

Jefferson Township Local School District

Review Conducted Jan. 13-17, 2020



Jefferson Township Local School District

Organization of this Report

Jefferson Township Local School District Review Executive Summary.....	3
Jefferson Township Local School District Review Overview	5
Jefferson Township Local School District Review Findings.....	6
Appendix A: Analysis of Findings.....	19
Appendix B: Review Team, Review Activities, Site Visit Schedule.....	20
Appendix C: District Profile/Student Performance, Figures and Tables Related to Accountability.....	31
Appendix D: Inventory Forms and Building Observation Form.....	63
Appendix E: List of Documents Reviewed	70

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Jefferson Township Local School District Review Executive Summary

This review carefully considered the effectiveness of Jefferson Township Local School District's systemwide functions, measured by the Ohio Department of Education's standards for districts in inclusive leadership and accountability; curriculum, instruction and assessment; and systems for student support. A state review team visited Jefferson Township Local Schools Jan. 13-17. This summary highlights some of the district's strengths and challenges, as well as review team recommendations. The rest of the report explains these in greater detail. Be advised that all Ohio Department of Education recommendations are based on evidence-based, best practices unless otherwise noted.

INCLUSIVE LEADERSHIP AND ACCOUNTABILITY

Strength

- The district has a budget process that helps meet the needs of students, schools and improvement plans.

Challenge

- The board of education does not consistently follow policy or hold district administrators accountable for following policies and guidelines.

Recommendation

- Have the board of education develop and adopt a process to monitor and review implementation of district policies.

CURRICULUM, INSTRUCTION AND ASSESSMENT

Challenge

- The district does not have a written curriculum for K-12 language and literacy or math aligned to Ohio's Learning Standards to drive instruction.

Recommendation

- Adapt [Ohio's Model Curricula in English Language Arts and Mathematics](#) for the district's use, following the process [of planning, articulating and developing, implementing and evaluating].

SYSTEMS FOR STUDENT SUPPORT

Strength

- The district provides eligible grade 7-12 students opportunities to earn college credits while enrolled in school.

Challenge

- The district lacks systems of support to address the academic and nonacademic needs of at-risk students.

Recommendation

- Ensure the district follows Board Policy 2623 by providing "academic intervention services in pertinent subject areas to students who score below the proficient level in reading, writing,

mathematics, social studies, or science achievement test, or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.”

Jefferson Township Local School District Review Overview

PURPOSE

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

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

METHODOLOGY

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

SITE VISIT

A review team of independent contractors hired by the Department visited the Jefferson Township Local School District from Jan. 13-17. The site visit included 48 hours of interviews and focus groups with approximately 62 stakeholders, including board members, district administrators, school staff and city leaders. The review team conducted six focus groups with parents, students, junior high and high school teachers, elementary teachers, junior high and high school principals, elementary principals and four representatives from community partners.

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

Jefferson Township Local School District Review Findings

Be advised that all Ohio Department of Education recommendations are based on evidence-based best practices unless otherwise noted.

DISTRICT STRENGTHS

Inclusive Leadership and Accountability

1. **The district has a budget process that helps meet the needs of students, schools and improvement plans.**
 - A. According to interviews and a review of board of education minutes, the board, superintendent and treasurer review the financial condition of the district regularly.
 - The treasurer communicates timely financial information to the board of education, which includes monthly budget and cash reports, financial forecasts and updates, and budget versus actual information, including bank reconciliation.
 - Interviews of board members, a review of board minutes and monthly financial reports prepared for the board of education and the public confirm the district provides a detailed monthly financial report.
 - The board of education adopts the five-year forecast with detailed assumptions and submits it to the Ohio Department of Education, as required.
 - The treasurer presents the annual appropriation measure to the board of education for review and adoption, as required.
 - The monthly financial reports contain end-of-month budgetary reports, revenue and expenditure cash reports and cash flow reports.
 - Interviews with the board of education members, superintendent and treasurer revealed the finance committee, made up of two board members and the treasurer, meet before each regular monthly board meeting to review financial data.

Systems of Student Support

1. **The district provides eligible grade 7-12 students opportunities to earn college credits while enrolled in school.**
 - A. According to documents and interviews, the district participates in Ohio's College Credit Plus, a program that gives students in grades 7-12 the chance to earn high school and college credit simultaneously by taking courses at participating Ohio colleges or universities.
 - B. According to documents reviewed and interviews, the district partners with Sinclair Community College and Wright State University to provide college courses in the high school building, on the college campuses and online.
 - According to documents and interviews, during the 2018-2019 school year, 42 grade 7-12 students enrolled in College Credit Plus courses in the fall and 46 grade 7-12 students enrolled in the spring.
 - The district offered college-level courses taught by adjunct faculty members from the partnering institutions during the 2018-2019 and 2019-2020 school years. Courses offered included English Composition 1, English Composition 2, African American Psychology, Introduction to Sociology,

U.S. History 1, First Year Seminar, Public Speaking, Race and Ethnicity, Introduction to Humanities and American Federal Government.

- At the time of the review, the district had 14 students enrolled in the College Credit Plus programs at Wright State University and Sinclair Community College.
- C. According to documents and interviews, district students who meet college entrance requirements can earn associate degrees along with their high school diplomas.
- During the 2017-2018 school year, seven students graduated with associate degrees from Sinclair Community College.
 - Of the district's seniors, 57 percent graduated with college credit during the 2017-2018 school year.

PRIORITY PERFORMANCE CHALLENGES

Inclusive Leadership and Accountability

1. The board of education does not consistently follow policy or hold district administrators accountable for following policies and guidelines.

- A. According to Board Policy 0171, "The Board will evaluate how policies have been implemented and their general effectiveness." According to document reviews, interviews and focus group participants, the board lacked knowledge of the district's policy for curriculum and school improvement plan development.
- B. Based on interviews and a review of board minutes, although the board has an approved policy on accountability measures to assess district improvement efforts, the board did not provide evidence of how it monitors district program implementation or its progress toward established district goals.
- According to Board Policy 2605, "The Board shall fulfill the responsibility of assessing how well goals are being accomplished by establishing a means for the continued evaluation of results which shall be systematic and specific." The following elements will be included in its accountability program:
 - "Clear statements of expectations and purposes for each program, coupled with specifications of 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.
 - Recommendations for revisions and modifications needed to better fulfill expectations and purposes."
 - Board Policy 2605 states, "The Superintendent shall maintain a calendar of assessment activities and shall make periodic evaluation reports to the Board. Findings of the assessment program may be used to evaluate the progress of students and the effectiveness of the curriculum; the effectiveness of staff members; and/or the effectiveness of the school/delivery system."
 - According to interviews and a review of board minutes, the superintendent has not delivered periodic reports to the board on the assessment program findings to help the board evaluate student progress and academic effectiveness.
- C. Although the board has a policy to evaluate the superintendent, board members indicated in interviews they have not evaluated the superintendent's performance.

- Board Policy 1240 states, “The Board shall annually, no later than December evaluate the performance of the Superintendent. Such evaluation shall include an assessment of:
 - The progress toward the educational goals of the District.
 - The working relationship between the Board and the Superintendent.
 - The Board's own effectiveness in providing direction to the Superintendent.”
 - Although the board and superintendent are to determine the evaluation method jointly, document reviews and interviews revealed the board had not, at the time of the review, identified a process for evaluating the superintendent or implemented evaluation timelines.
- D. Although the board has approved policy 1330 on evaluation of the treasurer’s performance, according to interviews, board members did not evaluate the treasurer during the 2018-2019 year.
- Board Policy 1330 states, “The Board of Education requires evaluation of the performance of the Treasurer in order to assist both the Board and the Treasurer in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.”
- E. Board Policy 2605 states, “In conjunction with its annual evaluation of the Superintendent, the Board shall also provide the time for both the Board and the administration to assess the progress of the District, during the previous year, toward the achievement of current goals.”
- According to a review of the board of education minutes from July 2018 to December 2020, there is no evidence the board has assessed the progress of the district’s improvement efforts.
 - According to interviews, the board of education does not use policies to guide the implementation of the district’s school improvement plan, deliberations and decisions.
- F. Although the superintendent is directly responsible to the board of education for specific duties and responsibilities, according to Board Policy 1230, the district did not provide evidence of compliance for the following:
- “Establish and maintain a written educational plan for the schools of the District consistent with the educational goals adopted by the Board;
 - Ensure proper implementation of the current District-wide instructional plan as it applies to each building;
 - Assign staff to achieve the maximum benefit toward the attainment of educational goals;
 - Analyze the results of instructional program development as it applies to the Board's educational goals;
 - Recommend changes in instructional or staffing patterns based on an analysis of staff and program progress; and
 - Work cooperatively with parents and community groups concerned with programs in the schools.”
- At the time of the review, the district did not provide evidence the board monitors the district’s improvement efforts or uses data from evaluations of school practices, programs and procedures to make academic and nonacademic decisions.
- G. According to document reviews and interviews, the district has not shared information with staff, parents or community stakeholders consistently, though Board Policy 4112 states, “The Board of Education desires to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the Superintendent.”

- Based on interviews, the district uses a ONE Call system, primarily in cases of emergencies; early release; inclement weather updates; and events at the elementary school but does not use this system to keep the staff and community informed consistently of district updates.
- Based on interviews and document reviews, the district does not communicate regularly with the community. Although the district submits an article to the local newspaper quarterly, the district does not distribute a monthly or quarterly newsletter, email or flyer to staff, parents or community stakeholders offering news about events or district goals, challenges or achievements.

IMPACT: When the board does not follow district policies or hold the superintendent accountable for following policies, it may reduce the focus on and guidance for overall operations of the district.

RECOMMENDATIONS

1. Have the board of education develop and adopt a process to monitor and review implementation of district policies.
 - Arrange for the Ohio School Boards Association to train board members on how to implement board policy.
 - Ensure appropriate board members receive board officer training from the Ohio School Boards Association.
 - Use or establish a Board Service Fund to contract a board consultant from Ohio School Boards Association to work with board members to understand roles, responsibilities and policies.
 - Hold the superintendent accountable for fully executing all policies established by the board of education.
 - Hold the superintendent accountable for consistently sharing information with staff, parents and community stakeholders about district goals, challenges and achievements, and community events that involve the district.
 - Conduct an audit to evaluate current district communications;
 - Identify communications needs and related audiences; and
 - Develop a communications plan framed by goals and strategies.
 - Evaluate the programs, processes and policies based on established outcomes or benchmarks.
 - Evaluate the superintendent's performance and treasurer's performance according to the board policies.
 - Consider using the [Ohio Department of Education's Superintendent Evaluation tool](#) to assess, provide guidance to and support the superintendent.
 - Develop or revisit a standards-based superintendent job description;
 - Identify objectives, priorities and action steps for the superintendent; and
 - Conduct a mid-year or summative assessment.
 - Consider having the treasurer complete the self-assessment found in the Ohio Standards for School Treasurers and School Business Managers to develop an understanding of the expectations, practices and roles necessary to be an effective treasurer.
 - Allocate funding to support professional development, including mentoring, for the superintendent and treasurer as needed.

BENEFIT: When the board of education ensures its policies are monitored and followed, the district vision and mission for student achievement may be achieved.

2. The district lacks a planning process to coordinate and prioritize the improvement efforts of the district.

- A. According to Board Policy 1230, the superintendent’s job description states that the individual will “establish and maintain a written education plan for schools in the district consistent with educational goals.”
- Although the district has an improvement plan, it did not develop the plan based on these steps outlined in Board Policy 2120:
 - “Use data to identify areas of greatest need;
 - Develop a plan to address those areas of need that is built around a limited number of focused goals and strategies to significantly improve instructional practice and student performance;
 - Implement the plan with integrity; and
 - Monitor and evaluate the effectiveness of the improvement process in changing instructional practice and impacting student performance.”
 - At the time of the review, the district did not provide evidence of a process of identifying, collecting and analyzing data on adult and student performance indicators to address urgent student learning challenges.
- B. The district’s improvement plan goal states, “By June 2020, the achievement results of Jefferson Township students in grades K-12 scoring proficient or higher will increase by a minimum 2% in English language arts (ELA) and Math or all content areas as measured by district, state and/or national assessments.”
- Based on feedback from focus group participants and interviewees, district personnel arbitrarily selected a 2 percent performance increase as a goal for English language arts and math but did not reference student data to guide that decision.
- C. Board Policy 2120 states, “The board of education supports the concept of school improvement as established by the State Board of Education. The Ohio Improvement Process is Ohio Department of Education’s strategy for building capacity of all districts and schools to improve instructional practice and make and sustain significant improvement in student performance. District and school level/building leadership are responsible for quality planning and implementation.”
- According to district leadership team minutes and interviews, a newly formed district leadership team comprised of board members, principals, academic coaches and community members met Nov. 21, 2019. One responsibility of the district leadership team is to develop the district’s school improvement plan, collaborating with the superintendent.
 - Interviews and minutes revealed the district leadership team did not have input in developing the district’s school improvement plan. The meeting minutes revealed the team did not analyze student performance data to guide decisions when creating goals and action steps.
 - According to focus group participants, the principals and teachers did not review or give input on the improvement planning process and plan.
 - District and school building personnel confirmed the lack of communication, guidance and support from the district administration to implement a school improvement plan.

IMPACT: When the district does not follow the process identified in the board of education policy for the development and implementation of an improvement plan, it may reduce the likelihood of student achievement gains and hinder district improvement efforts.

RECOMMENDATIONS

1. Use the Ohio Improvement Process as a guide to create teams to communicate and make decisions about district practices based on student and adult performance data trends.
 - Ensure the teams adhere to the [5-step improvement process](#):
 - Identify critical needs through a root-cause analysis;
 - Research and select evidence-based strategies, which are strategies, practices or activities that have been evaluated and shown to improve student outcomes;
 - Plan for implementation;
 - Implement and monitor; and
 - Examine, reflect and adjust.
 - Work with the state system of supports to help the district implement goals and strategic plans, specifically related to student academic needs and adult instructional practices.
 - Based on reading and math data, identify top-priority student learning challenges and develop a 100-day action plan to address those challenges;
 - Include specific goals, strategies, action steps and timelines in the action plan;
 - Prioritize action steps in the plan to achieve the greatest impact on student learning and adult practices;
 - Present the plan to the board for approval and adoption;
 - Establish a communication process to connect the district, building and teacher-based teams;
 - Build the teams' capacities to implement the plan through professional development;
 - Monitor and evaluate results bi-monthly; and
 - Consistently communicate with and involve the board and stakeholders in the process.

BENEFIT: When the district's teams use an improvement process framework to review performance data to guide its decision-making, it may increase the likelihood of building teachers' capacity to address student learning needs.

Curriculum, Instruction and Assessment

1. **The district does not have a written curriculum for K-12 language and literacy, or math aligned to Ohio's Learning Standards to drive instruction.**
 - A. According to interviews and documents reviewed, the district has not developed, evaluated and adopted a written curriculum for language and literacy or mathematics.
 - Although the board of education policy for curriculum development, Board Policy 2210 states, "To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in

accordance with a plan for curriculum growth established by the Superintendent,” the district does not follow the policy.

- According to the Ohio Department of Education [website](#), a curriculum defines the philosophy, goals, objectives, assessments, learning experiences and instructional resources that make up a specific educational program.
 - The district has not established a clear philosophy and set of overarching goals to guide instruction in language, literacy and math, based on document reviews.
 - The district has not provided guidance documents and a basic framework in language and literacy or mathematics that outlines What standards the teachers need to teach, how to teach the standards, when to teach the standards and how to know students have learned the standards.
 - According to teacher focus group participants and document reviews, since the district does not have written math and language and literacy curricula, teachers rely on textbooks and other commercial resources to guide instruction.
 - The district does not follow the instructional materials adoption policy, Board Policy 2510, to determine if the commercial resources used in classrooms “make it possible for the student to achieve the learning objectives of the course of study and the educational outcomes of the District.”
 - According to document reviews, the district did not conduct a study to determine if the purchased materials and resources address the rigor of the concepts and skills found in Ohio’s Learning Standards.
 - The district has not established the skills and knowledge students need to master the grade and between grade levels to ensure a valid and sound instructional program, even though board of education policy 2210 states the district is to “provide for continuous and cumulative learning through effective articulation at all levels.”
 - The district has not identified a process for periodically reviewing curriculum and aligned resources as outlined in Board Policy 2210, based on document reviews.
- B. According to document reviews and interviews with district administrators, the district has not conducted a process to develop math or language and literacy curricula. This process did not allow the district to identify formative and benchmark assessments across grade levels to measure whether students were learning from instruction.
- Formative assessments are low-stakes, informal checks for understanding that monitor student learning instantly, granting teachers an opportunity to recognize where students are struggling and address problems immediately.
 - Benchmark assessments are formal tests to evaluate student performance at intervals and help predict student performance on end-of-year or end-of-course assessments.
 - According to interviews and focus group participants, junior and senior high school teachers do not use formative or benchmark assessments in math or literacy and language. Teachers in the junior/senior high school create their own assessments to measure student learning. These do not align consistently to the rigor and relevance of Ohio’s Learning Standards.
 - Standards alignment is defined by the United States Department of Education as, “The degree to which the content of an assessment is aligned with the content of the standards you intend to measure.” (The degree to which the student skills and knowledge tested line up with the skills and knowledge the learning standards outline.)

