

Lockland Local School District

Review Conducted March 9-13, 2020



Lockland Local School District

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Lockland Local School District Review Executive Summary

This review carefully considered the effectiveness of Lockland 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 Lockland Local Schools March 9-13, 2020. 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 and stakeholders work together to improve learning environments for students.

• Challenge

- The district does not focus improvement efforts on critical student learning challenges and contributing adult behaviors.

• Recommendations

- Access support from Ohio Department of Education, Office of Innovation and Improvement, as well as State Support Team 13 to reduce the total number of separate plans the schools and district are required to complete, with the intent of creating a single plan "built on a limited number of focused goals and strategies" that address critical learning challenges and contributing adult instructional behaviors.
 - To streamline accountability planning requirements into one plan, invest in a long-term strategic plan that articulates a vision over a five to ten-year period. Build the improvement plan upon a strategic vision and provide a two-year operations plan that is responsive to performance data and implementation issues. Create and follow a short-cycle plan (a 90-day plan) with very specific action steps to ensure urgency and high accountability.

CURRICULUM, INSTRUCTION AND ASSESSMENT

• Strength

- The district implements cooperative learning strategies in grades K-12 to engage students in learning.

• Challenge

- The district has not developed, adopted or implemented a written curriculum for English language arts and mathematics based on Ohio's Learning Standards.

• Recommendations

- Establish a curriculum committee that includes representatives from grade bands and content areas, resource areas, special education, principals and external experts to provide oversight for the curriculum development and follow the board policy to drive the development of a curriculum guide.
- Examine student data and school improvement plan goals to prioritize which curriculum guide the committee will develop first. Establish a curriculum development cycle according to board policy, which includes timelines, a comprehensive needs assessment and the development of

a districtwide philosophy related to the content area.

SYSTEMS FOR STUDENT SUPPORT

- **Strength**
 - The district has resources in place to address the social-emotional needs of students.
- **Challenge**
 - The district does not consistently support students' transitions to postsecondary education and career pathways.
- **Recommendations**
 - Update board policy po2413 on career advising in a two-year cycle in accordance with Ohio Revised Code 3313.6020 and inform students, parents, teachers and administrators of the components in the policy and their roles and responsibilities in its implementation. Ensure the board of education monitors the implementation of the policy and evaluates for fidelity and impact.
 - As part of the curriculum development process and continuous professional development opportunities, provide instructional strategies to help K-12 teachers link student schoolwork to real-world experiences and college and career readiness, as outlined in Ohio's strategic plan for education.

Lockland 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 in the areas of Inclusive Leadership and Accountability, Curriculum, Instruction and Assessment and Systems of Student Support. 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 on-site review, the team meets for two 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 Lockland Local School District from March 9-13, 2020. The site visit included 50.3 hours of interviews and focus groups with approximately 126 stakeholders, including board members, district administrators, school staff and teachers' association representatives, newly hired teachers and city leaders. The review team conducted eight focus groups with elementary, middle and high school students, parents, elementary, middle and high school teachers, principals and representatives from community partners.

The analysis of findings is found directly after the District Review Overview. Appendix A provides a list of review team members, information about review activities and the site visit schedule. Information about enrollment, expenditures and student performance is found in Appendix B. Find information about enrollment, expenditures and student performance in Appendix C. Appendix D contains the tools used by the district review team 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.

