



# Ohio

## Euclid City School District

REVIEW CONDUCTED JAN. 28 – FEB. 1, 2019

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# Euclid City School District

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# Euclid City School District Review Executive Summary

This review carefully considered the effectiveness of system-wide functions using the Ohio Department of Education's six district standards: leadership, governance and communication; curriculum and instruction; assessment; human resources and professional development; student support; and fiscal management. The site visit to the Euclid City School District was conducted from Jan. 28 to Feb. 1, 2019. 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 collaborates with community partners to maximize students' achievement and career-based experiences.
- The district seeks input from external sources to inform decision-making and improvement efforts.

### Curriculum and Instruction

- The district has intervention and accelerated programs in place to support student learning.

### Assessment and Effective Use of Data

- The district has an information system that provides accurate, up-to-date records of student performance and is accessible to students, parents and staff.

### Human Resources and Professional Development

- The district offers professional development opportunities designed to support new teachers.

### Student Supports

- The district has a system of support to address students' behavioral needs and improve school climate.
- The district offers graduation pathways and resources to prepare high school students for career and college upon graduation.

### Fiscal Management

- The district employs fiscal support staff who have the capacity to track and manage its resources.

## CHALLENGES

### Leadership, Governance and Communication

- The district does not provide professional learning to develop and deepen principals' instructional leadership skills.
- The Board of Education does not provide oversight for policies and the financial condition of the district.
- The district and schools do not systematically plan for academic improvement and track it over time.

### Curriculum and Instruction

- The district does not have a system to develop and monitor a curriculum aligned to Ohio's Learning Standards.
- The district does not have a system that promotes high-quality instruction.

### Assessment and Effective Use of Data

- The district lacks measurable goals and practices to drive the continuous improvement process.

- The district lacks common formative assessments and instructional practices, as part of a balanced assessment plan, to guide instruction.

### Human Resources and Professional Development

- The district does not have timely and high-yield practices for recruitment and assignment of staff to ensure all students have access to highly effective teachers.
- The district does not select and provide high-quality professional development according to the Ohio Standards for Professional Development (2016) for improving educator performance and student learning outcomes.

### Student Supports

- The district's students with disabilities are not meeting the expected level of achievement and behavioral targets.
- The district does not have a well-defined systemic process or problem-solving framework to identify students not performing well academically and provide them with interventions and support.
- The district does not have an effective system, including a continuum of strategies and supports, to encourage regular school attendance and provide interventions to address excessive, habitual and chronic absenteeism.

### Fiscal Management

- The district does not have a participatory and comprehensive budget development process to include all appropriate stakeholders.
- The district's five-year forecast lacks detail and accuracy to drive the development of the district budget.
- The district does not have a system in place to track and verify the accuracy of the billing for the number of students enrolled or placed in a school outside of the district.

## RECOMMENDATIONS

### Leadership, Governance and Communication

- Build the instructional leadership skills of building administrators through a system of district supports that align to goals and expectations outlined in strategy 2 of *Each Child, Our Future*, Ohio's strategic plan for education.
- Increase the board's oversight and accountability for ensuring policies and guidelines are followed and the district is appropriately allocating resources to support student achievement.
- Create systems and processes to advance effective improvement planning efforts and the tracking of progress through the development and monitoring of aligned district and school improvement plans.

### Curriculum and Instruction

- Assemble a team of administrators and teachers across all grade levels to develop a curriculum for grades preK-12 that is aligned with Ohio's Learning Standards.
- Develop a system to promote high-quality instruction.

### Assessment and the Use of Data

- Establish clear, well-defined systems of support for the school improvement process.
- Develop a district-driven process for designing, evaluating and monitoring formative assessments and formative instructional practices in the preK through grade 12 classrooms.

### Human Resources and Professional Development

- Diversify educator recruitment and assignment practices to address current and future staffing needs.
- Engage in collaborative professional development planning based on Ohio's Learning Standards, Ohio Standards for Educators and Ohio Professional Development Standards that includes evaluation of professional development effectiveness and impact on student achievement.
- Utilize the evaluation process to establish responsibility for student learning by all educators.

## Student Supports

- In collaboration with the state support team, convene a district committee to review the district special education continuum of services and the delivery of services for students with disabilities. Select and implement evidence-based strategies to close the identified gaps for students with disabilities. Review student and teacher class schedules to determine if students with disabilities are being served in the least restrictive environment according to their individualized education plans. Provide ongoing job-embedded professional development on the delivery of the continuum of services and the evaluation of the delivery of services to students with disabilities.
- Develop a multi-tiered system of supports framework for academics and integrate it with the existing district positive behavior interventions and supports framework. Include a district process to refer students for academic interventions. Organize interventions and resources available at each tier/level of intervention. Create progress monitoring tools to measure student response to the interventions implemented. Provide job-embedded professional development for appropriate staff on the implementation of the integrated multi-tiered systems of support for academics and behavior.
- Organize a team of district and school level staff, community members, mental health providers, business leaders and parents and caregivers to review student attendance data and identify non-academic barriers interrupting regular school attendance. Refer to the *Ohio Resource Guide to Reduce Chronic Absenteeism* published by the Ohio Department of Education as a guide to develop prevention and intervention plans. Customize and tailor interventions at each tier to different students and grade levels. Align interventions and strategies at each level with existing interventions and the school's continuous improvement plan.

## Fiscal Management

- Collaborate with district administration, building administrators and directors to develop a budgetary process that includes collaboration and transparency from all areas, specific by building and/or department and detailed for all accounts within each department.
- When assembling the five-year forecast, consider the immediate and long-term financial implications that could affect the amounts reflected on the forecast, such as expiring levies, negotiated agreements, real estate considerations such as abatements and others. Include staffing increases and decreases and student enrollment.
- Develop a method of collaborating with all district stakeholders on a regular basis that includes verifying the Ohio Department of Education's School Foundation Report, including the deduction for students attending community schools, students participating in open enrollment to other districts, students receiving Medicaid, students provided scholarship tuition and students participating in the College Credit Plus program, to ensure the district is being billed only for resident students.

# Euclid City School District Review Overview

## PURPOSE

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

## METHODOLOGY

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

## SITE VISIT

The site visit to the Euclid City School District was conducted from Jan. 28 to Feb. 1, 2019. The site visit included 49 hours of interviews and focus groups with approximately 158 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted nine focus groups with elementary, intermediate, middle and high school students, elementary, intermediate, middle and high school teachers, elementary, intermediate, middle and high school principals and assistant principals, newly hired teachers, eight parents and four representatives from community partners.

A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendix B provides information about enrollment, expenditures and student performance. The team also conducted building observations and observed classroom instructional practices in all classroom and building levels. Appendix C contains the instructional inventory tools used to record observed characteristics of standards-based teaching and the building observation form used to take note of the climate and culture of the district's buildings. Appendix D lists the district documents that were reviewed prior to and during the site visit.

## DISTRICT PROFILE

Euclid City Schools are in Cuyahoga County. According to the United States Census Bureau, the estimated population of Euclid, Ohio as of July 1, 2017, was 47,201, which represents a 3.5 percent decrease in population since the 2010 Census.<sup>1</sup> Approximately 89.4 percent of the population graduated from high school. The median household income in Euclid city is \$37,141, with 21.9 percent of the population living below the poverty line. In comparison, the median household income in Ohio is \$52,407, with 14.9 percent living below the poverty line.

The average teacher salary in Euclid City Schools for 2017-2018 was \$69,717 (see table B-1, Appendix B), an increase of \$6,368 over five years. During the same period, the percentage of teacher attendance decreased from 96.2 percent to 94.5 percent, and the percentage of highly qualified teachers and teachers with masters or doctorate degrees increased from 70.5 percent to 81.1 percent.

The student population of the school district in 2017-2018 was 6.9 percent White, Non-Hispanic, 4.5 percent Multiracial, and 86.5 percent Black, Non-Hispanic (see figure B-1, Appendix B). Additionally, the district reported 97.4 percent economically disadvantaged students, 21.3 percent students with disabilities, 3.3 percent gifted students in 2018 (see figure B-2, Appendix B). Overall, Euclid City Schools' enrollment has decreased over the last 10 years, from 6,040 in 2009 to 5,194 in 2018 (see figure B-3, Appendix B).

Euclid City Schools is composed of the following seven schools:

- Arbor Elementary School;
- Bluestone Elementary School;
- Chardon Hills Elementary School;
- Euclid Central Middle School;
- Euclid High School;
- Early Learning Center;
- Shoreview Elementary School.

## STUDENT PERFORMANCE

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

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

### 1. District Report Card Summary.

- A. On its 2017-2018 Ohio School Report Card, the district received an overall "F," with "D" grades in Improving At-Risk K-3 Readers, Progress, and Graduation Rate and "F" grades in Achievement, Gap Closing, and Prepared for Success.

### 2. District Gap Closing Summary.

- A. To ensure achievement gaps are closed by half statewide by 2026, student subgroups are expected to meet interim Performance Index and Graduation Rate targets or to annually improve by 10 percent. In English language arts, the district's White, Non-Hispanic; Black Non-Hispanic; and Hispanic subgroups met the subgroup interim Performance Index goal in 2017-2018, with 86.7, 67.6 and 81.1 points respectively (see figure B-4, Appendix B). The district's Students with Disabilities, Economic Disadvantaged, Multiracial, and All student subgroups improved by more than 10 percent from the previous year. Finally, the Students with Disabilities; Economic Disadvantaged; White, Non-Hispanic; Black, Non-Hispanic; and All Students subgroups had a Value-Added Gain Index of at least 1. In math, none of the district's subgroups met the interim Performance Index goal in 2017-2018 or improved by 10 percent; however, the Value-Added Gain Index for the Students with Disabilities subgroup was 1.1 (see figure B-5, Appendix B). For the class of 2017, none of the district's subgroups met the interim four-year graduation rate goal. In addition, 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>1</sup>

- A. The expected proficiency to meet each test-based report card indicator (measured in Indicators Met) is 80 percent. Euclid 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, English language arts in Euclid City Schools

<sup>1</sup> Growth occurs when there is evidence that students made progress similar to or exceeding the statewide expectation.

improved across all test-based indicators, with the largest increases in fifth grade, seventh grade and English language arts I — increasing 18.2 percent, 17.2 percent and 17.1 percent respectively between 2017 and 2018.

- B. In comparing Euclid 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 8 (-30.3 percent), grade 6 (-24.8 percent) and high school English language arts II (-24.2 percent).
- C. Euclid City Schools Value-Added results on the Progress component indicate significant evidence that students made more than expected progress in grade 4, grade 6, grade 7, 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 to meet each test-based report card indicator (measured in Indicators Met) is 80 percent. Euclid City Schools did not meet the 80 percent benchmark for any math indicator in 2017-2018 (see figure B-10, Appendix B). However, fifth grade math did improve — increasing 13.7 percent between 2017 and 2018.
- B. In comparing Euclid 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) are seen in grade 8 (-39.9 percent), grade 6 (-39.2 percent) and grade 7 (-37.8 percent).
- C. Euclid City Schools Value-Added results on the Progress component indicate significant evidence that students made less than expected progress in grades 5, 6 and 8 and made more than expected progress in grade 4 and high school algebra I (see figure B-12, Appendix B).

#### **5. District Performance Index Summary.<sup>2</sup>**

- A. Euclid City Schools' Performance Index score for 2017-2018 was 62.9, an increase from 62.8 in 2016-2017 and 61 in 2015-2016 (see figure B-13, Appendix B).

#### **6. District Graduation Summary.<sup>3</sup>**

- A. Euclid City Schools' four-year graduation rate for 2018 (class of 2017) was 65.4 percent, while its five-year graduation rate was 81.4 percent (see figure B-14, Appendix B). Both the four-year and five-year graduation rates are lower than similar districts and the state average this year (see figure B-15, Appendix B).
- B. Approximately 34.6 percent of the district's students did not graduate within four years, as compared to the state average of 15.9 percent. The four-year graduation rates decreased from 73.6 percent with the class of 2013 to 65.4 percent with the class of 2017. The five-year graduation rate increased from 77.2 percent with the class of 2013 to 81.4 percent with the class of 2016.

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

- A. Euclid City Schools' ACT participation in 2018 (class of 2017) was 12.1 percent (see figure B-16, Appendix B). Of the students in the entire graduating class, 1.2 percent received remediation-free scores, increasing from 0.9 percent in 2017 (class of 2016).
- B. The percentage of students receiving honors diplomas increased from 2.5 percent in 2016 (class of 2015) to 3.8 percent in 2018 (class of 2017).
- C. College Credit Plus participation in the district increased from 7.8 percent in 2016 (class of 2015) to 13.8 percent in 2017 (class of 2016) but decreased to 8.8 percent in 2018 (class of 2017).

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<sup>2</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>3</sup> Graduation rate is the percentage of students who received regular or honors diplomas during or before the end of the school year.

D. The percent of students participating in Advancement Placement courses decreased slightly from 0.4 percent in 2016 (class of 2015) to 0.3 percent in 2017 (class of 2016) and remained steady at 0.3 percent in 2018 (class of 2017).

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

- A. Euclid City Schools' attendance rate was 90.4 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>4</sup> increased from 32.9 percent in 2017 to 34.3 percent in 2018 (see figure B-18, Appendix B). Approximately 65.7 percent of the district's students needed universal support<sup>5</sup> for attendance, compared to 22.8 percent needing moderate support and 11.5 percent needing intensive support (see figure B-19, Appendix B).
- C. During the 2017-2018 school year, 10<sup>th</sup> grade students had the highest chronic absenteeism rate in the district at 48.1 percent (see figure B-20, Appendix B).

**9. District Literacy Summary.**

- A. Students statewide in kindergarten through third grade are expected to make progress toward being on track for literacy in order to ensure they meet the third grade reading guarantee and be promoted to fourth grade. Of Euclid City Schools' 550 off-track students in 2018, 111 moved to on-track status. However, three students were deemed not placed on a Reading Improvement and Monitoring Plan (RIMP) and did not score proficient on the third grade English language arts exam (see figures B-21 and B-22, Appendix B).
- B. During the 2017-2018 school year, 9.5 percent of Euclid City Schools' third-graders did not meet the third-grade reading guarantee for promotion to fourth grade.

**10. District Financial Data Summary.**

- A. In 2017-2018, Euclid City Schools spent \$9,630.30 per equivalent pupil, compared to the state average of \$9,353.10 (see figure B-23, Appendix B). As a percentage of total expenditures, the district spent less on classroom instruction (65.5 percent) compared to both its similar districts (69.1 percent) and the state (67.6 percent) overall (see figure B-24, Appendix B).
- B. Slightly more than 51 percent of the district's revenue came from the local funds, with state funds making up the second highest percent of Euclid City Schools' revenue at 37.8 percent (see figure B-25, Appendix B).
- C. During the 2017-2018 school year, Euclid City Schools spent \$570, or 77.2 percent, more on pupil support expenses, \$607, or 27 percent, more on building operations, and \$444, or 27.7 percent, more on administration expenses per equivalent pupil as compared to the state average (see table B-2, Appendix B).

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<sup>4</sup> Students who miss 10 or more percent of school are identified as chronically absent.

<sup>5</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 require moderate support, while those missing 20 or more percent of school require intensive support.

# EUCLID City School District Review Findings

## STRENGTHS

### Leadership, Governance and Communication

1. **The district collaborates with community partners to maximize students' achievement and career-based experiences.**
  - A. According to document reviews and interviews, the district develops collaborative agreements with community-based stakeholders to improve student learning and career and college connections.
    - Based on interviews with community partners, the Euclid Public Library staff, a branch serving the Euclid community, provides tutoring and academic supports to preK-12 students.
      - From June 5 to July 22, 2018, the library staff conducted a summer reading program, "Be Creative at Your Library," sponsored by the Friends of the Euclid Public Library, designed to build reading interests and skills of preK-12 students.
      - In collaboration with College Now Greater Cleveland, the library staff offers the impACT program for students in grades 9-12. The program includes SAT tutoring and ACT Boot Camp to help high school students prepare for college entrance tests.
      - The Euclid Public Library staff received the Building Science, Technology, Engineering, Arts/Humanities, and Math (STEAM) grant for 2017-2018 to provide third grade students at Chardon Hills Elementary with books and related activities linked to Ohio's third grade science and technology standards.
    - Based on interviews with district administrators and document reviews, the Alliance for Working Together, a coalition of local and statewide businesses designed to support careers in manufacturing and machine trades, organizes and lends financial support for a yearly competition at Lakeland Community College where high school teams build combat robots that fight in an annual RoboBots competition.
      - The Euclid High School robotics team participates in the competition with supplies and training sessions sponsored by local businesses, such as Home Depot, HGT Industrial Surplus™, and SC Industries, Inc.
    - According to the Cuyahoga Community College Affiliation Agreement with Euclid City Schools for the period of July 1, 2018 to June 30, 2019, the college personnel provide curriculum, tools and oversight for a Cisco Networking Academy, which prepares students for informational technology careers.
    - Based on community partner interviews, members of the Euclid faith-based community at Imani Church provide tutoring in selected elementary schools and in after-school programs at the church.
    - The Greater Cleveland Volunteers and the American Association of Retired Persons partner to form the Literacy Tutoring Program. Volunteers in the program tutor students in grades K-3 in reading.
      - According to a document from the Greater Cleveland Volunteers, "Students make progress [due to] the personal academic assistance as well as the relationship that develops with their tutor."
      - According to administrator interviews, The Open Doors Academy, a nonprofit after-school drop-in program designed for adolescents living in high-risk environments, provides enrichment and academic tutoring for middle and high school students, including summer camps and service learning trips.

- B. Per document reviews and community leader interviews, local businesses, city government and the Euclid Chamber of Commerce collaborate with the district to provide students with career exploration, internships, apprenticeships and job placement.
- The Senior Project is a pathway/program for qualified high school seniors who receive career exploration opportunities and job shadowing through a local business network.
    - The Euclid Schools High School Course Description Guide outlines, “The Senior Project is an opportunity for a small percentage of the senior class to develop their creative skills and/or understanding of specific careers before graduating from Euclid High School.”
  - Based on document reviews, local businesses such as Lincoln Electric™ offer internship and apprenticeship opportunities to district students, in addition to Science, Technology, Engineering, and Mathematics (STEM) scholarships.
  - According to interviews with community leaders, the City of Euclid Fire Department and the Cuyahoga Community College Public Safety Institute partner with the district to offer the Euclid High School Fire Academy as a credentialing pathway to certify qualified students for a career as a firefighter or paramedic.
  - According to interviews with community partners, the Euclid Chamber of Commerce joins with other youth-serving organizations to identify careers in demand and align workforce training, talent recruitment and job placement for district students.
    - The Chamber of Commerce works in concert with the Greater Cleveland Partnership to place students in apprenticeships and internships in local industries such as information technology/computer science, health care and advanced manufacturing.
    - The Chamber of Commerce collaborates with organizations such as Youth Opportunities Unlimited to support mentoring, employability skills training, industry-based credential training and career exploration.

**IMPACT:** When the district collaborates with community stakeholders to provide academic supports and career and college connections, the partnerships may create a positive pathway for students to increase achievement and access postsecondary options.

## 2. The district seeks input from external sources to inform decision-making and improvement efforts.

- A. The district utilized outside educational evaluators and tools to determine strengths and challenges of existing programs and improvement strategies, according to district administrator interviews and document reviews.
- The board of education and superintendent contracted with private educational firms and consultants to conduct reviews of districtwide initiatives and strategies for school improvement, based on district administrator and board of education interviews.
    - Based on Board of Education Policy Manual, Section 2000, Code po2605 Program Accountability and Evaluation, adopted Aug. 22, 2011, the board has a duty to “evaluate each program to assess the extent to which each program’s purposes and objectives are being achieved.”
    - The district sought external feedback based on the absence of internal program evaluations, a requirement for objectivity, and the lack of internal staff with expertise in conducting program reviews, according to district administrator and board of education member interviews.
  - Based on interviews with board of education members, the board contracted with the Perkins Consulting Group, an international education consulting firm specializing in leadership and organizational development, for board training.
    - A consultant from the firm engaged the board in leadership training activities and the completion of a diagnostic assessment at the July 26-27, 2018, retreat, based on document reviews.

- According to the firm’s website, “We facilitate single and multi-day retreats by identifying goals and aligning members with the desired results of a fully committed and united membership.”
- A pre-assessment completed by board members at the retreat served as a diagnostic tool for the board to examine leadership strengths and challenges related to their roles and responsibilities as a governing body.
- The Euclid City Schools Board of Education Pre-Assessment Survey Results document dated July 26, 2018, provided a means for the board to evaluate its performance and to determine those areas in policy development, budgeting, planning and communication, which need attention.
- Based on document reviews, the district contracted with an elementary director from Springfield City School District to conduct a review in December 2018 of K-3 instructional practices, school building culture and climate and leadership practices at Arbor, Bluestone, Chardon Hills and Shoreview elementary schools.
  - The Euclid City School District K-3 Observations: Strengths, Challenges and Recommendations document, dated Dec. 10-12, 2018, outlines the findings from the study.
  - The review summarized strengths and challenges for each of the elementary schools related to implementation of the reading and behavior programs, environment, instructional leadership and professional development.
- Per document reviews, the district utilized Moving Your Numbers District Self-Assessment Guide, an interactive evaluation tool that the University of Dayton and Allied Professions Grant Center created, to guide discussions and analysis of district data to determine levels of instructional effectiveness.
  - According to the Ohio Department of Education website, Moving Your Numbers District Self-Assessment Guide supports districts in determining what is already in place in terms of adult practices and what needs to change to increase performance of all students, including those with disabilities.
- According to district administrator interviews, the district contracted with Hanover Research, a research and analytics company in Arlington, Virginia, to assess climate and culture in the district.
  - The district utilized tools from Hanover Research Education Solutions, Build Safe and Supportive Environments, designed to assess the climate and culture of the schools, with the intent of targeting best-practice strategies and supports for students’ social-emotional needs.
  - Questions and strategies from the survey include:
    - What are stakeholders’ perceptions of school climate and culture?
    - What are best practices for improving areas of weakness in our school climate?
    - How well do we meet students’ social-emotional needs and ensure students from diverse backgrounds feel supported at school?

B. Based on document reviews, the district used the results to inform and refine improvement efforts.

- According to interviews with district administrators and State Support Team 3, the support team provided input into a process the district could use to create a reading framework utilizing the findings from Euclid City School District K-3 Observations: Strengths, Challenges and Recommendations.

**IMPACT:** When the district utilizes input from external sources to identify strengths and challenges, there may be increased opportunities to inform and refine improvement efforts.

## Curriculum and Instruction

### 1. The district has intervention and accelerated programs in place to support student learning.

- A. Interviews with district administrators and teacher and student focus group participants indicate the district has the following support mechanisms in place:
- The Title I program is a federally-funded program to target supports and services to students who are failing, or at risk of failing, to meet state academic standards such as:
    - Elementary tutors provide supplemental reading instruction to students in grades K-5 with the Leveled Literacy Intervention (Fountas & Pinnell).
      - Leveled Literacy Intervention is a comprehensive reading program for grades, students receive daily, small-group instruction.
    - Instructional coaches provide support for the improvement of teachers' instructional practices in grades K-5. Instructional coaches:
      - Plan and present professional development on the English language arts and math programs;
      - Model procedures specific to the English language arts and math programs; and
      - Attend teacher-based meetings where teachers discuss student achievement.
- B. The district offers Credit Recovery to seniors and fourth year juniors that need credit(s) to graduate in May of the current school year.
- C. The district high school offers after-school academic intervention classes.
- AIR Math-designed to develop and strengthen the skills necessary to pass the Ohio math AIR tests [Ohio's State Tests].
  - AIR English language arts-designed to develop and strengthen the skills necessary to pass the Ohio English language arts AIR tests [Ohio's State Tests].
  - AIR Social Studies-designed to develop and strengthen the skills necessary to pass the Ohio social studies AIR tests. [Ohio State Tests]
  - AIR Biology-designed to develop and strengthen the skills necessary to pass the Ohio Biology AIR tests the first time students attempt it [Ohio's State Tests].
  - Integrated Math 10-designed for students who need to gain a better understanding of algebra skills to make them successful in geometry, as well as Algebra 2" [Ohio's State Tests].
- D. The district offers Saturday tutoring for fourth grade students who have not scored proficient on Ohio's State Tests.
- E. According to the district website, courses of study, interviews and focus group participants, the district offers advanced and accelerated coursework to students who perform above grade level. Some examples include:
- Advanced math courses are offered to middle school students.
  - The high school course guide lists the following accelerated classes offered to students. Honors courses contain more challenging content and demand a higher standard of student achievement.
    - Honors English grades 9-12.
    - Honors Geometry.
    - Honors Algebra 2.
    - Pre-Calculus I & II.
    - Calculus and Analytical Geometry I & II.
    - Honors Biology, Chemistry, and Physics.

- Advanced Placement courses are rigorous, college-level courses that prepare students to take Advanced Placement exams and possibly earn college credit.
    - AP Physics.
    - AP Spanish.
  - Accelerated Graduation is available to students planning to graduate after only six or seven semesters of high school.
  - The district offers College Credit Plus designed to provide high school students with an opportunity to earn college credit while in high school.
- F. According to district administrator interviews and document reviews, the district has created a Fab Lab for teaching STEM skills to children ages 3-5.
- A district administrator stated, “Designing, building, engineering, and coding will enable young learners to build a deeper understanding of math and language skills that will promote success in kindergarten.”
  - According to district administrators and documents reviewed, the Fab Lab is the first school-based preschool of its kind in the country.

**IMPACT:** When a district provides intervention and accelerated opportunities for its students, it may reduce barriers to students’ academic growth.

## Assessment and Effective Use of Data

### 1. The district has an information system that provides accurate, up-to-date records of student performance and is accessible to students, parents and staff.

- A. According to reviewed documents and interviews with district staff, during the 2016-2017 school year, the district purchased Infinite Campus, a student information system product from Transforming K12 Education®. Infinite Campus is a technology platform that provides tools to collect student information and generate data reports. This allows students, parents and staff to view up-to-date data concerning student progress.
- B. During the 2017-2018 school year, the district requested that high school students and their parents set up accounts in Infinite Campus to monitor student attendance, behavior, grades and assessment results.
- A usage report dated Jan. 24, 2019, indicates 62 percent of students in grades 8-12 use the Infinite Campus system to monitor their grades and missing assignments. The district gave students in grades 6 and 7 access to the Infinite Campus system at the beginning of the 2018-2019 school year. The usage reports identify that 56 percent of those students have set up accounts.
  - According to the usage report dated Jan. 24, 2019, 40.5 percent of parents have their own accounts in the Infinite Campus system. A district administrator implied there may be a higher number of parents using the system because they log in to their students’ accounts. This was confirmed in interviews with high school students.
- C. For the 2018-2019 school year, the district has implemented procedures to increase parents’ usage of the system.
- Interviews with members of the technology department and building administrators indicate staff members attend events to help parents set up Infinite Campus accounts.
  - The district requires the following processes be done electronically through Infinite Campus: annual updates of student emergency contact information, report cards, student registration, fee payments and high school schedules. The district provides paper copies of these documents to parents only upon request.