- According to teacher focus group participants, teachers have not participated in professional development to learn how to align assessments to Ohio’s Learning Standards.
 - According to interviews and document reviews, the district’s elementary school teachers have access to assessments for use as part of the Pearson Literacy Program, but these are not fully aligned to Ohio’s Learning Standards.
- C. The district has not identified evidence-based instructional practices to be implemented in classrooms as part of a math or language and literacy curricula.
- According to the Every Student Succeeds Act, evidence-based interventions are practices or programs that are effective at producing results and improving outcomes.
 - According to interviews and document reviews, district administrators do not consistently seek input from teachers or refer to student performance data to make decisions about instructional strategies for use with their students.
 - Based on a review of the district’s “Rotation Small Group” document and interviews with district leaders, the district uses the rotation model of instruction at the elementary school. This means students spend 20 minutes on technology, 20 minutes in small-group instruction led by the teacher and 20 minutes reading independently or being read to by the teacher.
 - The district provided no evidence of the effectiveness of this rotation model. The rotation model also is not identified as an evidence-based practice.

IMPACT: When the district does not adopt a written language, literacy and math curriculum, inclusive of the delivery of evidence-based instructional practice and aligned assessments, it may not provide guidance for delivering quality learning opportunities for students.

RECOMMENDATIONS

- Adapt [Ohio’s Model Curricula in English Language Arts and Mathematics](#) for the district’s use, following this process:
- Planning:
 - Bring together a curriculum development committee.
 - Identify key issues and trends in the specific content area (English or math).
 - Assess needs and issues.
- Articulating and developing:
 - Articulate a K-12 program philosophy (determine and write down the philosophy).
 - Define K-12 program, grade-level and course goals.
 - Develop and sequence of grade-level and course objectives.
 - Identify resource materials to assist in program implementation.
 - Develop or identify assessment items and instruments to measure student progress.
- Implementing:
 - Allocate budget resources to support implementation.
 - Put the new program into practice.
- Evaluating:
 - Update the program as needed.

- Determine the success of the program.
- Align curriculum materials and resources to Ohio’s Learning Standards by using a process such as the [Achieve the Core materials alignment toolkit](#).
- When building the district annual budget for the upcoming school year, use existing student data and evaluate curriculum and programs to ensure they are evidence-based before purchasing them. Align purchases at the building and district levels to student learning needs of the highest priority.
- Identify and train an individual to take sole responsibility for curriculum and instruction. Examine the district’s contract with its regional educational service center. Assess whether the center has the staff and resources needed to support the curriculum and instruction work the district needs to do, based on this report.
- Set aside money from the district’s general fund or grants to provide professional development and coaching support for staff.

BENEFIT: When the district provides a written curriculum to guide instruction in language, literacy and math, teachers may have access to specific, evidence-based instructional practices, assessments and resources to aid student mastery of Ohio’s Learning Standards.

2. The district does not use frequent assessments, as part of learning activities, to gauge student progress.

- D. According to focus group participants and interviews with district administrator, the district does not consistently assess student learning or give students quick, detailed, feedback on whether they are meeting their learning goals. The district also does not give students opportunities to revise and improve on their work products to help deepen their understanding.
- According to teacher focus group participants, the district has not provided teachers professional development to support “assessment literacy” — in other words, a deep understanding of *why* they assess students’ literacy, *when* to assess them and *how* to assess them to have a positive effect on student learning.
 - Based on interviews, focus group participants and document reviews, the district conducts nationally normed reading and math assessments at the beginning, middle and end of the school year. [Nationally normed assessments](#) are tests used to compare students’ progress to other students in their peer groups across the nation. The district administers the Northwest Evaluation Association Measures of Academic Progress (MAP) test, a nationally normed assessment, to students at all grade levels.
 - Teachers expressed concerns about whether the MAP test, which students take only three times a year, allows them to monitor student learning progress effectively or make immediate changes in teaching practices if needed.
- E. While the district has a policy, PO 2623, on Student Assessment and Academic Intervention Services, board of education policies do not require frequent and consistent use of tests or tasks during a lesson unit or at the end to evaluate what students are learning for all grade levels and departments.
- Interviews with district and building administrators and teachers, as well as document reviews, indicate the district has not trained teachers on using data. The following action steps addressing assessments and student data, listed in the Jefferson Township School Improvement Plan 2019-2020, have not been implemented:

- “Provide high quality professional development on the structure and purpose of the varied assessments.”
 - Provide high quality professional development on creating and implementing formative and summative assessments and scoring rubrics based on the Ohio Learning Standards Instructional Calendar.”
 - “Develop a consistent process for collecting data and maintaining a student data collection system to monitor student progress.”
- F. While MAP test data is available at the elementary and junior and senior high school levels, teacher-based teams have not disaggregated the data or broken it down by detailed subcategories and skill deficiencies in reading and mathematics.
- Teacher-based team meeting minutes from Nov. 26, 2019, give a general overview of deficiencies. For example, teachers reflected on their reviews of data, stating, “Almost half of 2nd grade students tested in red (low) for reading” and “Most fell in yellow and orange (kindergarten) than any other area.” The data reflections do not specify the reading and math skills that need to be remediated.
 - The December 2019 meeting minutes for the junior and senior high school teacher-based team indicate the team was using MAP test results as its primary data source. But the teams did not include specific student data in the meeting minutes and did not note the academic skill deficiencies.

IMPACT: When the district does not use frequent assessments to gauge student progress and make timely instructional adjustments, it may not realize improved instruction and increased student achievement.

RECOMMENDATIONS

1. Using the district’s existing structures of the building leadership teams and teacher-based teams, develop a systematic, continuous training and feedback cycle for educators to analyze Ohio’s Learning Standards and break standards into smaller, more focused learning targets to guide daily teaching and class assessments.
2. Continue to build on the district’s work with State Support Team 10 to help teachers consistently use clear learning target for students — short-term goals or statements that say clearly what teachers expect students to know and be able to do at the end of a lesson.
3. Develop formative assessments to use during daily K-12 instruction that:
 - Align to student learning targets;
 - Provide timely, detailed feedback to students that is based on the learning goals; and
 - Give students opportunities to revise and improve their work products to deepen their understanding.
4. When creating tests and assessments, use resources that include good examples of effective practices, such as the [Ohio Model Curriculum](#).

BENEFIT: By breaking standards into daily learning targets and frequently conducting checks for understanding, teachers may be able to gauge student mastery of learning targets and adjust instruction accordingly.

Systems for Student Support

1. The district lacks systems of support to address the academic and nonacademic needs of at-risk students.

- A. The district does not have a consistent process for identifying at-risk students, developing intervention plans, implementing interventions and monitoring the impact of those interventions on student achievement.
- The district does not follow policies consistently to address the academic and behavioral needs of at-risk students.
 - Board Policy 2623, Student Assessment and Academic Intervention Services, states: “The Board shall provide academic intervention services in pertinent subject areas to students who score below the proficient level in reading, writing, mathematics, social studies, or science achievement test, or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.”
 - The district does not have procedures for consistently using student assessment data to identify at-risk students in grades K-12 who need support beyond classroom instruction.
 - Although the high school master schedule lists intervention courses such as Math 7 Intervention and Math 8 Intervention, there is no evidence the district uses student assessment data to identify students who need individualized intervention plans or tools to monitor their progress in intervention classes.
 - According to interviews and documents reviewed, although the district gave elementary teachers documents to guide them in identifying and supporting at-risk students at the beginning of the 2019-20 school year, district personnel are not using the documents consistently to guide the identification process.
 - According to interviews and documents reviewed, not all teachers knew of the guidance documents or the process for identifying at-risk students and selecting interventions.
 - According to focus group participants and documents reviewed, there is no process, written guidance or professional development for staff to identify and provide interventions for at-risk students in grades 7-12.
 - According to interviews, documents and classroom observations, there is no evidence the district followed the board of education policy to identify “a plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments.”
 - Although the district is using diagnostic assessments in grades K-3, there is no evidence that school teams use student assessment data to plan instruction for individual, at-risk students.
 - A diagnostic assessment helps a teacher determine a student’s strengths, weaknesses, knowledge and skills in a subject before instruction begins.
 - The district review team observed classrooms in all district schools to examine instruction and student learning. Observers used a 6-point scale to evaluate each setting. The scores ranged from 0 to 5, with 0 meaning they saw no evidence to indicate that a certain teacher practice is occurring and 5 showing exemplary, or very strong, evidence of a teacher practice.
 - In 59 classrooms observed, on the statement, “Multiple resources are available to meet all students’ diverse learning needs,” the district received an average rating of 1.67 out of a possible 5.

- In 61 classrooms observed, on the statement, “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 an average rating of 0.92 out of a possible 5.
- B. The district is not using evidence-based strategies consistently to address or support the needs of all students, particularly at-risk students, according to the [Ohio Department of Education](#) evidence-based practices.
- The district provides intervention programs that are not evidence-based for use with at-risk elementary students, according to document reviews. Programs lacking a basis in evidence include:
 - MobyMax Reading A-Z and Raz-Kids are online reading tools to help students improve reading skills.
 - MobyMax is a K-8 computer-based learning tool for reading and math.
 - The district does not use tiered interventions that increase in intensity based on students’ needs, according to documents reviewed.
 - The district does not have a system to monitor and track the academic progress of individual at-risk students based on the intervention.
- C. The district is not implementing Positive Behavioral Interventions and Supports, according to Board Policy 5630.01, “Positive Behavior Intervention and Supports (PBIS) and Limited Use of Restraint and Seclusion,” to reduce barriers to academic success.
- The policy defines PBIS as “... a school-wide systematic approach to embed evidence-based practice 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.”
 - Interviews and documents demonstrate only limited evidence the district has developed interventions to prevent inappropriate behaviors and teach desired behaviors.
 - According to interviews and documents reviewed, the district has not developed a schoolwide behavior system.
 - The district does not identify a measurable goal or process to monitor student progress on improving behavior and attendance.
- D. The district is not fully implementing Board Policy, Career Advising 2413 Career Advising (RC3313.6020), which states, “The District’s Career Advising Plan shall include...additional interventions and career advising for students who are identified as at risk of dropping out of school.”

IMPACT: When the district lacks systems of support to address academic and nonacademic needs of at-risk students, overall academic achievement may not improve.

RECOMMENDATIONS

- Ensure the district follows Board Policy 2623 by providing “academic intervention services in pertinent subject areas to students who score below the proficient level in reading, writing, mathematics, social studies, or science achievement test, or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.”
- Use [Michigan’s Integrated Behavior and Learning Support Initiative](#) as a resource to guide the development of an integrated tiered systems of support framework to address the academic and behavior supports and interventions needed to improve student outcomes.

- Implement Board Policy 5630.01 Positive Behavior Intervention and Supports.
- Complete the Positive Behavioral Interventions and Supports Tiered Fidelity Inventory to monitor implementation of Positive Behavioral Interventions and Supports.
- Create guidance documents for staff to refer students who need intensive supports and interventions beyond those provided as part of classroom instruction. Include a list of resources and tools to help staff develop student intervention plans and monitor the effectiveness of interventions over time.

BENEFIT: When the district implements systems of support, it may address the barriers that hinder student success.

Appendix A: Analysis of Findings

Areas of Strength:

Systems for Student Support

1. The district provides eligible grade 7-12 students opportunities to earn college credits while enrolled in school.

Inclusive Leadership and Accountability

2. The district has a budget process that helps meet the needs of students, schools and improvement plans.

Areas Needing Greatest Improvement:

Curriculum, Instruction and Assessment

- The district does not have a written curriculum for K-12 language and literacy, or math aligned to Ohio's Learning Standards to drive instruction.
- The district does not use frequent assessments, as part of learning activities, to gauge student progress.

Systems for Student Support

- The district lacks systems of support to address the academic and nonacademic needs of at-risk students.

Inclusive Leadership and Accountability

- The district lacks a planning process to coordinate and prioritize the improvement efforts of the district.
- The board of education does not consistently follow policy or hold district administrators accountable for following policies and guidelines.

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

The review was conducted January 13-17, 2020, by the following team of independent consultants, under the oversight of Ohio Department of Education staff members:

1. Dr. Linda Gibson-Fletcher, Judy L. Wright and Rhonda Zimmerly, Inclusive Leadership and Accountability
2. Porsche Chisley and Amy Piacentino, Curriculum, Instruction and Assessment
3. Karen Hopper, Systems for Student Support
4. Dr. Claire Huff-Franklin, Director, Office of Intensive Supports, Center for Continuous Improvement

District Review Activities

The following activities were conducted during the review:

Interviews

- Academic Coordinators
- Administrative Assistant
- Attendance Coordinator
- Board of Education Members
- City Leaders
- Communications Coordinator
- Community Partners
- Curriculum and Instruction Specialists
- Director, Business Affairs
- Director, Human Resources
- Director, Special Education
- District Ohio Improvement Process Facilitators
- EMIS Coordinator
- Gifted Program Personnel
- Intervention Specialists
- JTEA President
- New Hires (certified)
- Nurses
- Occupational Therapist
- Parent Liaison
- Professional Learning staff
- Psychologists
- School Counselors
- Special Education Specialists
- Speech Therapist
- Staff Executive Assistant

- State Support Team 10
- Student Support Services
- Superintendent
- Supervisors - Food Services, Transportation, Safety
- Technical Support Staff
- Title I Teachers
- Treasurer
- Truancy Officer

Focus Groups

- Student Focus Groups
- Parent Focus Group
- Principal Focus Group
- Teacher Focus Groups

Onsite Visits

- Building and Classroom Observations at all levels

JEFFERSON TOWNSHIP LOCAL City School District

Jr. /Sr. High School – 2701 S. Union Road Dayton, OH 45417 (IRN# 048686)

Official District Review Schedule – January 13-17, 2020

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

Site Visit Schedule - Day 1—January 13, 2020

<i>Time</i>	<i>Activity</i> <i>Room Location – Room # 16</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Room # 30</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Room # 31</i>
7:30-8:00	ODE District Review Team (DRT) Team Meeting – Room # 32 ALL DRT Members				
8:00-8:15	Orientation with District Leaders Location Room # Convocation Room ALL DRT MEMBERS				
8:30-11:00	Classroom and Building Observations will be conducted by the Team Classroom Observers				
8:30-9:25	Assessment & Data Interview	8:30-9:25	Leadership Interview	8:30-9:25	Student Supports Interview
	Tech Support A&D, C&I		Superintendent Treasurer LGC, FM, HR/PD		Attendance Coordinator Truancy Officer SS

<i>Time</i>	<i>Activity</i> <i>Room Location – Room # 16</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Room # 30</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Room # 31</i>
9:30-10:25	Student Supports Interview	9:30-10:25	Leadership/Fiscal Interview	9:30-10:25	HR & PD Interview
	Special Education Specialists/Gifted Program Personnel SS, A&D		Communications Coordinator Superintendent Administrative Assistant LGC, FM		Director, Human Resources HR/PD, C&I
10:30-11:25	Student Supports Interview	10:30-11:25	Assessment & Data Interview	10:30-11:25	Curriculum Interview
	Psychologists Speech Therapist Occupational Therapist Nurses SS		EMIS Coordinator A&D, FM		Academic Coordinators LGC, C&I, HR/PD
11:30-12:55	DRT Working Lunch Team Workroom - Room # 32 ALL DRT MEMBERS				
1:00-1:55	Leadership Interview Location – Room # Convocation Room City Leaders ALL DRT MEMBERS				
2:00-2:55	Curriculum Interview	2:00-2:55	Fiscal Interview	2:00-2:55	Assessment & Data Interview

	Director, Special Education Gifted Program C&I, LGC		Director, Business Affairs FM, HR/PD		District OIP Facilitators A&D, SS
3:00-3:55	Fiscal Interview	3:00-3:55	Assessment & Data Interview	3:00-3:55	HR/PD Interview
	Tech Support LGC, FM		Academic Coordinators A&D, SS		New Hires (certified only) Open invitation HR/PD, C&I
4:30-5:30	Student Supports Interview	4:30-5:30	Assessment Interview	4:30-5:30	Human Resources Interview
	Parent Liaison SS		Dir. Special Education A&D, LGC		JTEA President HR/PD, FM, C&I
5:45-6:45	Parent Focus Group Location – Room # Convocation Room ALL DRT MEMBERS				
6:45	Review Team Debrief Team Workroom - Room # 32 ALL DRT MEMBERS				

