		5.8 DG	-3.5 R	-0.3 Y	-5.3 R	-1.3 R	-0.8
Standard Error		0.4	0.4	0.4	0.4	0.5	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	37.9	52.0	41.2	43.2	41.1	37.1	
2016 Average Achievement	39.2	46.7	47.3	43.6	42.0	41.0	
2017 Average Achievement	39.1	45.2	42.0	45.3	37.0	35.6	
2018 Average Achievement	38.7	43.5	43.4	41.9	35.9	39.7	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	307	688.1	37	688.9	38	-0.7 Y	0.9
	2017	411	685.7	33	694.8	44	-8.9 R	0.7
	2018	205	689.2	25	694.8	31	-5.4 R	1.0
	3-Yr-Avg	923	687.3	30	692.8	36	-5.4 R	0.5
Geometry	2016	204	680.7	26	685.4	31	-4.5 R	1.1
	2017	329	679.5	33	686.5	40	-6.9 R	0.9
	2018	241	670.8	24	685.8	39	-14.5 R	1.2
	3-Yr-Avg	774	677.1	26	686.0	35	-8.6 R	0.6

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: Ashtabula Area City Schools Performance Index – Trend



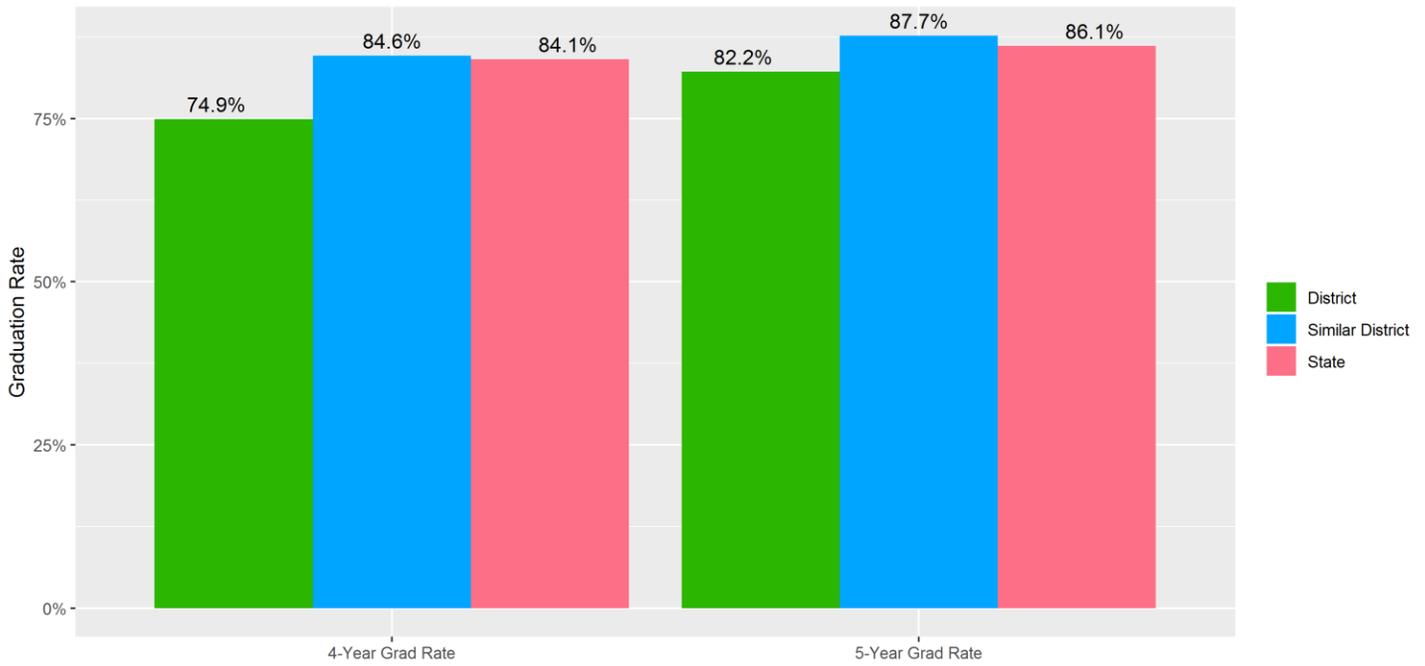
Source: Ohio Department of Education, Office of Accountability