- D. Documents reviewed and interviews with district staff indicate the staff members at all levels utilize data collected in Infinite Campus.
- During the 2018-2019 school year, the district uses Schoology, a learning management system that is integrated with the Infinite Campus platform. The classroom teachers use Schoology to post assignments, design online instructional lessons and communicate with students and parents.
  - Teachers also have access to Infinite Campus to develop Reading Improvement and Monitoring Plans. According to the Ohio Department of Education website, “Reading Improvement and Monitoring Plans allow the teachers and parents to work together to understand the reading deficiency and to outline reading interventions.” Teachers develop these plans for students in grades K-3 who are identified as not reading on grade level. The district stores online documents in Infinite Campus to support teachers in writing Reading Improvement and Monitoring Plans.
    - The district requires all teachers to use Infinite Campus to write student behavior referrals and the teachers are able to generate behavior reports with this system.
    - According to reviewed documents, when the district initially purchased the Infinite Campus system, they provided professional development on the use of Infinite Campus with a train-the-trainer model. This model allowed a core group of district staff to be trained by the Infinite Campus personnel. Then, this district team trained the remaining staff. The district also held new teacher camps and Lunch and Learn sessions in the buildings to support teachers and staff in the use of Infinite Campus. Furthermore, the district hired a part-time technology integration specialist to help teachers with understanding the system and reports.
  - According to interviews with district and building administrators, the district personnel use attendance information collected in Infinite Campus to track student attendance, in compliance with Ohio House Bill 410. Ohio House Bill 410 is legislation that mandates school districts “to have local policies that outline their interventions and strategies that support students who miss too much school.”
  - Evidence from interviews with district and building administrators and documents reviewed indicate that since the adoption of Infinite Campus, the district requires high school teachers to enter attendance into the system for each class period. With this new data information, high school personnel identified a concern of students being late to class throughout the school day. The staff used this data to develop strategies for increasing students entering class on time.

**IMPACT:** When the district utilizes a student information system that makes student data reports available to all stakeholders, the district may be able to improve communication concerning student learning needs.

## **2. The district has established collaborative structures to monitor student progress.**

- A. The district has a defined collaborative team structure consisting of a senior leadership team, a district leadership team, school leadership teams and teacher-based teams to collaborate to monitor student performance.
- The district’s policy guideline AG2120, adopted May 1, 2012, highlights the development of the district leadership team and school leadership teams as part of the school improvement process.
- B. According to interviews with district administrators and state support team members, the district’s senior leadership team serves as the steering committee for the school improvement process, providing oversight of the district leadership team.
- The senior leadership team is comprised of the superintendent; director of curriculum, grades preK-5; director of student affairs, grades preK-5; and director of student affairs, grades 6-12. A state support team consultant joins the team for planning and collaboration with the school improvement process.
- C. The district leadership team meets two hours monthly and is comprised of the senior leadership team, building administrators, academic coaches and teacher representatives from each school.

- According to meeting minutes, the role of the district leadership team is to provide, “objective [representation] of your building, communicate information back to the building staff and affect positive change in student achievement, building culture and classroom instruction.”
- D. The school leadership teams meet monthly. According to a review of documents, the district states the purpose of the school leadership team is to “review the five-step forms and provide feedback, analyze data and tailor district goals to the building.”
- At the middle and elementary schools, school leadership teams are comprised of the building administrators, a member of the senior leadership team, and general and special education teacher representatives.
  - At the high school, one role of department chairs is to be a member of the school leadership team along with building and district administrators.
- E. According to meeting notes, teacher-based teams meet weekly in every building.
- The discussions from the teacher-based team meetings are recorded on a district-developed five-step improvement process form.
  - Minutes indicate that teachers review student data from reports generated in Infinite Campus; Mastery Connect, an online tool for sharing common assessments; and iReady, an on-line instruction and assessment software program used at the elementary level for reading and math.
- F. The district developed a five-step improvement process form for teachers to use during teacher-based team meetings to guide their collaborative work for improving student learning.
- The five-step improvement process form requires teachers to complete the following tasks:
    - List the major standard or skill, break down the standard for student understanding and define learning targets.
    - Collect and chart assessment data aligned to the standards.
    - Analyze student work specific to the data.
    - Establish shared expectations and plan for consistent implementation.
    - Define small-group instruction with frequency, instructional strategy and level of rigor for students working toward mastery and students working toward advanced.
    - Develop a goal for students working toward mastery and students working toward advanced.
    - Collect, chart and analyze post-assessment data.
    - Communicate with the school leadership team.

**IMPACT:** As a result of implementing team structures, the district may communicate and develop a culture of shared accountability to improve instruction and student achievement.

## Human Resources and Professional Development

### 1. The district offers professional development opportunities designed to support new teachers.

- A. The district matches new teachers with veteran educators through mentoring and coaching opportunities designed to provide individualized, on-the-job structures of support that the new hire can access for assistance and guidance, based on document reviews and interviews with new teachers and district administrators.
- According to new teacher focus group participants, interviews with district administrators and reviewed documents, the district established a formal Resident Educator mentorship program according to Ohio Revised Code 3319.223 and Ohio Administrative Code 3301-24-04 requirements.

- The Resident Educator program assists beginning teachers through mentoring and professional development in the first four years of their educational careers and provides new teachers the opportunity to work closely with and learn from veteran teachers.
  - The district establishes mentor selection criteria, including the Ohio Department of Education requirement to be credentialed by completing Resident Educator Mentoring Academies Day I and II.
  - The two-day academies provide mentors with training in conducting classroom observations, providing actionable feedback and engaging in collaborative coaching conversations.
  - The district establishes mentor assignments in a timely manner, near the start of the school year or a teacher’s initial assignment, through a process of early identification of new teachers by the personnel office and communication to principals and district administrators.
  - Based on document reviews, the district provides release time from classroom duties during the school day for new teachers and mentors to discuss observation feedback, collaborate on lesson planning and demonstrate instruction.
  - The district follows Resident Educator requirements as outlined in the teacher-negotiated agreement, Section 11.4, which outlines teacher eligibility for the Resident Educator program, coordinator responsibilities and release time guidelines.
  - In the 2018-2019 school year, the district has seven Resident Educator teachers in year 1, six in year 2, two in year 3 and 11 in year four.
  - According to document reviews and interviews with teacher and principal focus group participants, new elementary teachers receive targeted assistance through job-embedded coaching by trained district instructional coaches.
    - According to documents reviewed, an instructional coach has expertise in the field, has received training related to coaching practices and serves as a facilitator to assist a teacher in improving instruction through sharing resources, modeling instruction practices and co-teaching.
    - Coaching consists of peer-to-peer discussions that provide the person being coached with actionable feedback on strengths and weaknesses in his or her instruction and support in planning for improvement, per documents reviewed.
    - The district developed a job description for a content/instructional coach, per document review, that outlines essential functions including:
      - “Observe classroom instruction for the purpose of providing constructive feedback to teachers.
      - Initiating coaching conversations: [pre-and-post] conferences.”
- B. Based on interviews with teacher focus group participants and document reviews, the district promotes collegial collaboration between new teachers and veteran educators through teacher-based team meeting structures established in all schools.
- Teacher-based teams use data to assess student learning and continually monitor student progress.
  - The focus of teacher-based team meetings includes identifying major skills or standards from Ohio’s Learning Standards and learning subtargets or “I Can” statements to assess student mastery on topics such as English language arts, guided reading and math decimals.
- C. According to document reviews and interviews, the district offers professional development to support the social-emotional learning of students.
- The Positive Behavioral Interventions and Supports coach provides job-embedded training for all staff, including new teachers, on a whole-child approach to student needs and monitoring implementation of best practices for social, emotional, mental and behavioral wellness education.

- The district requires teachers to complete courses through Public School Works, an online professional development resource, including two courses on bullying prevention.
  - The district provided all staff members with professional development orientation on trauma-informed practices in March, April and May 2018.
    - Trauma-informed practices training provides educators with information on the widespread impact of trauma, the signs and symptoms on students and how to respond.
- D. According to interviews with district administrators and teacher focus groups, the district provided a three-day orientation for teachers new to the district (i.e., New Teacher Camp) Aug. 3, 6 and 7, 2018.
- The Euclid Professional Development Committee, also known as the Local Professional Development Committee, developed activities for the first day of orientation. The committee is comprised of five teachers elected by the teacher association and four administrators appointed by the superintendent.
  - Central office administration developed activities for the second and third days of orientation.

**IMPACT:** When the district provides supports for new teachers that include coaching and mentoring, it may create conditions that foster improved instruction and the retention of new teachers.

## Student Supports

### 1. The district has a system of support to address students' behavioral needs and improve school climate.

- A. The Ohio Strategic Plan for Education 2019-2024 defines Positive Behavioral Interventions and Supports (PBIS) as a “proactive approach for selecting and using prevention and intervention strategies that support a student’s academic, social, emotional and behavioral competence. In the Positive Behavioral Interventions and Supports framework, students learn social, emotional and behavior competence, which supports their academic achievement. Educators develop positive, predictable and safe environments that promote strong interpersonal relationships.”
- B. According to the Ohio Department of Education policy on Positive Behavioral Interventions and Supports, and Restraint and Seclusion adopted by the State Board of Education, Jan. 15, 2013, Positive Behavioral Interventions and Supports is:
- A “decision making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.”
  - “A school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students.”
  - “Encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behavior to students.”
- C. Each year, the Positive Behavioral Intervention and Supports (PBIS) Network, via the 16 state support teams, recognizes schools for their quality and fidelity of implementation of the three tiers of the Positive Behavioral Interventions and Supports framework. The levels of distinction include: bronze, silver and gold.
- D. Bronze-level (developing) schools can document evidence of a comprehensive system of behavioral supports at Tier I with a Tiered Fidelity Inventory (TFI) score of at least 70 percent. Silver-level (proficient) schools meet all the characteristics of bronze-level schools but also implement Tier II supports with TFI scores of at least 70 percent at each level. Gold-level (accomplished) schools must meet all the characteristics of bronze and silver schools. Gold schools also maintain Tier II and Tier III supports with TFI

scores of at least 70 percent at each tier. An external facilitator reviews and verifies the silver- and gold-level award applicants.

E. The Ohio Department of Education defines the tiers as:

- Tier I: Universal supports - This includes the prevention of the development of new problem behaviors by implementing high-quality learning environments for all students and staff and across all school settings.
- Tier II: Targeted supports - This includes reducing the number of existing cases of problem behaviors that are presenting high-risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive and frequent small-group-oriented responses in situations where problem behavior is likely.
- Tier III: Intensive supports - This includes reducing the intensity and/or complexity of existing cases of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

F. According to documents reviewed and interviews, district schools earned the following levels of distinction from the Ohio Department of Education in 2018 for the implementation of the Positive Behavioral Interventions and Supports framework.

- Arbor, Bluestone and Chardon Hills Elementary Schools earned silver awards for the implementation of tier one and two of the Positive Behavioral Interventions and Supports framework.
- Euclid Central Middle School earned a bronze award for the implementation of level one of the Positive Behavioral Interventions and Supports framework.
- The Early Learning Center is participating as an Ohio Positive Behavioral Interventions and Supports demonstration site serving as a model for other preschools.

G. According to a Jan. 16, 2019, Euclid High School PBIS Tier I Implementation Report, the high school Positive Behavioral Interventions and Supports team, with support from the district coach and a state support team consultant, completed a Tiered Fidelity Inventory.

- “During the building walkthrough, 93 percent of students interviewed could name at least two of the three schoolwide expectations and 93 percent reported they had either received a positive referral or attended one of the events designed to acknowledge students for positive behavior.”
- All high school teachers said they have taught the schoolwide expectations to their students, and 92 percent stated they have written a positive student referral.

H. The district employs a Positive Behavioral Interventions and Supports coach to provide ongoing job-embedded professional development and support for the implementation of the framework.

I. According to teacher and school-based team agendas and minutes, teams use a five-step process to analyze discipline data and develop action plans to reduce disciplinary office referrals and out-of-school suspensions.

J. According to documents reviewed, every school Positive Behavioral Interventions and Supports team has created a pyramid identifying behavioral interventions and supports available at each level of a three-tiered model.

K. District and school newsletters contain information for parents about the Positive Intervention and Supports framework and tips on behavior strategies for parents to try with their children at home.

L. District schools offer positive incentives, such as field trips and activities, for students with no disciplinary office referrals and have a system for students to earn points for responsible behavior. Students use the earned points to purchase items in a school store.

- M. The district partners with mental health providers to offer school-based and community-based mental health counseling for students and families.
  - The Bellefaire Jewish Children’s Bureau provides licensed mental health professionals to address the needs of students and provides school-based services including assessment, individual and group counseling, and prevention programs at district schools.
  - Ohio Guidestone provides school-based mental health and support services in the school environment, family home or community setting.
- N. The district provides a family liaison with a mental health credential at each school to provide parent education, student support, counseling services, social-emotional and academic support, support leadership and building relationships in the school community.

**IMPACT:** When the district has norms and structures for behavior expectations that are applied consistently, discipline incidents may decrease and a caring and supportive school climate and culture may be established.

**2. The district offers graduation pathways and resources to prepare high school students for career and college upon graduation.**

- A. According to documents reviewed, interviews and focus groups, the district offers 22 career-technology programs for high school students. Students may earn industry-recognized credentials upon completing all program requirements and passing the state examination. According to the Ohio Department of Education, an industry-recognized credential is a verification of an individual’s qualification or competence. A third party with authority (U.S. Department of Labor, 2010) issues a credential. Authorities include business, trade association or other industry-group assessments that measure technical competency and validate knowledge and skills in a specific industry. This also includes licenses or legal permission to engage in particular types of work that typically a government agency issues.
  - The district participates in the Lake Shore Compact, a career-technical consortium serving Euclid, Mentor and Wickliffe school districts. Lake Shore Compact's primary objective is to prepare students to enter four-year colleges, two-year technical schools or careers of their choice. Students in the Lake Shore Compact programs are eligible to receive college credit upon successful completion of the program and may earn industry credentials.
  - The following programs are state-approved industry credential career-technology options for students in grades 11 and 12, with eight programs located on the district high school campus and others at Mentor High School, Lakeland Community College, Lincoln Electric and the Euclid Shore Cultural Center. The programs are:
    - Allied Health.
    - Auto Service Technology.
    - Computer Aided Design CAD/Engineering Computer Aided Design.
    - Computer Information Systems Company (CISCO).
    - Computer Numerical Control (CNC) Manufacturing.
    - Computer Information Systems.
    - Construction Management.
    - Criminal Justice.
    - Culinary Arts.
    - Early Childhood Education.
    - Fire Science & Emergency Medical Technician (EMT).
    - Information Technology Services.

- Interactive Media.
  - Marketing and Business Administration.
  - Patient Care/Health Information/Data.
  - Visual Communications.
  - Welding.
  - According to the Lakeshore Compact website, 100 percent of the students in the Criminal Justice Program/Private Security Academy (located at Euclid High School) passed the Ohio Peace Officer Training Academy (OPOTA) State Exam.
- B. According to documents reviewed, interviews and classroom observations, the district is a member of the Cuyahoga East Education Consortium with 19 other county school districts.
- District students with disabilities may attend Cuyahoga East Vocational Education Consortium to participate in one of 17 unique programs taught by job training coordinators, job trainers, social workers, career assessment specialists and intervention specialists. The consortium also provides community-based training and transition services.
  - The Career Opportunity Academy, in affiliation with the Cuyahoga East Education Consortium, offers specialized industry-recognized credential programs for students not enrolled in any other career-technical programs.
    - Short- and long-term credential programs include information technology, medical technology, manufacturing and warehouse, human services/customer services and transportation track certifications.
    - District personnel (transition coordinator/school counselor/pupil services directors) refer students to a program.
    - At the time of the review, 20 district students with disabilities were enrolled in half-day programs and three students attended full-day programs.
- C. The district partners with Lake Erie College to offer opportunities for students to earn college credit before graduation.
- D. The district provides a comprehensive college and career readiness technology tool (Naviance) for students to align their strengths and interests to postsecondary goals and plan for the transition to college or careers.
- According to documents and interviews, students in grades 9-12 use Naviance to complete surveys/inventories, research colleges, manage college/scholarship applications, request transcripts, monitor their academic profile, create resumes and receive email communication from the school guidance department.
  - A usage report dated Jan. 30, 2019, shows that students in grades 9-12 logged in to Naviance 5,815 times during the 2018-2019 school year. The total logins by grade level are: 2,914 seniors, 939 juniors, 1033 sophomores and 929 freshmen.
  - Students graduating in the 2018 cohort completed a senior survey in Naviance. Survey results from a report dated July 24, 2018, revealed that:
    - 214 students completed the survey and 85.5 percent of students surveyed agreed that overall, their high school experience was positive and they are proud to be Euclid panthers.
    - 46.7 percent of students surveyed plan to go to four-year colleges or universities.
    - 26.9 percent of students surveyed plan to go to two-year colleges.
    - 6.1 percent of students surveyed plan to join the military.

- 5.2 percent of students surveyed plan to go directly to work without additional training.
- 5.2 percent of students surveyed plan to go to technical schools to do apprenticeships.
- 9.9 percent of students surveyed are undecided about postsecondary plans.

**IMPACT:** When the district and community collectively support students in exploring interests and personalizing the high school experience, students may transition successfully to life beyond high school.

**3. The district provides resources and support to maintain a safe learning environment for students and staff.**

- A. According to the review of documents, district and individual school emergency response plans are current and compliant. The comprehensive plans include prevention measures, how to activate the plan, response and recovery procedures and administration of the plan.
- B. District schools are equipped with electronic monitoring and video surveillance.
- C. The district equips classrooms with emergency call buttons to notify the office if help is needed to address a safety concern in the classroom.
- D. The district partners with the local police department to provide 13 school resource officers.
  - According to interviews, district resource officers work a staggered shift to provide coverage from 6:30 a.m. until 8 p.m.
    - A mobile patrol van with a resource officer monitors school zones before and after school.
    - School resource officers attend school activities and meetings.
- E. The district enforces a visitor protocol at each school. Visitors must be buzzed in and out, and visitors show identification to gain entrance in the buildings.
- F. The district provides professional development on physical and emotional safety for students and staff.
  - The district offers online professional development through the Public School Works platform for staff to complete mandatory safety courses.
  - According to documents and attendance sheets, the district provided professional development on trauma-informed practices; practices that acknowledge the widespread impact of trauma, recognize the signs and symptoms of trauma in students, and respond by integrating knowledge about trauma into practices and seek to resist re-traumatization.
    - The district provided professional development titled Introduction to Trauma at all district schools on March 2, 2018, April 9,13,19,23 and May 7, 2018. More than 300 staff members attended one of the trainings.
    - According to reviewed documents, a trauma-informed school is one in which all students and staff feel safe, welcomed and supported and where the impact of trauma on teaching and learning is addressed at the center of the educational mission. Trauma-informed schools create school policies, practices and cultures that are sensitive to the needs of traumatized individuals and ensure that all individuals (students, families and staff) meet their maximum potential.
  - According to attendance sheets, 58 special education staff and 22 district and building administrators attended professional development on functional behavior assessments and behavior intervention plans on April 30, 2018, and June 11, 2018, respectively.
  - District-related services staff have created draft protocols for crisis management.
- G. The Ohio Safe Routes to School Program, sponsored by the Ohio Department of Transportation, encourages and enables students in grades K-8 to walk or ride their bicycle to school. Since the program began in 2008, walking and bicycling to school has increased in Ohio communities with active Safe Routes

to School programs. The responsibility of a safe route to school is shared by the user, government agencies, elected officials and safety advocates.

- According to documents and Safe Routes to Schools Coalition meeting agendas, a Safe Routes to School Travel Plan was created for Arbor, Bluestone, Chardon Hills and Shoreview Elementary Schools, Central Middle School and the Early Learning Village in 2018.

**IMPACT:** When districts provide a learning environment that is physically and emotionally safe, student's overall well-being may improve.

## Fiscal Management

### 1. The district employs fiscal support staff who have the capacity to track and manage its resources.

A. According to interviews, the district employs qualified support staff who manage fiscal responsibilities in an accurate and timely manner. The fiscal department is tasked with operations of managing accounts receivables, accounts payables and multiple payrolls per month.

- Documents and interviews with the treasurer and fiscal support staff from the fiscal office reveal the support staff are experienced and crossed-trained in fiscal job responsibilities.
- Interviews with fiscal staff revealed the fiscal staff are knowledgeable in the duties of day-to-day financial operations.
- The fiscal staff employs accounting technology with the capabilities of managing funds and provides accurate financial information for the district. The fiscal staff was able to provide detailed and timely financial reports before and during the review.
- Secretaries and department heads have access to enter their department requisitions allowing fiscal staff to allocate their time to other areas of fiscal responsibilities.
- Interviews revealed the payroll staff run multiple payrolls per month and balance per pay and per building to ensure any errors are discovered and corrected before the next payroll is produced.
- Processes are in place to manage accounts to keep positive balances across accounts. The assistant treasurer tracks accounts and reallocates funds as necessary in the budgetary accounts.
- Bank reconciliation is done monthly, ensuring financial information such as cash balance and investments are tracked and up to date.
- Grant budgets are managed through the fiscal office in a timely manner. Project cash requests and Final Expenditure Reports are performed in the fiscal office.

B. The staff track and forecast transactions to ensure accuracy that complies with external audits.

- A review of documents and the Auditor of State of Ohio website reveals the district participates in an annual external financial audit that complies with the Auditor of State's regulations.

**IMPACT:** When the district employs experienced fiscal support staff to manage its resources, the district has access to timely and accurate financial information that may assist district stakeholders in financial decision-making.

# CHALLENGES AND AREAS FOR GROWTH

## Leadership, Governance and Communication

### 1. The district does not provide professional learning to develop and deepen principals' instructional leadership skills.

- A. The board of education focuses on teachers rather than building administrators when making policy and allotting funds and resources for professional development and support, based on principal focus group interviews and document reviews.
- Based on a review of the Board of Education Policy Manual, no policies or guidelines address expectations for ongoing professional development and supports for building administrators aligned to the Ohio Standards for Principals (2018).
    - Although the Board of Education Policy Manual, Section 3000, Code po3242 Professional Development and Licensure, adopted Aug. 22, 2011, references the establishment of a professional development committee, this entity serves only to review coursework and activities to determine if state certification and licensure requirements are met.
  - Based on a review of the 2018-2019 district and school Comprehensive Continuous Improvement Plans, Ohio's automated planning and funding tool, eligible Title I and Title II Part A federal funds are not set aside for principal professional development.
    - According to the district and school plans, "Title I, Title II-A, and School Improvement Funds will be used to promote improved language arts and math skills for under achieving students and augment professional development in language arts and math for the teachers."
  - Although the district strategic plan, Our Euclid: 2017-2021, calls for multiple instructional changes, the district does not address the need to build the capacity of principals to lead change.
- B. The district does not consistently assess building administrators' needs or design professional development opportunities focused on gaps in instructional leadership skills, according to focus group participants and document reviews.
- According to document reviews and principal focus group participants, the district has not conducted needs assessments or used the data from the Ohio Principal Evaluation System, an online educator evaluation system for statewide use by Ohio districts, to determine areas of leadership strengths or challenges. Comments from principal focus group participants included:
    - "The administration hasn't done a survey [for building administrators] about our professional development needs."
    - "District initiatives [versus a survey of building administrator needs] drive professional development."
  - According to an external review of leadership skills in K-3 schools as outlined in the Euclid City School District K-3 Observations: Strengths, Challenges and Recommendations, Dec. 10-12, 2018 document:
    - "Your [building administrators] have to be aware of what goes into teaching students how to read. They can't provide effective feedback to their teachers or diagnose instruction if they don't know what quality practices go into teaching students how to read."
  - Based on a review of the agendas and minutes from the 2018-2019 senior leadership team, the superintendent's central office administrator advisory, the district did not collect or use data to determine and address building administrators' professional development needs.
    - Topics for building administrator meetings included immediate operational issues such as review of compliance regulations, board policy and department updates rather than a focus on long-range principal professional development goals and strategies.

- According to district administrator interviews, principal focus group participants and document reviews, professional development for building administrators entails participation in teacher-based trainings rather than separate and additional opportunities to reflect on and refine instructional leadership practices.
- The district did not develop a set of goals and planned professional development supports for building administrators based on needs assessments that align to Ohio Standards for Principals (2018) and Ohio’s Strategic Plan Priority Strategy #2 to “support every principal to be effective.”
- Based on interviews with district administrators and principal focus group participants, the district did not coordinate or foster networking opportunities for building administrators to interact with other professionals to improve instructional leadership practice.
- Although professional development resources for building administrators are available through the Cuyahoga County Educational Service Center and local universities and colleges in the area, the district has not linked with external professional organizations to provide services.
  - According to interviews with State Support Team 3 consultants, the district has not requested assistance on the development and delivery of a targeted building administrator professional development plan.

**IMPACT:** When the district does not invest in professional development to build and support building administrator instructional leadership skills, the school leader’s effectiveness in providing high-quality, actionable feedback to teachers may be limited.

**2. The Board of Education does not provide oversight for policies and the financial condition of the district.**

- A. Based on a review of bi-monthly board of education minutes and agendas from Jan. 8, 2018. to Jan. 23, 2019, the board does not consistently assure the implementation of adopted policies.
- The board did not require program evaluations to determine effectiveness, although the Board of Education Policy Manual, Section 2000, Code po2605 Program Accountability and Evaluation, adopted Aug. 22, 2011, calls for “continued evaluation of results [from the educational resources provided by the community and the governments] which shall be systematic and specific.”
    - Based on document reviews and district administrator interviews, the board did not follow the policy requirements outlined in Code po2605, Program Accountability and Evaluation, by requiring programs be evaluated as follows:
      - “Clear statements of expectations and purposes for each program [combined with information about] how their successful achievement will be determined;
      - Provisions for staff, resources and support necessary to achieve each program’s purposes;
      - Evaluation of each program to assess the extent to which each program’s purposes and objectives are being achieved; and
      - Recommendations for revisions and modifications needed to better fulfill expectations and purposes.”
    - Although the policy required the superintendent to “maintain a calendar of assessment activities and make periodic [program] evaluation reports to the board,” the governing body did not direct or provide oversight for this responsibility, based on interviews with district administrators and board of education members.