Site Visit Schedule Day 2—January 14, 2020

Time	Activity Room Location #16	Time	Activity Room Location – #30	Time	Activity Room Location – #31
8:00-8:30	DRT Meeting ALL DRT MEMBERS Team Workroom - Room #32				
8:30-4:00	Classroom and Building Observations will be conducted by the Team Classroom Observers				
8:30-9:25	Leadership, Governance & Communication Interview	8:30-9:25	Curriculum & Instruction Interview	8:30-9:25	Assessment Interview Location – Room # Convocation Room
	Board Members (2) LGC, FM		School Counselors C&I, SS		Demonstration – Student Information System, etc. Technology Staff A&D, HR/PD
9:30-10:25	Fiscal Interview Assistant Treasurer FM, LGC	9:30-10:25	Curriculum Interview Professional Learning Team C&I, HR/PD, SS1, A&D	9:30-10:25	OPEN/ Evidence and Data Triangulation SS2
10:30-11:45	State Support Team SST # Location - Room - Convocation Room ALL DRT MEMBERS				
11:50-12:55	DRT Working Lunch Team Workroom - Room # 32 ALL DRT MEMBERS				

<i>Time</i>	<i>Activity</i> <i>Room Location #16</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – #30</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – #31</i>
1:00-2:15	Student Supports Focus Group Location – Room # Convocation Room Community Partners ALL DRT MEMBERS				
2:30-3:45	Teacher Focus Group Jr. High/ High School Location – Room # Convocation Room ALL DRT MEMBERS	4:00-5:15	Teacher Focus Group Elementary Location – Room # Convocation Room ALL DRT MEMBERS		
5:30	Review Team Debrief Location - Team Workroom - Room #32 ALL DRT MEMBERS				

Site Visit Schedule Day 3—January 15, 2020

<i>Time</i>	<i>Activity</i> <i>Room Location #16</i>	<i>Time</i>	<i>Activity</i> <i>Room Location #31</i>	<i>Time</i>	<i>Activity</i> <i>Room Location #32</i>
8:00-8:30	DRT Meeting Location: Team Workroom - Room # 32 ALL DRT MEMBERS				
8:30-9:25	Leadership Interview Data focus A&D, C&I, LGC	8:30-9:25	Fiscal Interview Supervisors - Food Services Transportation Safety Manager FM, SS	8:30-9:25	OPEN / Document Review HR/PD
9:30-10:25	Student Supports Interview Emergency Operation Plans and Student Support Services SS	9:30-10:25	Curriculum & Instruction Interview Curriculum & Instruction Specialists C&I, A&D, LGC	9:30-10:25	HR/PD Interview Human Resources Director HR/PD, FM
10:30-11:25	Fiscal Interview EMIS Coordinator – Attendance Coordinators FM, HR/PD	10:30-11:25	OPEN/Data Triangulation SS, A&D, C&I	10:30-11:25	Leadership Interview Superintendent’s Office Staff Exec Assistant LGC
11:30-12:55	Working Lunch/Document Review: ALL DRT MEMBERS Location: Team Workroom - Room #32				

<i>Time</i>	<i>Activity</i> <i>Room Location #16</i>	<i>Time</i>	<i>Activity</i> <i>Room Location #31</i>	<i>Time</i>	<i>Activity</i> <i>Room Location #32</i>
1:00-1:55	Student Focus Group Blairwood ES Grades 3-6	1:00-1:55	Student Focus Group Junior High School Grades 7-8	1:00-1:55	Student Focus Group High School Grades 9-12
2:00-2:55	Fiscal Interview Treasurer FM, SS	2:00-2:55	Student Supports Interview Intervention Specialists Title I Teachers HR/PD, A&D, C&I	2:00-2:55	Leadership Interview Superintendent's Office Staff Executive Assistant LGC
<i>Time</i>	<i>Activity</i> <i>Room Location #30</i>			<i>Time</i>	<i>Activity</i> <i>Room Location #31</i>
3:00-3:55	Jr./Sr High School Principal Interview ALL DRT MEMBERS			4:00-4:55	Elementary Principal Interview ALL DRT MEMBERS
5:15	Review Team Debrief and Team Members Location – Team Workroom - Room #32 ALL DRT MEMBERS				

Site Visit Schedule Day 4 —January 16, 2020

Time	Activity
8:00-9:00	DRT Meeting Location: Team Workroom - Room # 32 ALL DRT MEMBERS
8:45-10:15	Classroom Visits TBD
10:15-10:30	Travel time, if needed
10:30-12:00	Classroom Visits TBD
12:30-1:30	DRT Lunch ALL DRT MEMBERS
1:30-1:45	Travel time
2:15-6:00	DRT Working Lunch/Emerging Themes Location – Room # 32 ALL DRT MEMBERS, EDITING TEAM

Site Visit Schedule Day 5—January 17, 2020

<i>Time</i>	<i>Activity</i>
9:00-10:00	DRT Final Morning Meeting Location – Team Workroom - Room #32 ALL DRT MEMBERS
10:00-10:45	Meeting with Superintendent - Re: Emerging Themes Location – Room #30 CCI Representative DRT Team Coordinator
11:00-11:45	District Debriefing Meeting with leadership team re Emerging Themes Location - Room #31 ALL DRT MEMBERS
11:45-2:00	Working Lunch/ Q & A/ Compliance Tracking System Location - Team Workroom - Room #32 ALL DRT MEMBERS

Appendix C: District Profile/Student Performance, Figures and Tables Related to Accountability

DISTRICT PROFILE

Jefferson Township Local Schools are in Montgomery County. According to the United States Census Bureau, the estimated population of Dayton, Ohio, as of July 1, 2018, was approximately 140,640, which represents a 1.0 percent decrease in population since the 2010 Census.¹ Approximately 83.5 percent of the population graduated from high school. The median household income in the city of Dayton is \$31,395, with 32.1 percent of the population living below the poverty line. In comparison, the median household income in Ohio is \$54,533, with 13.9 percent living below the poverty line.

The average teacher salary in Jefferson Township Local Schools for 2018-2019 was \$45,388 (see table C-1, Appendix C), an increase of \$8,307 over five years. During the same period, the percentage of teacher attendance fell from 94.7 percent to 94.3 percent.

The student population breakdown for the school district in 2018-2019 was 13.3 percent White, Non-Hispanic; 6.5 percent Multiracial; 5.9 percent Hispanic; and 74.2 percent Black, Non-Hispanic (see figure C-1, Appendix C). The district reported 94.1 percent economically disadvantaged students, 22.4 percent students with disabilities, and 4.3 percent gifted students in 2019 (see figure C-2, Appendix C). Overall, Jefferson Township Local Schools' enrollment has decreased over the last 10 years, from 479 in 2010 to 338 in 2019 (see figure C-3, Appendix C).

Jefferson Township Local Schools is composed of these two schools:

- Blairwood Elementary School
- Jefferson High School

STUDENT PERFORMANCE

Information about student performance includes (1) the status of the district in the Ohio Department of Education's accountability system and the following measures that appear on each district's Ohio School Report Card; (2) the progress the district is making toward narrowing achievement gaps, measured by the report card's Gap Closing component; (3) English language arts performance and student growth; (4) mathematics performance and student growth; (5) Performance Index (all student scores on all state tests); (6) four- and five-year graduation rates; (7) student preparedness, measured by the Prepared for Success component; (8) attendance; and (9) progress the district is making toward improving at-risk K-3 readers.

The Ohio Department of Education provides three-year trend data, when possible, identifying areas in which a district and its schools are demonstrating potentially meaningful gains or declines over these periods. In this section and in Appendix C, the data reported is the most recent available.

1. District Report Card Summary.

- On its 2018-2019 report card, Jefferson Township Local Schools received an overall "F." The district received a "C" grade in Graduation Rate and a "D" grade in Progress. It received "F" grades in Achievement, Gap Closing, Improving At-Risk K-3 Readers and Prepared for Success.

2. District Gap Closing Summary.

¹ United States Census Bureau, 2010.

- A. To ensure that achievement gaps close by half statewide by 2026, Ohio expects districts to help their student subgroups meet interim Performance Index and Graduation Rate targets or improve annually by 10 percent. In English language arts, none of the district's subgroups met the subgroup interim Performance Index goal or showed any improvement in 2018-2019 (see figure C-4, Appendix C). In mathematics, none of the district's subgroups met the interim Performance Index goal or showed any improvement in 2018-2019 (see figure C-5, Appendix C). For the class of 2018, the district's Black, Non-Hispanic; Disadvantaged; and All Students subgroups met the interim four-year graduation rate goal. The Disadvantaged and Black, Non-Hispanic subgroups also showed improvement in the four-year graduation rate between 2018 (class of 2017) and 2019 (class of 2018) (see figure C-6, Appendix C).

3. District English Language Arts Performance and Growth Summary.²

- A. Ohio expects districts to achieve 80 percent proficiency on each report card indicator that is based on students' state test performance (measured in Indicators Met). Jefferson Township Local Schools did not meet the 80 percent benchmark for any English language arts indicator in 2018-2019 (see figure C-7, Appendix C). However, between 2018 and 2019, English language arts performance in Jefferson Township Local Schools improved across several test-based indicators, with the largest increases in student proficiency occurring in Grade 8 (18.5 percent) and High School ELA I (16.6 percent).
- B. Comparing Jefferson Township Local Schools to the state average (see figure C-8, Appendix C), the greatest proficiency gaps occur in grade 5 (-47.1 percent), High School ELA II (-38.9 percent) and High School ELA I (-35.0 percent).
- C. Jefferson Township Local Schools Value-Added results on the Progress component show significant evidence that students made more than expected progress in grade 6, but there was significant evidence they made less than expected progress in grade 4, 5, and 7 (see figure C-9, Appendix C).

4. District Mathematics Performance and Growth Summary.

- A. Ohio expects districts to achieve 80 percent proficiency on each report card indicator that is based on students' state test performance (measured in Indicators Met). Jefferson Township Local Schools did not meet the 80 percent benchmark for any math indicator in 2018-2019 (see figure C-10, Appendix C). However, between 2018 and 2019, students in grade 7, grade 8 and high school geometry showed some improvement — increasing 9.1 percent, 21.7 percent and 3.7 percent respectively.
- B. Comparing Jefferson Township Local Schools to the state average (see figure C-11, Appendix C) shows that the greatest proficiency gaps appear in grade 4 (-59.3 percent), grade 5 (-53.4 percent) and high school Algebra I (-51.1 percent).
- C. Jefferson Township Local Schools Value-Added results on the Progress component show significant evidence that students made more than expected progress in grade 6, but the results also showed significant evidence that students in grades 4, 5, 7, 8 and Algebra I made less than expected progress (see figure C-12, Appendix C).

5. District Performance Index Summary.³

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

³ 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.

- A. Jefferson Township Local Schools' Performance Index score for 2018-2019 was 57.19, a decrease from 64.95 in 2017-2018 and 62.90 in 2016-2017 (see figure C-13, Appendix C).

6. District Graduation Summary.⁴

- A. Jefferson Township Local Schools' four-year graduation rate for 2019 (class of 2018) was 89.7 percent. Its five-year graduation rate (class of 2017) was 78.4 percent (see figure C-14, Appendix C). The five-year graduation rate was lower than those of similar districts and the state average this year. However, the four-year rate was higher than the state average (see figure C-15, Appendix C).
- B. Approximately 10.3 percent of the district's students did not graduate in four years, compared to the state average of 14.7 percent. The four-year graduation rate decreased from 91.8 percent for the class of 2014 to a low of 77.1 percent for the class of 2017, before rebounding to 89.7 percent for the class of 2018. The five-year graduation rate decreased steadily from 95.7 percent for the class of 2014 to 78.4 percent for the class of 2017.

7. District Prepared for Success Summary.

- A. Jefferson Township Local Schools' ACT participation in 2019 (class of 2018) was 54.5 percent, an increase of 21.2 percent from 2018 (class of 2017) (see figure C-16, Appendix C). Three percent of the graduating class received remediation-free scores in 2019 (class of 2018), remaining consistent from 2017 (class of 2016) and 2018 (class of 2017).
- B. The percentage of students receiving honors diplomas decreased from 6.9 percent in 2018 (class of 2017) to 6.1 percent in 2019 (class of 2018).
- C. College Credit Plus participation in the district increased from 34.4 percent in 2017 (class of 2016) to 43.1 percent in 2018 (class of 2017) and 47.0 percent in 2019 (class of 2018).
- D. There were not any students participating in Advanced Placement courses in 2019 (class of 2018).

8. District Attendance and Chronic Absenteeism Summary.

- A. Jefferson Township Local Schools' attendance rate was 92.5 percent in 2019, compared to the state average student attendance rate of 93.5 percent (see figure C-17, Appendix C).
- B. The district's chronic absenteeism rate⁵ fell from 26.8 percent in 2018 to 25.1 percent in 2019 (see figure C-18, Appendix C). Approximately 75.7 percent of the district's students needed universal support⁶ for attendance, compared to 19.5 percent who needed moderate support and 4.8 percent who needed intensive support (see figure C-19, Appendix C).
- C. During the 2018-2019 school year, students in grade 9 had the highest chronic absenteeism rate in the district at 43.4 percent (see figure C-20, Appendix C).

9. District Literacy Summary.

- A. Ohio expects students in kindergarten through grade 3 to make progress toward reading at grade level by the end of third grade so their literacy skills are "on track." Under the provisions of Ohio's Third Grade Reading Guarantee, on-track students can be promoted to fourth grade. Of Jefferson Township Local Schools' 21 off-track students in 2018-2019, 7 moved to on-track status. However, 14 students were not placed on Reading Improvement and Monitoring Plans (RIMPs) and did not score proficient on the third grade English language arts exam (see figures C-21 and C-22, Appendix C).

⁴ Graduation rate is the percentage of students that received a regular or honors diploma during or before the end of the school year.

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

⁶ 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 percent or more of school require intensive support.

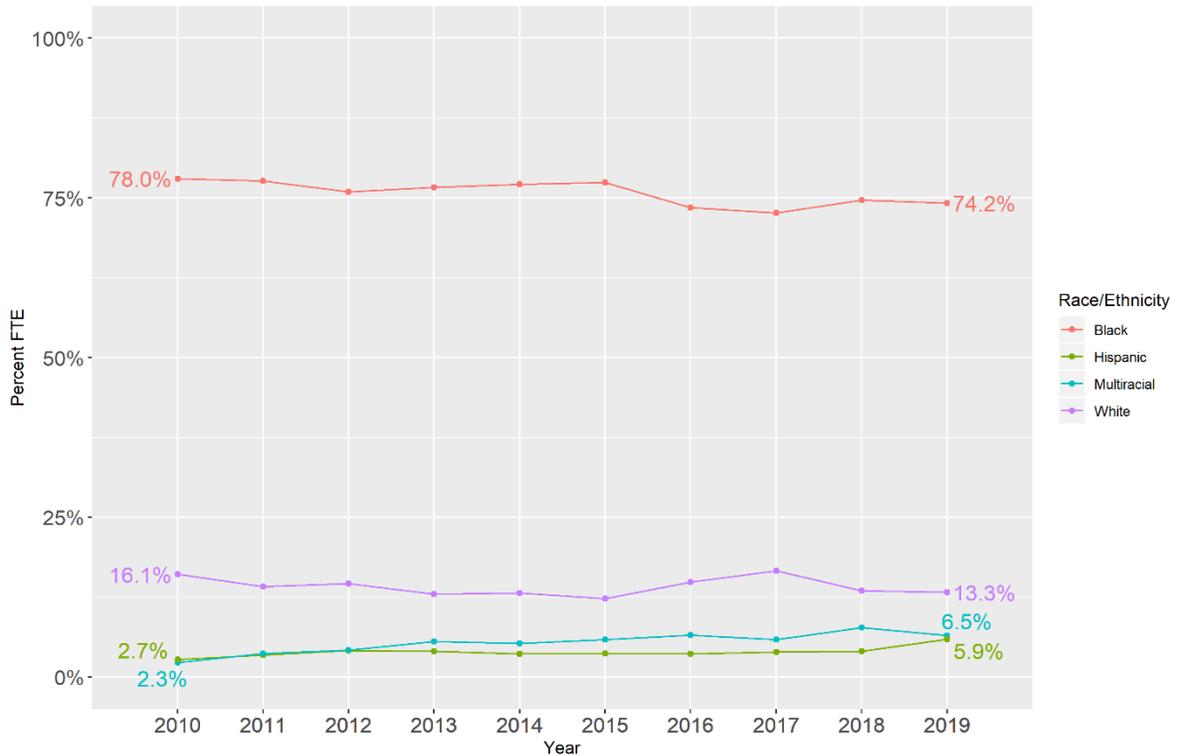
- B. During the 2018-2019 school year, 30.0 percent of Jefferson Township Local Schools' third-graders did not meet the Third Grade Reading Guarantee criteria for promotion to fourth grade.