Lockland Local School District Review Findings

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

STRENGTHS OF THE DISTRICT

Inclusive Leadership and Accountability

1. The district and stakeholders work together to improve learning environments for students.

- A. Based on interviews, the district collaborated with students, parents, staff and the community to pass a bond issue in May 2019 to provide local revenue for the renovation of the K-12 school campus.
- According to interviews with district leadership and the board of education, the district and the Ohio Facilities Construction Commission (OFCC), a state partner that works with public entities to support facilities and construction projects, determined the need to renovate approximately 130,000 square feet of the existing Lockland K-12 school campus to ensure a warm, safe and dry environment for students to learn.
 - Since 2017, the district engaged groups of stakeholders consisting of students, parents, community members, teachers and administrators in conversations regarding the current state of the facilities and to determine potential solutions.
 - As a result of the collaboration efforts led by the district, the community passed a 9.33 mill bond issue, a 1.00 mill tax levy in May 2019, and secured a partnership with the Ohio Facilities Construction Commission to share in the funding of renovations to the K-12 school campus.
 - Based on documents reviewed, the renovation project addresses system improvements such as heating, ventilation, air conditioning, plumbing, electrical, roofing, security, doors, windows and the technology infrastructure to support 21st century learning standards.
 - According to district leadership, board of education members and community leaders, “Both the villages of Lockland and Arlington supported Lockland Schools’ opportunity to move forward into the future with a beautifully renovated facility for our students.”
- B. According to interviews and document reviews, the district, in partnership with YMCA of Greater Cincinnati, received a \$850,000 grant in January 2019 from the Ohio Department of Education, to develop new before-school, during-school and after-school programming for middle and high school students in the district.
- The YMCA and the district jointly received the 21st Century Community Learning Center grant to offer academic and enrichment program opportunities to economically disadvantaged families and students in grades 7-12.
 - The program offers middle and high school students opportunities to participate in academic tutoring, career and college readiness skill development, service-learning projects, and health and wellness events within the before and after school environment.

Curriculum, Instruction and Assessment

1. The district implements cooperative learning strategies in grades K-12 to engage students in learning.

- A. In the 2019-2020 school year, the Ohio Department of Education awarded the district the School Quality Improvement Grant to support professional development.
- According to the [Ohio Department of Education](#), the School Quality Improvement grant is “designed to provide funds to Priority, Focus and Warning schools to implement sustainable, strategic strategies.”
 - According to the district’s 2019-2020 professional development calendar, the district provided professional development to staff to support the implementation of cooperative learning strategies using Kagan structures.
 - Based on classroom walkthrough forms, the district monitors the implementation of Kagan structures during classroom observations.
 - According to [kaganonline](#), Kagan structures are “strategies designed to promote cooperation and communication in the classroom, boost students’ confidence and retain their interest in classroom interaction.”
 - The district uses Kagan structures as a framework for implementing cooperative learning. According to [Evidence for Learning](#), cooperative learning includes, “tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned.”
- B. According to focus group participants, teachers reinforce the Kagan structures in their classrooms and students can articulate the expectations for participating in the cooperative learning activities.
- The district review team conducted classroom observations in all school buildings in the district to examine instruction and student learning. A 6-point scale was used to evaluate each setting. The scores ranged from 0 to 5, with 0 meaning no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence of adult practice.
 - On the indicator item, “The physical arrangement of classrooms ensure a positive learning environment and provides all students with access to learning activities,” the district received an average rating of 2.75 out of a possible score of 5, based on 68 classrooms observed. Fifty three of the 68 observed classrooms received scores of at least 3 out of a possible score of 5.
 - Based on interviews with students, the teachers clearly define the Kagan cooperative structures, and students understand the expectations for participation.
 - According to the High Schools That Work Site Review conducted in October 2019, “most classrooms are set up for the Kagan model to be successful.”
 - According to its [website](#), High Schools That Work is “a national school improvement model, organized around key practices and conditions that improve how students are prepared for work, careers, and further education.”
- C. District administrators and teachers support the use of Kagan structures and stated the cooperative learning structures will lead to increased academic growth for students.
- According to the professional learning Survey #2, administered by the district at the conclusion of the Kagan professional development sessions offered on Aug. 19, 2019, and Sep. 20, 2019, 93 percent of educators indicated the professional learning will help to plan instruction that will increase student engagement in the classroom.
 - According to the professional learning Survey #4, distributed by the district at the conclusion of the Kagan professional development on Sept. 20, 2019, 87 percent of educators in the district believe that implementing the cooperative learning strategies will increase student growth and achievement in the classroom.

Systems for Student Support

2. The district has resources in place to address the social-emotional needs of students.

- A. According to interviews, focus groups and documents reviewed, the district provides resources and services to address the social and emotional needs of students.
- The district administers the Devereux Student Strengths Assessment to students in grades K-12 twice a year. Based on interviews with administrators and review of documents, the district compares the data from this tool with student academic, behavior and attendance data trends to develop an intervention plan and determine district needs to improve school culture and climate.
 - The Talbert House provides the district's students with integrated mental health services in the school setting, including consultation, education, assessment and treatment related to a student's behavioral issues in the school, community and home.
 - The Talbert House staff operates on the district campus to counsel students individually and in small groups in grades 7-12 two days a week.
 - MindPeace partners with the district as a service to connect students with a network of providers who can offer a continuum of mental health and trauma-informed care and training to grades 9-12 students. MindPeace has worked with the district for two years.
 - St. Joseph Orphanage provides on-site mental health day treatment services, such as one-on-one counseling and small group therapy, five days a week.
 - The district and St. Joseph Orphanage hold monthly meetings to refer students for services provided, according to interviews.
 - Parents or staff members can refer a student for such issues as anxiety, depression and suicide prevention.
 - St. Joseph Orphanage provided 18 hours of consultation services to families and students during the 2018-2019 school year.