Figure B-14: Ashtabula Area City Schools Graduation Rate – Trend



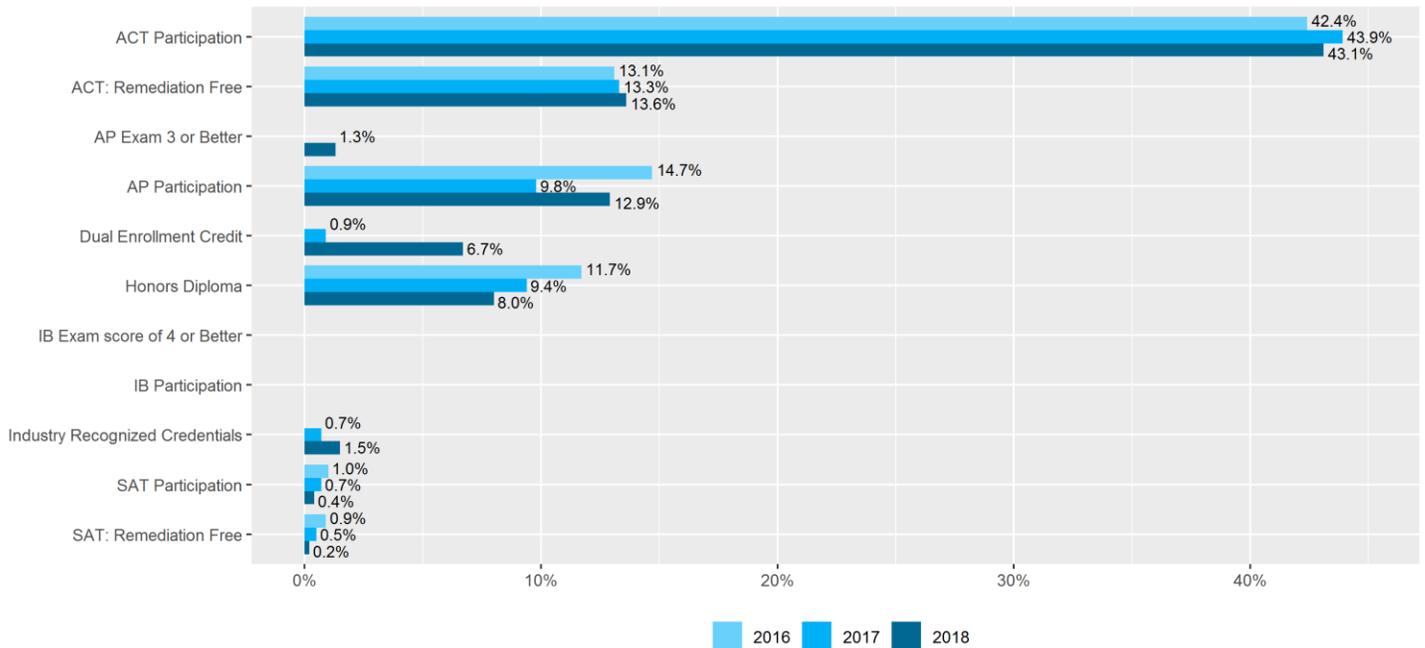
Source: Ohio Department of Education, Office of Accountability