10. District Financial Data Summary.

- A. In 2018-2019, Jefferson Township Local Schools spent \$11,750.50 per pupil compared to the state average of \$9,723.70 (see figure C-23, Appendix C). As a percentage of total expenditures, the district spent less on classroom instruction (50.9 percent) than similar districts (65.1 percent) and less still than the state average (67.7 percent) overall (see figure C-24, Appendix C).
- B. Slightly more than 50 percent of the district's revenue came from state funds, with local funds making up the second highest percent of Jefferson Township Local's revenue at 33.2 percent (see figure C-25, Appendix C).
- C. During the 2018-2019 school year, Jefferson Township Local Schools spent \$2501 or 150.7 percent more on administration, \$1912 or 81.3 percent more on building operations, and \$709 or 90.1 percent more on pupil support than the state average. Jefferson Township Local Schools spent less on Instruction and Staff Support than the state average (see table C-2, Appendix C). Find details on these spending categories below table C-2 in Appendix C.

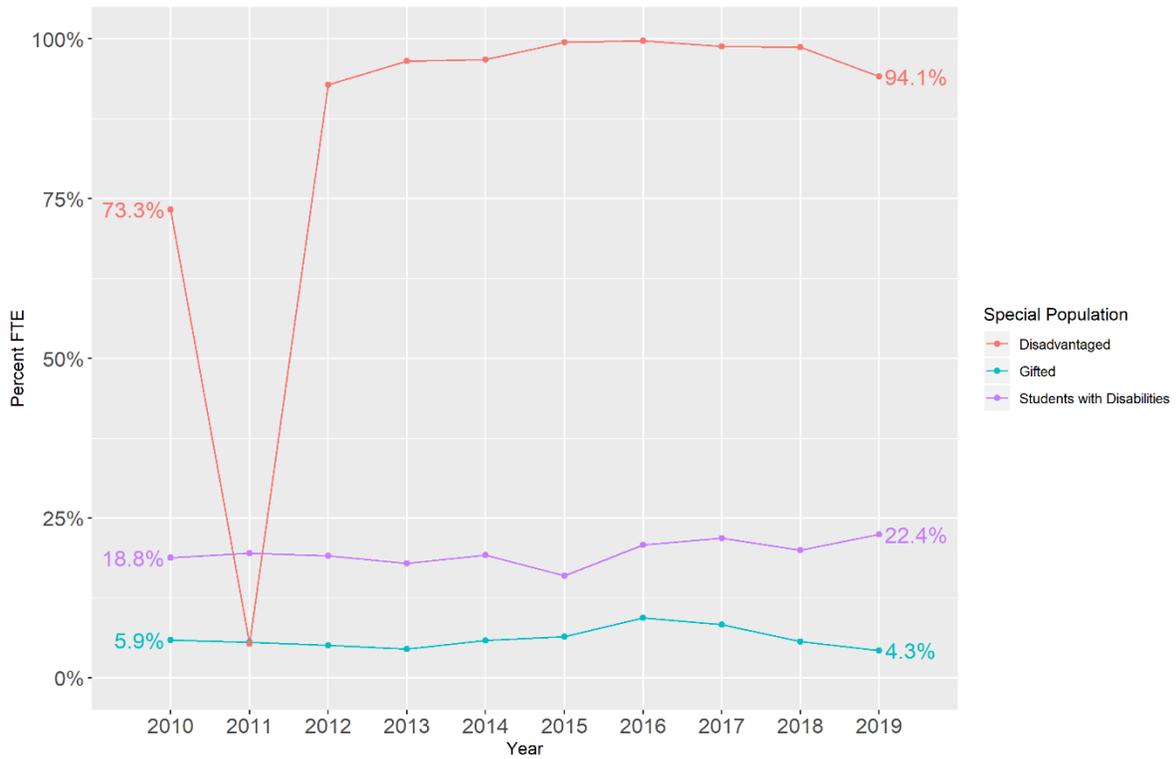
Appendix C: Figures and Tables Related to Accountability

Figure C-1: Jefferson Township Local Schools District Enrollment – Race



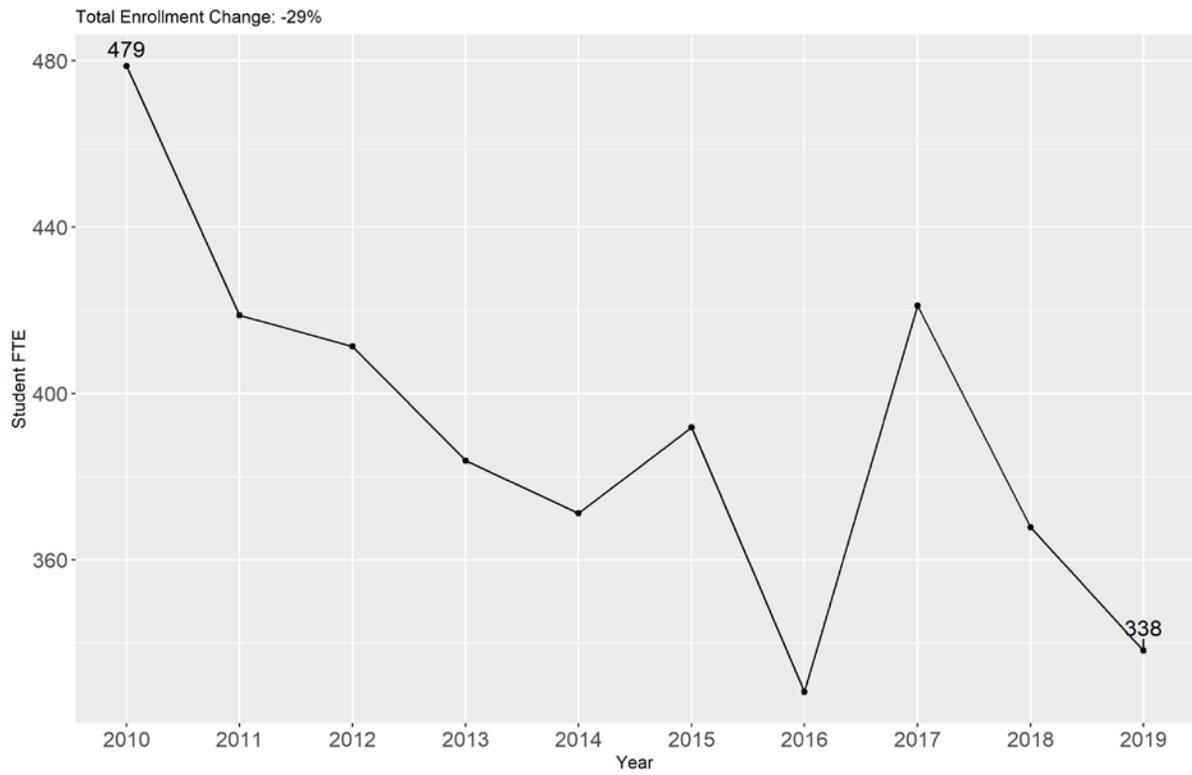
Source: Ohio Department of Education, Office of Accountability

Figure C-2: Jefferson Township Local Schools District Enrollment – Special Populations



Source: Ohio Department of Education, Office of Accountability

Figure C-3: Jefferson Township Local Schools District Enrollment – 10-Year Trend



Source: Ohio Department of Education, Office of Accountability

Figure C-4: Jefferson Township Local Schools Gap Closing – English Language Arts

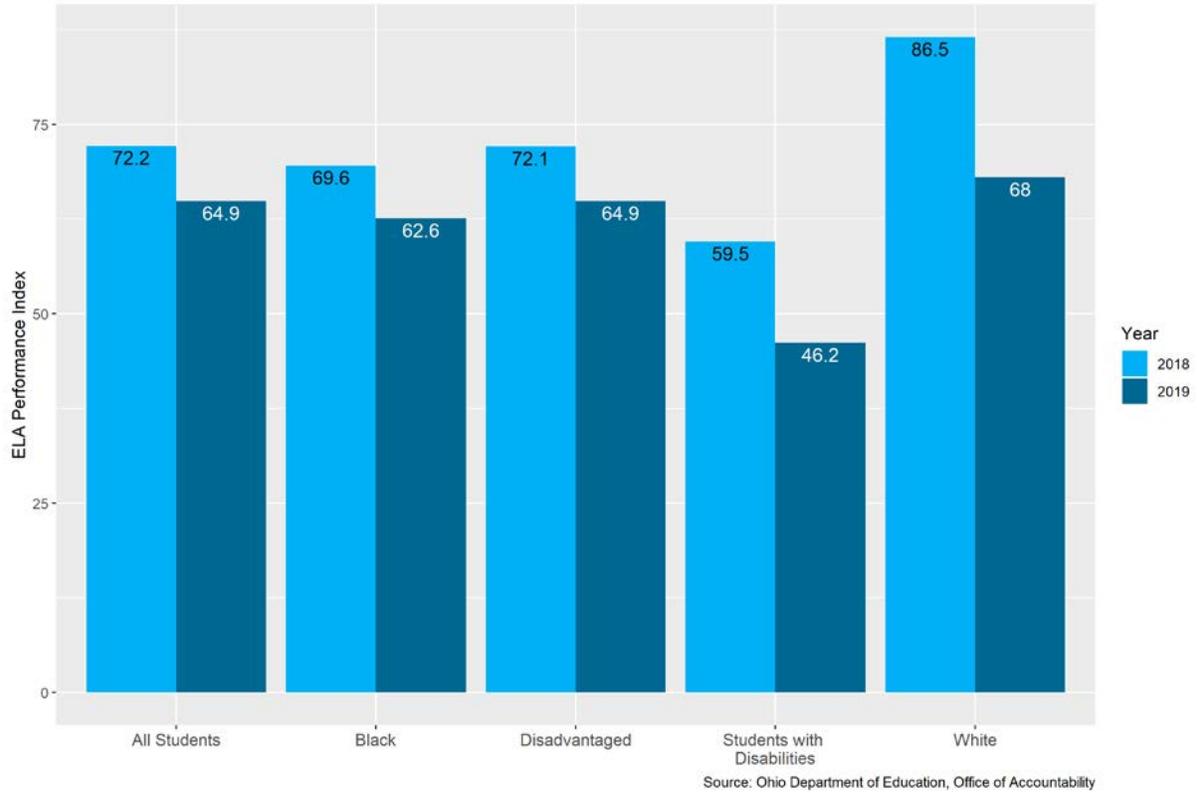


Figure C-5: Jefferson Township Local Schools Gap Closing – Mathematics

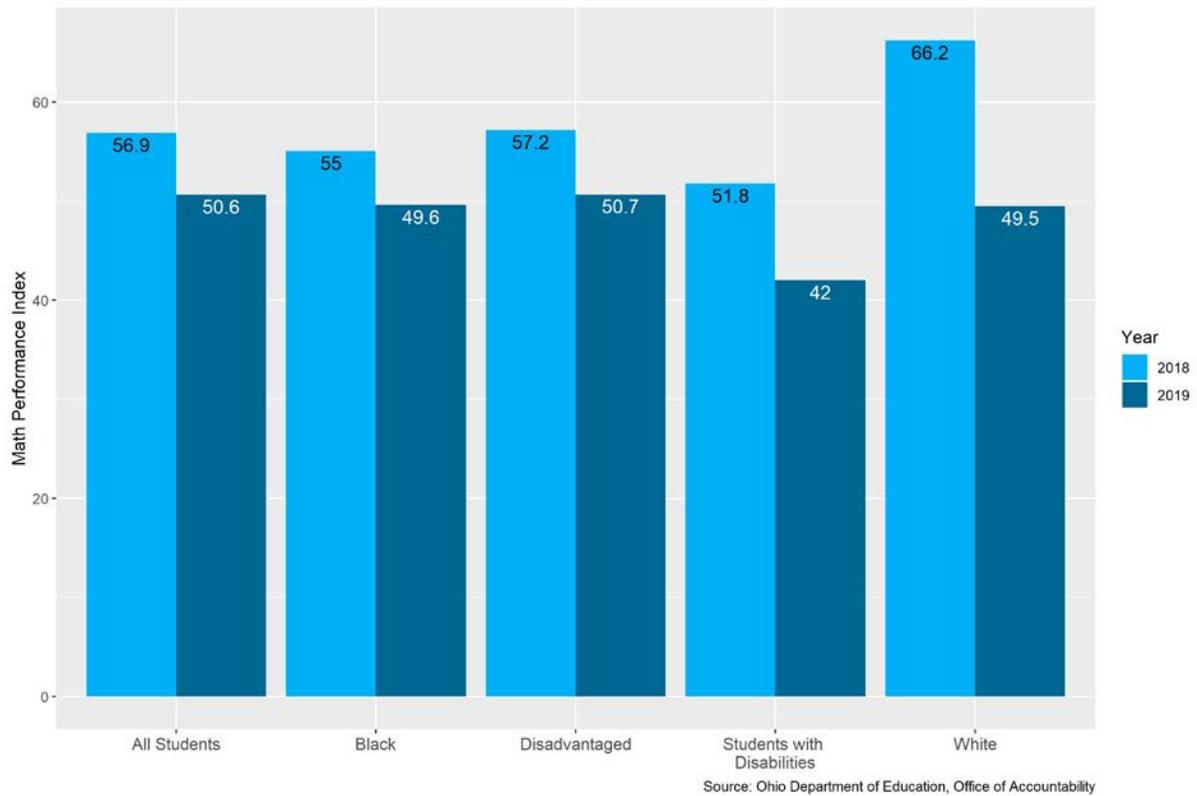
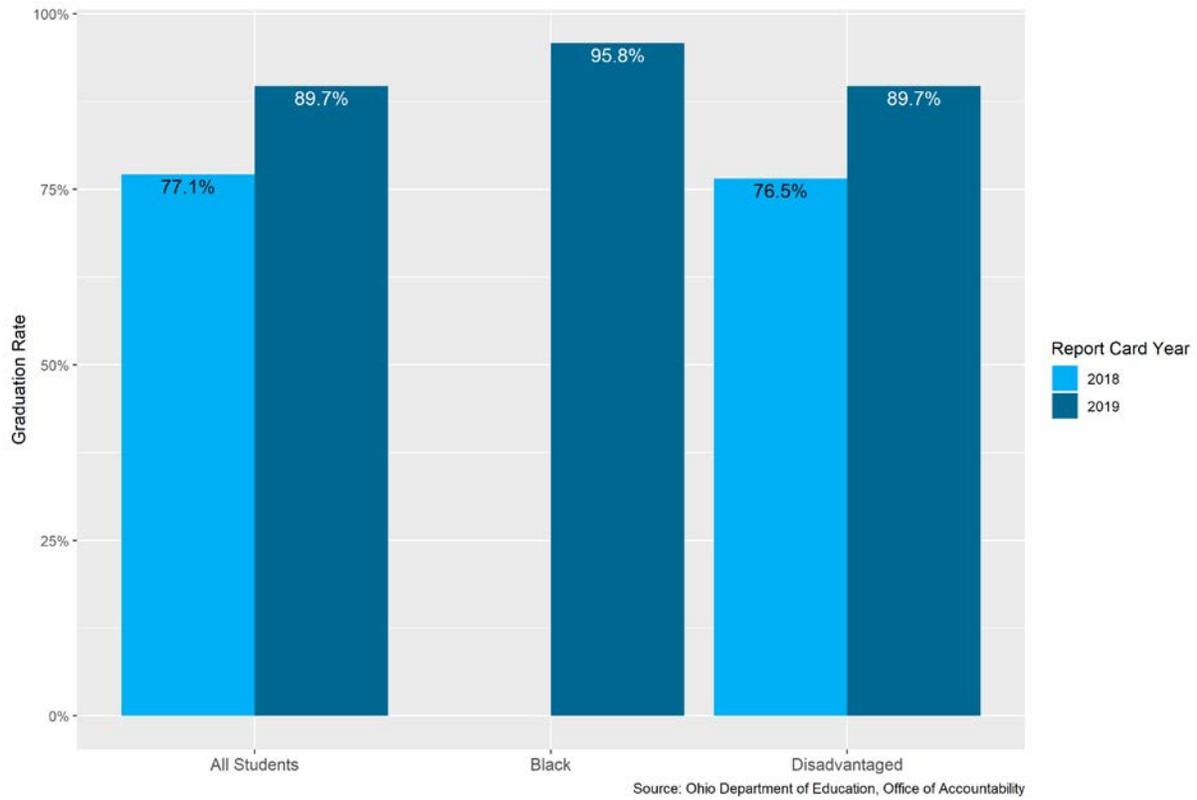


Figure C-6: Jefferson Township Local Schools Gap Closing – Graduation⁷



⁷ In 2018, the Black subgroup had fewer than 25 students, so it was not part of the Gap Closing calculation. There were more than 20 Black students as part of the 2019 report card, so a value was calculated.