PRIORITY PERFORMANCE CHALLENGES

Inclusive Leadership and Accountability

1. The district does not focus improvement efforts on critical student learning challenges and contributing adult behaviors.

- A. Although Board of Education policy po2210 states the improvement process should include the development of "a plan built on a limited number of focused goals and strategies," the district has not developed a unified plan with a limited number of focused goals and strategies to drive the work.
- According to document reviews and interviews with district administrators, the district uses multiple planning documents, goals and strategies rather than one unified plan that integrates the work around a limited number of focused goals to improve results for all children.
 - At the time of the review, the district identified eight planning tools used to guide the district improvement efforts; each with a different focus and purpose as follows:
 - The [comprehensive continuous improvement plan \(CCIP\)](#), which contains a set of improvement goals and strategies linked to federal and state grant expenditures and requirements;

- A [local literacy plan](#) designed to raise reading achievement for at-risk and English learner students;
 - Three [school quality improvement grants](#) for each of the elementary, middle and high school campuses outline strategic goals and strategies designed to raise student achievement;
 - The federally funded [21st Century Community Learning Center](#), which includes goals and strategies for out-of-school time intervention and enrichment opportunities for middle and high school students;
 - The [Ohio School Climate Grant](#) designed to support districts and schools as they work to meet requirements that can help them achieve more positive school climates; and
 - The [High Schools That Work](#) and [Making Middle Grades Work](#) initiatives intended to build the capacity of middle and high schools to successfully improve student academic and career-technical performance.
- Although various plans are required in response to federal and/or state mandates and grant guidelines, the district has not developed a way to limit and prioritize multiple improvement planning goals into one unified plan with targeted strategies based on what matters most for improvement.
 - Grant requirements and priorities drive goal setting for improvement rather than a critical examination of data and prioritization of student learning needs, according to interviews with district administrators and teachers.
- B. Based on interviews and document reviews, the district does not use data as a tool to identify critical student learning needs and pinpoint necessary instructional changes for teachers and leaders.
- The district collects student performance and behavior data to track progress on various goals, however, it does not use the data to problem-solve and determine why students are not achieving, based on interviews and document reviews.
 - Although Board of Education policy po2210 states the improvement planning process should include “the use of data to identify areas of greatest need,” the district planning teams use data to mark progress but not to probe deeply into the data to discover critical student learning issues and contribute to teacher and leader practices.
 - District teams do not follow the Ohio Department of Education [5-step planning process](#) with fidelity to include: (1) collect and evaluate data to determine critical student learning issues and contributing teacher and leader practices; (2) select evidence-based strategies; (3) identify expected adult behavior change; (4) determine how change will be measured and supported; and (5) when and how impact to student learning will be evaluated.
 - Based on a review of district, school and teacher planning team meeting agendas and minutes for the 2019-2020 school year, teams do not use data to determine specific reasons for poor student academic and behavior performance or the specific contributing teacher and leader behaviors.
 - According to the meeting minutes and teacher and principal focus group participants, the teams only review data from nationally normed assessments and teacher-developed tests for the purpose of tracking progress on the following district improvement goals:
 - “Increase the number of students performing at a proficient level in reading and math by an increase of 5% annually from the baseline data generated in the 2019-2020 state report card and/or district level assessments;” and
 - “Decrease the number of students receiving out-of-school consequences by a total of 50 percent.”