Figure B-15: Ashtabula Area City Schools Graduation Rate – Comparison



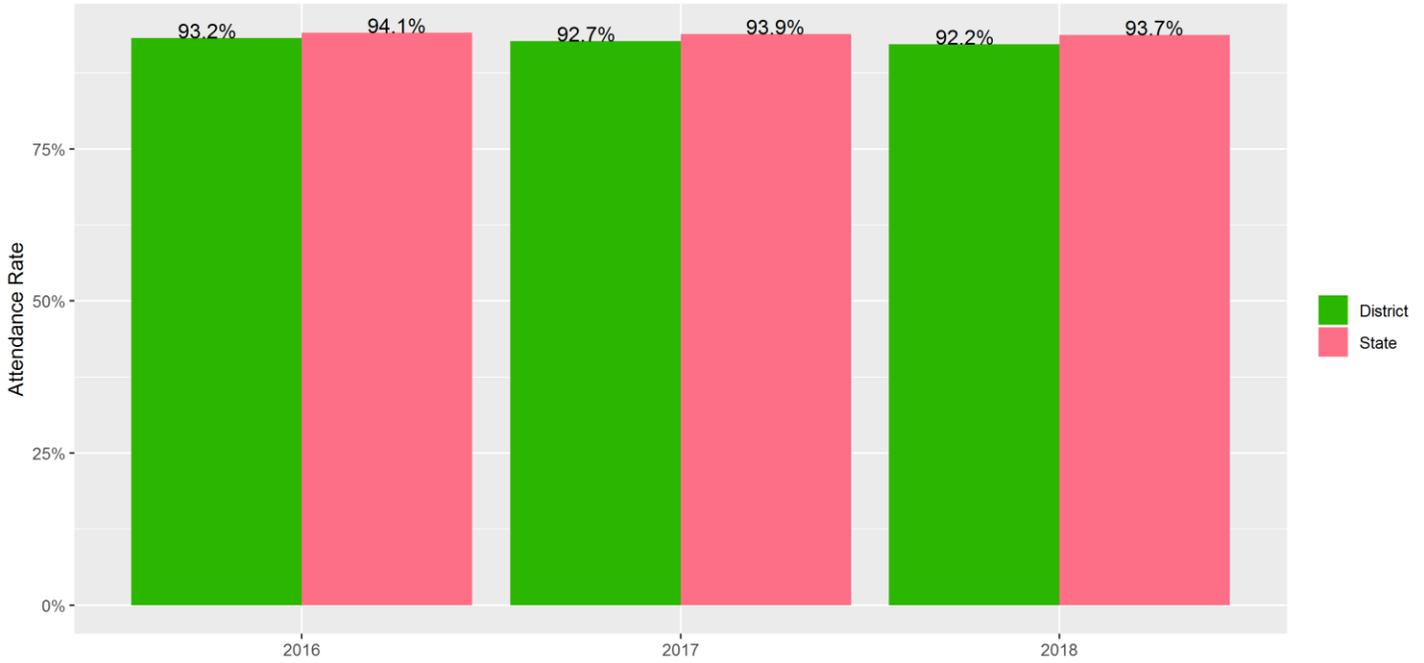
Source: Ohio Department of Education, Office of Accountability

Figure B-16: Ashtabula Area City Schools Prepared for Success – Trend



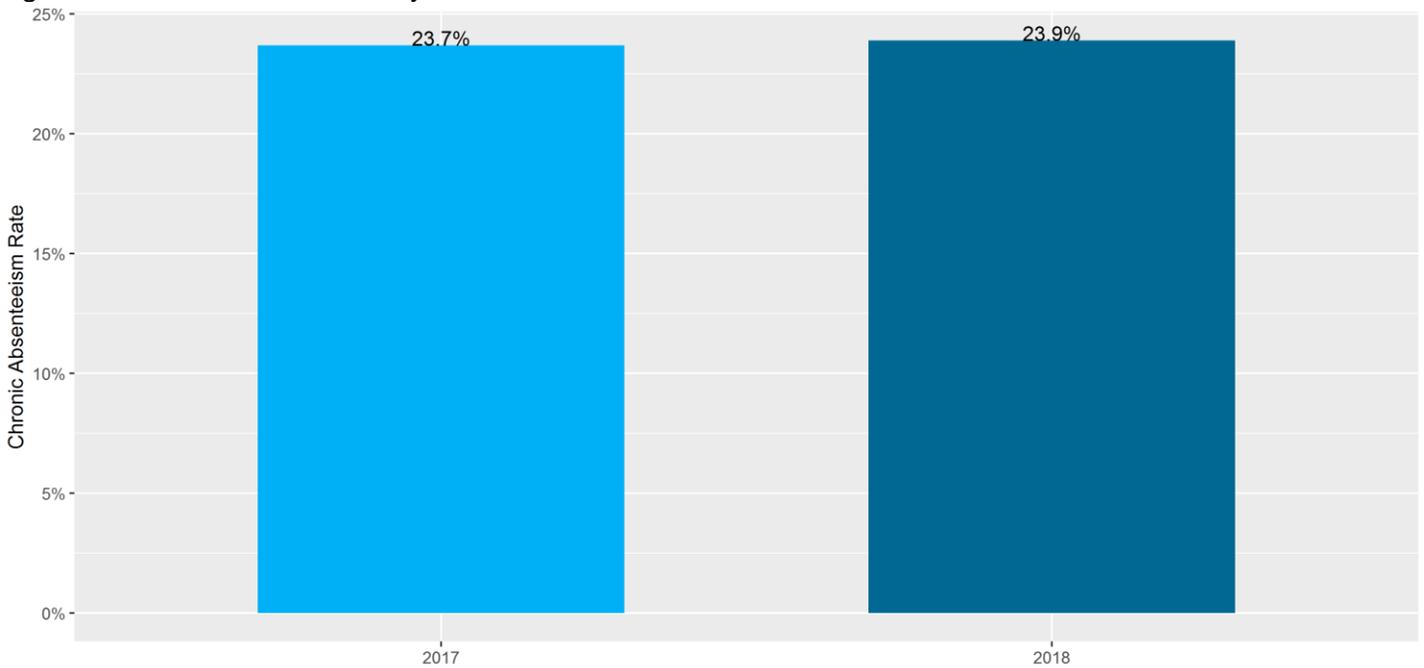
Source: Ohio Department of Education, Office of Accountability