Figure C-7: Jefferson Township Local Schools English Language Arts Proficiency – Trend

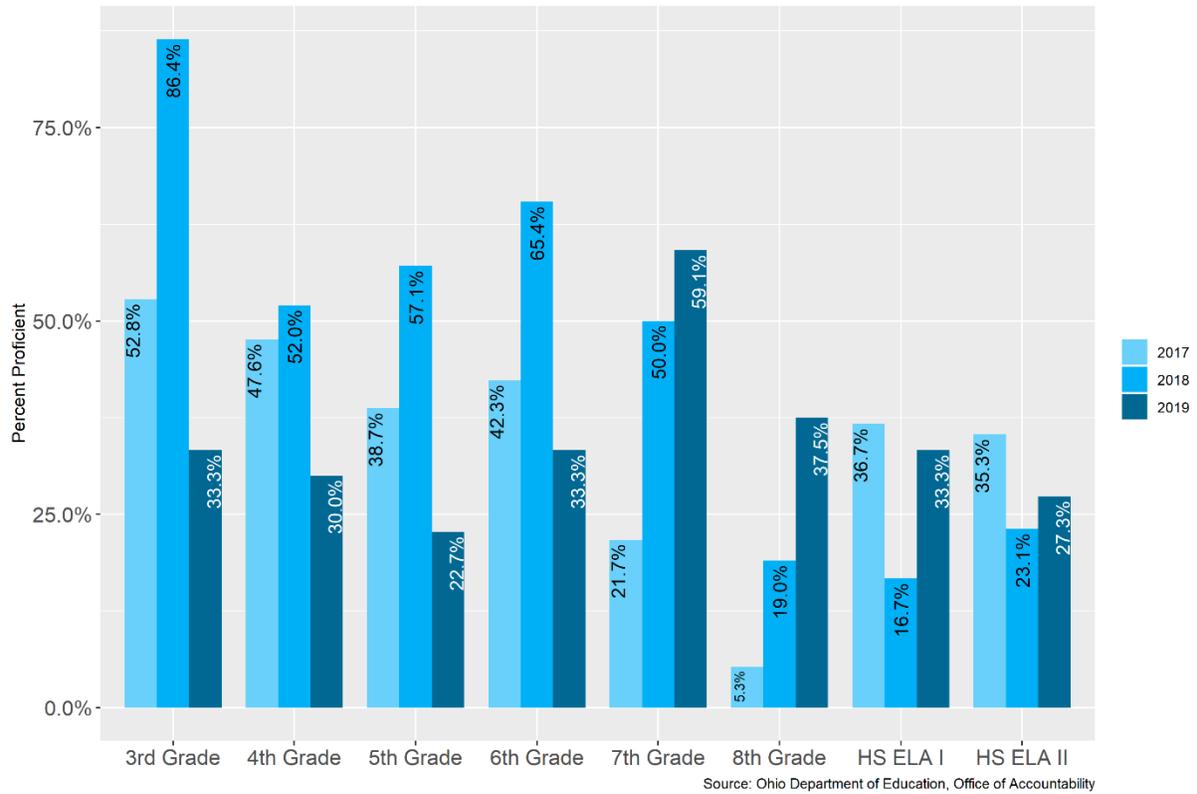


Figure C-8: Jefferson Township Local Schools English Language Arts Proficiency – Comparison

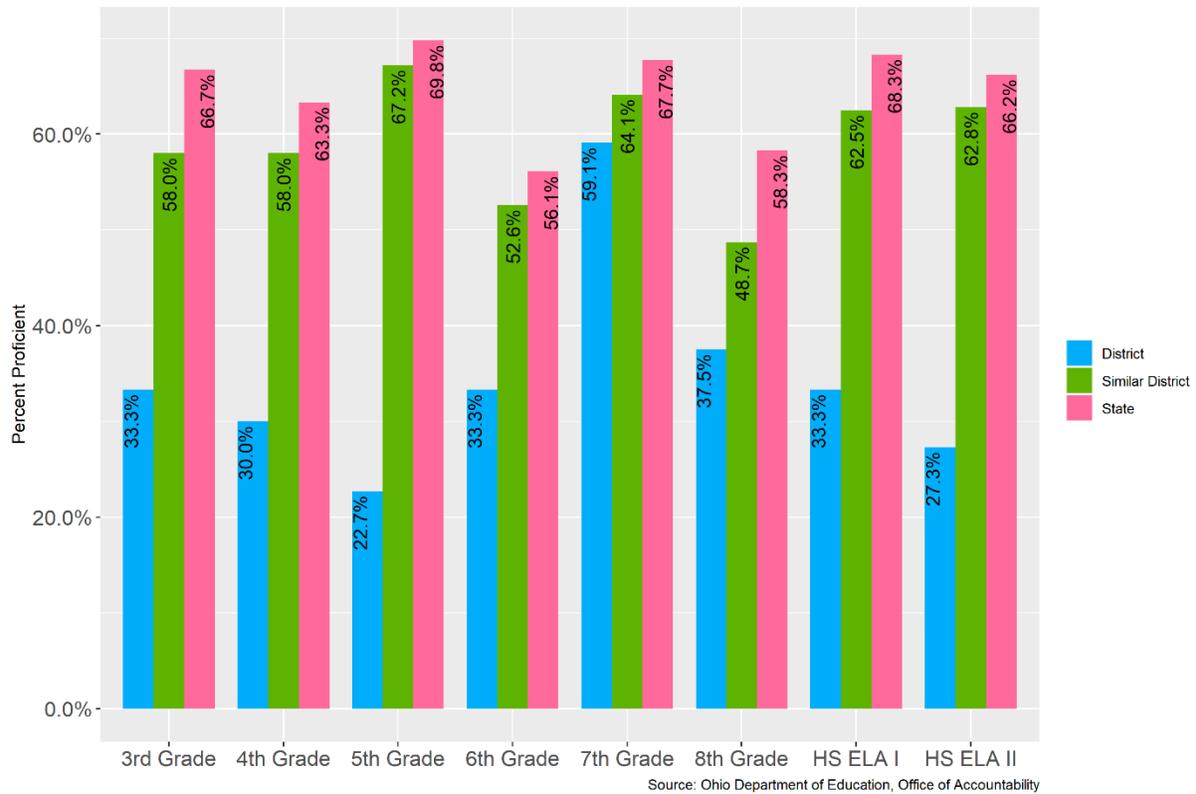


Figure C-9: Jefferson Township Local Schools English Language Arts Value-Added

Report: District Value-Added Test: Ohio's State Tests (4-8)
 District: Jefferson Township Local (048686) Subject: English Language Arts
 Year: 2019 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 Progress component of the Ohio School Report Card. For this reason, the numbers on the two reports might be very different.

Estimated District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2017 Growth Measure		-20.5 R	-12.7 R	0.5 Y	-2.1 Y	-8.0 R	-8.4
Standard Error		3.1	2.7	2.6	2.5	2.8	1.2
2018 Growth Measure		-2.2 Y	-0.6 Y	9.4 DG	-0.2 Y	2.9 LG	2.8
Standard Error		2.8	3.1	2.7	2.5	2.5	1.2
2019 Growth Measure		-27.5 R	-10.7 R	3.8 LG	-7.6 R	-4.7 O	-9.0
Standard Error		3.2	3.0	2.6	2.7	2.9	1.3
3-Year-Average Growth Measure		-14.0 R	-8.5 R	4.4 DG	-3.2 R	-3.0 O	-4.8
Standard Error		1.7	1.7	1.5	1.5	1.6	0.5

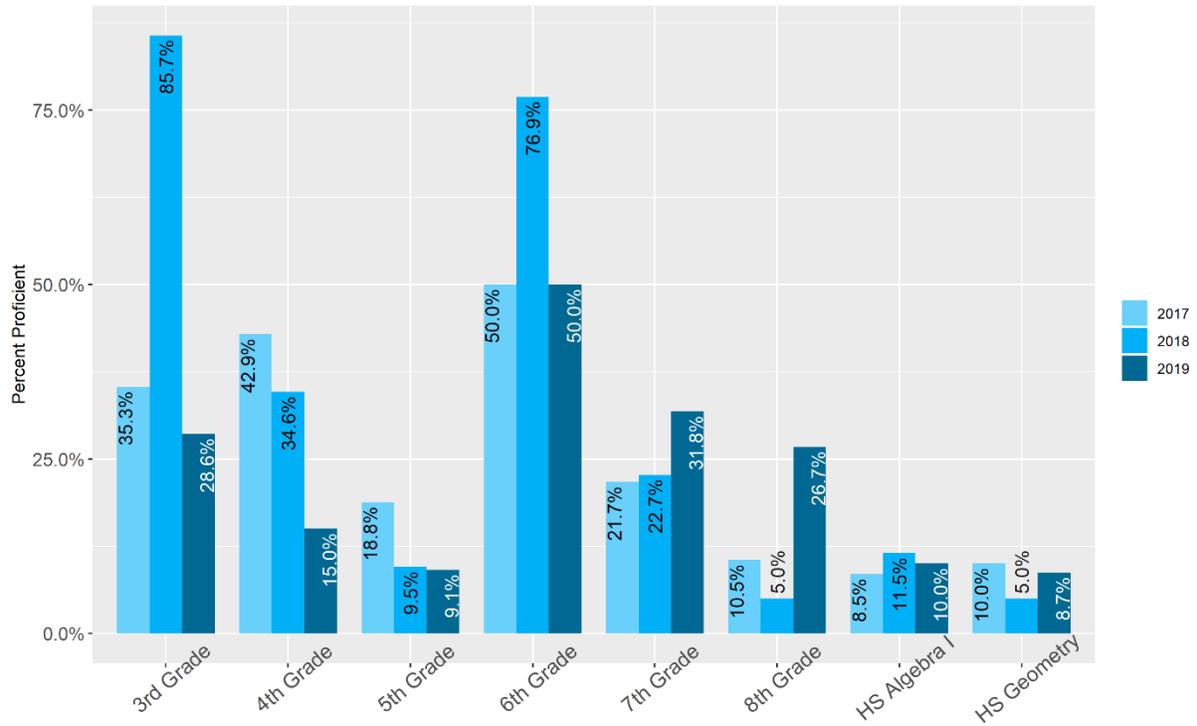
Estimated District Average Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2016 Average Achievement	67.4	52.7	44.4	37.4	32.7	32.8	
2017 Average Achievement	45.9	39.7	38.3	45.8	34.9	25.9	
2018 Average Achievement	66.9	43.8	39.7	47.7	39.4	35.7	
2019 Average Achievement	33.7	37.8	29.4	40.9	40.5	36.2	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2017	30	695.2	33	693.2	30	1.2 Y	2.0
	2018	23	685.4	14	681.6	11	2.4 LG	2.2
	2019	18	689.9	19	694.6	23	-2.3 O	2.0
	3-Yr-Avg	71	690.7	20	689.8	19	0.7 Y	1.2

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts II	2017	33	685.6	26	686.1	26	-0.4 Y	2.1
	2018	26	685.6	19	682.2	17	1.9 Y	2.1
	2019	19	679.5	14	677.9	13	0.8 Y	2.1
	3-Yr-Avg	78	684.1	19	682.8	18	0.7 Y	1.3

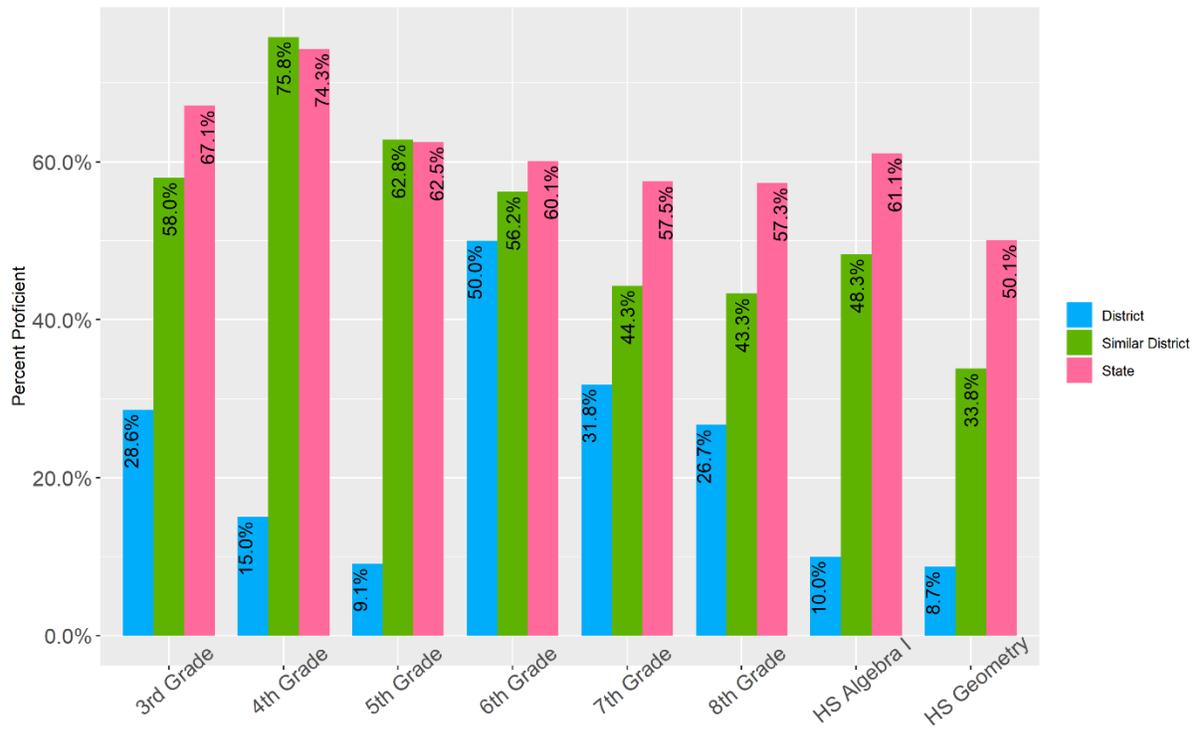
- DG** Significant evidence that the district's students made more progress than the Growth Standard
- LG** Moderate evidence that the district's students made more progress than the Growth Standard
- Y** Evidence that the district's students made progress similar to the Growth Standard
- O** Moderate 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 C-10: Jefferson Township Local Schools Mathematics Proficiency – Trend



Source: Ohio Department of Education, Office of Accountability

Figure C-11: Jefferson Township Local Schools Mathematics Proficiency – Comparison



Source: Ohio Department of Education, Office of Accountability

Figure C-12: Jefferson Township Local Schools Mathematics Value-Added

Report: District Value-Added Test: Ohio's State Tests (4-8) 
 District: Jefferson Township Local (048686) Subject: Mathematics
 Year: 2019 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 Progress component of the Ohio School Report Card. For this reason, the numbers on the two reports might be very different.