- In developing improvement goals, the district teams acted on symptoms or visible evidence of learning problems (low reading and math scores and the need to increase) rather than determining the underlying reasons the problems exist.
 - The board of education members, principal, teacher, parent and community partner focus group participants shared an understanding that “reading, math and attendance measures needed to go up and discipline referrals needed to go down,” but stakeholders did not express common knowledge of underlying causes or how the district would meet these “goals.”
- Since the district planning teams did not identify the underlying cause(s) of student learning and behavior problems, the proposed strategy/solution to fix the problem in the 2019-2020 improvement plan was broad, unclear and had little connection to the actual challenges for students in the district, according to documents reviewed.
 - The district proposed a single strategy to impact desired changes in reading, math, and behavior for all students (K-12): “Implement and monitor with fidelity research-based instructional practices to increase student achievement.”
 - The planning strategy was not based on a study of underlying causes and did not address the reading, math and behavior problems faced by students in the district.
- Based on a review of district, building and teacher-based team meeting minutes for the 2019-2020 school year, teams do not share a common purpose and conversations to dig deeper into student learning challenges to effectively identify desired changes in adult instructional behaviors.
 - The district identified 20 desired teacher instructional changes in grades K-12 without determining the answers to the following questions:
 - Why is the change necessary?
 - Is there an evidence base for the change?
 - How much change needs to occur?
 - Where should the change occur?
 - Who will participate in the change process?
 - Teacher instructional changes were not based on the underlying causes of student learning challenges or prioritized accordingly. Examples included:
 - “All (100%) of teachers will be able to cite PBIS PRIDE expectations when prompted”;
 - “All (100%) of classroom environments will NOT show evidence of student behavior challenges”; and
 - “All (100%) of teachers will plan and deliver instruction inclusive of speaking/listening opportunities displaying reading comprehension.”
- Although the district identified a leadership focus on school climate for the 2019-2020 school year, the district did not identify specific skills leaders need to address ineffective teaching practices or how changes in leader practices would be supported and measured.
- District planning teams do not have tools and a process in place to conduct an analysis of underlying causes of student learning challenges and contributing teacher and leader behaviors, based on interviews and document reviews.

IMPACT: When the district fails to focus improvement planning on the specific causes for student learning challenges, the planning goals, strategies and changes in adult instructional behaviors may not be effective in increasing student performance.

RECOMMENDATIONS

1. Access support from Ohio Department of Education, Office of Innovation and Improvement, as well as State Support Team 13 to reduce the total number of separate plans the schools and district are required to complete, with the intent of creating a *single* plan “built on a limited number of focused goals and strategies” that address critical learning challenges and contributing adult instructional behaviors.
 - To streamline accountability planning requirements into one plan, invest in a long-term strategic plan that articulates a vision over a five to ten-year period. Build the improvement plan upon a strategic vision and provide a two-year operations plan that is responsive to performance data and implementation issues. Create and follow a short-cycle plan (a 90-day plan) with very specific action steps to ensure urgency and high accountability.
2. Use external facilitators to train and support the implementation of an improvement planning cycle at the district, school and teacher levels that include the following non-negotiables:
 - Investigate the most critical performance areas and prioritize the most urgent performance challenges;
 - Identify root causes that explain the magnitude of the performance challenges;
 - Identify evidence-based major improvement strategies that have likelihood to eliminate the root causes;
 - Present a well-designed action plan for implementing the high-yield improvement strategies to bring about improvements in student learning; and
 - Include elements in the plan that allow for effective monitoring of the impact and progress of the action steps.
3. Develop and implement a process to determine the most basic, underlying, specific reason(s) for the presence of student learning challenges and contributing adult instructional behaviors using the following steps:
 - **Select:** Identify one or a couple of closely related priority performance challenges (for example, fourth grade math achievement and growth have both declined over the past three years);
 - **Context:** Consider the school/district context, including process and perception data (for example, equitable access to high-quality teachers, school climate surveys or Multi-Tiered System of Support reviews);
 - **Brainstorm:** Identify possible explanations (causes) for the priority performance challenge(s). Encourage team members to think critically and identify multiple contributing factors that may have caused the challenge;
 - **Organize:** Group like causes together (or categorize the explanations);
 - **Narrow:** Apply criteria to narrow the explanations to those that are actionable. This includes removing those explanations that are outside the control of the school or district;
 - **Question:** Deepen the thinking to ensure the identified causes are “root” causes. One tool to help planning teams deepen their thinking is the “why...because” process; and

- Finalize/validate: Once the team identifies a root cause, validate the root cause with other data sources. Additional data sources typically include types of data other than student performance data.
4. Use the following resources and templates to support an investigation of underlying causes:
- [Colorado Department of Education's Root Cause Analysis Toolkit](#);
 - [Indiana Government's Family and Social Services Administration Root Cause Analysis Template](#); and
 - [Minnesota Department of Education's Root Cause Analysis Protocol Fishbone](#).
5. Implement a process to align district resources to the improvement plan priority goals, strategies and indicators of student and adult performance.