- Per interviews with district administrators, principal focus groups and teacher focus groups, the district does not conduct program evaluations and the board does not use evaluation results to drive decision-making.
- Notwithstanding the existence of Board of Education Policy Manual, Section 3000, Code po3112, Board-Staff Communications, adopted Aug. 22, 2011, the board does not assure “the basic line of communication between board members and staff, will be through the Superintendent,” based on interviews with district administrators and board of education members.
  - The governing body has not consistently assured that “communications from staff members to the Board or its committees shall be submitted through the superintendent,” rather than through informal dialogue between individual board members and staff.
  - According to interviews with district administrators and board of education members, communications between the staff and the board do not consistently follow policy guidelines designed to ensure information is shared directly with all members of the governing body to support cohesive leadership and decision-making.
- Although district policy outlines the requirement for each school to develop an improvement plan, the board has not held district leadership accountable for the crafting of school improvement plans that define steps to raise student achievement, based on document reviews and interviews with principal focus groups.
  - Despite the existence of Board of Education Policy Manual, Section 2000, Code po2120, School Improvement, adopted Aug. 22, 2011, the board has not assured schools comply with the requirement to create plans “which are developed and implemented by school-based teams, working collaboratively, so that both building level and district level goals for students can be identified and correlated, and then achieved through effective planning, problem-solving, and assessment.”
  - At the time of the review, school improvement plans had not been collaboratively developed by school-based teams for 2018-2019, based on interviews with teacher focus groups, principal focus groups and document reviews.
  - Regarding the State Board of Education’s adoption of Ohio’s Learning Standards that define expectations for what Ohio K-12 students need to know and be able to do and Ohio Administrative Code 3301-35-04 that states curriculum should be “guided by Ohio’s state-adopted content standards,” the board has not provided direction and accountability for educators to teach the standards.
- Although students are accountable on high-stakes Ohio’s State Tests for demonstration of mastery of Ohio’s Learning Standards, the Board of Education Policy Manual, Section 2000, Code po2131, Educational Outcome Goals and other policies related to the instructional program do not reference Ohio’s Learning Standards as goals.
- According to interviews with principal focus group members, district administrators and document reviews, Ohio’s Learning Standards do not consistently drive the development of the curriculum; the road map and tools such as lesson plans, materials and teaching strategies that educators use to teach.
- Based on interviews with board of education members, principal focus group participants and classroom observations, Ohio’s Learning Standards are not the focus of classroom instruction. Some comments from interviews include:
  - “Teachers decide what they want students to learn.”
  - “All educators are not aware they need to teach the standards.”

- B. Based on a review of bi-monthly board of education minutes and agendas from Jan. 8, 2018, to Jan. 23, 2019, the board does not consistently provide oversight for financial policies or ensure that current guidelines promote the fiscal health of the district.
- Despite a continued decline in enrollment and significantly lowered revenues over the past five years, the board has not sought or received input or consistent training on school budgeting and financial management to proactively address and plan for the fiscal health of the district.
    - Even though the board has the responsibility of “establishing budgets, being good fiscal stewards, and long-range planning,” based on Ohio School Boards Association guidance, the board has not jointly and consistently participated in school budgeting and financial management trainings related to its roles and responsibilities, according to board of education and district administrator interviews. Some comments from board members included:
      - “We trust our treasurer, and he provides us with the information we need to make decisions.”
      - “It is up to the superintendent and the treasurer to come up with a plan to address necessary cuts after the renewal levy failed.”
  - The board has not established committees to “conduct studies, make recommendations, and act in an advisory capacity” per Board of Education Policy Manual, Section 0000, Code po0155, Committees, adopted Aug. 22, 2011, to gather data and inform decision-making related to finance and other key responsibilities of the board, per board member interviews and document reviews.
    - At the time of the review, the board had not consistently received or used input from a business advisory council to provide suggestions for developing working relationships among businesses, labor organizations, and educators as outlined by Ohio Revised Code 3313.82 and Board of Education Policy Manual, Section 2000, Code po9141, Business Advisory, adopted Aug. 22, 2011.
  - The board does not approve expenditures based on an alignment to student achievement goals as required by Board of Education Policy Manual, Section 2000, Code po2114, Meeting State Performance Indicators, adopted Aug. 22, 2011 and revised Sep. 26, 2016.
    - The policy states that the board is to receive an estimate of resources “necessary to implement the annual plan” to ensure “the district and schools meet the specified number of performance indicators [measures of student success on the district report card] established by the state board of education.”
    - Based on a review of board of education minutes and agendas from Jan. 8, 2018, to Jan. 23, 2019, the treasurer presents the annual appropriations document to the board and the board approves without evidence of its alignment to student improvement goals.
  - The board does not provide policy guidelines that outline a collaborative planning and budgeting process that base resource decisions on student achievement, according to document reviews and interviews with district administrators and principal focus groups participants.
    - The current district policies support a top-down budgeting process that is not transparent or collaborative between departments and schools or fosters a need to tackle systemic problems jointly.
    - The treasurer assigns the departments and schools a budgetary amount, provides guidelines for increases or decreases and, ultimately, makes the final decision related to allocations.
  - Based on document reviews, the current financial policies and guidelines do not provide for the goal of optimizing student achievement through a data-based budget process.

- According to board consent agendas from 2018 to 2019, the selection of programs, materials and service providers was not consistently based on demonstrated track records of success.
- Based on policy review, the budget process is not required to be developed based upon fiscal and academic performance data.
- According to interviews with district administrators and principal focus group participants, current financial policies and guidelines support an incremental budget process where last year's spending becomes the basis for the next year's budget rather than a re-examination of patterns of spending to determine effectiveness in addressing instructional challenges.
- Based on a policy review, the financial guidance and directives from the governing body do not promote equity in funding among the general student population, while providing extra support for struggling students.
  - The current district policies do not require the prioritization of resources based on identified student groups in need of additional assistance or the increase of allocations accordingly.
  - According to principal focus group participants and district administrators' comments:
    - "We all get the same per-pupil allocation for our schools."
    - "Our department doesn't prioritize the distribution of resources based on the performance level of the school. It is first come, first served."

**IMPACT:** When the board does not ensure the implementation of policies or provide guidelines that support the educational process and fiscal health of the school system, the district may lack systems and procedures to address accountability and the effective delivery of services to students.

### **3. The district and schools do not systematically plan for academic improvement and track it over time.**

- A. Although the district engaged in strategic planning efforts and developed the Our Euclid: 2017-2021 Strategic Plan, the tools and process did not "guide the school district or school and key stakeholders in the ongoing measurement of student performance," as required by Ohio Administrative Code 3301-35-02(B).
- Even though the district developed a strategic plan to address long-range goals designed to achieve its vision and mission, an improvement plan or "road map that sets out the changes a district or school needs to make to improve the level of student achievement, and shows how and when these changes will be made" was not developed, based on document reviews and district administrator interviews.
    - The district strategic plan serves as a course of action to address viability issues such as enrollment and school choice rather than an improvement plan pinpointing expected student achievement outcomes and how they will be measured, based on document reviews.
    - The district strategic plan does not guide day-to-day improvement efforts related to student performance but focuses primarily on six pillars of success designed to improve district operations: (1) community campuses, (2) early learning, (3) schools of choice, (4) culture of achievement, (5) career and college readiness, and (6) marketing and recruiting.
    - A continuous improvement plan, in contrast to the district strategic plan, "guide[s] educators, students, and their families, business people and community members in the process of achieving and measuring substantial improvement in the school district's or school's performance," per Ohio Administrative Code 3301-35-01(A)(6).
  - The district strategic plan, developed through the input of community and district stakeholder groups beginning in December 2016, is not an ongoing measure of student performance outcomes, per district administrator interviews and document reviews.

- Examples of goals in the strategic plan that measure operational targets versus student achievement are as follows:
    - Pillar 2: Early Learning, Goal 2.1 states, “We will increase enrollment in preschool and kindergarten.”
    - Pillar 4: Academic Achievement, Goal 4.1 states, “We will increase the percentage of students who participate in extra-curricular activities.”
  - Examples of action steps in the strategic plan that support operational targets versus student achievement goals are as follows:
    - An action step for Pillar 2, Goal 2.1 states, “We will create an exit interview to capture the reasons families remain in or leave our schools.”
    - An action step for Pillar 4, Goal 4.1 states, “We will increase the number of African-American male achievement extra-curricular at every school to promote positive peer role models in this student demographic.”
  - Based on document reviews, the district strategic plan does not identify evidence-based strategies for academic achievement, measures of student and adult behavior change, timelines for completion or how the plan will be monitored as outlined in the Ohio five-step process, a cycle of inquiry to support collaborative data-based decision-making used to improve student performance.
    - Based on a review of the Strategic Planning Data Dashboard document, the plan tracked 2017 quarterly customer satisfaction results, enrollments, events, percentage of students enrolled in extracurriculars, college semesters earned, suspension and other metrics of the long-range operational goals rather than student performance measures designed to assess student learning.
  - The district has not implemented a process for transitioning from the strategic planning goals to improvement planning that pinpoints academic achievement goals and metrics of student progress, based on interviews with board of education members, district administrators, principal and teacher focus group participants.
    - According to stakeholders interviewed:
      - “We don’t really have a district improvement plan any more. We used to follow the strategic plan;”
      - “The district put a lot of work into the plan. We were all assigned to committees and now we don’t meet any more;” and
      - “I don’t have any idea what plan we are supposed to follow.”
- B. The district lacks shared academic improvement goals and metrics of success, based on document reviews and district administrator interviews**
- According to document reviews, the district identified multiple goals for improvement rather than one or two priority student achievement targets that are shared across schools and result in focused resources and planning efforts.
  - According to a reviewed document, S.M.A.R.T. Goals, July 26-27, 2018, Retreat, six goals were identified: 1) data-driven decision-making, 2) allocation of educational and financial resources, 3) district credibility, 4) create community involvement, 5) increase reading achievement across every grade level, and 6) increase supports and accountability for all district staff.
  - Based on a PowerPoint dated Aug. 28, 2018, the district leadership team, a decision-making team with various representatives from central office, teachers, school principals, parents and community members, identified a set of goals designed to guide the district and school improvement efforts:

- Students will meet or exceed state expectations in math and [English language arts] on state tests. Close achievement gaps.
  - The number of student suspensions and the number of chronically absent students will decrease. and
  - All schools will implement career readiness programs. Students will graduate career and college ready.
  - The district identified a set of priorities in the 2018-2019 comprehensive continuous improvement plan, a web-based planning and grants management tool that connects district goals for improvement to budgeted activities in the grants, per Ohio Department of Education guidance. Plan priorities included the following:
    - Student performance - English language arts;
    - Culture of achievement;
    - Student performance – math; and
    - Promote effective parental involvement.
  - Principal focus group participants reported a lack of clarity as to the 2018-2019 districtwide goals to drive academic improvement planning and indicated that goal choices were made independently by each school.
    - According to teacher and principal focus group participants, the high school utilizes the goals identified in the 2018-2019 district comprehensive continuous improvement plan.
    - In contrast, Bluestone Elementary identified three alternative school-based goals in the PowerPoint presentation provided to the board on Jan. 28, 2019, as follows:
      - Increasing student achievement;
      - Enhancing community credibility; and
      - Ensuring fiscal responsibility.
  - The senior leadership team, the superintendent’s central office administrator advisory, monitors strategic plan goals, based on bi-monthly meeting agendas from July 24, 2018, to Jan. 29, 2019.
    - According to agendas, data is collected by the team using the Strategic Planning Data Dashboard on operational goal targets such as the number of students enrolled in extracurriculars, increases in preschool enrollment and number of parents attending events.
  - In contrast, the district leadership team monitors goals identified in the PowerPoint dated Aug. 28, 2018, that include English language arts and math improvement, closing the gap, attendance and discipline targets, and career and college readiness initiatives, based on a review of documents and district administrator interviews.
- C. At the time of the review, the district and schools did not develop aligned improvement plans for 2017-2018 or 2018-2019 to guide the district leadership team, the school leadership teams and teacher-based teams in academic improvement efforts and measures of success.
- Based on interviews with district administrators, teacher and principal focus group participants and board of education members, the district and schools did not develop aligned improvement plans.

- Per Ohio Department of Education guidance, an improvement plan is a multiyear, written course of action based on identified critical needs and specific timeframes that include:
  - “A limited number of SMART goals;
  - Evidence-based strategies;
  - A progress-monitoring process for: adult implementation indicators and student indicators; and
  - Action steps.”
- The board of education did not review or request district and school improvement plans or systematic progress monitoring reports from the district or schools based on a review of board of education minutes and agendas from Jan. 8, 2018, to Jan. 23, 2019.
- According to principal focus group participants and document reviews, the district did not require school improvement plans and progress tracking.
- Teacher focus group participants commented:
  - “Our school has goals and we collect data, but we don’t have a written plan”; and
  - “The district has a strategic plan and we follow that.”
- According to an examination of documents, the district has not reviewed district policies and guidelines to remove existing barriers to effective improvement planning and to create enabling conditions that could accelerate progress.
  - Per the Board of Education District Policy Manual Administrative Guidelines, Section 2000, Code ag2120, School Improvement, May 2, 2012, the roles and responsibilities of the district leadership team or school leadership teams did not include the need for district and aligned school improvement plans to be developed and systematically monitored.
- Building and district administrators have not been provided with professional development supports to help them effectively lead improvement efforts at the district and school levels, based on interviews with principal focus group participants and district administrator interviews.
- The district does not provide oversight and accountability for the design and implementation of the district and school improvement plans.
  - Although the March 11, 2016, draft Euclid Board of Education Job Description for the Director, Elementary Curriculum Pk-5 and Director, Secondary Curriculum 6-12 references that the personnel “assist the superintendent in the implementation of the strategic and continuous improvement plans,” the directors are not accountable for oversight of district or school improvement plan development and monitoring, per district administrator interviews.

**IMPACT:** When the district and schools do not work together to systematically develop academic goals and written plans designed to monitor results, academic improvement may not be realized for students in the lowest-performing schools and schools with the most significant achievement gaps.

## Curriculum and Instruction

### 1. The district does not have a system to develop and monitor a curriculum aligned to Ohio’s Learning Standards.

- A. A review of documents and interviews with district administrators revealed the district has not developed curriculum maps aligned to Ohio’s Learning Standards for the academic content areas. The Ohio

Department of Education states, "A curriculum map represents a year in a glance. In a one-page chart, units are articulated including names, sequence, approximate time frames, evidence of understanding, content standards and assessment practices."

- The district has not complied with the Ohio Administrative Code 3301-35-04 Student and Other Stakeholder Focus, (A)(5), which states, "The school district or school shall implement a curriculum that is characterized by systematic planning, articulation, and evaluation."
- A review of documents showed an inconsistent format for pacing guides that varied across grade levels and subjects.
  - "The Ohio Department of Education states, 'Across all content areas, designing curriculum involves matching instructional strategies and resources with appropriate practices to provide the opportunity for all students to meet the expectations of the content standards.'"
  - The Grade 6 English pacing guide is aligned to the 2010 Common Core Standards and not Ohio's Learning Standards.
  - The Algebra I pacing guide is not aligned to Ohio's Learning Standards.
  - Documents, interviews and focus groups revealed that teachers use textbook materials as pacing guides. Teachers use textbook manuals and student worksheets to guide instruction rather than a curriculum map driven by state standards.
- In interviews, district administrators were unable to verify that all curriculum materials were vertically aligned to Ohio's Learning Standards. According to the Ohio Department of Education, "Vertical alignments allow you to see what the students should be learning in their grade level, but also in the grade level or levels above and below the student's grade level. They are useful in instructional planning."

B. The district does not have a system to monitor curriculum implementation.

- In the principal focus group, it was stated, "There is not a process to monitor implementation."
- According to documents, interviews and focus group participants, building administrators do not conduct informal observations such as walk-throughs.
- The district does not require a weekly lesson plan that includes standards, learning targets, strategies, differentiation, materials and assessments.
  - According to the Euclid Teachers' negotiated contract 2.14, "Teachers must have a minimum of three days plans available to the building administrator each Monday morning."
- According to a consultant's report, Euclid City School District, K-3 Observations, Strengths, Challenges and Recommendations, Dec. 10-12, 2018, only five out of 53 classrooms observed had lesson plans available.
- District administrators stated, "We need principals to know more about the curriculum."
- During a principal focus group, it was stated, "The principals have not had instructional leadership professional development."

C. At the time of the review, the district did not have a revision plan that complies with the board of education policy guideline 2520, Selection of Instructional Materials and Equipment.

- The guideline states, "... [the superintendent] shall provide for a systematic review, by the Board, of the District's educational resources to ensure that they are appropriate for the current educational program."

D. The district does not evaluate the curriculum according to the board of education policy guideline 2210C, Assessing the District's Learning Programs.

- The guideline states, "...periodically, an analysis be done of the learning objectives for each subject and skills area to ensure that.
    - the learning objectives for each grade or level are building cumulatively toward student accomplishment of the learning outcomes at each grade level or for the entire curriculum area;
    - there are no gaps in the learning objectives that would inhibit a student from accomplishing the learning outcomes;
    - there are no unnecessary duplications or redundancies in the learning objectives or the learning outcomes."
- E. The district does not assess the curriculum by comparing data with the standards to determine strengths and weaknesses according to the board of education policy guideline 2605, Evaluation of Program to determine its accessibility to all students.
- A district administrator stated, "We don't know why the number of off-track students increases each year, or why some on-track students become off-track" on the Improving At-Risk K-3 Readers measure on the Ohio School Report Cards.
  - According to the achievement data on the Ohio School Report Cards for grades 3-12, the district has met fewer indicators than similar districts and the state.

**IMPACT:** When the district does not have a system to design a comprehensive and cohesive K-12 curriculum aligned to the standards, teachers may not be able to provide the instruction students need to demonstrate mastery of the learning standards.

## 2. The district does not have a system that promotes high-quality instruction.

- A. The district does not have evidence-based instructional materials in place.
- According to documents and interviews, the district did not follow the "Every Student Succeeds Act" guidelines to adopt evidence-based instructional materials. Evidence-based is defined as "research that has shown the materials or instructional strategies demonstrate a significant effect on student outcomes."
    - The 2017-2018 adopted K-5 Go Math® does not have enough studies to be evaluated by the What Works Clearinghouse or the Ohio's Evidence-Based Clearinghouse.
    - The 2018-2019 adopted English language arts K-5 Making Meaning® does not have enough studies to be evaluated by the What Works Clearinghouse or the Ohio's Evidence-Based Clearinghouse.
- B. According to district administrator interviews and documents, the district had not conducted a gap analysis on instructional materials that are aligned to the common core state standards to determine alignment to Ohio's Learning Standards.
- Grade 2 partially meets expectations for alignment to the standards.
  - Grades 3-5 partially meets integrating the standards.
  - Grades 1-5 partially meets the rigor and math practice measure.
  - The K-12 Math Standards Comparison on the Ohio Department of Education's website is a tool to compare the original standard to the new standard revised in 2017. Examples such changes are:
    - Counting and Cardinality, K.CC.4, Count to tell the number of objects added pennies as a counting tool to prepare students for the money standards in grade 2.
    - Measurement and Data, 4.MD.1, Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit added learning the metric system to reinforce the base 10 number system.

- The K-12 English Language Arts Standards Comparison on the Ohio Department of Education’s website to compare the original standard to the new standard revised in 2018. Examples of such changes are:
    - Reading Literature, RL.1.2, Analyze literary text was added to the retell indicator.
    - Reading Literature, RL.2.6, now asks students to differentiate between various narrators in a text and when the narrator is and is not a character in the text rather than speaking in different voices for characters.
    - Reading Literature, RL.6.6, changed from explaining how an author develops a point of view to how an author uses the point of view to develop the perspective of a narrator.
- C. The district does not have a professional development plan that supports teachers to deliver high-quality instruction.
- According to documents, interviews and focus group participants, at the elementary level, the professional development has focused on delivery of programs rather than understanding the learning outcomes.
  - According to documents, interviews and focus group participants, professional development on instructional strategies has not been offered.
    - Interviews and focus group participants stated that there has not been training on Marzano’s strategies in the last eight to 10 years.
    - A principal focus group participant stated, “We don’t know if Marzano strategies are working or being implemented correctly.”
    - At the time of the review, the district did not provide professional development on analyzing data to inform instruction.
- D. The district lacks evidence of effective instruction.
- During classroom observations, teachers inconsistently provided students with opportunities to demonstrate learning in multiple ways, reflect high and rigorous learning expectations, and develop higher-order thinking skills.
  - The district review team conducted classroom observations in all school buildings in the district to examine instruction and student learning. A 6-point scale was used to evaluate each setting. The scores ranged from 0 to 5, with 0 meaning no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence of adult practice. Some indicators include:
    - “The teacher provides opportunities for students to engage in discussion and activities aligned to Webb’s Depth of Knowledge.” The district received a rating of 1.49 out of a possible score of 5, which indicated rare or insufficient evidence of teacher use.
    - “The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that makes learning accessible and challenging for the group.” The district received a rating of 1.38 out of a possible score of 5, which indicated rare or insufficient evidence of teacher use.
    - “Students are engaged in challenging academic tasks.” The district received a rating of 1.48 out of a possible score of 5, which indicated rare or insufficient evidence of teacher use.
    - “Students articulate their thinking or reasoning verbally or in writing either individually, in pairs, or in groups.” The district received a rating of 1.28 out of a possible score of 5, which indicated rare or insufficient evidence of teacher use.

- “Students assume responsibility for their own learning whether in individually, in pairs, or in groups.” The district received a rating of 1.23 out of a possible score of 5, which indicated rare or insufficient evidence of teacher use.

**IMPACT:** When a district does not have a system to support teachers, students may not receive high-quality instruction that is needed to be prepared for success after graduation.

## Assessment and Effective Use of Data

### 1. The district lacks measurable goals and practices to drive the continuous improvement process.

- A. According to documents reviewed, the district has a collaborative process in place for monitoring student progress. However, the district leadership team lacks short-term and long-range goals with progress measures and action steps for improving and monitoring student progress or detailing adult behavior changes.
- According to documents reviewed, the district leadership team has identified the following goals without defining specific timelines, adult and student indicators, periodic data checkpoints and action steps.
    - “Students will meet or exceed state expectations in math and English language arts on state tests. Close the achievement gaps.”
    - “The number of student suspensions and the number of chronically absent students will decrease.”
    - “All schools will implement career readiness programs. Students will graduate career and college ready.”
- B. Minutes from the Nov. 27, 2018, district leadership team meeting revealed that each school leadership team presented goals and action steps for their building.
- Examples of the school leadership team goals presented include:
    - “Each teacher in grades 3-5 will focus on 6 students to progress monitor based on results of iReady and the Ohio State Test. Move students up one performance level.”
    - “Growth monitoring across all grade levels.”
    - “Continue to decrease referrals and loss of instructional time.”
    - “Monthly review of building climate, and constant review of three Positive Behavior Intervention Supports tiers.”
    - “Monitoring every two weeks with iReady.”
  - Although the teams have identified goals in the plans, the presented plans lack consistent student achievement data with short-term action steps with performance metrics. According to the reviewed documents, none of the presented plans included adult behavior changes needed for improving student learning.
- C. Interviews with staff and a review of minutes from teacher-based team documents indicate that the district provides limited support to teachers around the five-step improvement process used by teacher-based teams. There is no evidence of recent district-driven professional development or district-developed guidance documents for the following components of the five-step improvement process:
- Identifying and deconstructing Ohio’s Learning Standards, which would include a process of analyzing a standard and breaking it down into more explicit student learning targets.
  - Conducting a root cause analysis to determine the causal factors of students’ learning deficits as part of analyzing student data.
  - Identifying instructional strategies that have the most impact on learning.

- Understanding of the use of Bloom’s taxonomy, which the district requires the teachers to identify as part of the five-step process.
- D. According to a review of teacher-based team documents, there is little evidence that core instructional practices are identified and monitored for effectiveness as part of the school improvement process. The evidence from the five-step process forms indicate that discussions focus on groups of students who did not meet the standard on a given assessment.
- E. A review of minutes from the district leadership team and interviews with administrators indicate the district does not consistently provide actionable feedback to teacher-based teams on strategies and structures that lead to increased student achievement.
- Even though the district has developed a school leadership team to teacher-based team protocol form for providing feedback to teacher teams, there is no place for the school leadership team to provide feedback which would lead to improvement.
    - When completing the form, the school leadership team is required to check if the components of the five-step improvement form are complete.
    - When completing the form, the school leadership team is required to list the instructional strategies used, student progress and differentiation.
    - Interviews indicate that in the previous school years, school-based teams evaluated and provided feedback to teacher-based teams on the school leadership team to teacher-based team protocol form. However, at the time of the review, this feedback has not consistently occurred during 2018-2019 school year. According to interviews, the district leadership team has not required that school leadership teams give feedback to the teacher-based teams.
    - One interviewee mentioned, “There are no expectations from the district leadership team for what or how the school leadership team will monitor teacher-based teams.”
    - Another building administrator stated, “Every district leadership team meeting seems like we are changing direction. I’m not sure what we are doing for the year.”
    - There is no evidence a rating rubric has been developed to be used in conjunction with the school leadership team to teacher-based team protocol form ensuring that feedback to teachers is consistent across the district.
- F. According to interviews conducted with district and building administrators, the district has not provided professional development for building administrators on guiding the school improvement process. One district administrator stated, “we don’t adequately support teachers and principals [in the role of school improvement process].”

**IMPACT:** When the district lacks short-term and long-range measurable goals and defined practices for guiding the school improvement process, the district’s collaborative teams may be ineffective in improving instructional practices and thereby student learning.

## **2. The district lacks common formative assessments and instructional practices, as part of a balanced assessment plan to guide instruction.**

- A. The Every Student Succeeds Act emphasizes the need for a balanced assessment system. The four main components of a balanced assessment system include:
- Formative assessment practices.
    - According to the Great Schools Partnership’s Glossary of Education Reform, “formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress during a lesson, unit or course. The goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while [instruction] is happening.”