Estimated District Growth Measure								
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard	
Growth Standard		0.0	0.0	0.0	0.0	0.0		
2017 Growth Measure		-13.2 R	-7.9 R	13.6 DG	-2.3 O	-4.4 O		-2.5
Standard Error		2.7	2.3	2.2	2.2	2.7		1.1
2018 Growth Measure		-0.3 Y	-6.6 R	32.9 DG	-2.4 O	-5.7 R		4.0
Standard Error		2.4	2.6	2.3	2.2	2.5		1.1
2019 Growth Measure		-27.5 R	-12.8 R	16.0 DG	-24.1 R	-12.8 R		-10.8
Standard Error		2.9	2.4	2.3	2.3	2.8		1.1
3-Year Average Growth Measure		-12.0 R	-9.0 R	20.5 DG	-9.2 R	-7.2 R		-2.8
Standard Error		1.5	1.4	1.3	1.3	1.5		0.5

Estimated District Average Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2016 Average Achievement	55.6	32.4	29.7	35.8	24.5	20.6	
2017 Average Achievement	35.0	36.7	26.7	44.9	32.2	21.5	
2018 Average Achievement	58.1	32.6	29.8	57.7	35.1	24.1	
2019 Average Achievement	33.1	27.4	19.0	44.5	35.6	25.2	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2017	46	674.5	18	678.2	23	-3.3 O	2.0
	2018	25	674.6	14	674.5	14	0.2 Y	2.7
	2019	19	668.4	10	682.0	20	-10.4 R	3.2
	3-Yr-Avg	90	673.3	13	678.0	17	-3.8 R	1.4

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Geometry	2017	20	667.3	18	680.3	34	-9.0 R	3.1
	2018	40	654.6	13	650.5	11	3.5 LG	2.6
	2019	21	651.0	7	657.4	9	-4.8 O	3.2
	3-Yr-Avg	81	656.8	10	659.7	13	-1.7 O	1.7

- 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 C-13: Jefferson Township Local Schools Performance Index – Trend

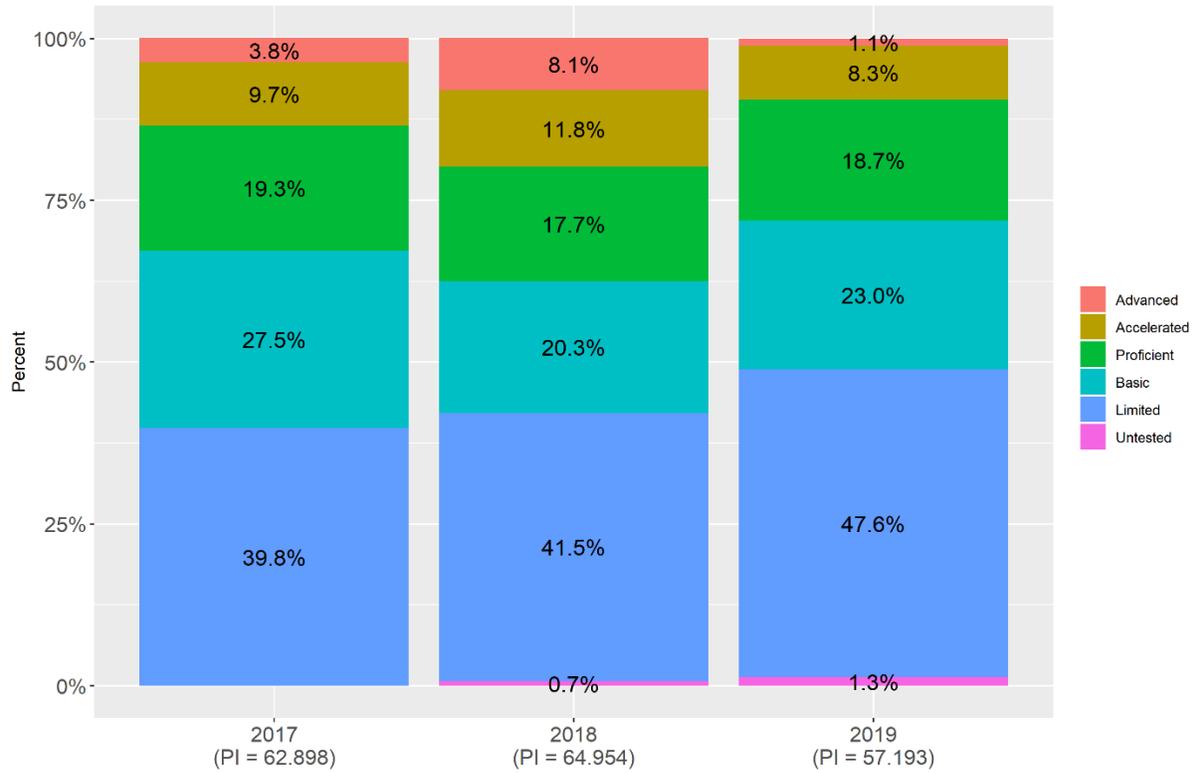


Figure C-14: Jefferson Township Local Schools Graduation Rate – Trend

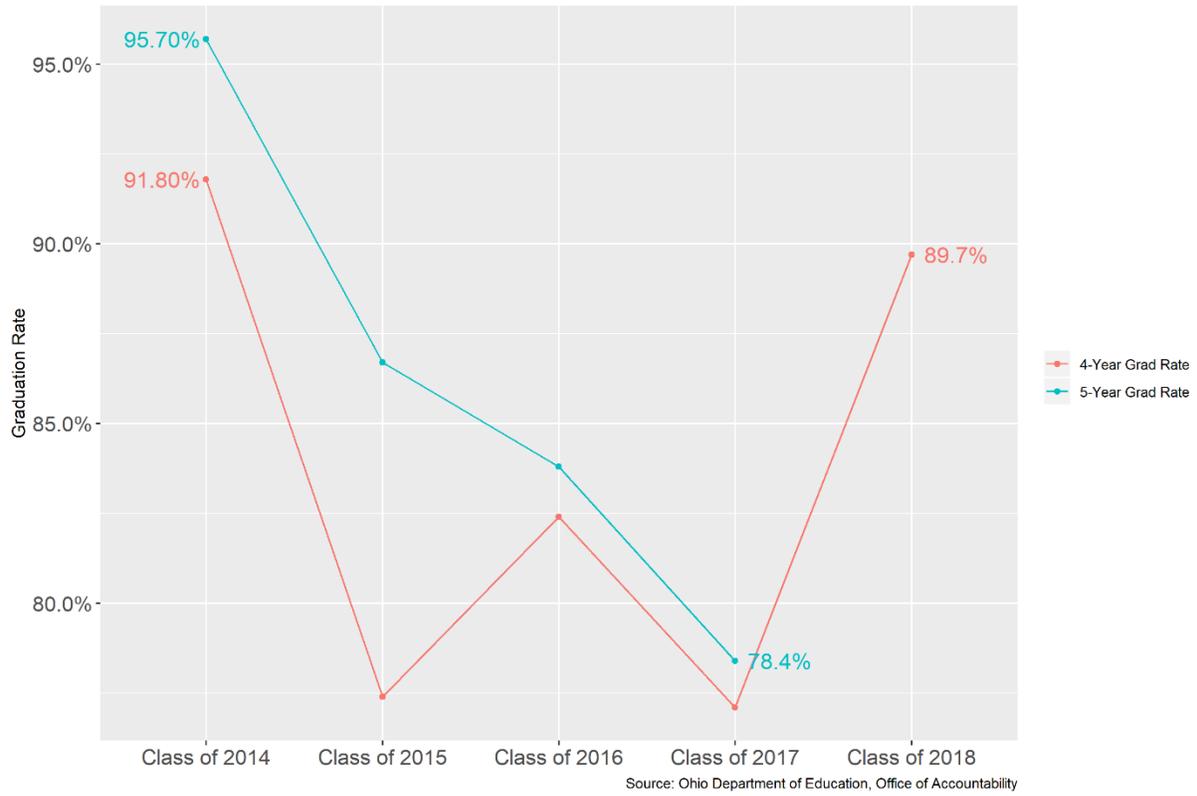
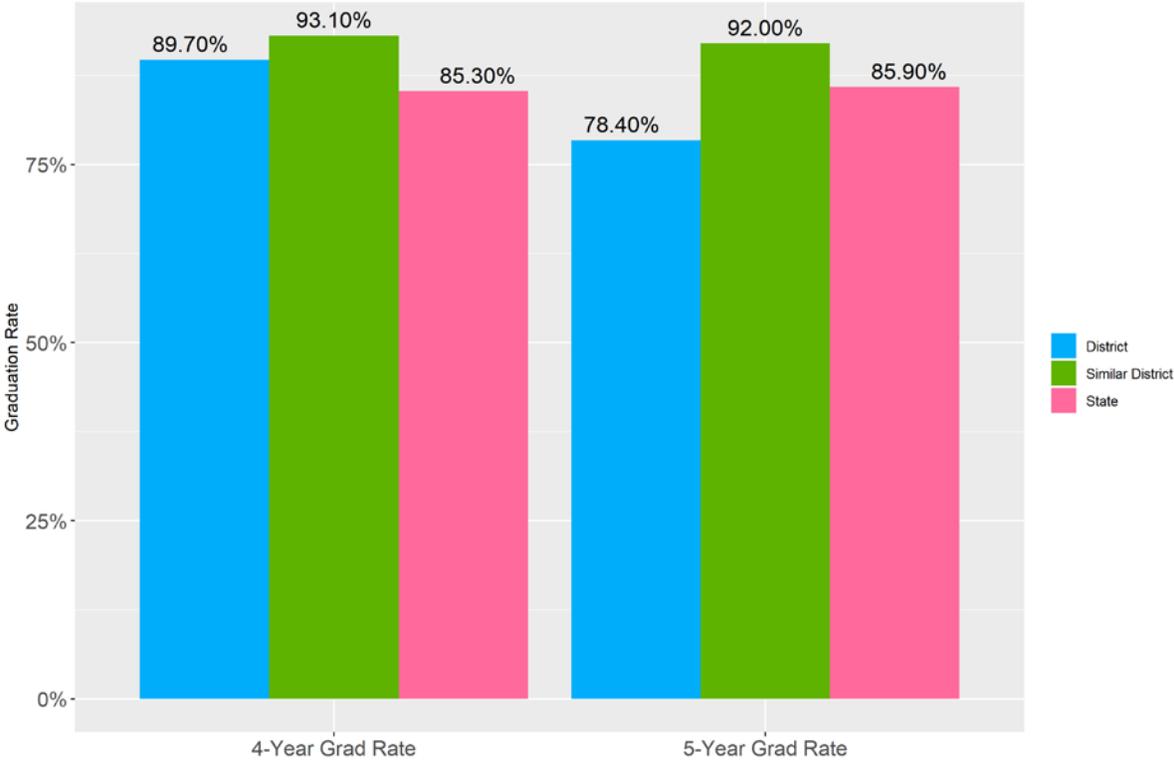
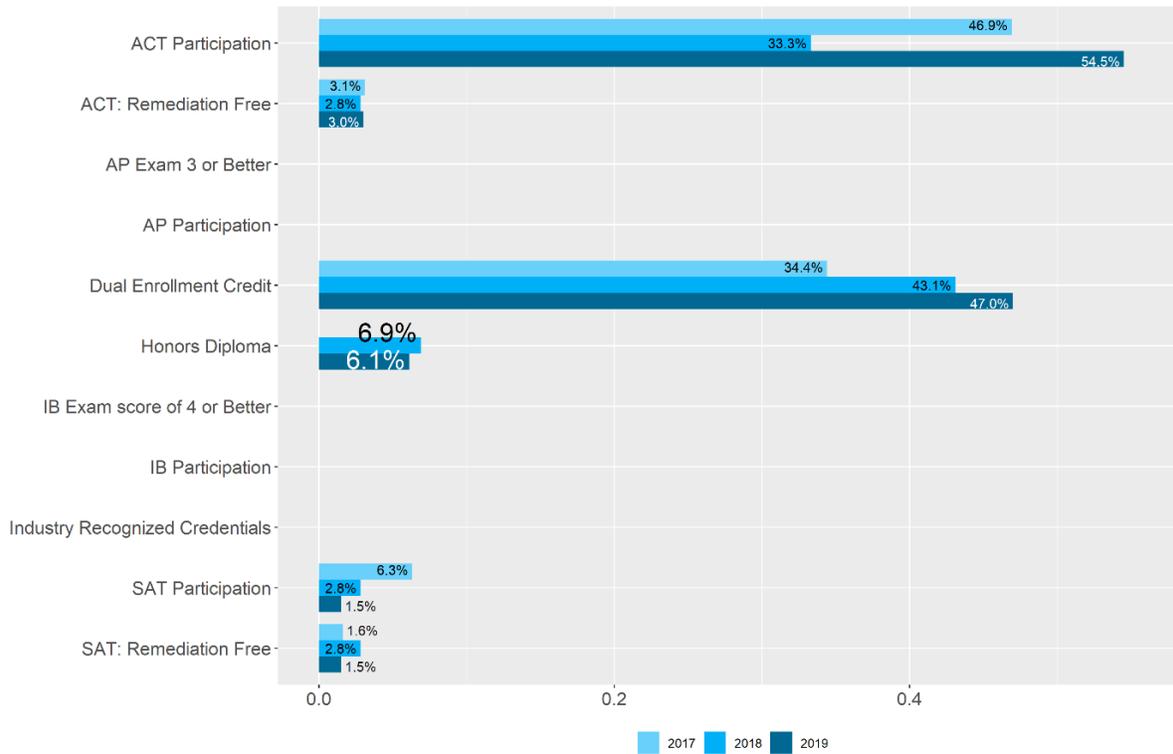


Figure C-15: Jefferson Township Local Schools Graduation Rate – Comparison



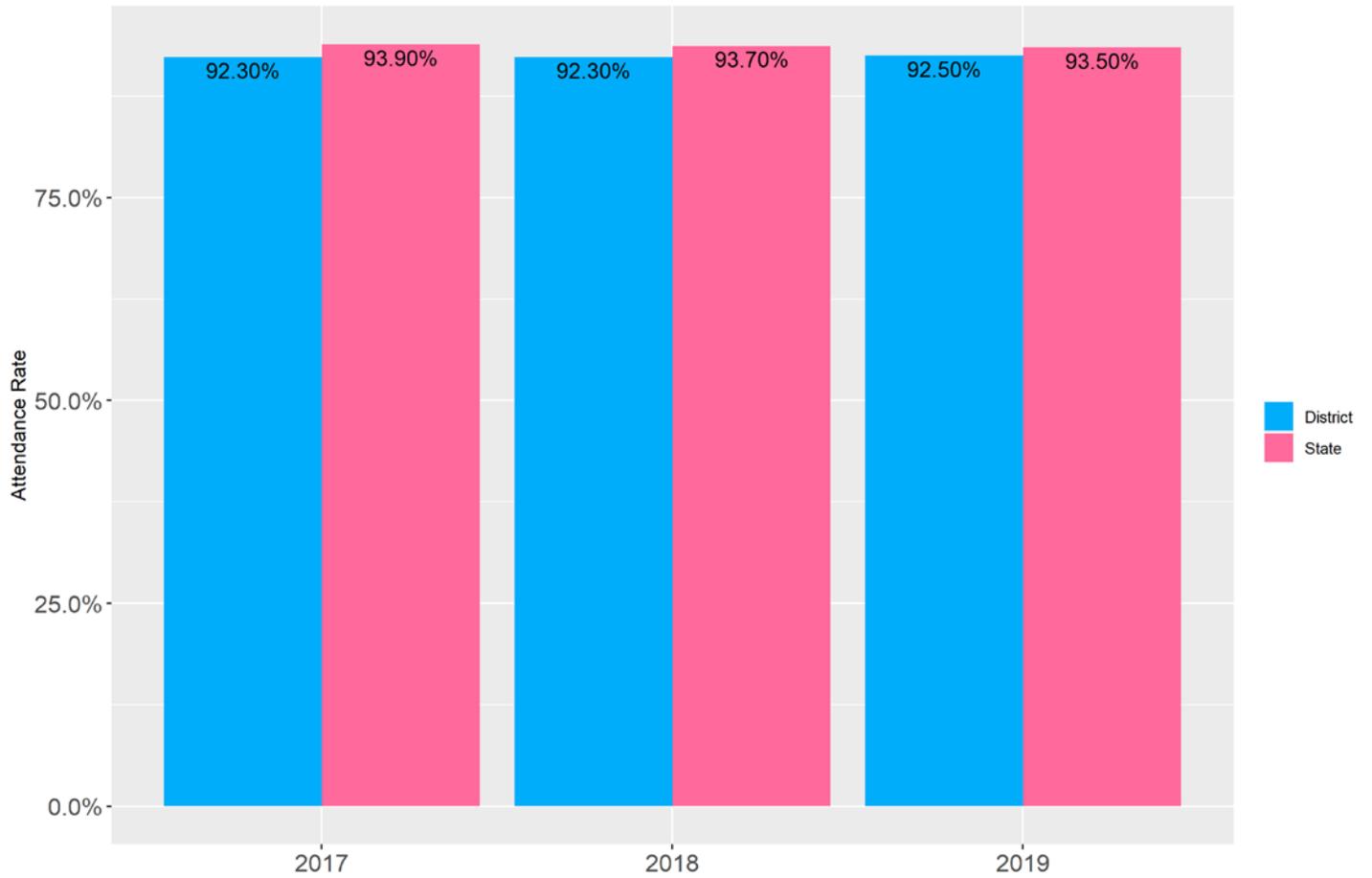
Source: Ohio Department of Education, Office of Accountability