Figure B-17: Ashtabula Area City Schools Student Attendance Rate



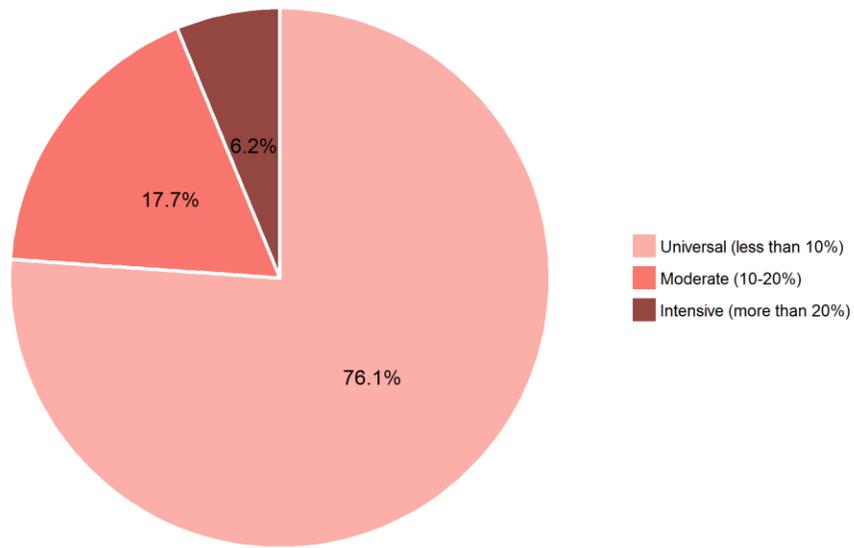
Source: Ohio Department of Education, Office of Accountability