- Benchmark assessments are typically administered two to three times a year to provide information on student progress throughout the year.
  - Interim assessments are achievement measures used to monitor progress toward goals and flag problems at several points during the school year.
  - Statewide assessments, which are administered once a year and are used to demonstrate progress.
- B. A review of documents shows teachers developed common subject assessments for all middle and high school courses and end-of-chapter tests in mathematics for the elementary level. However, evidence indicates that teachers use these assessments primarily as summative tests rather than formative checks for understanding. Summative assessments are used to measure the mastery of learning and typically reveal a score or grade.
- A review of the minutes from 44 teacher-based teams reveals that the common assessments are used primarily as pre-tests and post-tests at the beginning and completion of a unit of study rather than to provide information on student learning throughout the unit or to provide guidance to drive instructional practices.
  - There is little evidence to suggest there are common formative assessments across the district for teachers to gain feedback on student learning and make course corrections throughout a unit of study.
  - A district administrator shared teachers use common assessments as a summative evaluation tool rather than a tool to guide short-term instructional decisions.
- C. Even though the district’s policy guideline AG2210A calls for a Teaching, Learning and Assessment Council, there is no evidence indicating this council is currently in place or the district has oversight practices in place to ensure the development of common formative assessments and formative instructional practice is occurring consistently throughout the district.
- D. According to a review of teacher-based team minutes and teacher interviews, teachers design and modify common assessments during their team meetings. However, the district does not provide guidelines or a common set of rating rubrics to evaluate teacher developed formative assessments.
- Interviews with district administrators revealed that a blueprint for assessment design was used “at one time.” However, a district administrator expressed the lack of knowledge of teachers current use of the blueprint in assessment revision.
- E. A review of documents and interviews with staff members reveal there has been no recent districtwide professional development on formative assessment practices.
- Interviews indicate “department chairs and a few others” attended professional development on assessment design at Cleveland State University, “a few years ago.” The interviewee stated that new department chairs have received no training on assessment design.
  - A review of documents indicates the district offered a session on formative instruction practices at a staff meeting at the high school. However, this was not part of a district-created professional development plan accessible for all staff.
- F. The district review team conducted classroom observations in all school buildings in the district to examine instruction and student learning. A 6-point scale was used to evaluate each setting. The scores ranged from 0-5, with 0 meaning no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence of adult practice. Observations reveal a lack of formative instructional practices and clear learning targets used in classrooms across the district.
- According to Moss and Brookhart, (2012) in their book, *Learning Targets, Helping Students Aim for Understanding in Today’s Lesson*, “learning targets, as their name implies, guide learning. They describe in language that students understand, the lesson-sized chunk of information, skills and

reasoning processes that students will come to know deeply.” Also, “Learning targets help educators set challenging goals.”

- District review team members observed 39 classrooms to determine if “The teacher communicates clear learning target objectives aligned to Ohio’s learning standards.” The district received an average rating of 1.65 out of 5, which indicated insufficient evidence of teacher use.
- Observations indicate that there is little classroom use of formative instructional practices throughout the lesson to determine if students understand the purpose of the lesson and to determine whether students have met the learning objectives.
- Thirty-nine classrooms were observed to determine if “The teacher conducts frequent formative assessments to check for understanding and to inform instruction.” The district received an average rating of 1.56 out of 5, which indicated rare or insufficient evidence of teacher use.
- A review of the forms from 44 teacher-based team meetings showed that only one team mentioned the use of a formative instructional practice.

**IMPACT:** When the district does not have a balanced assessment system that includes formative assessments and instructional practices, teachers may lack immediate feedback on student learning to guide instructional decisions.

## Human Resources and Professional Development

### 1. The district does not have timely and high-yield practices for recruitment and assignment of staff to ensure all students have access to highly effective teachers.

- A. Based on a review of documents, including the 2017-2019 collective bargaining agreement between the board of education and the Euclid Teacher Association, the district must follow multiple steps in the hiring process resulting in late-in-the-summer recruitment and hiring efforts, access to a smaller applicant pool and unfilled positions.
- According to the collective bargaining agreement, Sections 5.1.1 to 5.1.6 that refer to the district’s required process and timelines for internal applicants to bid on open positions, the district cannot identify and post vacancies for external candidates until all qualified internal employees have had an opportunity to bid.
  - Based on interviews with district administrators, principal focus group participants and a review of the negotiated agreement, the human resources department team lacks long-range hiring projections, strategies and aligned budget priorities because unfilled positions cannot be determined early each year.
    - Following the bidding process for 2018-2019, the district maintains eight open and unfilled vacancies with no available and qualified applicants, based on interviews with district administrators.
    - Following the bidding process for 2017-2018, the district incurred five unfilled positions with no available and qualified applicants, based on interviews with district administrators.
- B. The district policies and procedures do not maximize opportunities to reach outside traditional talent pools to acquire diverse staff.
- The district does not prioritize or use strategic recruitment practices designed to attract highly diverse and effective staff such as efforts to groom prospective teacher candidates from currently employed classroom aides and tutors for hard-to-fill teaching positions.
  - The district policies and procedures do not include performance-based measures as part of the application, selection or assignment processes.
    - Assignment of teachers is seniority-based on negotiated agreement requirements.

- District principals are required to consider transferring teachers prior to recruiting external applicants.
- For the College Credit Plus courses, the lowest senior qualified teacher may be assigned to a course if no other teacher has expressed interest.
- Based on a review of the district's FY18 Equitable Access to Excellent Educators' data, there is inequity in the distribution of highly effective teachers among elementary buildings.
  - Teachers identified as highly effective received a final Ohio Teacher Evaluation System summative rating of "Accomplished."
  - Three buildings have more than half of the teachers rated as highly effective and a fourth building has 32.5 percent of teachers rated highly effective.

**IMPACT:** When the district does not utilize timely and high-yield strategies for recruitment and placement of teachers to ensure all students have access to highly effective instructional staff, it may not create and sustain learning environments where all children succeed.

**2. The district does not select and provide high-quality professional development according to the Ohio Standards for Professional Development (2016) for improving educator performance and student learning outcomes.**

A. Ohio Standards for Professional Development increase educator effectiveness and results for all students. The standards are as follows:

- Standard 1 – Learning Communities. Effective professional learning occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.
- Standard 2 – Leadership. Professional Learning requires skilled teacher leaders and administrators who develop capacity and advocated and create support system for professional learning.
- Standard 3 – Resources. Professional learning requires prioritizing, monitoring and coordinating resources for educator learning.
- Standard 4 – Data. Professional learning requires the use of a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.
- Standard 5 – Learning Designs. Professional learning integrates theories, research and models human learning to achieve its intended outcomes.
- Standard 6 – Implementation. Professional learning applies research on change and sustains support for implementation of professional learning.
- Standard 7 – Outcomes. Professional learning aligns its outcomes with educator performance and student curriculum standards.

B. Although the district offers professional learning to educators in the form of workshops, job-embedded coaching and collaborative structures in the school improvement process, the district does not align all professional learning with district goals or strategic plan. (Ohio Standards for Professional Development, Standard 1: Learning Communities)

- A review of 2018-2019 professional development agendas include, but are not limited to:
  - Emergency response plan.
  - Grant writing.
  - Reduce tardiness and class cuts.
  - Referral writing.

- C. At the time of the review, there was no evidence of systems or structures for prioritizing professional learning. (Ohio Standards for Professional Learning, Standards 2: Leadership)
- No evidence was provided of a district process to identify teacher instructional deficits in order to design professional learning other than surveys of what professional development teachers would like to receive.
  - While there is evidence of templates identified by principals for informal walk-through observations of instructional practices beyond the Ohio Teacher Evaluation System, there is no tool principals use in common. No evidence was provided regarding the frequency of instructional walk-throughs, summary data results or how feedback is provided to teachers.
- D. At the time of the review, there was no evidence of prioritizing, monitoring and coordinating resources for professional learning. (Ohio Standards for Professional Development, Standard 3: Resources)
- E. At the time of the review, there was no evidence that a variety of sources and types of student, educator and system data are used to plan, assess and evaluate professional learning. (Ohio Standards for Professional Development, Standard 4, Data)
- Comments from focus groups included topics for professional development are identified from surveys of participants on professional development requests, but there is no monitoring of changes in teacher practice or impact on student learning.
- F. At the time of the review, there was no evidence of integrating theories, research and models of human learning to achieve its intended outcomes. (Ohio Standards for Professional Development, Standard 5: Learning Designs)
- G. At the time of the review, there was no evidence of applying research on change and sustained support for implementation of professional learning. (Ohio Standards for Professional Development, Standard 6: Implementation)
- Comments from a focus group of instructional coaches indicated that professional development, modeling and feedback they provided was for implementation of district-selected programs such as guided reading.
- H. At the time of the review, there was no evidence the district aligns the outcomes from professional learning with educator performance and student curriculum standards. (Ohio Standards for Professional Development, Standard 7, Outcomes)

**IMPACT:** When professional development is not included as an essential component of a comprehensive system of teaching and learning, there may be limited changes in teaching practices and improvement in student learning outcomes.

### **3. The district does not use evaluation tools to promote individual growth and overall effectiveness for all educators.**

- A. According to reviewed documents, the district has not developed evaluation tools for district administrator evaluations.
- The district provided seven examples of administrator evaluations for positions such as curriculum and student affairs directors and business operations manager.
    - The rubric from the Ohio Principal Evaluation System was used for evaluating personnel in administrative positions.
    - Only written comments in the evidence section for each Ohio Principal Evaluation Standards section were completed.
    - No evidence was provided of job responsibilities alignment with Ohio Principal Evaluation Standards.

- B. Although the Ohio Teacher Evaluation System is used by the district for teacher evaluations, in focus group interviews with building principals, comments included there was no additional professional development provided in support of improving teacher effectiveness beyond successful completion of evaluator training.

**IMPACT:** When the district does not purposely use the educator evaluation process to improve all educators' practices, the district may not ensure improvements in teaching and learning and academic growth for all students.

## Student Supports

### 1. The district's students with disabilities are not meeting the expected level of achievement and behavioral targets.

- A. According to the Every Student Succeeds Act, "schools must close the gaps that exist in the achievement between groups of students that may be based on income, race, ethnicity or disability." Annual Measurable Objectives show how well schools are meeting performance expectations for our most vulnerable students in English language arts, math and graduation. This component reviews 10 student groups in reading, math and graduation rate and assigns a grade for efforts to close achievement gaps in all groups. The student groups are: All Students; American Indian/Alaskan Native; Asian/Pacific Islander; Black, non-Hispanic; Hispanic; Multiracial; White, non-Hispanic; Economically Disadvantaged; Students with Disabilities; and Limited English Proficiency.
- B. According to the 2017 and 2018 Ohio School Report Cards, the graduation rate for students with disabilities was below the expected four-year, on-time graduation target rate each year and, therefore, did not meet the Annual Measurable Objective.
- District students with disabilities 2017 four-year, on-time graduation rate was 64.4 percent and did not meet the Annual Measurable Objectives rate of 70.7 percent or higher.
  - District students with disabilities 2018 four-year, on-time target graduation rate was 49.5 percent and did not meet the Annual Measurable Objectives rate of 72.3 percent or higher.
  - The graduation rate for district students with disabilities declined 22.8 percent from 2017 to 2018.
- C. Prior to 2017-2018, the Ohio Department of Education measured the annual progress of students on state tests by using the percent of students scoring proficient or above on state tests.
- According to the 2016-2017 Ohio School Report Card, district students with disabilities did not meet the proficiency targets set by the Ohio Department of Education for the state English language arts and math tests.
    - The English language arts target was 77.1 percent of students with disabilities scoring proficient or higher, compared to the district rate of 10.4 percent.
    - The math target was 72 percent of students with disabilities scoring proficient or higher, compared to the district rate of 11.9 percent.
- D. Beginning with the 2017-2018 Ohio School Report Cards, the Ohio Department of Education began using a Performance Index score to measure the annual progress of students on state tests. The Performance Index allows districts and schools to receive points for every student's level of performance. The higher the student's level, the more points the school earns toward its index. This rewards districts and schools that improve the performance of the highest and lowest performing students. Annual Measurable Objectives compare the performance of each student group to the expected performance goals for that group to determine if a gap exists. This shows how well each group compares to the state targets in English language arts, math and graduation.
- According to the 2017-2018 Ohio School Report Card data, students with disabilities did not meet the annual measurable objective set by the Ohio Department of Education for the state English language arts and math tests.

- The English language arts annual measurable objective target for students with disabilities was 57.3, compared to the district result of 50.5.
  - The math annual measurable target was 58.2, compared to the district result of 42.2.
- E. Ohio Special Education Profiles are annual reports that notify districts of their performance on key indicators related to kindergarten readiness, achievement levels, preparedness for life beyond high school and services for children with disabilities.
- According to the district Special Education Profile, students with disabilities did not meet the reading and math indicators the last two years under essential question 2, which asks, “Are children with disabilities achieving at high levels?” Indicator 3c measures the percent of students with disabilities who scored proficient or higher on state reading and math tests.
    - According to the district 2017-2018 Ohio Special Education Profile, the 2016-2017 reading proficiency target rate for students with disabilities was 24.18 percent, and the district result was 10.40 percent. The indicator was not met.
    - According to the district 2018-2019 Ohio Special Education Profile, the 2017-2018 reading proficiency target rate for students with disabilities was 24.68 percent, and the district result was 19.80 percent. The indicator was not met.
    - According to the district 2017-2018 Ohio Special Education Profile, the 2016-2017 math proficiency target rate for students with disabilities was 28.57 percent, and the district result was 11.90 percent. The indicator was not met.
    - According to the district 2018-2019 Ohio Special Education Profile, the math proficiency target rate for students with disabilities was 29 percent, and the district result was 14.09 percent. The indicator was not met.
- F. Indicator 5a measure the percentage of children with IEPs ages 6-21 served inside the regular class 80 percent or more of the day. The district did not meet the indicator the last two years.
- According to the 2017-2018 Ohio Special Education Profile, the 2016-2017 target was 64.0 percent of the school day, compared to the district result of 52.76 percent of the school day. The indicator was not met.
  - According to the 2018-2019 Ohio Special Education Profile, the 2017-2018 target was 64.5 percent or more of the school day, compared to the district result of 58.11 percent of the school day. The indicator was not met.
- G. Indicator 5b measures the percent of children with individualized education plans ages 6 through 21 served inside the general education class less than 40 percent of the school day. The district did not meet the indicators the past two years.
- According to the 2017-2018 Ohio Special Education Profile, the 2016-2017 target was 10.50 percent of the school day, compared to the district result of 19.21 percent of the school day. The indicator was not met.
  - According to the 2018-2019 Ohio Special Education Profile, the 2017-2018 target was 10.2 percent or less of the school day, compared to the district result of 16.23 percent of the school day. The indicator was not met.
- H. District students with disabilities did not meet indicator 1 the last two years under the essential question, “Are youth with disabilities prepared for life, work, and postsecondary education?” Indicator 1 measures the percent of students with disabilities graduating from high school with a regular diploma in four years.
- According to the district 2017-2018 Special Education Profile, the target graduation rate for the 2015-2016 cohort of students with disabilities was 82.8 percent or greater, compared to the district rate of 49.48 percent. The indicator was not met.

- According to the district 2018-2019 Ohio Special Education Profile, the target graduation rate for the 2016-2017 cohort of students with disabilities was 85.10 percent or greater, compared to the district result of 49.48 percent. Only 61.25 percent of these graduates earned their diplomas by standard requirements. The targets for this indicator currently are being established with input from Ohio’s State Advisory Panel for Exceptional Children.
- I. Indicator 2 measures the percent of children with individualized education plans who drop out of school. The calculation reflects the number of students with disabilities, ages 14 through 21, who exited school by dropping out divided by the total number of students with disabilities ages 14 through 21 reported as exiting school.
- According to the 2017-2018 Ohio Special Education Profile, the 2015-2016 dropout target rate was 21.8 percent or less, compared to the district result of 7.32 percent.
  - According to the 2018-2019 Ohio Special Education Profile, the 2016-2017 target was 21.7 percent or less, compared to the district result of 32.50 percent. The dropout rate increased during the two-year period by 25.18 percent. The indicator was not met.
- J. According to district documents reviewed and interviews, the district special education staff primarily work with compliance monitoring and are not involved with district curriculum decisions.
- K. The district lacks performance goals for students with disabilities.
- According to a review of the district strategic plan, there is no evidence of performance goals for district students with disabilities.

**IMPACT:** When the district does not effectively address the behavior and learning needs of students with disabilities, gaps in achievement may increase.

**2. The district does not have a well-defined systemic process or problem-solving framework to identify students not performing well academically and provide them with interventions and support.**

- A. A multi-tiered system of supports is a framework to provide all students with the best opportunities to succeed in school. A multi-tiered system of supports is defined as “the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche et al, 2005).
- B. The critical elements of a multi-tiered system of support, as identified by Dr. George Sugai (2008), are listed below:
- Universal Screening.
  - Data-Based Decision Making and Problem Solving.
  - Continuous Progress Monitoring.
  - Continuum of Evidence-Based Practices:
    - A core curriculum is provided for all students;
    - A modification of the core is arranged for students who are identified as needing targeted instruction;
    - A specialized and intensive curriculum is provided for students who are intensive in need;
    - A focus on fidelity of implementation.
- C. According to district board policy 2623.01 – Intervention; “The Superintendent shall develop a plan for intervention that will include:
- procedures for using diagnostic assessments;

- the classroom-based intervention strategies as well as other intervention strategies that will be used;
  - procedures for the collection of student performance data; and
  - procedures for using student performance data to evaluate the effectiveness of the intervention strategies and to evaluate the instructional program.”
- D. According to documents reviewed, there is no evidence of a district or schoolwide process to identify students for academic interventions and provide tiered interventions including the use of performance data to monitor student response to interventions implemented.
- According to the Ohio Department of Education, a “multi-tiered system of support framework has a range of systemic strategies, on a three-tiered level, to identify struggling students early and intervene quickly. The tiers of intervention are described as:
    - Tier one - universal supports for all students;
    - Tier two - targeted interventions and support for identified students; and
    - Tier three - intensive interventions and support for identified students.”
- E. According to documents reviewed, interviews and focus group participants, although the district uses the Positive Behavioral Interventions and Supports framework to provide tiered behavioral interventions and supports, there is no evidence of a districtwide process for academic interventions and supports.
- Interviews with district and building administrators and staff revealed inconsistencies and lack of awareness of district policies, procedures and practices for referring students for academic interventions. When asked to describe the district’s process to refer students for academic interventions and supports, participants stated:
    - “We refer students to the school psychologist.”
    - “Sometimes parents want them tested for special ed.”
    - “We don’t have a multi-tiered system of support.”
    - “We have PBIS for behavior, but no pyramid for academics.”
    - “We had Response to Intervention when we used Aimsweb [assessments]. [The district] moved away from it when a new data system was started.”
  - According to documents and interviews, the district has various programs and resources to intervene with struggling learners, but they are not aligned in a tiered framework and implementation is inconsistent.

**IMPACT:** When the district does not have integrated multi-tiered system for interventions and support to address students’ academic and behavioral needs, student achievement may decrease.

**3. The district does not have an effective system, including a continuum of strategies and supports, to encourage regular school attendance and provide interventions to address excessive, habitual and chronic absenteeism.**

A. According to Ohio Revised Code Section 2151.011 (B)(18):

- Chronic absenteeism is defined as missing 10 percent or more of the school year for any reason — excused absences, unexcused absences and absences due to out-of-school suspensions.
- Habitual truancy is defined as “any child of compulsory school age who is absent without legitimate excuse from the public school the child is supposed to attend for thirty or more consecutive hours, forty-two or more hours in one school month, or seventy-two or more hours in one school year.”

- Excessive absence is defined as a child of school age who “is absent with or without a legitimate excuse from the public school the child is supposed to attend for thirty-eight or more hours in one school month, or sixty-five or more hours in one school year.
- B. According to the Ohio School Report Card, the district’s chronic absenteeism rate increased from 32.9 percent in 2017 to 34.3 percent in 2018.
- C. Three-year trend data shows the district attendance rate for all students is trending downward and is below the state average.
- The 2016 district attendance rate was 93.3 percent, compared to the state rate of 94.1 percent.
  - The 2017 district attendance rate was 90.8 percent, compared to the state rate of 93.9 percent.
  - The 2018 district attendance rate was 90.4 percent, compared to the state rate of 93.7 percent.
- D. Elementary student/parent handbooks refer to attendance being reported in days absent rather than in hours as required in House Bill 410.
- E. Elementary student/parent handbook includes policy that states classes cut or truancy to class consequences can be one to 10 days suspension. House Bill 410 does not allow districts to suspend any student for being truant.
- F. According to documents reviewed and interviews with district and building staff, the district lacks a strategic prevention and intervention plan to reduce chronic absenteeism.
- According to Ohio’s Resource Guide to Reduce Chronic Absenteeism, universal, or schoolwide, approaches begin with early intervention and prevention and only add additional comprehensive interventions when the previous tier does not meet the needs of the student. The resource guide encourages districts to customize and tailor interventions at each tier to different students and grade levels. At the time of the review, there was no evidence that the district identified strategies and resources to effectively address students’ chronic absenteeism
- G. According to documents and interviews, the district lacks strategies and resources to effectively address chronic absenteeism.
- There is no evidence of a tiered intervention framework to address chronic absenteeism.
  - There is no evidence of a district continuum of support for student attendance.
  - There is no evidence of specific targeted interventions and resources to address basic needs of students (transportation, community partners and resources, mental health referrals, parent/caregiver support).
  - There is no evidence of parent/caregiver outreach before a student has reached the excessive absence threshold.
  - There is no evidence of a collaborative community and district initiative to improve student attendance aligned with the district improvement plan.

**IMPACT:** When districts do not provide support and differentiated interventions to address non-academic barriers that impact student attendance, achievement may decrease.

## Fiscal Management

### 1. The district does not have a participatory and comprehensive budget development process to include all appropriate stakeholders.

- A. The purpose of the budget development process is to allocate resources in a cost-effective manner to support operational and educational goals and includes appropriate stakeholders in its development. A comprehensive budget document provides accurate information on all fund sources within the district.

- B. A review of board minutes, the appropriation document, the five-year forecast and interviews with district leaders reveal there is no inclusion and collaboration with district or building administrators, department heads or other staff to determine how to align the budget with district goals and performance of programs.
  - According to interviews, the treasurer does not provide school personnel with financial information, including budget history trends and an explanation of goals and objectives to be achieved to make decisions about budget allocations.
  - According to interviews with district administrators and principal focus group participants, current financial policies and guidelines support an incremental budget process where last year's spending becomes the basis for next year's budget rather than a re-examination of spending patterns to determine effectiveness in addressing instructional challenges.
  - At the time of the review, the district did not have a formalized process that demonstrates student needs assessment and program evaluation are used to determine the allocation of resources.
- C. A capital plan is a segment of the budget document addressing the short- and long-term needs of the district as they relate to major purchases and repairs to buildings, equipment, facilities and technology purchases and replacement.
  - At the time of the review, there was no evidence the district has a process to address a capital plan budget to manage long-term budgeting for district buildings and facilities.

**IMPACT:** When the district does not include all stakeholders in developing a transparent and understandable budget, it may not have an accurate evaluation of costs associated with programs and operations.

**2. The district's five-year forecast lacks detail and accuracy to drive the development of the district budget.**

- A. The five-year forecast and its assumptions are a key financial management tool to assess the financial health of a school district, manage future finances and identify financial challenges in advance.
  - According to Ohio Department of Education, the purpose and objective of the five-year forecast is to:
    - Engage the local board of education and community in long-range planning and discussions of financial issues facing the school district.
    - Serve as a basis for determining the district's ability to sign a 412 Certificate, a certification signed by the treasurer affirming the funds will be available, required by ORC 5702.412.
    - Provide a method for the Ohio Department of Education and Auditor of State to identify districts with potential financial problems.
- B. The five-year forecast and assumptions, adopted at the district's board of education meeting held Oct. 22, 2018 and filed in October 2018 with the Ohio Department of Education, do not provide accurate information to allow the district to manage its resources and allocation for immediate and long-term decisions.
  - The forecast revenues do not accurately disclose the total state funding allocation that is used for general fund operating expenses.
    - The district's state funding allocation for FY19, as reported on the Ohio Department of Education Foundation Settlement Report, including additional aid items for preschool special education, special education transportation and additional aid items, totaled more than \$45 million dollars. This amount (minus restricted funding for economically disadvantaged and career tech, or approximately \$4 million dollars) is not reported on line 1.035 of the district's forecast.
    - Line 1.035 of the district's forecast shows \$23.5 million dollars, which represents the state allocation dollars, appears on this line of the forecast. The assumptions associated with state foundation does not address the full allocation from state funding. Thus, total revenue for the district is understated by approximately \$20 million dollars.

- The Ohio Department of Education Foundation Settlement Report reveals an approximate deduction of \$20 million for students attending or placed elsewhere. This amount is not shown as an expense on the forecast.
  - The assumptions to the forecast do not disclose the expiring levy at the close of calendar year 2018 even though the collection amount has been moved to line 11.02, the line of the forecast to report the amount collected if a levy is passed.
- C. The district failed a 10-year, 10.1 mill renewal levy expiring in calendar year 2018, resulting in an approximate \$50 million loss.
- The renewal levy funds would have produced approximately \$5.6 million annually over 10 years.
  - At the time of the review, the levy renewal was not addressed in the assumptions nor has the forecast and the implications of the levy failure been addressed in an updated forecast even though the levy defeat occurred more than 60 days ago.

**IMPACT:** When the district does not provide a comprehensive and up-to-date forecasting tool, the ability to accurately manage its resources, ensure that spending is within budget limits, and operating funds will be adequate in future years may be hindered.

**3. The district does not have a system in place to track and verify the accuracy of the billing for the number of students enrolled or placed in a school outside of the district.**

- A. The funding of community schools is governed by provisions of Am. Sub. HB 49 of the 132nd General Assembly. Payments to community schools take the form of deductions from the school districts in which the community school students are entitled to attend school. Community school students are counted as part of the enrollment base of the resident school district to generate funding, therefore, the district is responsible for paying for students who reside in the district yet attend other schools. When a resident student attends another school outside of the home district, the funding for the student follows the student to the district he or she currently is attending. Open enrollment allows a student to attend school tuition free in a district other than where his/her parents reside.
- B. According to the Ohio Department of Education's Foundation Settlement Report for Euclid City Schools for FY19, the district pays approximately \$18.5 million in tuition to community school transfers and another \$1.6 million in open enrollment to other districts, totaling approximately \$20 million. These tuition payments to other schools represent approximately 40 percent of the district's state funding allocation and 20 percent of the district's total budget.
- The district did not provide a method of reconciliation of the deduction from the state allocation to the number of students and services the district is being charged for.

**IMPACT:** When the district fails to verify billing from other educational entities for accuracy, it may be spending money on students who do not or no longer reside in the district or duplicate billing for services.