Figure C-16: Jefferson Township Local Schools Prepared for Success – Trend



Source: Ohio Department of Education, Office of Accountability

Figure C-17: Jefferson Township Local Schools Student Attendance Rate



Source: Ohio Department of Education, Office of Accountability

Figure C-18: Jefferson Township Local Schools Chronic Absenteeism Rate

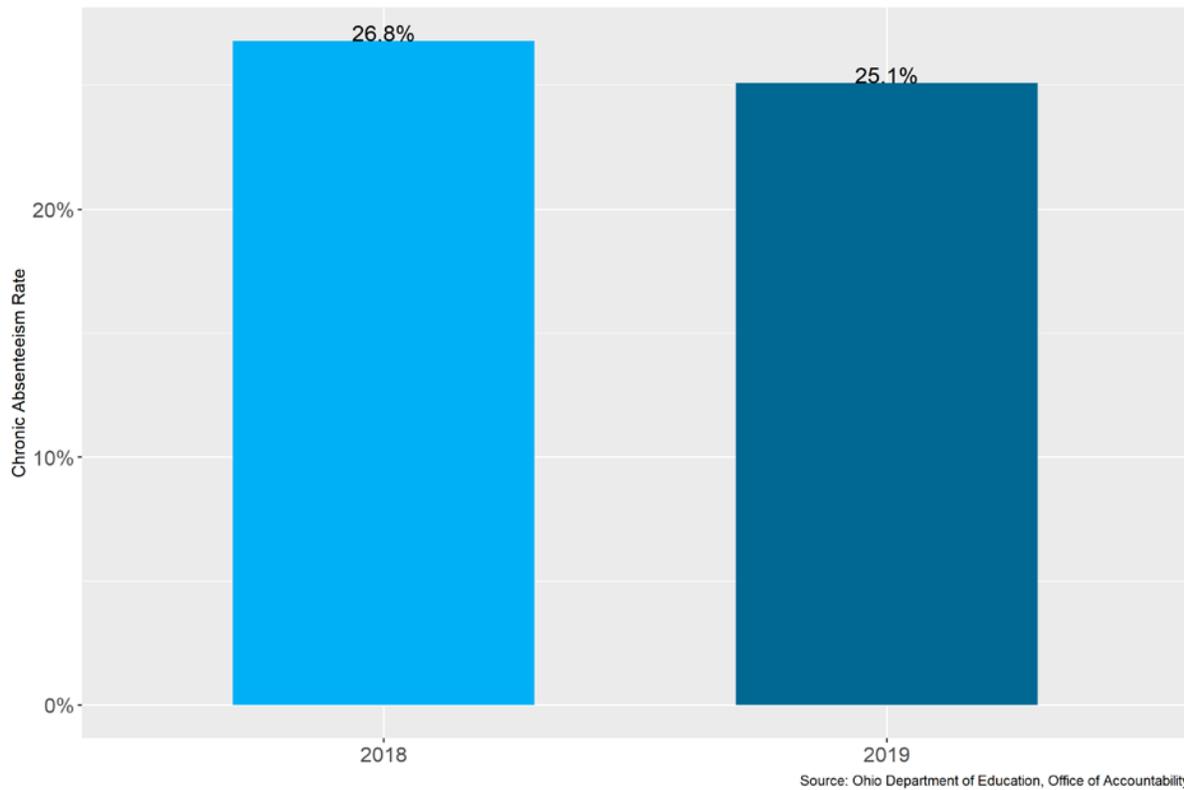
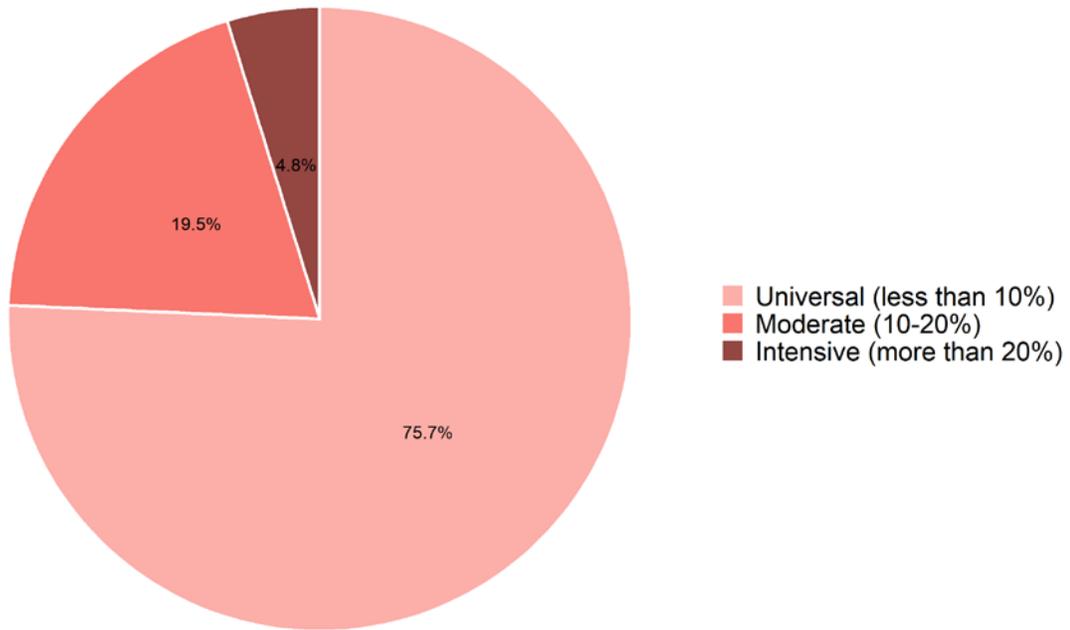
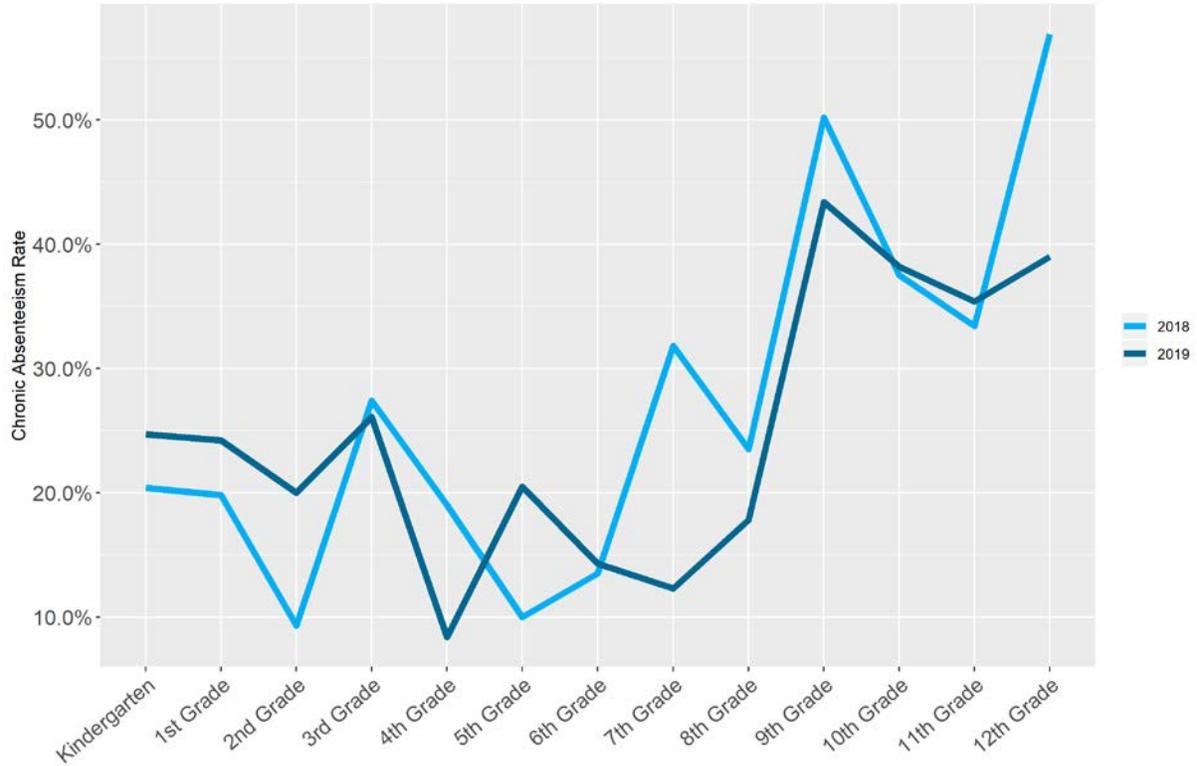


Figure C-19: Jefferson Township Local Schools Chronic Absenteeism – Support Tiers



Source: Ohio Department of Education, Office of Accountability

Figure C-20: Jefferson Township Local Schools Chronic Absenteeism – Grade Level



Source: Ohio Department of Education, Office of Accountability

Figure C-21: Jefferson Township Local Schools Improving At-Risk K-3 Readers – Overview

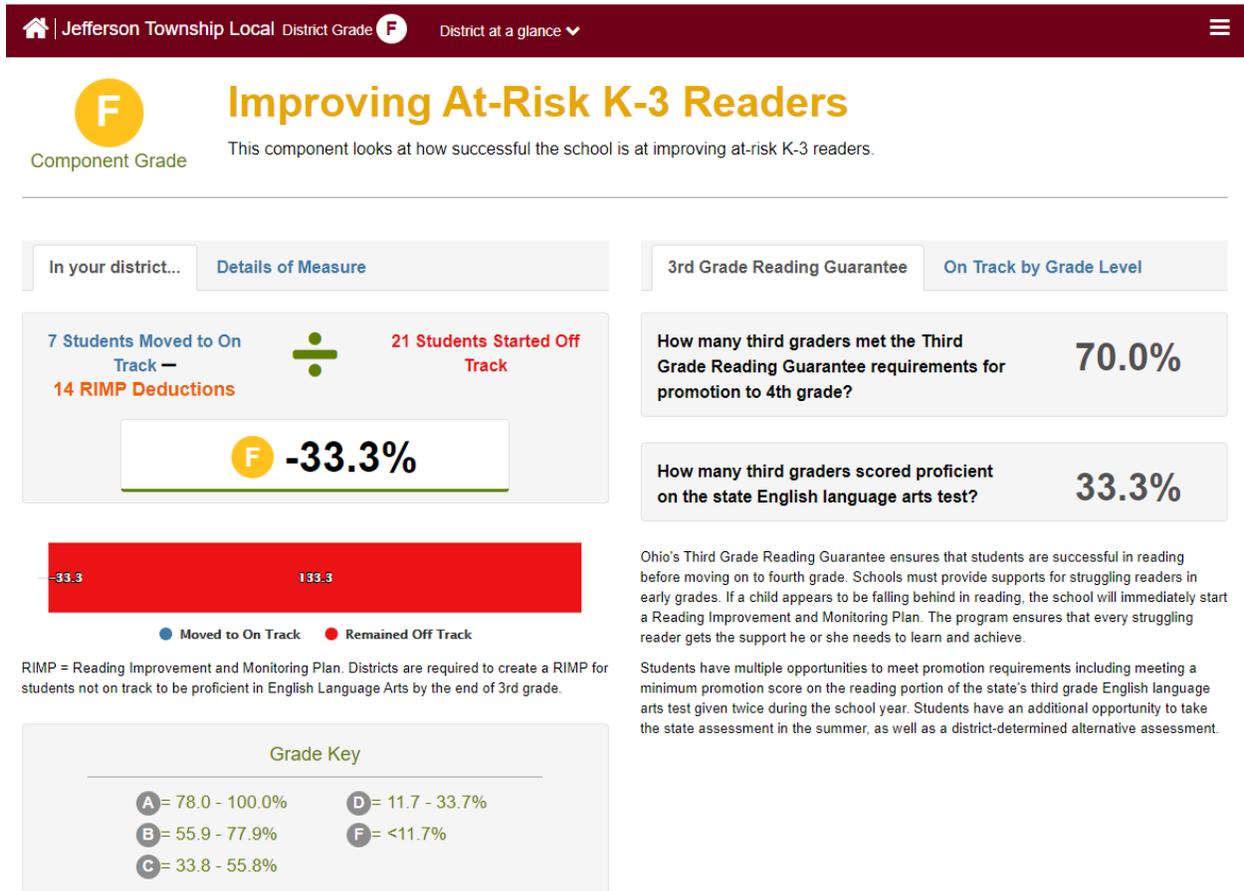


Figure C-22: Jefferson Township Local Schools Improving At-Risk K-3 Readers – Detail

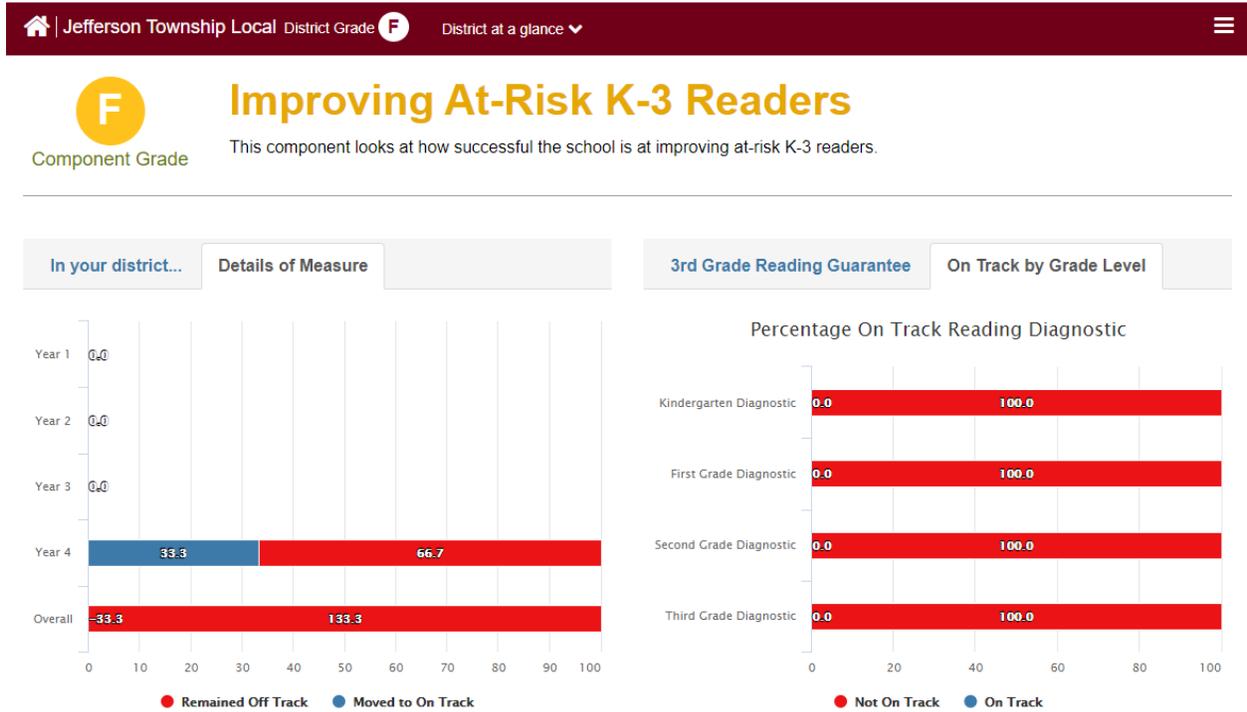
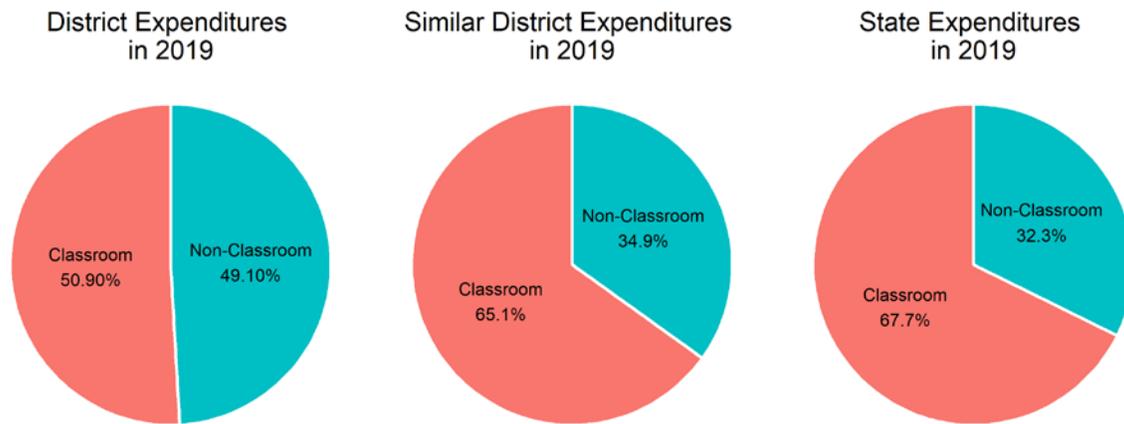