Figure B-18: Ashtabula Area City Schools Chronic Absenteeism Rate



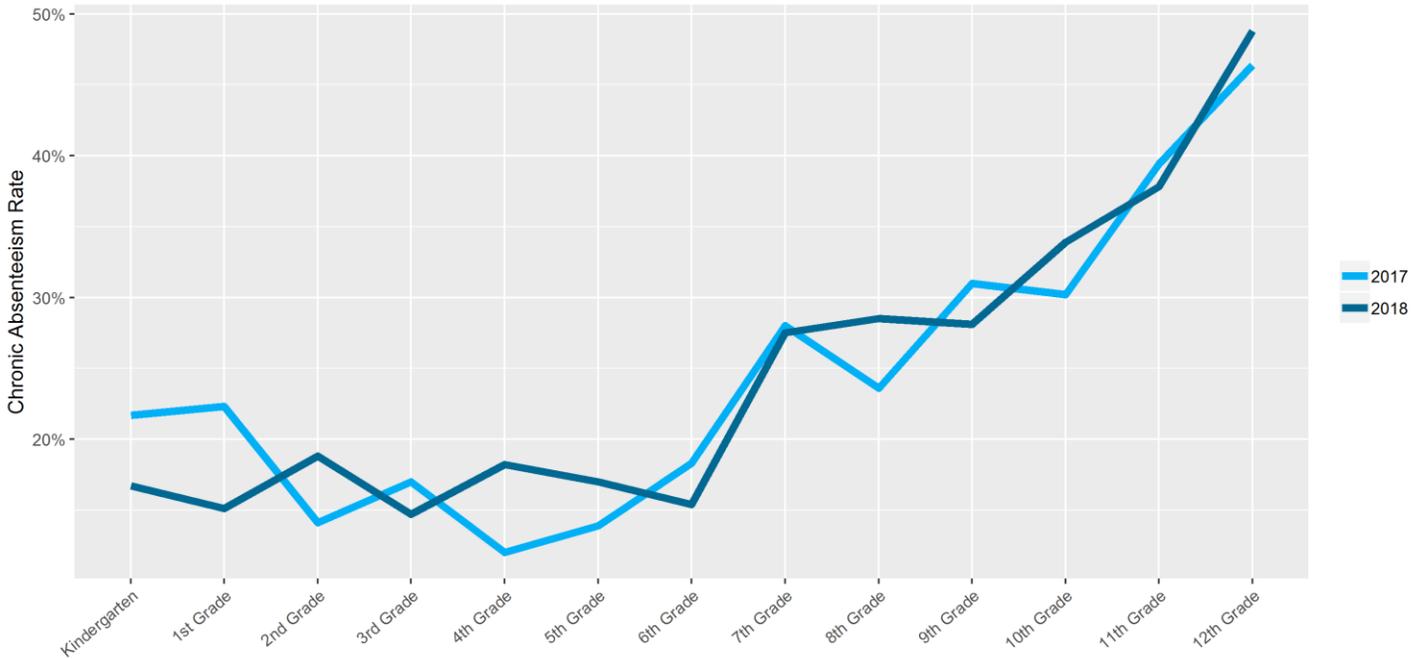
Source: Ohio Department of Education, Office of Accountability

Figure B-19: Ashtabula Area City Schools Chronic Absenteeism – Support Tiers



Source: Ohio Department of Education, Office of Accountability

Figure B-20: Ashtabula Area City Schools Chronic Absenteeism – Grade Level



Source: Ohio Department of Education, Office of Accountability

Figure B-21: Ashtabula Area City Schools Improving At-Risk K-3 Readers – Overview



## Improving At-Risk K-3 Readers

Component Grade

This component looks at how successful the school is at improving at-risk K-3 readers.

In your district...

Details of Measure

12 Students Moved to On Track —  
86 RIMP Deductions



141 Students Started Off Track

**F** -52.5%

52.5 152.5

● Moved to On Track ● Remained Off Track

RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.

### Grade Key

- A** = 78.3 - 100.0%
- B** = 56.6 - 78.2%
- C** = 34.9 - 56.5%
- D** = 13.2 - 34.8%
- F** = 0.0 - 13.1%

3rd Grade Reading Guarantee

On Track by Grade Level

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?

85.6%

How many third graders scored proficient on the state English language arts test?

36.2%

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

Figure B-22: Ashtabula Area City Schools Improving At-Risk K-3 Readers – Detail



## Improving At-Risk K-3 Readers

Component Grade

This component looks at how successful the school is at improving at-risk K-3 readers.