# Euclid City School District Review Recommendations

## Leadership, Governance and Communication

1. Build the instructional leadership skills of building administrators through a system of district supports that aligns to goals and expectations outlined in strategy 2 of *Each Child, Our Future*, Ohio's strategic plan for education.
  - Develop a network of external resources to inform collaborative professional development planning efforts between district administrators and building administrators through links to the Cuyahoga County Educational Service Center, Ohio Leadership Advisory Council, local and national principal associations and the National Policy Board for Education Administration (<http://npbea.org/psel/>).
  - Align and incorporate the district system of supports for building administrator professional development to goals and strategies outlined in the district's and schools' improvement plans.

**BENEFIT:** Developing the instructional leadership capacity of building administrators to implement and support improvement efforts may create the conditions necessary for teachers to excel and students to succeed.

2. Increase the board's oversight and accountability for ensuring policies and guidelines are followed and the district is appropriately allocating resources to support student achievement.
  - Access board performance diagnostics, best practices resources and ongoing board training and coaching/consulting services through external education firms focused on nonprofit governance and board leadership, the Cuyahoga Educational Service Center and/or the Ohio School Boards Association.
  - Exercise the option in Board of Education Policy Manual, Section 0000, Code po0155, 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 and financial practices and inform board actions.

**BENEFIT:** Improving the board's role of oversight and accountability for policy implementation and the effective allocation of resources to support student achievement may position the district to achieve its mission and meet improvement goals.

3. Create systems and processes to advance effective improvement planning efforts and the tracking of progress through the development and monitoring of aligned district and school improvement plans.
  - Seek external expertise to evaluate current systems and processes designed to support improvement planning and tracking of progress and support recommendations for necessary changes.
  - Ensure resources are allocated to support improvement planning and policies and guidelines ensure focus and accountability at all levels of the organization.

**BENEFIT:** As a result of systematic planning and tracking progress over time, districts and schools may strengthen coherence of goals and evidence-based strategies and action steps designed to support school and district success.

## Curriculum and Instruction

1. Assemble a team of administrators and teachers across all grade levels to develop a curriculum for grades preK-12 that is aligned with Ohio's Learning Standards.
  - Review the board of education policies and guidelines related to curriculum development, assessing the curriculum, revising the curriculum and evaluating the curriculum.
  - Refer to the Ohio Department of Education's website for curriculum mapping that includes deconstructing Ohio's Learning Standards.

- Create a template for pacing guides that includes objectives, resources, instructional strategies and measurable outcomes that is aligned to Ohio’s Learning Standards.
- Develop a system to monitor the implementation of the curriculum that includes informal observations and monitoring lesson plans.

**BENEFIT:** By developing a systematic approach to curriculum development that is aligned to Ohio’s Learning Standards, teachers in the district may have the necessary tools to set learning targets, deliver instruction and monitor the progress of student learning.

**2. Develop a system to promote high-quality instruction.**

- Provide professional development to administrators and teachers on the requirements for evidence-based instruction and specifically reading instruction as outlined in “Ohio’s Plan to Raise Literacy Achievement,” as stated in the “Every Student Succeeds Act” and on the Ohio Department of Education’s website.
- Assemble a team of administrators and teachers to complete a gap analysis on standards alignment for all curriculum resources.
- Develop a districtwide professional development plan that includes best practices, instructional strategies and higher-level thinking skills.

**BENEFIT:** By providing high-quality resources and professional development that strengthens instruction, teachers may effectively prepare students for college and careers.

**Assessment and the Use of Data**

**1. Establish clear, well-defined systems of support for the school improvement process. This would include:**

- Establishing district and building achievement goals with periodic data points to determine progress.
- Designing student and teacher behavior changes that would occur in all classrooms.
- Developing ongoing, job-embedded professional development on all aspects of the five-step improvement process.
- Clearly defining protocols and tools for continuous, actionable feedback from the district leadership team to the school leadership teams and the teacher-based teams and back.
- Developing a protocol and tools for building and district administrators to walk through classrooms as a means of evaluating instructional practices and supporting teachers in the improvement process at the classroom level.

**BENEFIT:** When a district has a clearly defined system of support and monitoring of the school improvement process, the collaborative team model may produce greater outcomes in the areas of instruction and student achievement.

**2. Develop a district-driven process for designing, evaluating and monitoring formative assessments and formative instructional practices in the preK through grade 12 classrooms.**

- Reinstitute the Teaching, Learning and Assessment Council, as defined in the district’s policy guideline AG2210A to guide the design, evaluation and monitoring of formative practices.
- Design professional development for all instructional staff on the understanding and designing of common assessments that are formative rather than summative.
- Design professional development on formative instructional practices that will provide teachers immediate feedback of student understanding.
- Identify student and adult expectations in the use of formative practices.

- Develop a protocol and tools for building and district administrators to walk through classrooms as a means of supporting teachers in the use of instructional practices.

**BENEFIT:** When a district has a broad perspective of assessment practices, it may ensure that high-quality common assessments are aligned from preK through grade 12 and across all subjects and grade levels. When assessments are aligned to Ohio’s Learning Standards and require students to exhibit a depth of knowledge, assessments may be a more impactful part of student achievement. When formative instructional practices occur in every classroom, students may become aware of what is expected of them and may take ownership of their own learning.

## Human Resources and Professional Development

1. Diversify educator recruitment and assignment practices to address current and future staffing needs.
  - Develop recruitment strategies and review assignment practices for any needed changes in board policy, contractual agreement and the local educator equity plan based on Ohio Department of Education feedback on the equity plan.
  - Utilize resources and consider recommended practices from The Human Capital Resource Center available on the Ohio Department of Education’s website.

**BENEFIT:** When diverse recruitment strategies are developed and implemented, the district may be able to increase the number of candidates meeting the district’s expectations for potential educators and ensure it is attracting optimal candidates to serve its students.

2. Engage in collaborative professional development planning based on Ohio’s Learning Standards, Ohio Standards for Educators and Ohio Professional Development Standards that includes evaluation of professional development effectiveness and impact on student achievement.

**BENEFIT:** When the district establishes a professional development system based on best-practice models and monitors the implementation of professional development, instructional practices may improve student learning outcomes.

3. Utilize the evaluation process to establish responsibility for student learning by all educators.
  - Ensure evaluators’ fidelity to Ohio Teacher and Principal Evaluation Systems practices and calibration of evaluation results according to evidence.
  - Utilize “A Survey of Approaches Used to Evaluate Educators in Non-Tested Grades and Subjects” available on the Ohio Department of Education website for identifying best practices.
  - Develop appropriate evaluation tools to include accountability for student learning and alignment to job responsibilities for all administrative positions.

**BENEFIT:** When the district establishes responsibility for student learning by all educators, high levels of professional practice may be promoted.

## Student Supports

1. In collaboration with the state support team, convene a district committee to review the district special education continuum of services and delivery of services for students with disabilities. Select and implement evidence-based strategies to close the identified gaps for students with disabilities. Review student and teacher class schedules to determine if students with disabilities are being served in the least restrictive environment according to their individualized education plans. Provide ongoing, job-embedded professional development on the delivery of the continuum of services and the evaluation of the delivery of services to students with disabilities.

**BENEFIT:** When districts identify achievement and behavioral gaps for students with disabilities and develop strategies to close the gaps and serve students in the least restricted environment, student achievement may improve.

2. Develop a multi-tiered system of supports framework for academics and integrate it with the existing district Positive Behavioral Interventions and Supports framework. Include a district process to refer students for academic interventions. Organize interventions and resources available at each tier/level of intervention. Create progress monitoring tools to measure student response to the interventions implemented. Provide job-embedded professional development for appropriate staff on the implementation of the integrated multi-tiered systems of support for academics and behavior.

**BENEFIT:** When districts develop integrated multi-tiered systems of support to meet students' academic and social-emotional needs, student achievement may increase.

3. Organize a team of district and school-level staff, community members, mental health providers, business leaders and parents/caregivers to review student attendance data and identify non-academic barriers interrupting regular school attendance. Refer to the Ohio Resource Guide to Reduce Chronic Absenteeism published by the Ohio Department of Education as a guide to develop a prevention and intervention plans. Customize and tailor interventions at each tier to different students and grade levels. Align interventions and strategies at each level with existing interventions and the school's continuous improvement plan.

**BENEFIT:** When districts develop and implement effective systems of support in collaboration with community partners and families to reduce habitual, excessive and chronic absenteeism, student attendance may improve.

## Fiscal Management

1. Collaborate with district administration, building administrators and directors to develop a budgetary process that includes collaboration and transparency from all areas, specific by building and/or department and detailed for all accounts within each department.
  - Execute the budgetary process to include accurate information on all funding sources, as well as budgetary history and trends including expenditures for all operational and educational purposes.
  - Review and adjust the budget document with district leaders on a timely basis to reflect changes in resources and expenses as they occur.
  - Use a method to track budget vs. actual revenues and expenditures to ensure revenues are meeting what has been anticipated and expenditures are within spending limits set within the appropriations monthly.
  - Communicate the budget vs. actual information with district leaders monthly.
  - Distribute monthly financial reports to the various departments and activity advisors so they have the tools necessary to make sound financial decisions relating to their departments or activities.

**BENEFIT:** A budget developed with collaboration of district administrators using student and program data may result in more efficient use of resources. An understandable budget document and presentation can make school financial operations transparent for district stakeholders and may lead to better understanding and support of the district's stakeholders' clear and concise recommendations.

2. When assembling the five-year forecast, consider the immediate and long-term financial implications that could affect the amounts reflected on the forecast such as expiring levies, negotiated agreements, real estate considerations such as abatements and others. Include staffing increases and decreases and student enrollment.
  - When posting funding allocations from the state of Ohio, post the gross amount of revenue so the funding allocation is recorded and reported accurately. Record and report the expenses as presented on the school foundation settlement to record the costs incurred for the district for students attending or receiving services elsewhere.

- When documenting the assumptions to support the forecast, be specific to include all revenues allocated to the district and costs incurred. The assumptions should have a detailed account of each line of the correlating line of the forecast to give the reader the justification behind the amounts reflected on the forecast.
- Check the reported data for accuracy.
- Verify the students who reside in the district but attend or are being served elsewhere.
- Consider alternative programs to improve efficiencies that will bring resources back to the district.
- Form a leadership committee and prepare a study to determine the root cause of students leaving the district and determine processes to provide those programs to give students a pathway to return to the district.
- For planning purposes, when there are significant changes in the financial condition of the district, update the forecast in a timely manner to allow district leaders to strategically plan for the implications of a change in the financial outlook.

**BENEFIT:** An understandable, accurate and up-to-date forecast with detailed assumptions provides district leaders with a financial tool necessary to determine what the immediate and long-term financial needs are for the district.

3. Develop a method of collaborating with all district stakeholders on a regular basis that includes verifying the Ohio Department of Education’s School Foundation Report, including the deduction for students attending community schools, students participating in open enrollment to other districts, students receiving Medicaid, students provided scholarship tuition and students participating in the College Credit Plus program, to ensure the district is being billed only for resident students.

**BENEFIT:** Taking steps to ensure the district billing and deductions included on the Ohio Department of Education’s School Foundation Report for resident students participating in other educational entities is accurate may reduce deductions from the state allocation.

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

The review was conducted XXXX by the following team of Ohio Department of Education staff members and independent consultants.

1. Dr. Claire Huff-Franklin, Center for Continuous Improvement
2. Dr. Delores Morgan, Leadership Governance and Communication
3. Bonnie Sickinger, Curriculum and Instruction
4. Dr. Ann Roberts, Assessment and Effective Use of Data
5. Carolyn Mash, Human Resources and Professional Development
6. Karen Hopper, Student Supports
7. Rhonda Zimmerly, Fiscal Management

### District Review Activities

The following activities were conducted during the review:

#### Interviews

- The site visit included 49 hours of interviews and focus groups with approximately 158 stakeholders, including board members, district administrators, school staff and teachers' association representatives.

#### Focus Groups

- Elementary Principals
- High School and Middle School Principals
- State Support Team members
- Students
- Community Partners
- Parents
- High School and Middle School Teachers
- Elementary Teachers
- Assistant Principals

#### Onsite Visits

- Building and Classroom Observations at all levels

## Euclid City Schools

**651 E. 222<sup>nd</sup> Street, Euclid, OH 44123**

### Official District Review Schedule

Jan. 28 – Feb. 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, etc. With the exception of meetings with leadership teams, supervising staff should not be scheduled in interviews or focus groups with those under their supervision.*

Day 1— January 28, 2019

Time	Activity <i>Location - Conference Room</i>	Time	Activity <i>Location - Curriculum Room</i>	Time	Activity <i>Location - Board Room</i>
7:30-8:00	<b>ODE DRT Team Meeting – Room 2A</b> <b>ALL DRT Members</b>				
8:00-8:15	<b>Orientation with District Leaders – Administration Building – Superintendent’s Office – Fordyce Administration Building</b> <b>ALL DRT MEMBERS</b>				
8:30-11:00	<b>Classroom and Building Observations will be conducted by the Team Classroom Observers</b>				
8:30-9:25	<b>Assessment &amp; Data Interview</b>	8:30-9:55	<b>Leadership Interview</b>	8:30-9:25	<b>Student Supports Interview</b>
	Instructional Technology Tech Support Accountability Coordinator <b>A&amp;D, HR/PD</b>		Superintendent Treasurer <b>LGC, FM</b>		Director, Pupil Services <b>SS, C&amp;I</b>
9:30-10:20	<b>Student Supports Interview</b>	10:00-10:55	<b>Leadership /Fiscal Interview</b>	9:30-10:55	<b>HR/PD Interview</b> (focus on HR Policies & Practices)
	Spec Ed Specialist <b>SS, A&amp;D</b>		Community Leaders Mayor Chamber of Commerce <b>LGC, FM, SS (10:20)</b>		Director, Human Resources <b>HR/PD, C&amp;I (10:15)</b>
		11:00-11:30	<b>Leadership Interview</b> Head of Admin. Assoc. <b>LGC, FM, HR/PD, A&amp;D</b>		
11:00-12:15	<b>DRT Meeting/Working Lunch ALL DRT MEMBERS</b> Team Workroom - <b>Room 2A</b>				
12:00-2:00	<b>Curriculum Interview Conference Room</b> <b>C&amp;I, LGC, FM</b>				
12:00-12:55	<b>HR/PD Interview - Board Room</b> <b>HR/PD, A&amp;D</b>				

12:15-1:00	<b>Document Review-Team Workroom SS</b>				
1:00-1:55	<b>Student Supports Interview</b> Location – <b>Board Room</b>				
Community Partners (e.g., Non-profit organizations, for-profit organizations, etc.): <b>SS, LGC, FM</b>					
<b>Time</b>	<b>Activity</b> <i>Location – Conference Room</i>	<b>Time</b>	<b>Activity</b> <i>Location – Curriculum Room</i>	<b>Time</b>	<b>Activity</b> <i>Location – Board Room</i>
2:00-2:55	<b>Student Supports Interview</b>	2:00-2:55	<b>Curriculum Interview</b>	2:00-2:55	<b>Assessment &amp; Data Interview</b>
	Supervisors <b>SS, FM</b>		Academic Coordinators <b>C&amp;I, HR/PD</b>		District OIP Facilitators <b>A&amp;D, LGC</b>
3:00-3:55	<b>Leadership Interview</b>	3:00-3:55	<b>Student Supports Interview</b>	3:00-3:55	<b>HR/PD Interview</b>
	Communications Coordinator Tech Support Public Relations Director of Technology <b>LGC, FM</b>		Coordinator of Federal Programming <b>SS (3:00-3:30), A&amp;D</b>	3:00-3:55 3:30-3:45	New Hires – Classified & Certified Open invitation <b>HR/PD, C&amp;I</b>  Third Grade Reading Guarantee Tutors
<b>Time</b>	<b>Activity</b> <i>Location – Conference Room</i>	<b>Time</b>	<b>Activity</b> <i>Location – Curriculum Room</i>	<b>Time</b>	<b>Activity</b> <i>Location – Board Room</i>
4:00-4:55	<b>Student Supports Interview</b>	4:00-4:55	<b>HR/PD Interview</b>	4:30-4:55	<b>Fiscal Management Interview</b>
	Parental Involvement Specialist <b>SS, LGC (4:00-4:25)</b>		Human Resources Generalist <b>HR/PD, FM (4:00-4:25)</b>		Coordinator of Federal Programming <b>FM, LGC</b>
5:00-6:00	<b>Student Supports Interview</b> Director, Strategic Initiatives <b>SS, C&amp;I, LGC, HR/PD</b>	5:00-6:00	<b>Fiscal Management Interview</b> Treasurer <b>FM, LGC2</b>	5:00-6:00	<b>Assessment &amp; Data</b> <b>Workroom Room #</b> <b>A&amp;D</b>
6:15	<b>Review Team Debrief</b> Team Workroom - <b>Room 2A</b> <b>ALL DRT MEMBERS</b>				

Site Visit Schedule Day 2— January 29

<b>Time</b>	<b>Activity</b> <i>Location – Conference Room</i>	<b>Time</b>	<b>Activity</b> <i>Location – Curriculum Room</i>	<b>Time</b>	<b>Activity</b> <i>Location – Board Room</i>
8:00-8:30	<b>DRT Meeting ALL DRT MEMBERS</b> Team Workroom - <b>Room 2A</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> Location (HR Office)
	Human Resources Manager <b>LGC, FM</b>		School Counselors <b>C&amp;I, SS, A&amp;D</b>		<b>HR/PD</b>
8:30-12:30	<b>Classroom and Building Observations will be conducted by the Team Classroom Observers</b>				
9:30-10:20	<b>Leadership Interview Location: Conference Room</b>		9:30-10:20	<b>Student Supports Interview Location: Board Room</b>	
	<b>LGC, FM</b>			Intervention Specialists Tutors <b>SS, C&amp;I, A&amp;D</b>	
10:30-11:30 (see maps & directions)	<b>Middle School Student Focus Group</b> Location – Middle School <b>FM, SS</b>	10:30-11:30	<b>Elementary Student Focus Group</b> Location Arbor Elementary <b>LGC, HR/PD</b>	10:30-11:30	<b>High School Student Focus Group</b> Location – High School <b>A&amp;D, C&amp;I</b>
11:45-12:45	<b>State Support Team SST #3 Location – Curriculum Room</b> <b>ALL DRT MEMBERS</b>				
12:45-1:40	<b>DRT Meeting/Working Lunch ALL DRT MEMBERS</b> Team Workroom – <b>Room 2A</b>				
1:15-1:40	<b>Leadership Interview</b> <b>Location – Conference Room</b> Teacher Association President				

<b>LGC, FM</b>					
1:45-2:40	<b>Student Supports Interview</b> <i>Location – Board Room</i>	1:45-2:30	<b>HR/PD (Focus on PD) Interview</b> <i>Location – Curriculum Room</i>	1:45-3:15	<b>Fiscal Management Interview (Focus on PD)</b> <i>Location – Conference Room</i>
2:45-3:10	Psychologists Speech Therapists Physical Therapists Occupational Therapists School Nurses <b>SS</b>	1:45-2:25  2:30-3:10	Academic Coordinators Secondary Dept. Chairs  Elementary Instructional Coaches <b>HR/PD, C&amp;I, A&amp;D</b>		EMIS Coordinator Dir. of Accountability  <b>FM (1:45-2:30), LGC</b>
2:45-3:10	Deans <b>SS</b>				
2:30-3:10	<b>Fiscal Interview</b> <i>Location – HR Conference Room</i> Treasurer Staff Accounts Payable Assistant Treasurer Payroll <b>FM</b>				
2:00-4:00	<b>Classroom and building Observations will be conducted by the Team Classroom Observers</b>				
3:15-4:10	<b>Teacher Focus Group High and Middle School</b> <i>Location - Board Room</i>  <b>ALL DRT MEMBERS</b>			4:15-5:10	<b>Teacher Focus Group Elementary</b> <i>Location - Curriculum Room</i>  <b>ALL DRT MEMBERS</b>
5:15-6:15	<b>Parent Focus Group</b> <i>Location – Board Room</i> <b>ALL DRT MEMBERS</b>				

6:30	Review Team Debrief: <b>ALL DRT MEMBERS</b> Location - Team Workroom - <b>Room # 2A</b>
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Site Visit Schedule Day 3—January 30

<b>Time</b>	<b>Activity</b> <i>Location – Conference Room</i>	<b>Time</b>	<b>Activity</b> <i>Location – Curriculum Room</i>	<b>Time</b>	<b>Activity</b> <i>Location – Board Room</i>
8:00-8:30	<b>DRT Meeting ALL DRT MEMBERS</b> Location: Team Workroom - <b>Room #</b>				
8:30-9:15	<b>Human Resources Interview</b> Location: <b>Curriculum Director Office</b> <b>HR/PD</b>	8:30-9:55  9:15–9:55	<b>Leadership Interview</b> Follow-up with Superintendent- <b>Superintendent’s Office</b> <b>LGC, FM (8:30-9:15)</b>  One person from the following: Custodian Building and Grounds Staff Cook Bus Driver <b>Location – Conference Room</b> <b>FM</b>		
10:00-11:00	<b>Leadership Interview</b> <b>FM, LGC, SS</b>	9:45-10:40  10:40-11:00	<b>Assessment &amp; Data Interview</b> <b>C&amp;I, A&amp;D</b>  Assistant Building Test Coordinators – one from each level <b>A&amp;D, C&amp;I</b>	10:00-10:25 10:30-10:55	<b>HR/PD Interview –</b> <b>Personnel Records Review</b> <b>HR/PD</b>
11:00-11:55	<b>Fiscal Interview</b> <b>FM</b>	11:00-11:25	<b>Student Supports Interview</b> Location – Curriculum Director Office <b>SS</b>	11:00-11:55	<b>Leadership Interview</b> Superintendent’s Office Staff Executive Assistants <b>LGC</b>
11:00-12:00	<b>Technology Staff Demonstration – Student Information System, iReady, etc.</b> <i>Location – Curriculum Room</i> <b>A&amp;D, C&amp;I, SS (11:30)</b>				
12:00-1:00	<b>Working Lunch/Document Review: ALL DRT MEMBERS</b> Location: Team Workroom - <b>Room 2A</b>				

<b>Time</b>	<b>Activity</b> <b>Location – Team Workroom - Room 2A</b>	<b>Time</b>	<b>Activity</b> <b>Location Conference Room</b>
1:00-2:30	<b>Elementary Principals Focus Group</b> <b>Location – Curriculum Room</b> <b>ALL DRT MEMBERS</b>	2:35-3:45	<b>Middle and High Schools Principals Focus Group</b> <b>Location – Board Room</b> <b>ALL DRT MEMBERS</b>
3:50-4:55	<b>Curriculum &amp; Instruction Interview – Possible change</b> <b>Location Conference Room</b> <b>C&amp;I, A&amp;D, SS, LGC, HR/PD (9:15)</b>		
5:00-5:25	<b>Board of Education Interview</b> <b>Location – Conference Room</b> Board President <b>LGC, FM, HR/PD</b>	5:30-5:55	<b>Board of Education Interview</b> <b>Location – Board Room</b> VP Board Member <b>LGC, FM, C&amp;I</b>
		6:00-6:30	<b>Board of Education Interview</b> <b>Location – Curriculum Room</b> Board Members <b>A&amp;D, SS, LGC, FM</b>
6:45	<b>Review Team Debrief</b> Team Workroom - <b>Room 2A</b> <b>ALL DRT MEMBERS</b>		

Site Visit Schedule Day 4—January 31

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
9:00-10:15	<b>Assessment Interview</b> Location – <b>Curriculum Room</b> Curriculum & Instruction, Academic Superintendent ( <b>ILT/DLT STEERING COMMITTEE</b> ) <b>A&amp;D, C&amp;I, SS</b>				
10:20-11:00	<b>Fiscal Interview</b> Location – <b>Conference Room</b> Athletic Director Assistant Athletic Director <b>FM</b>	10:15-11:00	<b>Open – Data Triangulation/Document Review</b> Location – <b>Team Workroom 2A</b> <b>A&amp;D, C&amp;I, HR/PD, LGC, SS</b>		
11:00-12:00	<b>Assistant Principal Focus Group</b> Location – <b>Curriculum Room</b> Assistant Principals and Deans <b>ALL DRT MEMBERS</b>				
12:00-1:00	<b>DRT Lunch ALL DRT MEMBERS</b>				
1:00-5:00	<b>Emerging Themes Meeting – Cuyahoga County ESC, 6393 Oak Tree Blvd., Independence, OH</b> Location – <b>Room #</b> <b>ALL DRT MEMBERS, EDITING TEAM</b>				

Site Visit Schedule Day 5—February 1

<b>Time</b>	<b>Activity</b>		
7:30-10:45	<b>Teacher-Based Team Observations</b> Classroom observations  <b>A&amp;D, C&amp;I, FM, HR/PD, SS</b>	8:30-10:45	<b>Classroom Observations</b>  <b>C&amp;I, FM, HR/PD, SS</b>
9:00-10:00	<b>DRT Final Morning Meeting Location – Team Workroom - Room 2A</b>  <b>LGC</b>		
10:00-10:45	<b>Meeting with Superintendent re Emerging Themes Location – Superintendent’s Office</b>  <b>CCI Representative</b> <b>DRT Coordinator</b>		
11:00-11:45	<b>District Debriefing Meeting with leadership team re Emerging Themes Location - Curriculum Room</b>  <b>ALL DRT MEMBERS</b>		
11:45-2:00	<b>Working Lunch/ Q &amp; A/ Compliance Tracking System Location - Team Workroom - Room 2A</b> <b>ALL DRT MEMBERS</b>		
12:30-1:30	<b>Leadership Interview</b> Location - <b>Conference Room</b>  <b>LGC</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