BENEFIT: The district may achieve gains in student performance if data is used as a tool to determine the underlying cause(s) of student learning and behavior challenges and to drive the improvement planning process of goal setting, evidence-based strategy selection, and identification of teacher and leader instructional behaviors that serve to resolve, eliminate or substantially reduce the problem(s).

2. The district does not consistently evaluate programs, materials and processes to determine its effectiveness and efficiency to meet district improvement goals.

- A. Board of Education policy po2605 states the governing body “believes that effective education includes proper evaluation of the results produced from the educational resources provided by the community and the government. As the governing body of the District, the Board has the responsibility for assessing how well goals are being accomplished.” However, the district has not implemented the policy with fidelity.
- According to interviews with district administrators and board of education members, the district has not consistently evaluated programs, materials, and processes and reviewed findings with the governing body.
 - Although board of education policy po2605 states, “The Superintendent shall maintain a calendar of assessment activities and shall make periodic evaluation reports to the Board,” a review of board of education meeting minutes for the 2018-2020 school years indicate the required activities did not take place.
 - Although the board of education consistently approves various vendor programs, as noted in a review of 2018-2020 board of education agendas and minutes, the board does not require evidence of performance and positive impact to improvement plan goals as a condition of a contract, according to interviews with board of education members.
 - Based on a review of documents, the district purchases textbooks and curriculum materials without a plan to evaluate the use of the products and the impact to student learning as outlined in board of education policy po2520 and policy guidelines. The policy states the superintendent “shall periodically, provide for a systematic review, by the Board, of the District's educational resources in order to ensure that they are appropriate for the current educational program.”
 - In the 2016-2017 school year, the district spent \$124,200 to purchase textbooks and technology supports from Pearson Education, an educational publishing and assessment company. At the time of the visit, the district did not have a plan to determine use of the resources or the impact on improvement goals.
 - District administrator interviews and reviewed documents indicate the district has not conducted timely evaluations of processes utilized for instruction or operations.

- The district utilizes a departmentalization process in elementary (grades 2-12), where students have a different teacher for one or more subject areas during different blocks of time. Although a common practice, the district has not evaluated the efficiency and effectiveness of the process on student learning, particularly in grades 2-6.
 - The district does not evaluate the effectiveness and efficiency of the professional development process in the district, including addressing the following questions:
 - What amount of money and time were invested?
 - Were all training sessions delivered and how effectively?
 - Did all teachers attend all the sessions? Who did and who did not? Why?
 - Did knowledge and skill increase? For whom? Why? What else happened?
 - Was a behavior change evident? For whom? Why? What else happened?
 - What were measures of student success? For what students? What else happened?
- B. According to district administrator interviews and principal and teacher focus group participants, the district does not have a comprehensive evaluation process in place to examine how well programs, materials and processes are being implemented to inform necessary modifications in a timely manner.
- Based on policy po2605, the board defines a comprehensive evaluation as follows:
 - “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; and
 - Recommendations for revisions and modifications needed to better fulfill expectations and purposes.”
 - According to document reviews and interviews with district administrators, the district has not put into place the evaluation process outlined in the policy.
- C. The district does not use an evaluation tool to prioritize program implementation, eliminate ineffective programs and/or make timely modifications and changes as needed, based on document reviews, interviews with district administrators, and principal and teacher focus group participants.

IMPACT: When the district does not consistently evaluate programs, materials and processes to determine and improve effectiveness and efficiency, students may not have access to the most successful tools and high-yield strategies to impact learning.

RECOMMENDATIONS

1. Together with the board of education and district planning team, determine the priority programs, materials and processes aligned to the district improvement plan goals and strategies that require immediate evaluation and follow and monitor the process outlined in board of education policies po2605 and po2520 with fidelity.
2. Seek resources and external expertise from Ohio School Boards Association for the development of evaluation models, including the following United States Department of Education resource document: <https://www2.ed.gov/about/offices/list/oese/sst/evaluationmatters.pdf>

3. Select or assign an internal staff member with evaluation expertise to partner with an external evaluator (a local university or community college regarding faculty or staff with evaluation experience) to direct and coordinate the evaluation tasks.
4. Provide opportunities in the board of education agendas for periodic evaluation reports from the superintendent and a board review and discussion of results.
5. As a board of education, use evaluation results as a basis for decision-making (approving contracts and the purchase of materials and programs).
 - Consider all evaluation results of programs, materials and processes before allocating district funds for the upcoming academic school year.
6. Direct district administrators to act in a timely way to make revisions, modifications or eliminations to programs, materials and processes, with updates to the governing body as changes occur.