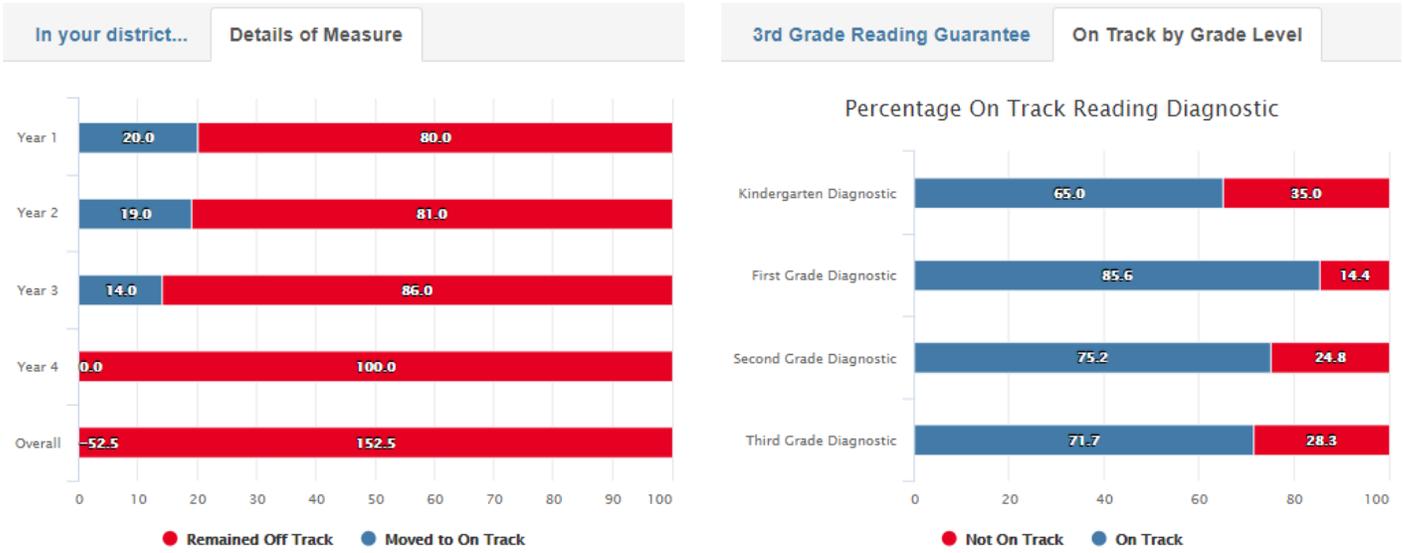


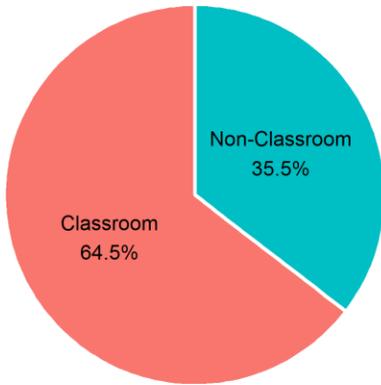
Figure B-23: Ashtabula Area City Schools Spending Per Equivalent Pupil



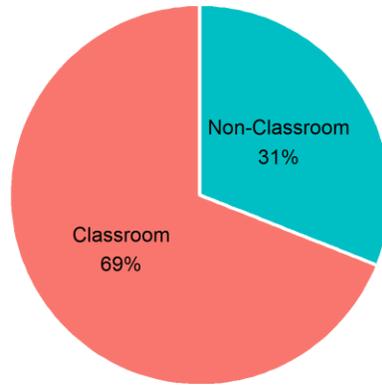
Source: Ohio Department of Education, Office of Accountability