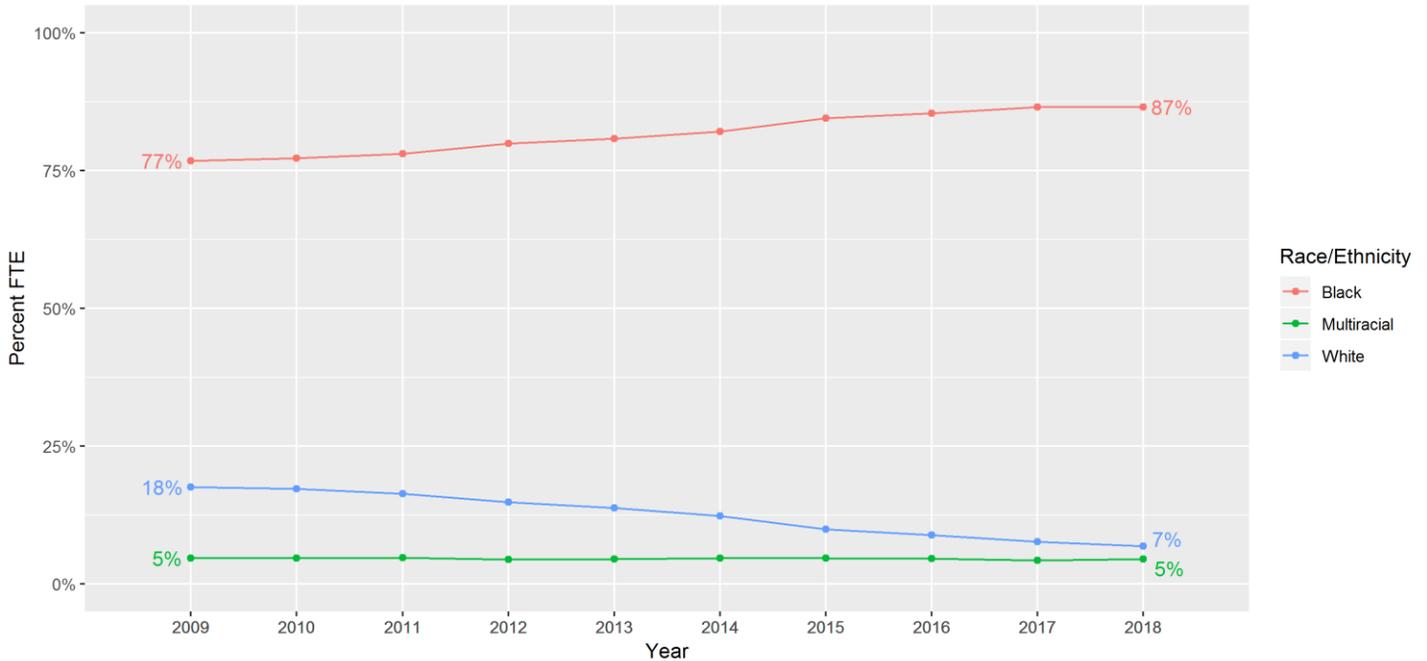
SS = Student Supports

CCI = Center for Continuous Improvement

DRT = District Review Team

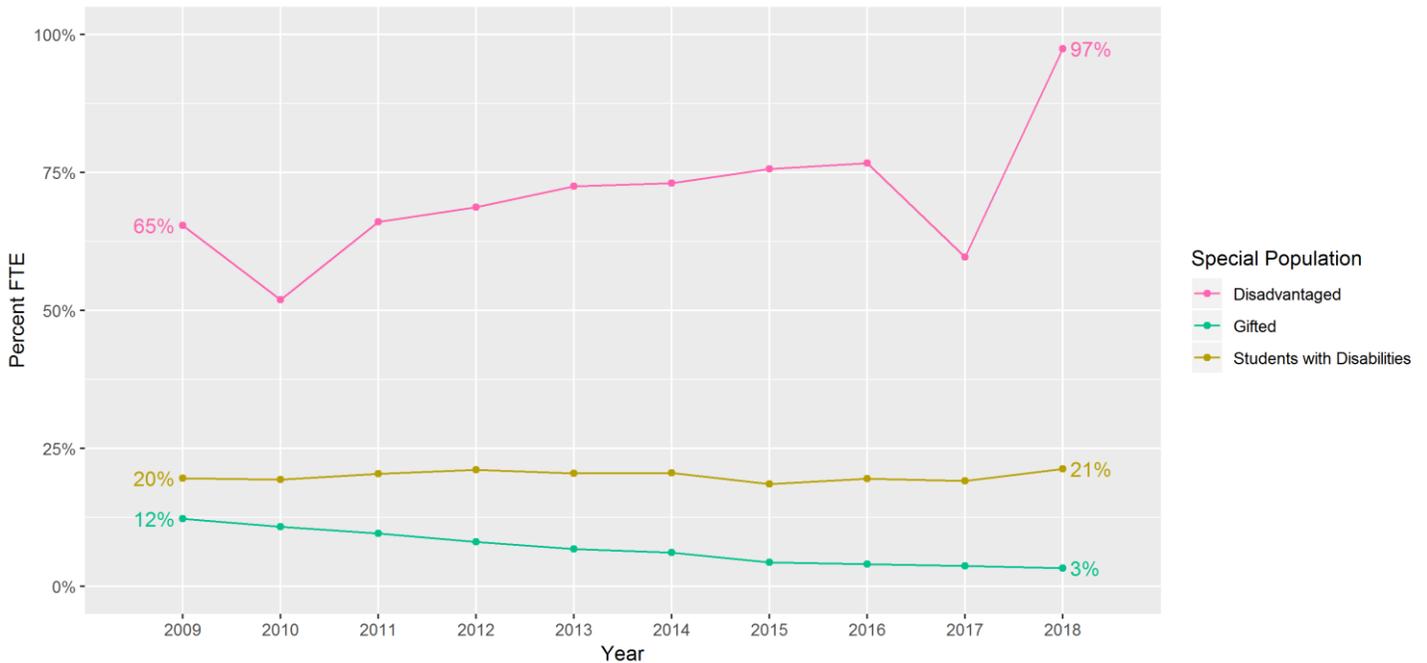
# Appendix B: Figures and Tables Related to Accountability

Figure B-1: Euclid City Schools District Enrollment- Race



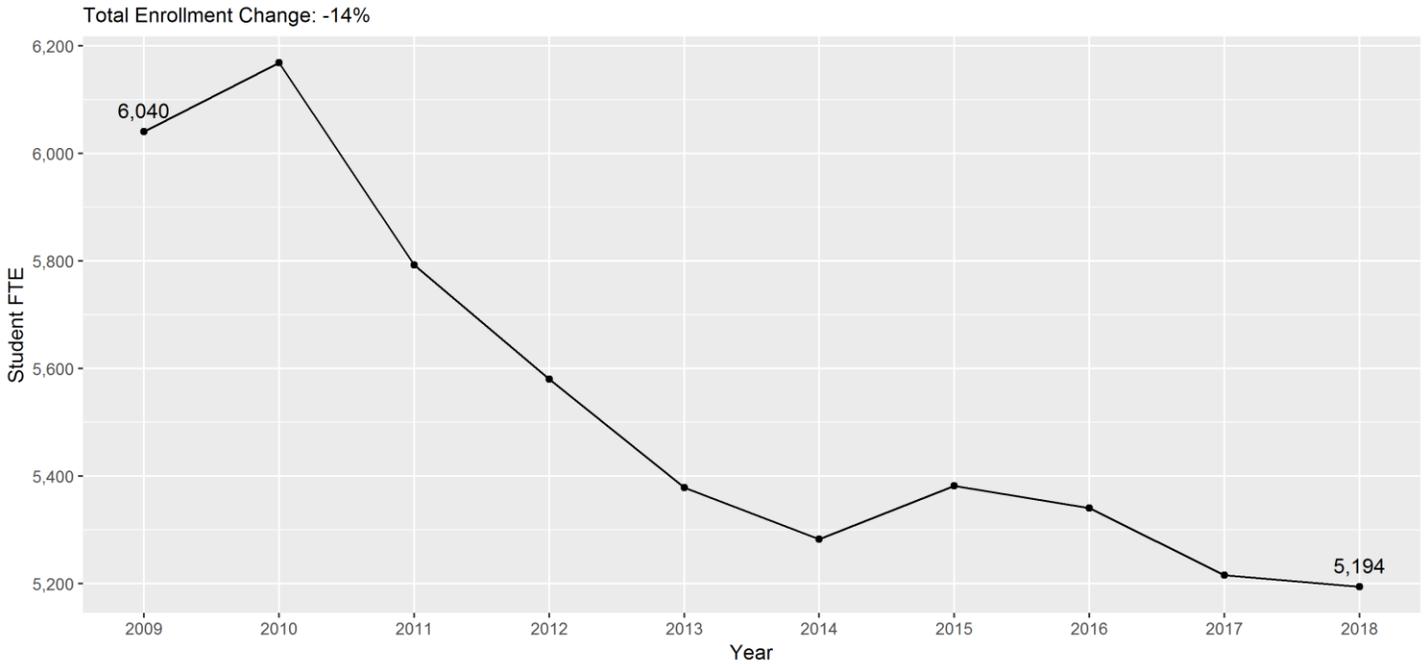
Source: Ohio Department of Education, Office of Accountability

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



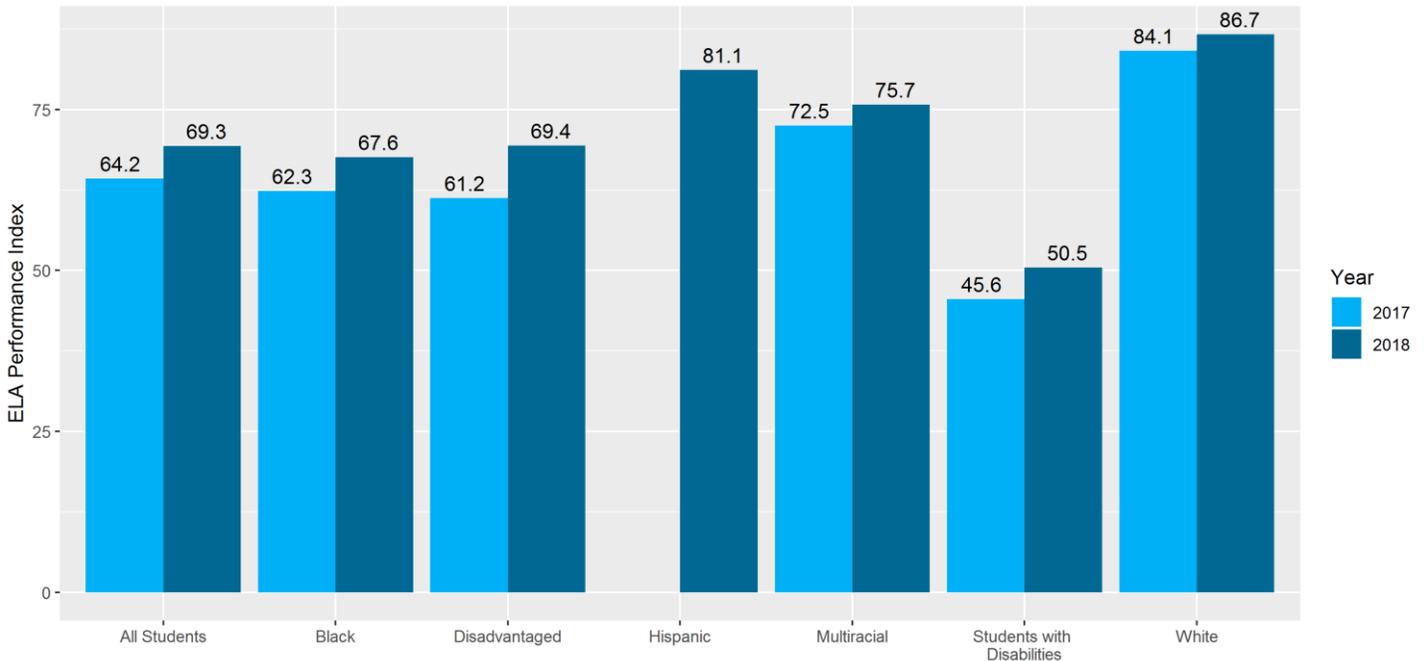
Source: Ohio Department of Education, Office of Accountability

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



Source: Ohio Department of Education, Office of Accountability

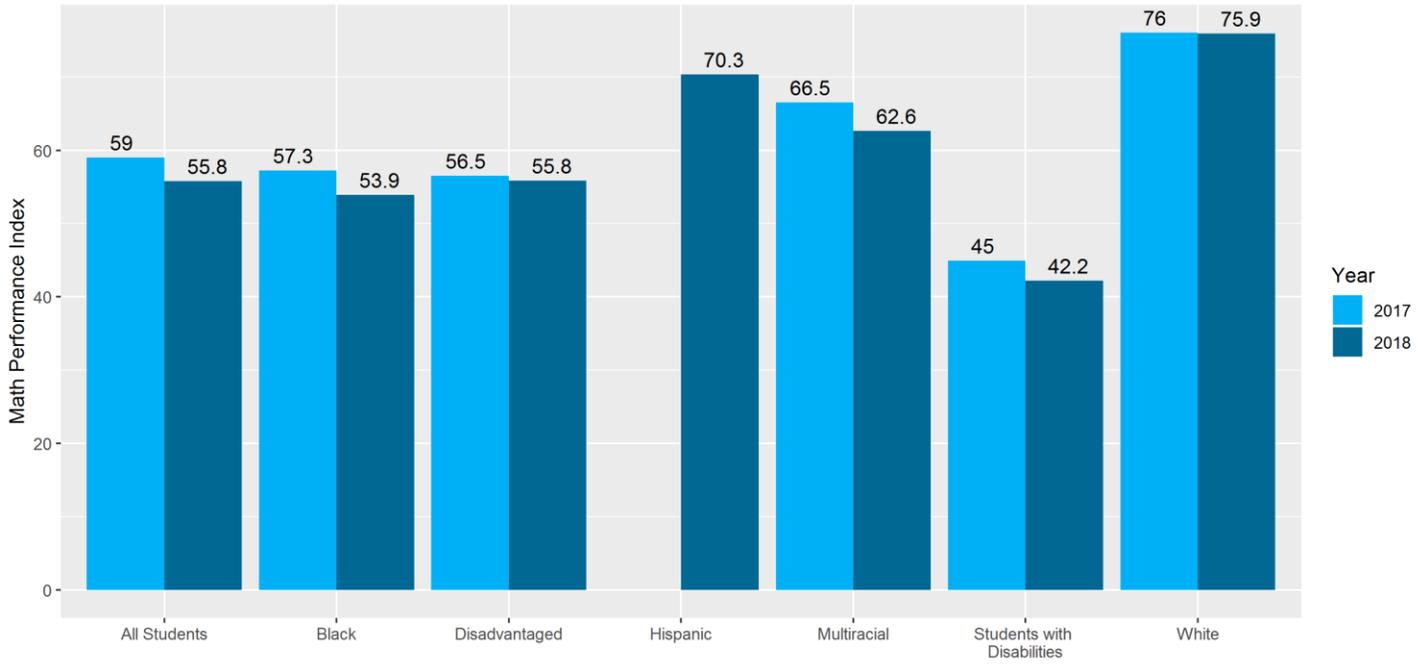
Figure B-4: Euclid City Schools Gap Closing – English Language Arts<sup>6</sup>



Source: Ohio Department of Education, Office of Accountability

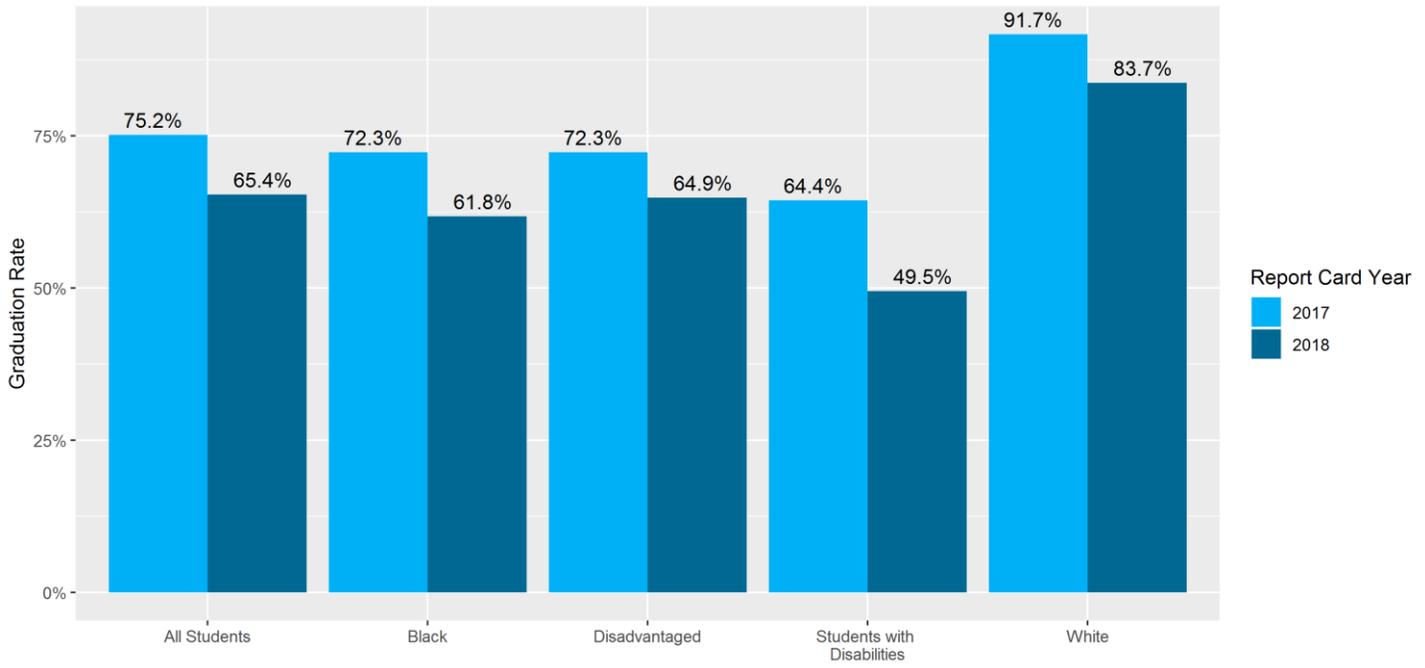
<sup>6</sup> In 2017, the Hispanic subgroup had fewer than 30 students, so it was not part of the Gap Closing calculation. There were more than 25 Hispanic students as part of the 2018 report card, so a value was calculated.

Figure B-5: Euclid City Schools Gap Closing – Mathematics<sup>7</sup>



Source: Ohio Department of Education, Office of Accountability

Figure B-6: Euclid City Schools Gap Closing – Graduation



Source: Ohio Department of Education, Office of Accountability

<sup>7</sup> In 2017, the Hispanic subgroup had fewer than 30 students, so it was not part of the Gap Closing calculation. There were more than 25 Hispanic students as part of the 2018 report card, so a value was calculated.

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

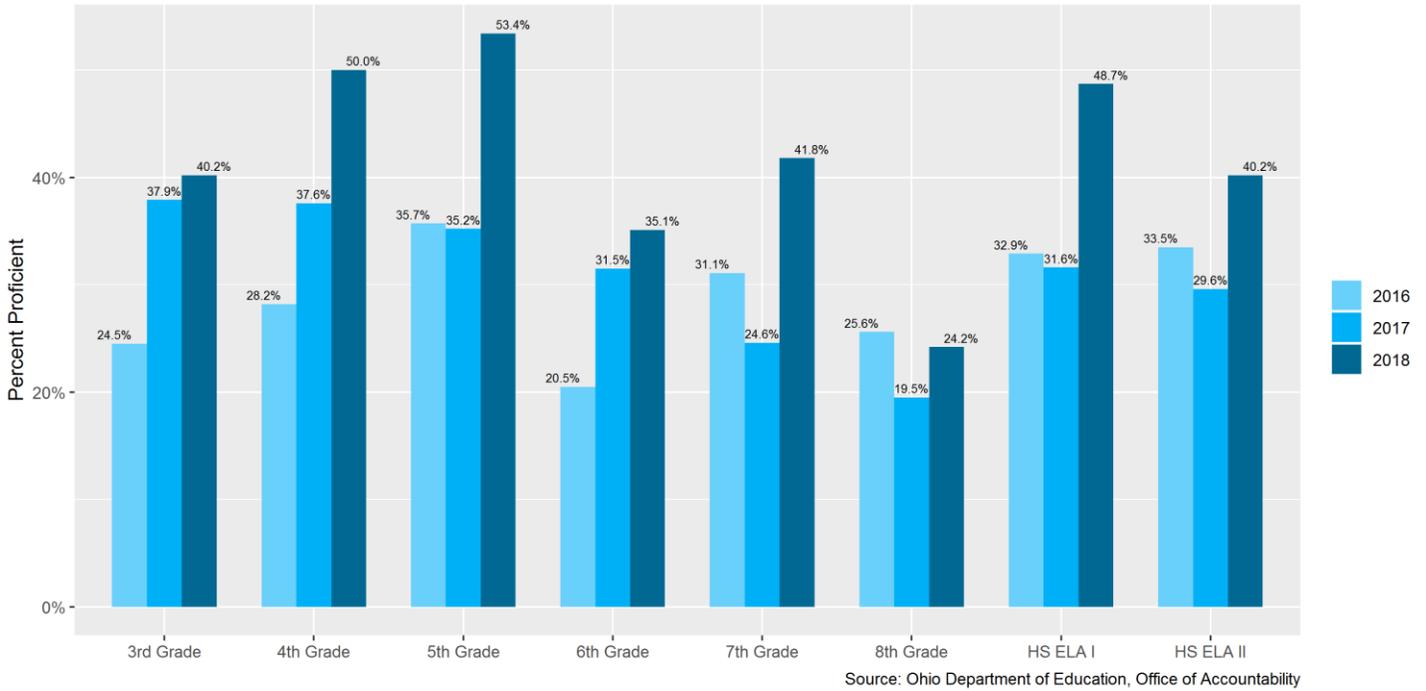


Figure B-8: Euclid City Schools English Language Arts Proficiency – Comparison

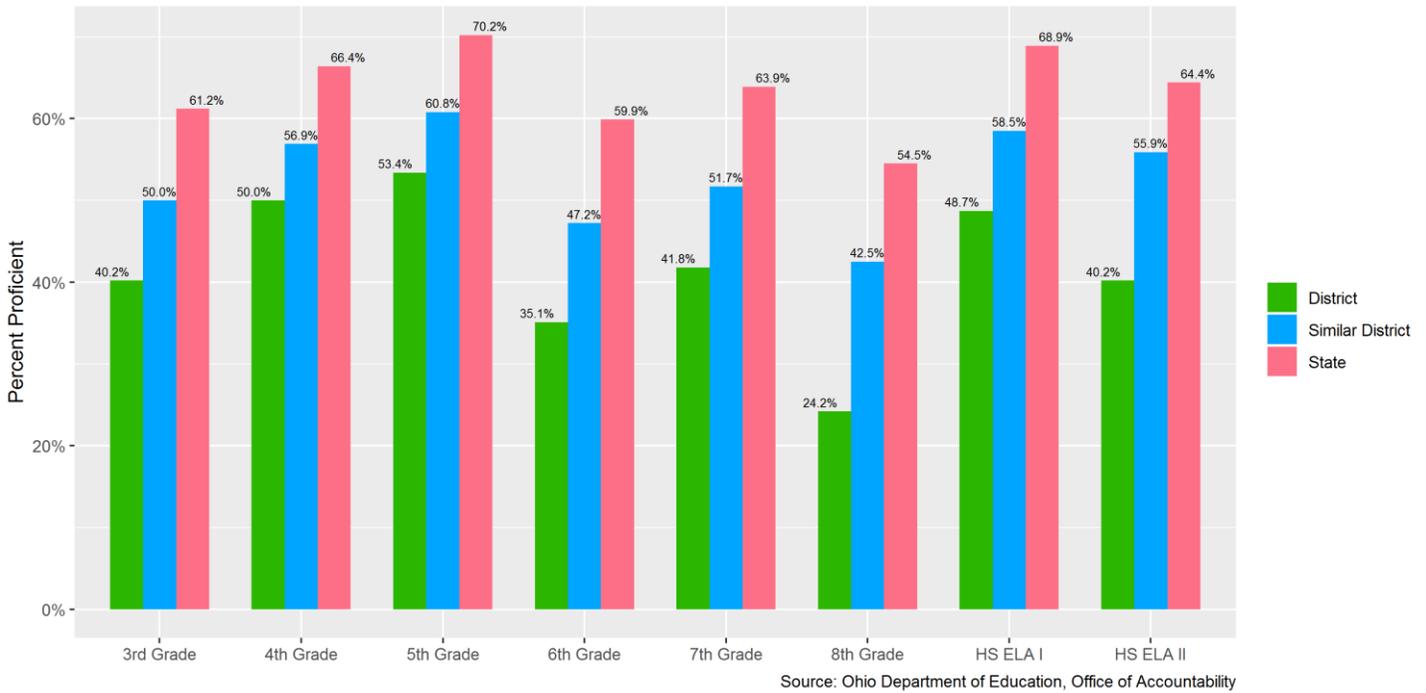


Figure B-9: Euclid City Schools English Language Arts Value-Added

**Report:** District Value-Added      **Test:** Ohio's State Tests (3-8)   
**District:** Euclid City SD (043950)      **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
<b>Growth Standard</b>		0.0	0.0	0.0	0.0	0.0	
<b>2016 Growth Measure</b>		0.4 Y	-0.2 Y	1.1 LG	5.9 DG	3.8 DG	2.2
<b>Standard Error</b>		0.7	0.7	0.7	0.7	0.7	0.3
<b>2017 Growth Measure</b>		2.3 DG	-0.6 Y	-0.8 O	-1.1 O	-4.1 R	-0.8
<b>Standard Error</b>		0.7	0.7	0.7	0.7	0.7	0.3
<b>2018 Growth Measure</b>		3.0 DG	0.9 LG	3.7 DG	0.7 Y	-0.6 Y	1.5
<b>Standard Error</b>		0.8	0.7	0.7	0.7	0.7	0.3
<b>3-Year-Average Growth Measure</b>		1.9 DG	0.0 Y	1.4 DG	1.8 DG	-0.2 Y	1.0
<b>Standard Error</b>		0.4	0.4	0.4	0.4	0.4	0.1

Estimated District Average Achievement							
Grade	3	4	5	6	7	8	
<b>State NCE Average</b>	50.0	50.0	50.0	50.0	50.0	50.0	
<b>2015 Average Achievement</b>	39.5	38.4	34.9	32.3	34.0	34.5	
<b>2016 Average Achievement</b>	36.1	37.2	38.1	35.3	39.8	38.9	
<b>2017 Average Achievement</b>	36.8	39.0	36.7	38.2	35.0	35.5	
<b>2018 Average Achievement</b>	39.0	41.1	39.6	39.0	38.5	34.2	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2016	392	689.6	30	685.7	26	3.8 DG	0.7
	2017	555	686.8	23	690.0	27	-3.1 R	0.6
	2018	376	699.8	28	696.3	25	3.4 DG	0.7
	3-Yr-Avg	1323	691.3	25	690.5	24	0.8 DG	0.4
English Language Arts II	2016	343	688.8	30	684.8	25	3.9 DG	0.8
	2017	471	686.1	26	688.0	28	-1.9 R	0.7
	2018	358	691.5	24	690.0	22	1.5 DG	0.7
	3-Yr-Avg	1172	688.5	25	687.7	24	0.8 LG	0.4