Figure C-23: Jefferson Township Local Schools Spending Per Equivalent Pupil



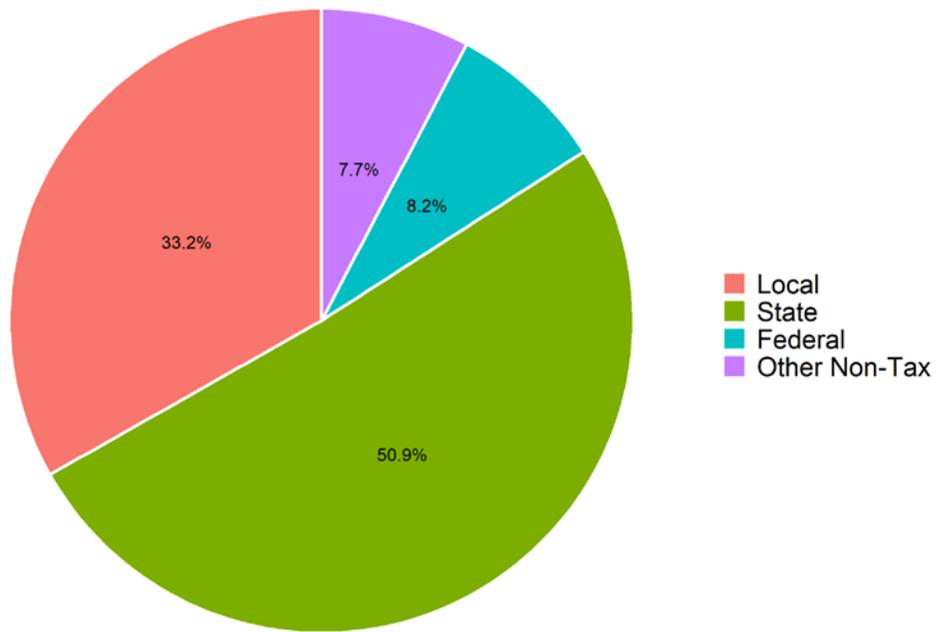
Source: Ohio Department of Education, Office of Accountability

Figure C-24: Jefferson Township Local Schools Classroom vs Non-Classroom Expenditures



Source: Ohio Department of Education, Office of Accountability

Figure C-25: Jefferson Township Local Schools Revenue Sources



Source: Ohio Department of Education, Office of Accountability

Table C-1: Jefferson Township Local Schools Staff Summary

Year	Average Teacher Salary	Teacher Attendance	Percent of Teachers with Master's or Doctorate
2014	\$37,081	94.7%	34.1%
2015	\$38,778	96.1%	46.0%
2016	\$40,018	96.0%	32.3%
2017	\$47,145	95.8%	55.2%
2018	\$43,324	94.0%	48.5%
2019	\$45,388	94.3%	60.6%

Table C-2: Jefferson Township Local Schools Cupp Report – Expenditure per Student Comparison

Expenditure	Jefferson Township Local Schools	Comparable District Average	Statewide Average
Administration	\$4,159.91	\$2,169.00	\$1,659.31
Building Operations	\$4,262.71	\$2,637.09	\$2,350.71
Instruction	\$6,878.52	\$7,681.22	\$7,248.88
Pupil Support	\$1,496.40	\$793.82	\$786.97
Staff Support	\$355.19	\$394.77	\$426.54

Source: Cupp Report, FY2019

Expenditure Categories (adapted from the Ohio Department of Education District Profile)

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. Expenditures 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 expenditures related to the operation of the school buildings and central offices. These include utilities and the maintenance and upkeep of physical buildings.

Instructional Expenditure Per Pupil includes all the costs associated with the 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 other instructional expenses.

Pupil Support Expenditure Per Pupil includes the expenses associated with the provision of services other than instruction that tend to enhance the developmental processes of the students. These cover a range of activities such as student counseling, psychological services, health services and social work services.

Staff Support Expenditure Per Pupil includes all the costs associated with the provision of support services to school district 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 this report pertain to public school districts only. They do not reflect expenditures associated with the operation of start-up community schools or other educational entities. Only expenditures of community schools that are sponsored by public school districts (conversion schools) are included in these figures, since sponsoring public school districts created these community schools and are responsible for their operations. Traditionally, the calculation of expenditure per pupil has been predicated on dividing the total cost of an expense category by the district's total, year-end, Average Daily Membership (ADM). In recent years, Ohio has developed a second approach to this calculation: first, the ADM is adjusted based on various measures of the needs of students involved. Using this type of calculation, students who are economically disadvantaged or have special needs – or who take part in additional educational programs – are weighted more heavily than students who do not, presuming that educating these students requires higher investment levels. Depending on the context, districts may prefer one of these calculations over the other. Historically, the Department has included the unweighted calculation of the per-pupil revenue on the District Profile Report. To keep the report consistent over time, the updates reflect the same per-pupil calculations. Users can consult the Report Card source on the Department's website to see both calculations. This situation also applies to the Revenue by Source information provided on this report.

Table C-3: Jefferson Township Local School District Cupp Report – District Financial Status from Five-Year Forecast

Expenditure	Jefferson Township Local Schools	Comparable District Average	Statewide Average
Salaries	27.56%	49.66%	53.44%
Fringe Benefits	10.91%	20.51%	21.19%
Purchased Services	55.76%	24.51%	20.79%
Supplies and Materials	3.77%	2.52%	2.94%
Other Expenditures	2.00%	2.80%	1.63%

Source: Cupp Report, FY2019

Appendix D: Inventory Forms and Building Observation Form

6 Point Scale of Evidence for the Diagnostic Profile

Taken from the School Improvement Diagnostic Review

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

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

Standards I, II and V: Instructional Inventory

Date: _____ Time in: _____ Total time: _____ Subject: _____ Grade Level: _____
 District IRN: _____ School: _____ Building: 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
CLASSROOM ENVIRONMENT								
1. The tone of interactions between teacher and students and among students is positive and respectful.								
2. Behavioral standards are clearly communicated and disruptions, if present, are managed effectively and equitably.								
3. The physical arrangement of the classroom ensures a positive learning environment and provides all students with access to learning activities.								
4. Classroom procedures are established and maintained to create a safe physical environment and promote smooth transitions among all classroom activities.								
5. Multiple resources are available to meet all students' diverse learning needs.								
TEACHING								
6. Classroom lessons 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.								

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
9. The teacher provides opportunities for students to engage in discussion and activities aligned to Webb's Depth of Knowledge.								
10. The teacher helps students make connections to career and college preparedness and real-world experiences.								
11. The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.								
12. The teacher conducts frequent formative assessments to check for understanding and inform instruction.								
13. The teacher uses available technology to support instruction, engage students, and enhance learning.								
LEARNING								
14. Students are engaged in challenging academic tasks.								
15. Students articulate their thinking or reasoning verbally or in writing either individually, in pairs, or in groups.								
16. Students 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 VI: Fiscal Inventory

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

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

Students: _____ #Teachers: _____ #Assistants: _____

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: _____

Inventory Item	0	1	2	3	4	5	NDC	Evidence
CLASSROOM RESOURCES								
1. Safety items – i.e. clutter, MSDS sheets in science rooms, mold in rooms, water stains, and chemical storage issues								
2. Technology (e.g. computers, laptops, tablets, calculators, whiteboards, etc.) are available for use in classroom instruction.								
3. There is seating available for all students (e.g. desks and chairs).								
CLASSROOM RESOURCES								
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): _____
 District: _____
 Building: _____
 Reviewer: _____

Time In: _____
 Time Out: _____

Six Standards											
Leadership, Governance and Communication	Curriculum & Instruction	Assessment/ Use of Data	Human Resources & Professional Development	Student Support	Fiscal Management						
ITEM		0	1	2	3	4	5	NDC	Evidence		
General Description and Layout of Building											
Appearance of Grounds											
Building Entrance - Clean											
Classroom Groupings											
Meeting Spaces											
General Description of Hallway Space: (Displays of:)											
Mission Statement											
Student Recognitions											
Student Performance											
Visible Directional Signage											
Family and Community Activities											
General Description of Library Spaces											
Environment											
Organization											
Shelved Items											
Leveled											
Grade Appropriate											
General Description of Special Space (Cafeteria, Gym, Music, Art):											
Office space											
Storage space											
Scheduled Spaces											
Maintenance											
Relationships to regular classrooms											
Student/Class Transitions											
Movement in hallways											

Monitoring of hallways										
Noise levels										
Obstacles										
Safety/Security Provisions										
Greetings										
Visitors and volunteers										
Storage issues										
Health and Safety Practices posted										
Playground (Elementary Schools ONLY)										
Appearance of Grounds										
Ratio of Students to Teachers										
Teacher Attentiveness to Students										
ITEM		0	1	2	3	4	5	NDC	Evidence	
Cafeteria										
Appearance of Area										
Ratio of Students to Teachers										
Teacher Attentiveness to Students										
Noise Level										
Presence of External Stakeholders										
Parent Liaison										
Volunteer(s) (activities)										
Parents/Guardians										
Engagement with Students										
Interruptions to Instruction										
Announcements										
Fire Drill/Actual Incident (Please include details in "Additional Comments section)										
Calls for Teachers										
Calls for Students										
Fight/Security Issues (Please include details in "Additional Comments section)										
Additional Comments:										

Appendix E: List of Documents Reviewed

12/19/2019 District Leadership Team Meeting documents
 2019-2020 MAP Test Results
 2nd Grade ELA Pearson Test
 3rd Grade GO Math Assessment
 3rd Grade Intervention Groups
 7 Keys to College Readiness
 Administrative Evaluation 2018-19
 Administrative Evaluation -2nd 201819
 Annual Report 2018 Fiscal Year
 Appropriation Resolution
 Article: 16, 11, 35, 41, 44, 45, 20, 42
 Assessment Capable Learner - chart, look fors, PowerPoint
 Assessment Capable Learner -PD 12-10 sign in
 Assessment Capable Learners Professional Development
 Blairwood Back to School Professional Development
 Blairwood Elementary Fall 2019 - Data Analysis Kindergarten - Reading (K-6)
 Blairwood Elementary Fall 2019 - Data Analysis Math (K-6)
 Blairwood Teacher Development and Grade level meetings Calendars
 Blairwood Walkthroughs
 Blairwood Elementary Fall 2019 Data Analysis-all grades
 Building Leadership Team Meeting Agendas and Minutes
 Board of Education Meeting minutes 07/11/18-10/14/19
 Board Policy Manual
 BOE meeting Minutes 071118 - 101419
 Bronco Pride Friday Schedule
 BUDWRK Report
 Building Leadership Team Minutes 11/21/2019
 Building Leadership Team notes Blairwood
 Blairwood 2018 Title 1 meeting
 Blairwood Title I 2019-20
 Blairwood ES 2019-2020 Master Schedule
 Blairwood ES Activity Summary 2019-2020
 Blairwood ES Team Meeting Description
 CCIP Grants
 CCIP Goals
 College Credit Plus Flyers
 Communication
 Cultural Foundations
 CUPP Report
 Curriculum for Blairwood Elementary
 Curriculum Tools - Blairwood Elementary-Integrated Learning Approach to Social Skills
 Curriculum Tools Writing Process
 Delph -JTEA
 Developing Career Awareness Program
 District Communications
 District Leadership Team Agenda and Minutes
 District Leadership Team Expectations for Implementation
 District Leadership Team Meeting documents

District Leadership Team Post-It Notes
District Leadership Team Sign in Sheets
District Report Card
District Web Site
District Leadership Team 11-21-19 Meeting Minutes
District Leadership Team Agenda 9-25-19 -Kick off
District Leadership Team Agenda and Minutes 121919
District Leadership Team Agenda with Expectations for Implementation
District Leadership Team Expectations for Implementation Nov. 21, 2019
District Leadership Team Meeting Agenda 1-24-20
District Leadership Team meeting agendas/minutes
District Leadership Team Post-IT Notes 11-21-19
District Leadership Team Sign-in Sheets
District Leadership Team-Building Leadership Team Meeting Notes-12-12-2019
District Leadership Team-Meeting Notes 12-11-2019
Educator Evaluation Timeline for Ohio Teacher Evaluation System
Employee Handbook
Equitable Access to Excellent Educators - 2019
Evaluation Practices
Facilities Improvement Scope June 2019
FALL 2018 MATH MAP- NWEA SCORES
FALL 2018 READING MAP- NWEA SCORES
FB&C Labs
FINSUM Report
Five-Year Forecast
Floor Plans
Foundation Settlement Reports
FY 20 Administrative Handbook
FY 20 Employee Handbook
FY 20 Student Handbook
FY 20 Student Handbook revised 7-24-19
Grants
H.S. Conferences 10-2019
Informal Observation: General Forms
Instructional Coaching Professional Development
Instructional Framework
Integrated Science Pearson and Teacher Created 3rd Chapter 1 Test
Intervention-Tiered Framework
Jefferson District Leadership Team Members
Jefferson Township Education Association Agreement – 2019-2022
Jefferson Township Local School District Recruitment flyer
Jefferson Township Local Schools District Organizational Chart
Jefferson Township Local Schools District Staff Roles and Responsibilities
Jefferson Township Local Schools Strategic Plan 2019-2020
Jefferson Township School Improvement Plan 2019-20
Jefferson Township TIDE Reports
Jefferson Way Instructional Framework
Job Descriptions for Administrators and Teachers
Jr.-Sr. High School Master Schedule 2019-20
Jr.-Sr. High Parent Meeting
Jefferson Township Education Association Agreement- 2019-2022

June 2019 Retreat Agenda
Learning A-Z/Raz Kids
Lesson Plan Look-Fors Strategies 1 and 2
Lunch Detention Parent Letter
MAP Growth Class Reports
Map Growth Projected Proficiency Summary Reports
Master Schedule 19-20
Montgomery County Educational Service Center Agreement
November Teacher-Based Team Blairwood Agenda
November Teacher-Based Team Minutes 11/26/2019
OAPSE 674 Master Agreement_Jul2018-Jun2021
Ohio Association Public School Employees Master Agreement 2018-2021
Organizational Chart
Parent Athletic Meeting
Parent Athletic Meeting - Physicals
Parent Concussion Information
Parent Conferences Blairwood 2018-19
Parent Engagement - Blairwood
Parent-Teacher Communications Letter
PAX Training
Performance Measures
Policies and Procedures
Policy Manual
Principal Professional Growth Plans
Professional Development - Both Buildings
Professional Development Listings and sign in sheets
Professional Development -sign in sheets
Program Operations
Resource 21C: Teacher-Based Team 5-Step Progress Meeting Agenda and Minutes Template Jefferson Township Jr./Sr. High School
REVWRK Report
Rotations Small Groups
School Board Meeting Minutes – 2018: Jul. 11, 26; Aug. 13, 21; Oct. 8, 29; Nov. 28;
2019: Jan. 14; Feb. 11; Mar. 11; Apr. 8; May 24; Jun. 10, 28; Aug. 12, 23; Sept. 9; Oct. 14
School Board Policies from Website
School Improvement Plan 2019-20
School Start Letter
Sinclair – Jefferson Township Local School District Adjunct Courses 2019-20
SIPR REPORT Jefferson Township Fall 2019 (1)
SM-2 Report
Student Learning Outcomes Timelines – 2019-2020
Student Report Card Sample
Student Support Programs (Academic/Athletics/Leadership/ Social
Teacher-Based Team Agenda and Minutes Templates
Teacher-Based Team Agenda 12-6-19
Teacher-Based Team Agenda 7-10 grade ELA/Math 12-6
Teacher-Based Team Nov.26, 2019 Data Review
Teacher Evaluation 2018-19
Teacher Evaluation 2018-19 2nd part 1
Teacher Evaluation 2nd part 2
Teacher Evaluations

Teacher Improvement Plans
Teacher Incentive Program Checklist
Teacher Interventions 3rd Grade
Teacher -Parent Communications
Teacher Union Times July 2019-2022
The Jefferson Way
Tiered Framework
Title 1 - Conferences JHS 2018
Title 1 and Parent Conferences Jr.-Sr. High (1)
Title 1 sign in sheet Sept 2018 Blairwood
Train the Trainer – Ohio Improvement Process Professional Development
Value-Added Scores Couch-Fries 2018-19
Value-Added Scores Hatch-Ostrander 2018-19
Walkthroughs 2018-19 Blairwood
Walkthroughs Blairwood 2019-2020 - 1 set
Walkthrough Forms, 2018-19, 2019-20
Walkthrough LookFors
Walk-through Look-Fors - Informal Observation Forms – Ohio Teacher Evaluation System
Walkthrough Look-Fors ACL
Walkthrough Observations: 11/6
Walkthrough Observations: 10/22
Walkthrough Observations: 10/28
Walkthrough Observations: 10/30
Walkthrough Observations: 10/31
Walkthrough Observations: 11/22
Walkthrough Observations: 11/4
Walkthrough Observations: 11/8
Walkthroughs 2019-20 (4 sets)
Walkthroughs 2018-19 continued from 13 E
Walkthroughs 2019-20 Blairwood set3
Walkthroughs Blairwood 2019-20 set2
Walkthroughs w-end 12-11-19
What Is Title I (materials, parent meeting)