Figure B-24: Ashtabula Area City Schools Classroom vs Non-Classroom Expenditures

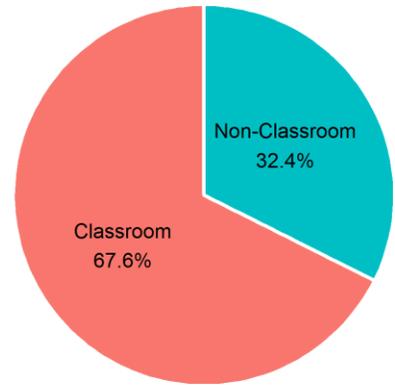
District Expenditures in 2018



Similar District Expenditures in 2018

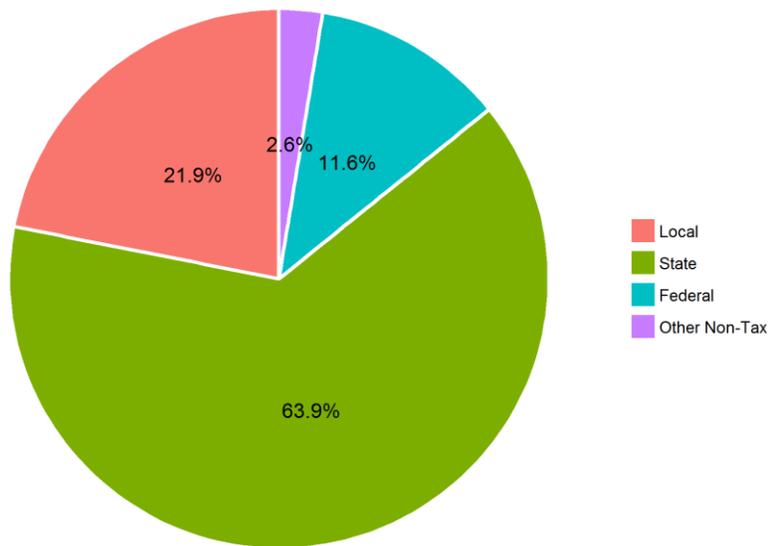


State Expenditures in 2018



Source: Ohio Department of Education, Office of Accountability

Figure B-25: Ashtabula Area City Schools Revenue Sources



Source: Ohio Department of Education, Office of Accountability

Table B-1: Ashtabula Area City Schools Staff Summary

Year	Average Teacher Salary	Highly Effective Teacher Percent	Teacher Attendance	Percent of Teachers with Master's or Doctorate
2013	\$52,224	100.0%	93.8%	75.0%
2014	\$52,712	100.0%	95.3%	77.0%
2015	\$51,671	100.0%	93.0%	78.2%
2016	\$53,406	98.8%	94.6%	73.2%
2017	\$54,612	95.4%	94.8%	74.0%
2018	\$54,230	98.4%	95.0%	71.8%

Table B-2: Ashtabula Area City Schools Cupp Report – Expenditure per Student Comparison

Expenditure	Ashtabula Area City Schools	Comparable District Average	Statewide Average
Administration	\$1,361.45	\$1,636.27	\$1,600.87
Building Operations	\$2,777.67	\$2,561.12	\$2,244.43
Instruction	\$6,612.14	\$6,964.11	\$6,949.79
Pupil Support	\$694.28	\$782.17	\$738.69
Staff Support	\$229.28	\$537.69	\$419.36

Source: Cupp Report, FY2018

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

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

*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, social work services etc.

*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 yearend 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 Report Card

source on ODE website if they wish the both calculations. This situation also applies to the Revenue by Source information also provided on this report.

Table B-3: Ashtabula Area City Schools Cupp Report – District Financial Status from Five-Year Forecast

Expenditure	Ashtabula Area City Schools	Comparable District Average	Statewide Average
Salaries	43.88%	48.40%	53.25%
Fringe Benefits	24.32%	19.80%	21.07%
Purchased Services	28.76%	27.79%	21.11%
Supplies and Materials	1.90%	2.70%	2.92%
Other Expenditures	1.15%	1.31%	1.66%

Source: Cupp Report, FY2018

Expenditure Data (Adapted from ODE District Profile explanation)

Salaries as Percent of Operating Expenditures indicates the percent of the total operating expenditure of the districts that goes to personnel salaries.

Fringe Benefits as Percent of Operating Expenditures shows the percent of the total operating expenditure of the districts that goes to provision of fringe benefits such as health insurance and retirement benefits.

Purchased Services as Percent of Operating Expenditures shows the percent of the total operating expenditure devoted to the purchase of various services such as food services.

Supplies and Materials as Percent of Operating Expenditures shows the percent of the operating expenditures devoted to the purchase of supplies and materials.

Other Expenses as Percent of Operating Expenditures shows the percent of the total operating expenditures devoted to other expenses not categorized above.