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

Figure B-10: Euclid City Schools Mathematics Proficiency – Trend

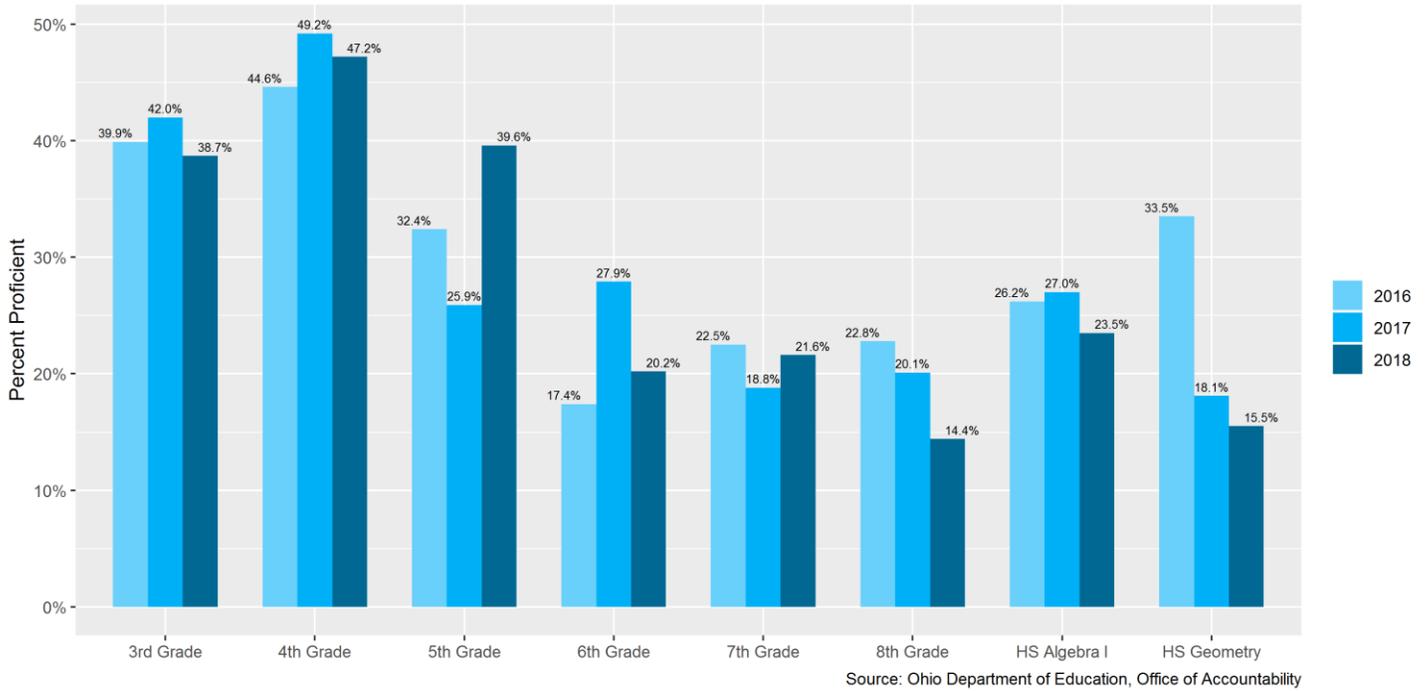


Figure B-11: Euclid City Schools Mathematics Proficiency – Comparison

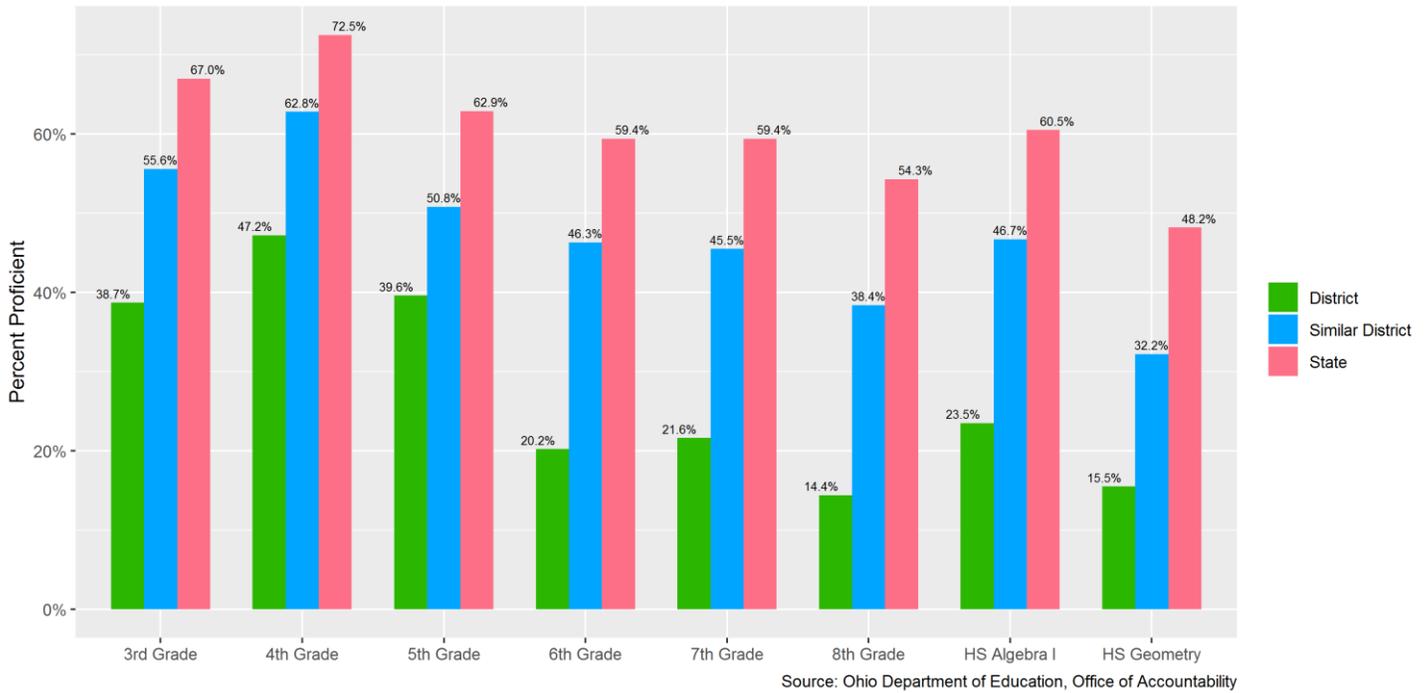


Figure B-12: Euclid City Schools Mathematics Value-Added

**Report:** District Value-Added      **Test:** Ohio's State Tests (3-8) i  
**District:** Euclid City SD (043950)      **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.

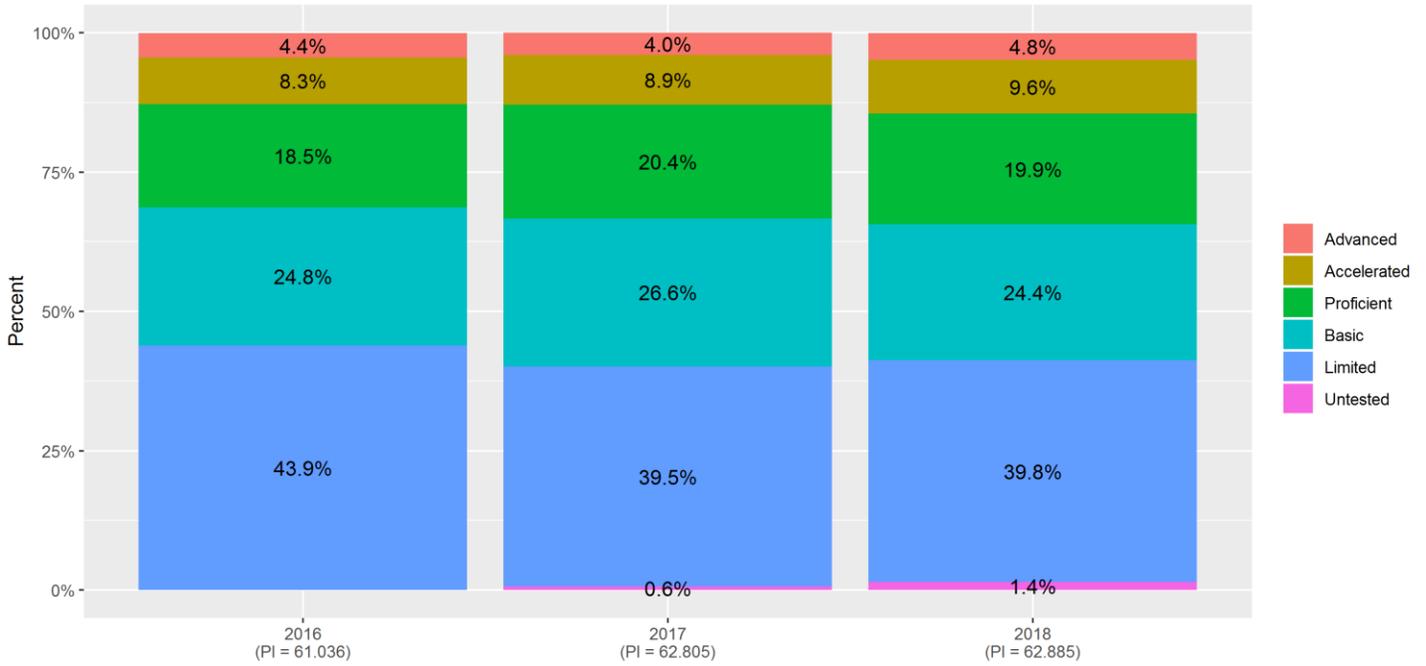
Estimated District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
<b>Growth Standard</b>		0.0	0.0	0.0	0.0	0.0	
<b>2016 Growth Measure</b>		5.7 DG	-2.0 R	-1.6 R	-0.2 Y	-3.4 R	-0.2
<b>Standard Error</b>		0.6	0.6	0.6	0.6	0.7	0.3
<b>2017 Growth Measure</b>		0.1 Y	-4.7 R	-1.6 R	0.6 LG	-3.4 R	-1.7
<b>Standard Error</b>		0.6	0.6	0.6	0.6	0.7	0.3
<b>2018 Growth Measure</b>		0.9 LG	2.4 DG	-1.6 R	0.7 LG	-8.2 R	-1.1
<b>Standard Error</b>		0.7	0.6	0.6	0.6	0.7	0.3
<b>3-Year-Average Growth Measure</b>		2.3 DG	-1.4 R	-1.6 R	0.4 LG	-5.1 R	-1.0
<b>Standard Error</b>		0.4	0.4	0.4	0.3	0.4	0.1

Estimated District Average Achievement							
Grade	3	4	5	6	7	8	
<b>State NCE Average</b>	50.0	50.0	50.0	50.0	50.0	50.0	
<b>2015 Average Achievement</b>	34.5	37.6	35.8	34.7	36.5	31.2	
<b>2016 Average Achievement</b>	37.0	39.4	35.3	33.1	35.4	33.6	
<b>2017 Average Achievement</b>	36.9	37.3	34.8	34.5	34.3	31.5	
<b>2018 Average Achievement</b>	35.6	39.0	39.6	33.1	35.1	26.0	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	420	684.9	34	679.9	28	5.3 DG	0.8
	2017	534	686.3	34	684.2	31	2.1 DG	0.6
	2018	465	683.1	19	682.9	19	0.4 Y	0.7
	3-Yr-Avg	1419	684.8	27	682.5	24	2.5 DG	0.4
Geometry	2016	173	691.1	39	691.3	39	-0.2 Y	1.2
	2017	399	678.5	31	678.5	31	0.1 Y	0.8
	2018	321	670.4	24	671.8	26	-1.3 O	1.0
	3-Yr-Avg	893	678.0	27	678.6	28	-0.5 Y	0.6

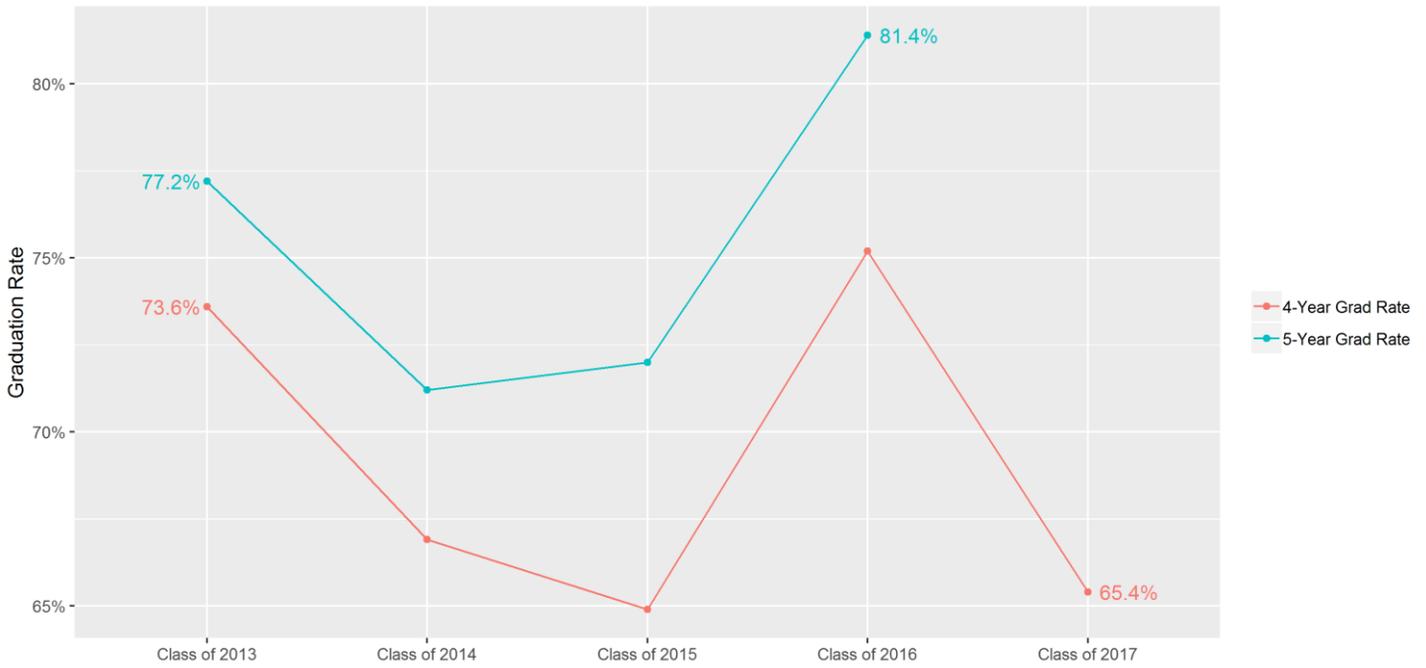
- DG Significant evidence that the district's students made more progress than the Growth Standard
- LG Moderate evidence that the district's students made more progress than the Growth Standard
- Y Evidence that the district's students made progress similar to the Growth Standard
- O Moderate evidence 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: Euclid City Schools Performance Index – Trend



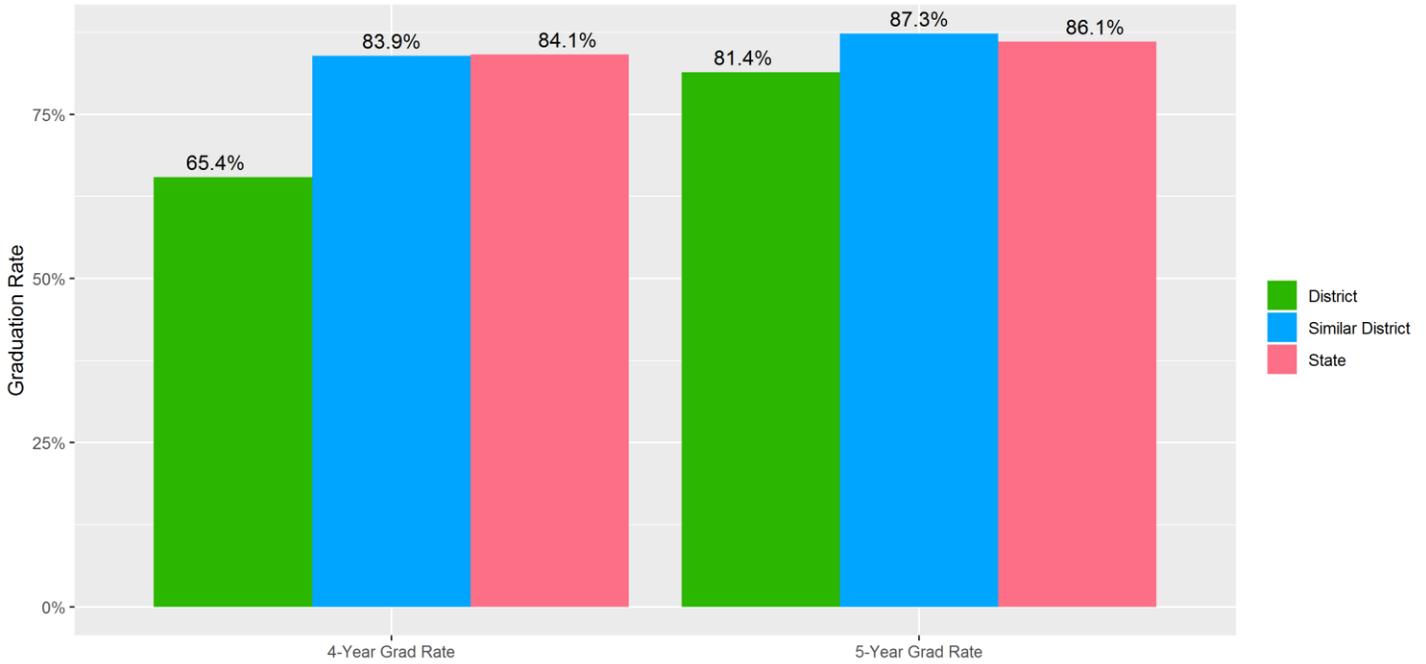
Source: Ohio Department of Education, Office of Accountability

Figure B-14: Euclid City Schools Graduation Rate – Trend



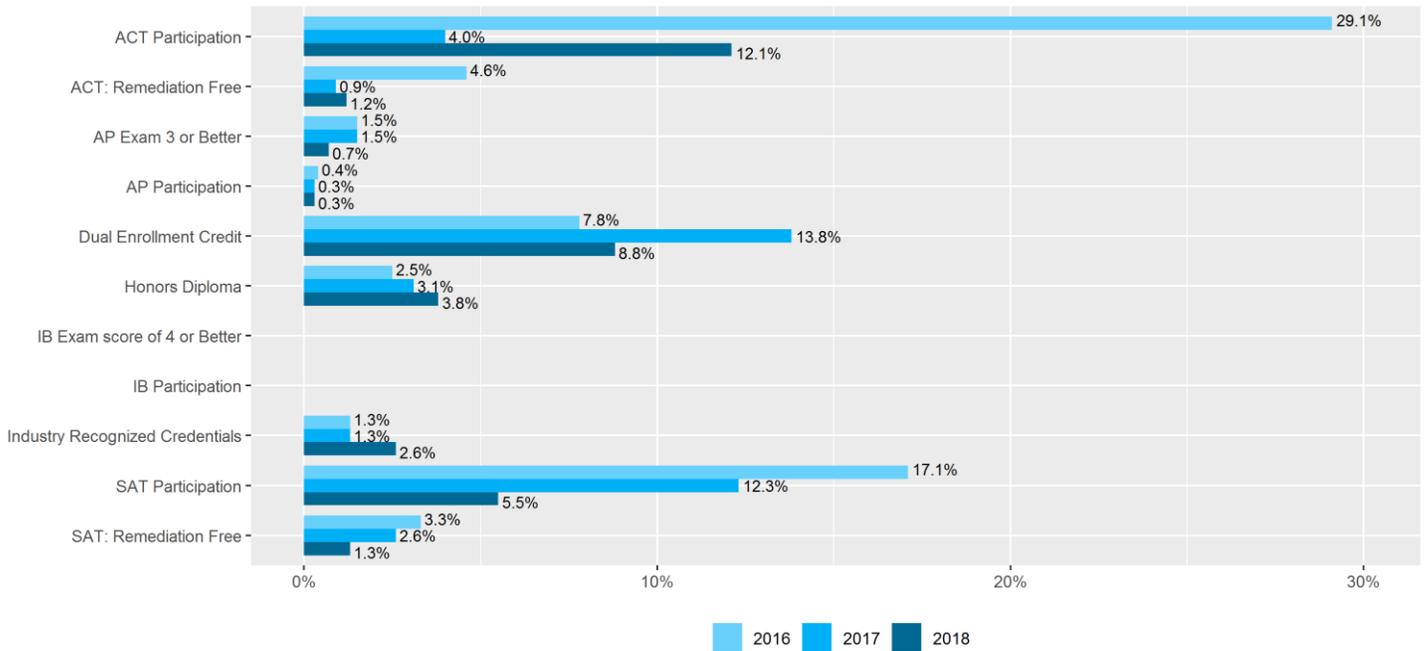
Source: Ohio Department of Education, Office of Accountability

Figure B-15: Euclid City Schools Graduation Rate – Comparison



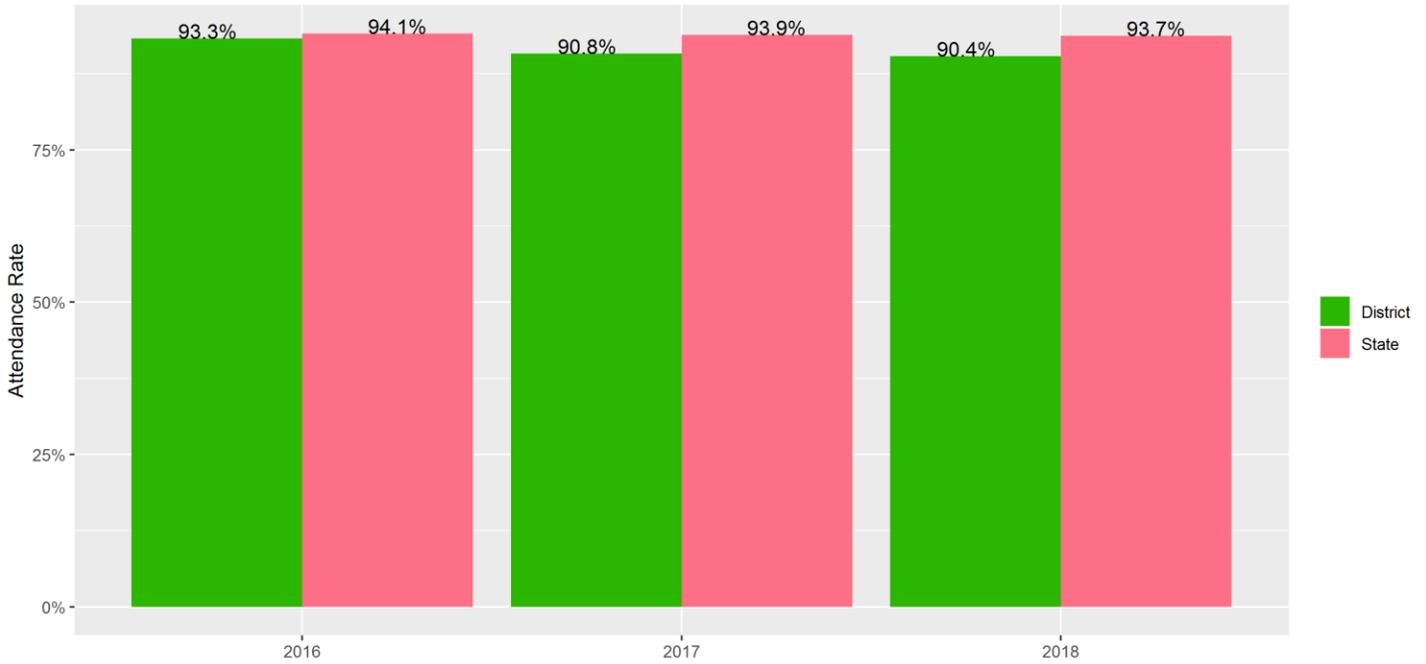
Source: Ohio Department of Education, Office of Accountability

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



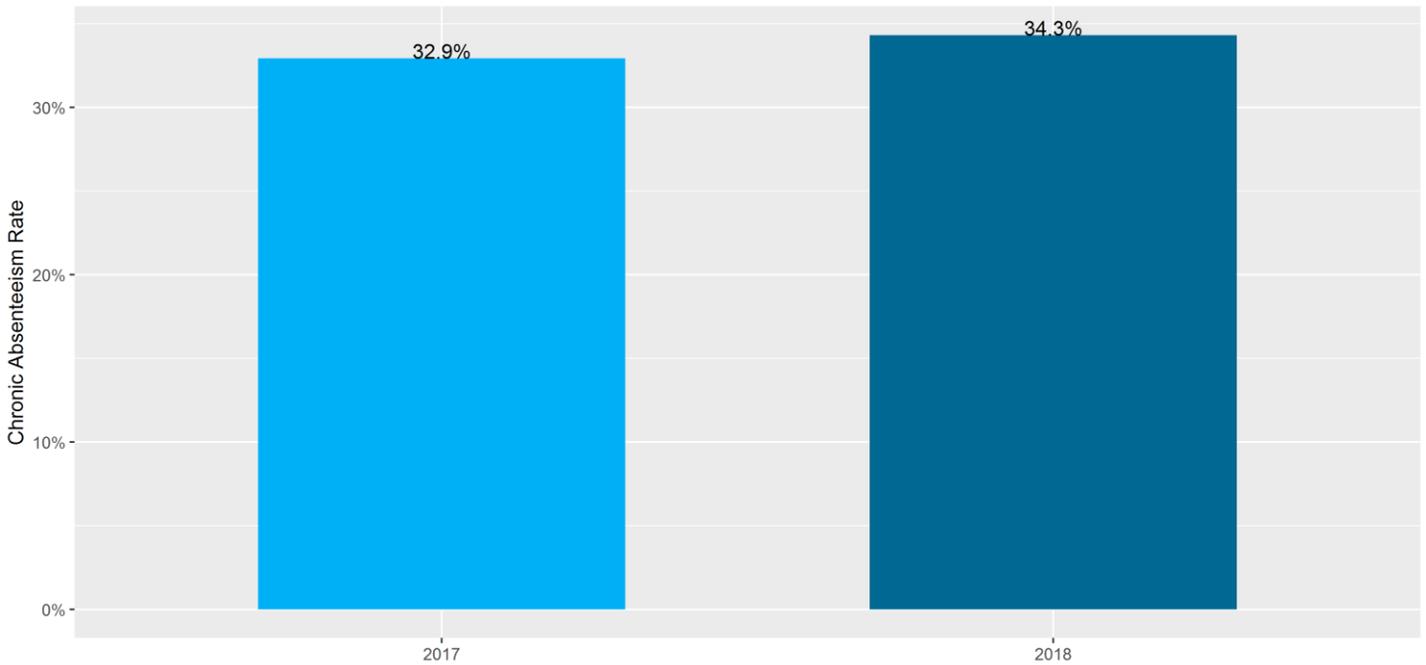
Source: Ohio Department of Education, Office of Accountability