BENEFIT: Conducting systematic evaluations of programs, materials and processes to determine effectiveness and efficiency and making modifications and adjustments in a timely manner may assure that students and educators have access to the highest-quality instructional resources needed to meet achievement goals.

Curriculum, Instruction and Assessment

1. **The district has not developed, adopted or implemented a written curriculum for English language arts and mathematics based on Ohio’s Learning Standards.**
 - A. According to board of education policy guideline ag2210a2, components for a curriculum include the philosophy, goals, student learning targets by grade level, learning experiences, instructional resources and assessments that comprise a specific educational program
 - B. According to interviews and documents reviewed, the board has not adopted, developed or implemented a written curriculum in language, literacy, writing and math based on [Ohio’s Learning Standards](#).
 - Board of education policy for curriculum, po2210, states, “The Board of Education recognizes its responsibility for the quality of educational program of the schools. To this end, the curriculum shall be developed, evaluated and adopted on a continuing basis and in accordance with a plan for curriculum development established by the superintendent.” Although this policy exists, according to interviews and documents, the district has not implemented it.
 - The district lacks a consistent set of guidelines on what to teach, how to teach, when to teach and how to measure student learning, in accordance with board of education policy ag2210a2 guidelines.
 - The district has not provided educators with a written curriculum and processes to address the following key components of an instructional program, per policy guidelines ag2210a2:
 - How to take a broad standard and analyze its components, then break the standard into smaller, more specific instructional learning targets for use in daily teaching and classroom-level assessment;
 - How standards are organized into units of study, number of days, key concepts and academic vocabulary;
 - What the students will do to demonstrate learning;

- What common assessments will be used to measure student progress and achievement; and
 - How the curriculum, instruction and assessments will be accommodated to meet the needs of all students.
 - According to teacher focus group participants, veteran teachers primarily rely on previous experiences and trainings to develop lessons and guide instruction rather than district guidelines on best practices and expectations.
 - Teachers new to the field rely on experienced peers to help build their knowledge of standards and what to teach due to a lack of district guidance on student learning from grade level to grade level.
 - In district interviews, a participant stated, “In working with teachers, I had to help them understand what the standard is telling them to teach.”
 - Since the district does not provide a written curriculum, teachers make independent instructional decisions about the use of vendor products that may not be proven to be aligned to the rigor required by Ohio’s Learning Standards. Teachers use vendor products such as Journeys®, S.P.I.R.E. Reading Intervention 3rd Edition, Heggerty Phonemic Awareness, EngageNY and enVision® Math to guide instructional decisions.
- C. Although the district has developed a local literacy plan, it does not serve as a written curriculum to guide instruction in reading for grades K-12. The document does not meet the guidelines for a curriculum, as outlined in board of education policy guidelines ag2210a2, to include philosophy, goals, learning targets by grade level, learning experiences, instructional resources and assessments.
- The local literacy plan does not include a districtwide shared philosophy on the definition of literacy and the components of a reading framework, according to documents reviewed.
 - The district literacy plan, unlike a curriculum, does not include comprehensive literacy goals designed to define what students in the district are expected to know and be able to do by the end of grade 12, as outlined in Ohio’s Learning Standards.
 - The literacy plan goals only address an increase in general reading performance over a one-year span as measured on a reading skills inventory checklist rather than comprehensive literacy skill development, grades preK-12, outlined in Ohio’s Learning Standards for English language arts.
 - The literacy plan does not provide clear learning targets, including teachable and measurable subskills expected to be taught from grade level to grade level and timeframes as outlined in a curriculum guide to ensure the sequencing of instruction and classroom-level assessments.
 - The literacy plan does not include learning experiences and specific instructional practices that need to occur daily in each classroom based on evidence-based studies and how those will be measured.
 - Although included in a written curriculum plan, the literacy plan does not include grade level materials and resources that have been aligned to the rigor of Ohio’s Learning Standards.
 - The literacy plan does not provide grade-level and standards-aligned assessments that are embedded in instruction to determine student mastery of learning targets.
 - The literacy plan does not define professional development models to support and build the skills of teachers and leaders to help students master learning targets.