# 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

2017-2018 District Engagement Tool Walkthrough Data  
2017-2018 Executive Dashboard (OSCES)  
2018-2019 School Year Enrollment Data updated 01-18-2019  
4th grade ELA Pacing Guide  
4th grade Math Pacing Guide  
5th grade ELA Pacing Guide  
AACS Curriculum GOALS 2018-2019  
AACS Curriculum GOALS 2018-2019  
AACS Curriculum Team  
AACS Focus Plan 2018-2021  
AACS ParaProfessional January 2019 PD  
AACS PD PLAN 2018-2021  
AACS Professional Development with LPDC Plan 2018-2021  
AACS RTI Flow Chart and SST Approval Rubric  
AACS STAR PD Plan  
AACS VERTICAL ALIGNMENT School Yr 2018\_2019.docx  
AACS VERTICAL ALIGNMENT School Yr 2018-2019.docx  
AATA 8-1-2018 to 7-31-2021  
Agenda & NOTES Dec 12 RTI  
Aggregate Ratings (OPES)  
Aggregate Ratings (OTES)  
Appendix D  
Ashtabula Area CAP Signed 2-20-2019 SST signed  
Ashtabula Area CSD Forecast Report - October, 2018  
Ashtabula Monthly Report - Cash Flow thru December 2018  
Assistant Elementary School Principal Job Description  
Assistant High School Junior High Principal Job Description  
Assistant to the Treasurer and Office Coordinator Job Description  
Attendance HB410 Updated for 2018-2019 Flow  
BLT 5-2-2017  
BLT 8-30-2018  
Board Policy IFD Curriculum Adoption  
CCA Organizational Chart 11-28-2018  
Copy of Ashtabula Area Illuminate Training Agenda 2018  
Director of Data, Accountability, and PD  
Director of School Improvement job description  
Director of Special Education-Student Services  
Discipline Summary  
District Technology Plan  
Drive Downloads  
ELA Bold Priority Standards Pacing Guide- 1st Grade  
Elementary Principal Job Description  
Erie Master-Teacher Schedules 2018-2019  
Erie Tiered Intervention Plans 2018-2019  
Erie Training Sign In 9-25-2018  
Excess Costs 2017-2018 AACS  
FINAL 6-30-2018 Basic Financials  
First Grade Priority Standards  
FY19 Appropriations  
FY2018 TRANADV

Gifted Department Meeting Minutes  
Guidance Counselor 7-12 Job Description  
Guidance Counselor K-6 Job Description  
High School Principal Job Description  
Huron - 2018-2019 - BLT Notes  
Huron – Teams/Groups 2018  
Huron Student Support Programs  
Huron Tiered Intervention Plans 2018-2019  
Huron Training Sign In 9-18-2018  
Illuminate Beginning  
Illuminate Presentation for 2018-2019  
INVESTMENT REPORT DECEMBER 2018  
Job Description District Technology Coordinator Job Description  
Junior High Principal Job Description  
K ELA Curriculum Map 2017-2018  
Lakeside High School Training Sign In 10-3-18  
Literacy Conference November 2018.docx  
LJH Student Supports  
LJHS Training Sign-In 10-10-2018  
LPDC Handbook 2018  
Math 6th Grade Priority Standards  
Math Kindergarten Pacing Guide  
Math Power Standards  
Michigan Master schedule 2018-2019  
Michigan Tiered Intervention plan 2018-2019  
Michigan Training Sign In 9-18-2018  
Michigan Walkthrough template  
National Reading Recovery Conference  
NEW PACING GUIDE-Fifth Grade Math Priority Standards  
Nurse Job Description  
October 19-2018 District PD  
Ontario BLT Go Math Data for the B,M, and E OY 2017-2018  
Ontario BLT to DLT Feb 2018  
Ontario Family Night Resource  
Ontario Tiered Intervention Plans 2018-2019  
Ontario Training Sign In 9-18-2018  
POWER STANDARDS And Unwrapping ELA-Grade 4  
Principal of Secondary Curriculum Job Description  
Priority Standards ELA  
Priority Power Standards-K-Math and Reading  
RTI Meeting Notes 12-12-2018  
SST Forms  
SSTRTI Meeting Notes 09-19-2018  
Student Handbook 2018-2019  
Student\_Trucancy\_and\_Excessive\_Absence\_Record\_(FT)  
Superintendent Job Description  
Superior Student Support Programs  
Superior Training Sign In 9-25-2018  
Teacher Job Description  
Teacher Value-Added 109576 – Teacher Value-Added 109576  
Teacher Value-Added 109577 – Teacher Value-Added 109577  
Teacher Value-Added 119791 – Teacher Value-Added 119791  
Teacher Value-Added 119792 – Teacher Value-Added 119792

Testing Schedule 2018-2019  
Transportation Supervisor Job Description  
Treasurer-CFO Job Description