Figure B-17: Euclid City Schools Student Attendance Rate



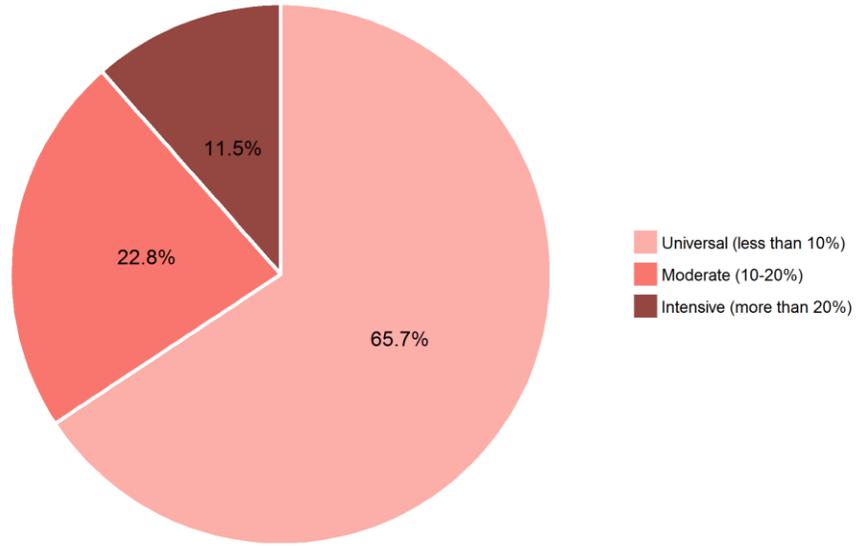
Source: Ohio Department of Education, Office of Accountability

Figure B-18: Euclid City Schools Chronic Absenteeism Rate



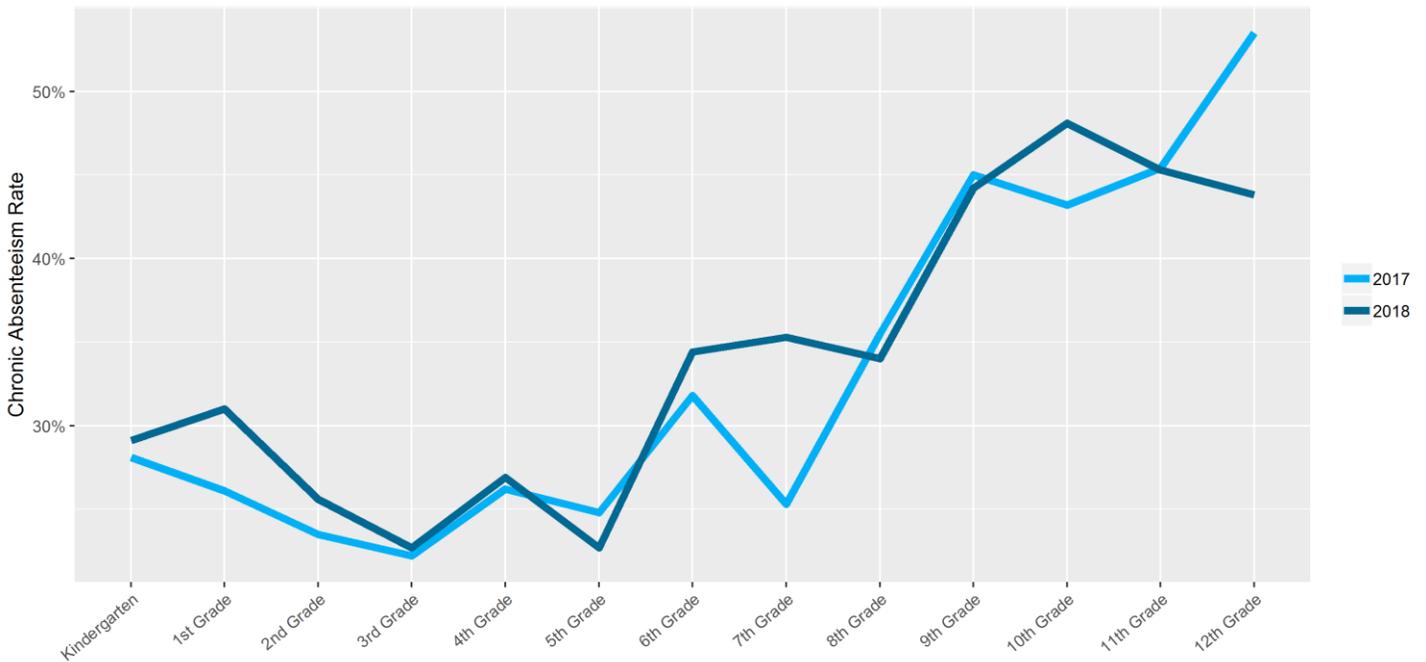
Source: Ohio Department of Education, Office of Accountability

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



Source: Ohio Department of Education, Office of Accountability

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



Source: Ohio Department of Education, Office of Accountability

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

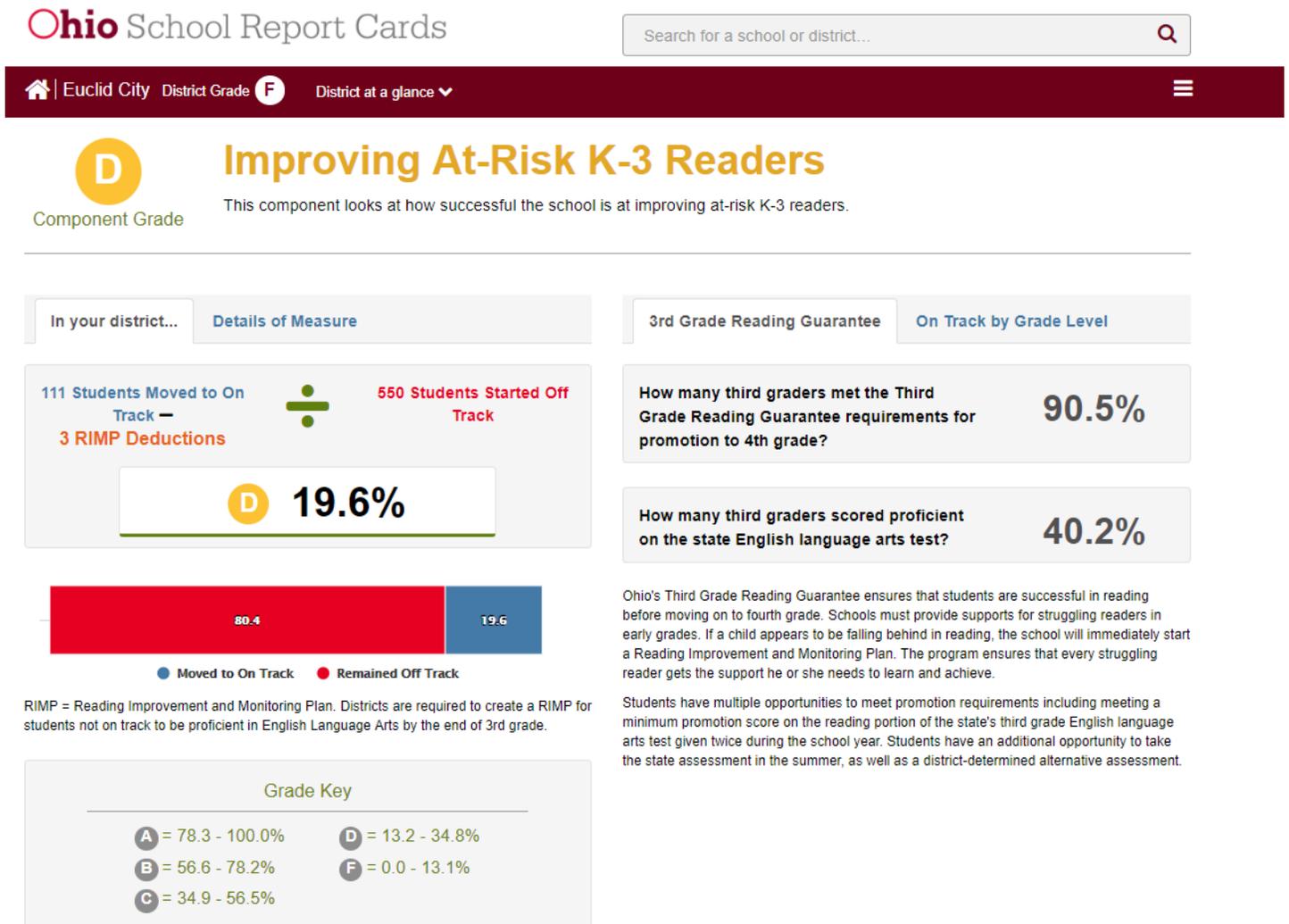


Figure B-22: Euclid City Schools Improving At-Risk K-3 Readers – Detail

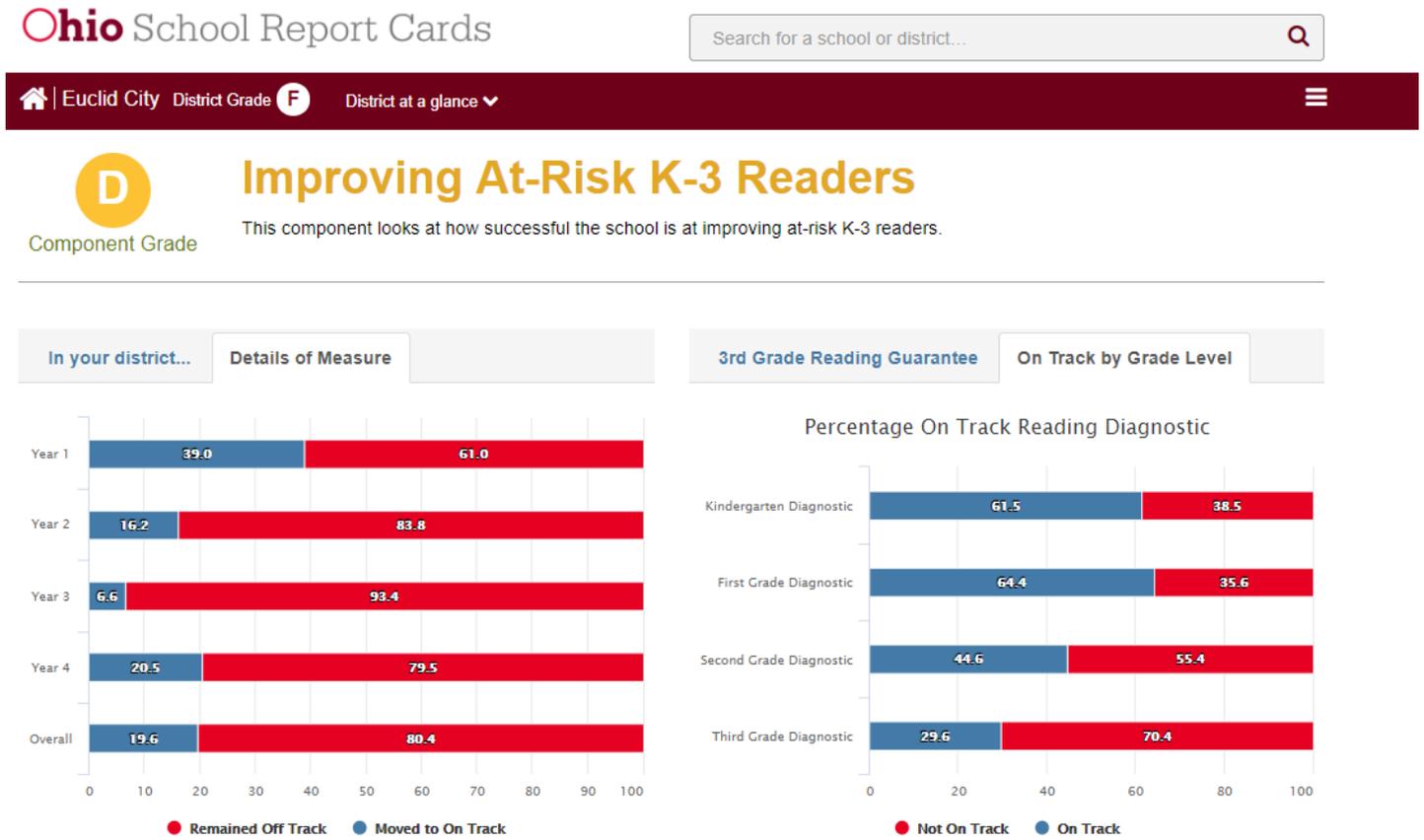


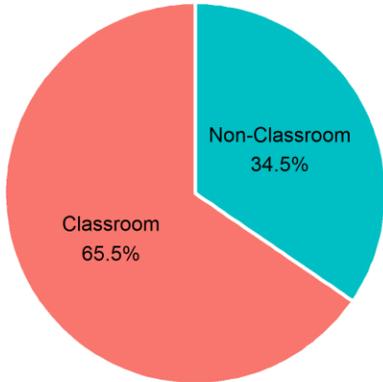
Figure B-23: Euclid City Schools Spending Per Equivalent Pupil



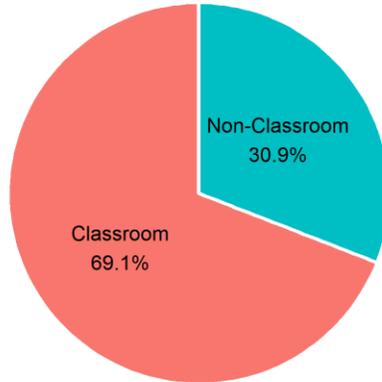
Source: Ohio Department of Education, Office of Accountability

Figure B-24: Euclid City Schools Classroom vs Non-Classroom Expenditures

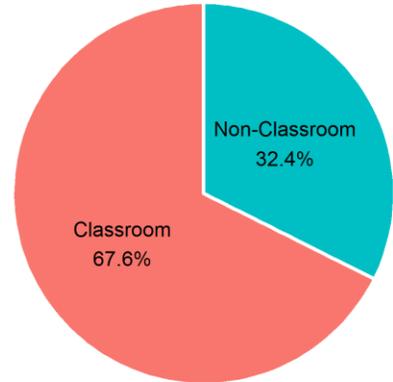
District Expenditures in 2018



Similar District Expenditures in 2018

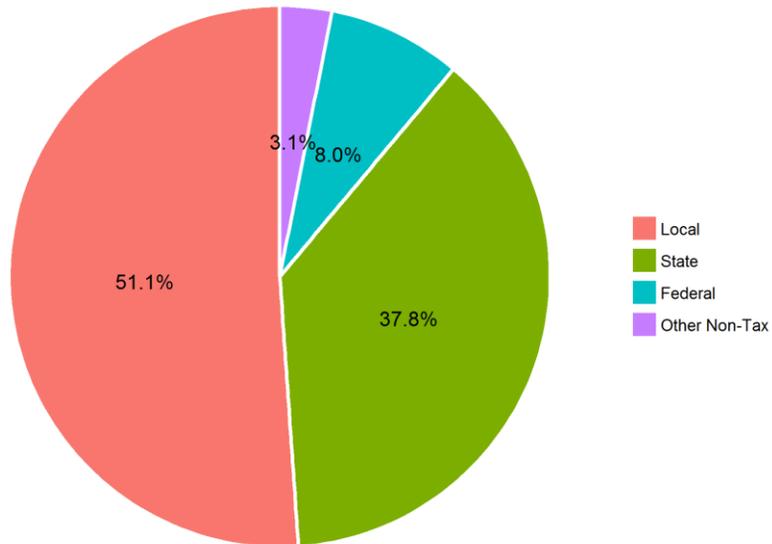


State Expenditures in 2018



Source: Ohio Department of Education, Office of Accountability

Figure B-25: Euclid City Schools Revenue Sources



Source: Ohio Department of Education, Office of Accountability

Table B-1: Euclid City Schools Staff Summary

Year	Average Teacher Salary	Highly Qualified Teacher Percent	Teacher Attendance	Percent of Teachers with Masters or Doctorate
2013	\$63,349	98.8%	96.2%	70.5%
2014	\$63,104	98.5%	95.7%	70.1%
2015	\$63,311	98.6%	94.6%	67.2%
2016	\$65,862	96.9%	94.2%	66.1%
2017	\$67,276	93.1%	94.1%	67.0%
2018	\$69,717	90.7%	94.5%	81.1%

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

Expenditure	Euclid City Schools	Comparable District Average	Statewide Average
Administration	\$2,044.42	\$1,688.89	\$1,600.87
Building Operations	\$2,851.61	\$2,232.12	\$2,244.43
Instruction	\$7,516.08	\$6,728.44	\$6,949.79
Pupil Support	\$1,308.99	\$766.25	\$738.69
Staff Support	\$451.30	\$557.93	\$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: Euclid City Schools Cupp Report – District Financial Status from Five-Year Forecast

Expenditure	Euclid City Schools	Comparable District Average	Statewide Average
Salaries	51.81%	50.96%	53.25%
Fringe Benefits	20.96%	19.49%	21.07%
Purchased Services	23.93%	25.41%	21.11%
Supplies and Materials	1.78%	2.98%	2.92%
Other Expenditures	1.52%	1.16%	1.66%

Source: Cupp Report, FY2018



# 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 Depth of Knowledge.								

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
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).								
<b>CLASSROOM RESOURCES</b>								
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	ND	C	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	ND C	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 Elementary Curriculum News  
2018-2019 Classified and Certificated Openings  
2018-2019 Educational Assistance pay scale  
2018-2019 Resident Educator program roster of Resident Educators and mentors  
2018-2019 Staff Report of resignations and notices of retirement, reasons for hiring, and breakdown by building  
5-Year Forecast & Assumptions  
Administrative Roster 2018-2019  
Administrator job descriptions  
Administrator meeting schedule  
Aesop report of staff absences for January 2019 for certificated and classified  
Aggregate rating for OPES 2017-2018 and final summative results 12/18/2018  
Alternative access justification 2018-2019  
Annual Appropriation Measure  
Appendix C assessments  
Arbor Elementary Dancevert  
Arbor Elementary Positive Behavior and Intervention Supports  
Arbor Elementary staff bulletin sample  
Attendance (House Bill 410) Every Panther, Every Day  
Auditor of State of Ohio website  
Biology pacing guide and assessment  
Bluestone Elementary staff meeting  
Board of Education agendas and minutes for 2017-2018, 2018-2019  
Board of Education Policy Manual and Guidelines 2018-2019  
Budget spreadsheet document  
Central Middle School life skills year-end report 2017-2018  
Central Middle School math, English language arts, social studies, science, and reading pacing guides  
Central Middle School Open Door Academy vendor list  
Central Middle School parent communications  
Central Middle School Professional Development Agenda Aug. 2018, Nov. 2018  
Central Middle School reading department agendas  
Central Middle School special education meetings  
Central Middle School team leader agenda  
Central Middle School writing prompts  
Central office job descriptions May 14, 2018  
Chardon Hills Elementary letters  
Chardon Hills Elementary professional development Aug. 2018  
Chardon Hills Elementary Professional Development PowerPoint  
Chardon Hills Elementary Reading Improvement Plan letters Nov. 2018  
Comprehensive Continuous Improvement Plans for Chardon Hills Elementary, Euclid High School, Bluestone Elementary, Central Middle School, Early Learning Center 2018-2019  
Corrective Action Plan for Euclid City School, Special Education  
Diagnostic and Third Grade Reading Guarantee communications  
Discipline data report  
District Leadership Team dates and members 2018-2019  
District Leadership Team meeting agendas Sept. 27, 2018, Oct. 23, 2018, Nov. 27, 2018,  
District Leadership Team PowerPoints Aug. 28, 2018 and Oct. 21, 2018  
District organizational chart  
District-wide School Based Mental Health Referrals  
Early Learning Center parent survey Jan. 23, 2017  
Early Learning Center partner agencies

Elementary 18/19 assessments  
 Elementary Curriculum News, Quarter 1, Sept. 2018  
 Elementary district family night  
 Elementary District Professional Development Agenda Aug. 2018, Nov. 2018  
 Elementary English language arts committee meeting agendas and notes 2016-2017, 2017--2018  
 Elementary literacy data discussion  
 Elementary literature data discussion protocol  
 Elementary math binder introduction  
 Elementary math committee meeting agendas and notes 2016-2017  
 Elementary math test examples  
 Elementary on-going guided reading professional development  
 English language arts pacing guides, K-7  
 English language arts professional development (principals) Aug. 2018  
 English language arts professional development (teachers) Aug. 2018  
 Euclid Association of School Administrators Agreement Aug. 1, 2017 - Jul. 31, 2019  
 Euclid Central Middle School Positive Behavior and Intervention Supports Team composition  
 Euclid City School district report card 2017-2018  
 Euclid City Schools board resolution number 35  
 Euclid City Schools Comprehensive Continuous Improvement Plan 2018-2019  
 Euclid City Schools Equitable Access to Excellent Educators plan and rubric with Ohio Department of Education feedback  
 Euclid City Schools gifted plan  
 Euclid City Schools Instructional Framework  
 Euclid City Schools local report cards 2017-2018  
 Euclid City Schools Professional Development Committee Courses and Handbook  
 Euclid City Schools School Leadership Team to Teacher-Based Team feedback protocol  
 Euclid City Schools Strategic Plan: Our Euclid 2016-2021  
 Euclid City Schools student behavior plans  
 Euclid City Schools Support Staff Handbook 2017  
 Euclid City Schools website  
 Euclid class of 2018 senior survey  
 Euclid Classified Association, Ohio Education Association/National Education Association Agreement 2017-2019  
 Euclid High School academics and afterschool course offerings  
 Euclid High School APEX tutorial program review 2017-2018  
 Euclid High School common assessments  
 Euclid High School course offerings  
 Euclid High School English language arts department agendas  
 Euclid High School pacing guides for geometry, algebra, pre-algebra, and English language arts  
 Euclid High School parent communications  
 Euclid High School physical science pacing guide, assessments  
 Euclid High School Professional Development Agenda Aug. 2018, Nov. 2018  
 Euclid High School professional development Aug. 2018 and Nov. 2018  
 Euclid High School Professional Development Calendar for 2018-2019  
 Euclid High School staff meeting professional development  
 Euclid High School Youth Opportunity Unlimited program review 2017  
 Euclid School Secretaries United Agreement 2017-2019  
 Euclid Teachers Association Negotiated Agreement Jul.1, 2017 - Jun. 30, 2019  
 Executive dashboard for Ohio Principal Evaluation System 2017-2018  
 Family Advocate Network  
 Family engagement documents  
 Family liaison roles and responsibilities  
 Floor plans for Arbor Elementary, Bluestone, Chardon Hills, Shoreview, Euclid High School, and Central Middle School

Handbooks for elementary, middle, and high school  
 Human Resource Goals 2018-2019  
 Human Resources Criteria for Applicants  
 Human Resources New Hire Information Form  
 Infinite Campus Parent information  
 Informal walk-through forms  
 Instructional staff job descriptions  
 Instructor Proposal Form for Euclid Professional Development Committee  
 Intervention specialist professional development Aug. 2018  
 K-5 social studies writing prompts  
 K-5 writing rubrics  
 Kindergarten data and screener  
 Kindergarten parent data 6/7/2018, 7/11/2018, 7/31/2018  
 Kindergarten parent data letter  
 Kindergarten through grade 5 writing rubrics  
 List of Levies  
 Master schedules for all schools  
 Mastery Connect usage report  
 Math pacing guides, K-4  
 Music Therapy annual review and planning meeting agenda May 11, 2018  
 New Teacher Human Resource & Payroll Checklist Form  
 Ohio Association of Public School Employees Chapter 128 Euclid Aides Jul. 1, 2018 - Jun. 30, 2020  
 Ohio Association of Public School Employees Chapter 147 Cafeteria Employees Jul. 1, 2018 - Jun. 30, 2020  
 Ohio Principal Evaluation System Performance Rating Rubric for district administrators  
 Opening of school letter to the faculty  
 Our Euclid memos from the superintendent 2018-2019  
 Outline of Nov. 6 professional development session on Naviance  
 Partnership Information  
 Police Athletic League basketball program schedule Dec. 2018 - Apr. 2019  
 Policies and procedures: state testing meeting notes  
 Principal Academy PowerPoint Jun. 2018  
 Program Operations, Appendix E: Attendance staff  
 Program Operations, Career technology program guide 2019-2020  
 Program Operations, Principal retreat and meetings  
 Progressive Discipline PowerPoint by Human Resources Director  
 Public School Works documents Jan. 3, 2019  
 Questions and Continua Rating Form for Star Teacher Selection Interview/Habermann  
 Race/Ethnicity report - all district employees  
 Reading Improvement and Monitoring Plans and district provided guidance documents  
 Recruitment Strategy Outline  
 Referral free report  
 Renhill Group Vendor Agreement  
 Roster of all certified employees for Ohio Teacher Evaluation System and licensure review  
 Sample Board of Education presentation from Euclid Central Middle School 12/28/2018  
 Sample House Bill 410 attendance document  
 School leadership team meeting agendas  
 Secretary technology professional development draft agenda 11/6/2018  
 Shoreview Elementary Comprehensive Continuous Improvement Plan  
 Shoreview Elementary list of family engagement events  
 Shoreview Elementary programs 2017-2018  
 Special education profile  
 Special education staff training Aug. 2018  
 Strategic Plan Data Dashboard

Strategic Plan planning survey (parents)  
Strategic plan survey response Dec. 27, 2018  
Student Success Plan  
Tax Settlements  
Teacher value-added summaries  
Technology Replacement Plan  
Third Grade Reading Guarantee Information  
Title I parent meeting program agendas 2018  
Title I program evaluation (self-survey) 2017-2018  
Treasurer correspondence  
Weekly attendance report