- The literacy plan, unlike a written curriculum, does not provide for a systematic review and evaluation of the plan as outlined in policy guidelines ag2210a2.
- D. According to interviews and focus group participants, the district does not have a written curriculum to guide instructional decision-making in the classroom, so teachers do not consistently have access to high-leverage strategies to ensure student learning gains.
- The district review team conducted classroom observations in all school buildings in the district to examine instruction and student learning. A 6-point scale was used to evaluate each setting. The scores ranged from 0 to 5, with 0 meaning no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence of adult practice. In more than 67 classroom observations, the district review team observed the following:
 - On the observation item, “classroom lessons and instructional delivery are aligned to Ohio’s Learning standards,” the district received an average rating of 1.60 out of a possible score of 5, based on 63 classrooms observed.
 - On the observation item, “the teacher communicates clear learning objectives aligned to Ohio’s Learning Standards,” the district received an average rating of 1.33 out of a possible score of 5, based on 67 classrooms observed.
 - Based on observation data, the district teachers did not consistently post standards that were aligned to Ohio’s Learning Standards in lessons, assessments or on boards/walls.
 - In teacher focus groups, participants indicated the use of Common Core standards, a national set of learning expectations for students, rather than Ohio’s Learning Standards.
- E. According to interviews and documents reviewed, since the district does not have written curriculum with identified and aligned resources and materials per standard and grade level, teachers self-select a variety of materials without ensuring “they are appropriate for the current educational program,” per board policy po2520.
- F. Without a written English language arts or math curriculum, the district does not have a set of expectations and goals for each grade level to provide guidance to the academic and data coaches and other support staff to target services for instructional improvement.

IMPACT: When the district does not adopt or implement a written English language arts and mathematics curriculum aligned to Ohio’s Learning Standards, it may not provide guidance to ensure quality learning opportunities for students.

RECOMMENDATIONS

1. Establish a curriculum committee that includes representatives from grade bands and content areas, resource areas, special education, principals and external experts to provide oversight for the curriculum development and follow the board policy to drive the development of a curriculum guide.
2. Examine student data and school improvement plan goals to prioritize which curriculum guide the committee will develop first. Establish a curriculum development cycle according to board policy, which includes timelines, a comprehensive needs assessment and the development of a districtwide philosophy related to the content area.
3. Use the Ohio Department of Education English Language Arts and Math Model Curricula to design written curricula that address all requirements outlined in board of education policy po2210 and policy guidelines ag2210A2, including matching instructional strategies and resources with appropriate assessment practices to provide the opportunity for all student to meet expectations of Ohio’s Learning Standards.

4. Based on policy and guidelines, establish non-negotiables for the development process that includes philosophy, goals, learning targets by grade level, learning experiences, instructional resources, assessments, ongoing training of teachers and administrators and a continuous evaluation process to make timely corrections and modifications as necessary.
5. Design, implement and evaluate a comprehensive professional development model, including coaching and mentoring according to [Ohio Standards for Professional Development](#), for teachers and leaders to support the implementation of the curriculum.
6. Define key roles and measures of accountability for leadership, specifically principals, to implement, monitor and evaluate the curriculum guides and ensure fidelity of the process and use of the curriculum in all classrooms.
7. Use external resources and supports in the development of the English language arts and math curricula, including expertise from the Hamilton County Educational Service Center, partnering with neighboring districts that might share curriculum specialists, state and national nonprofit organizations that specialize in curriculum development, such as the Ohio Association for Supervision and Curriculum Development, and resources, including [A Guide to Curriculum Development: Purposes, Practices, Procedures](#).
 - Collaborate with support personnel at the Ohio Department of Education in the English language arts and math departments, as well as State Support Team 13 consultants to gather resources and materials to guide curriculum development, implementation and evaluation.
8. Refocus the job duties and responsibilities of the academic coach to train and support the implementation of model curricula at the district and building levels and build academic and instructional capacity of teachers and leaders.

BENEFIT: When the district provides written curricula for English language arts and math to guide instruction, the teachers may align evidence-based instructional practices and resources to support student mastery of Ohio's Learning Standards.

2. **The district does not consistently administer teacher-created classroom assessments or performance-based assessments aligned to Ohio's Learning Standards to gauge student mastery of learning targets.**
 - A. According to board policy 2210, the district's curriculum should include, "...assessments that are aligned with prescribed academic learning standards. A review of assessments showed the district has not aligned the assessments to the prescribed academic learning standards."
 - B. Although the district has a program of testing, as outlined in board policy 2623, which includes district or teacher-made achievement or performance tests, these assessments do not align with Ohio's Learning Standards.
 - The [U.S. Department of Education's Assessment Design Toolkit](#) defines alignment as the degree to which the content and assessment match the content of the standards instructors intend to measure and what instructors plan to teach in the classroom.
 - There are two dimensions of alignment: content match and depth match.
 - Content matching tells the main concepts that teachers need to teach and students must learn to master the grade-level content.
 - Depth matching tells how well students are able to demonstrate their knowledge and skills on more difficult concepts within the standard.
 - A review of sample vendor assessments used by teachers showed the items vary in content and depth matching.

- According to focus group participants, teachers use classroom assessments developed by Pearson Education, Inc., an educational resource publisher, which do not match the depth of Ohio's Learning Standards.
- A review of the district's teacher-created writing assessments revealed they do not match the depth and content of Ohio's Learning Standards.
 - Although Ohio's Learning Standard for English language arts writing standard W.2.2, grade 2, states, a student should be able to "write informative/explanatory texts that introduce a topic, use facts and definitions to develop points and provide a concluding statement or section," the district-designed second grade writing assessment measured only a portion of those required skill sets.
 - The district only expected students in second grade to demonstrate the following on the classroom assessment designed to assess writing standard W.2.2:
 - "Write one paragraph about a hero;
 - Have beginning and ending sentence; and
 - Give a reason for your opinion."
 - Although the second grade classroom assessment measures a student's ability to write an opinion paragraph and provide reasons or examples, it does not require students to write facts and definitions as required by Ohio's Learning Standards.
 - The district does not evaluate the assessments listed in the lesson plans to verify the assessment measures achievement on performance objectives, as required in board policy 2623.
 - According to the English Language Arts Test Information Distribution Engine Report, which tells how well students in the district performed overall, over 50 percent of students performed below proficient in writing at nearly all tested grade levels in the district.
 - Seventy one percent of students in the district performed below proficient in high school English language arts I writing compared to just 35 percent of students statewide.
 - Seventy percent of eighth grade students in the district performed below proficient in writing compared to 31 percent statewide.
 - Seventy three percent of seventh grade students in the district performed below proficient in writing compared to 33 percent statewide.
 - Fifty three percent of fourth grade students in the district performed below proficient in writing compared to just 13 percent statewide.
 - Based on interviews and documents reviewed, the district has not provided teachers with writing assessments aligned to Ohio's Learning Standards.
- C. While teachers have access to various performance-based assessments from textbook and online resources, the district does not require or monitor the use of those resources.
 - Based on interviews with teachers and district administrators, even though teachers have access to [Abre](#), a resource that includes a digital assessment bank, teachers develop and administer assessments on their own.
 - According to board policy 2623, "The Superintendent shall develop a procedure for the regular collection of student performance data."

- Although the district’s Staff Handbook states, “Teachers will update ProgressBook at a minimum of once a week with at least one assignment and one assessment by 4:00 PM on Monday,” the district does not consistently check if teachers administer assessments in the classroom.
- Although the district expects teachers to give classroom assessments, including tests to instantly check for student understanding, teachers do not consistently administer these assessments to “measure achievement on performance objectives.”
 - At the time of the review, the district provided classroom walkthrough data that showed 80 percent of all teachers observed did not use classroom assessments to check for students’ understanding throughout the lesson.

IMPACT: When the district does not use classroom-level assessments aligned to the rigor required by Ohio’s Learning Standards, teachers may not have access to student performance data to guide their instructional decisions and aid student mastery of learning standards.

RECOMMENDATIONS

1. Reallocate existing financial resources to access external supports, such as [CenterPoint Education Solutions](#), [Phi Delta Kappa](#) or [McRel International](#), that have expertise in providing ongoing training on breaking down Ohio’s Learning Standards into clearly communicated learning targets for teachers and students to determine skill mastery.
2. Review resources from [Achieve the Core](#), [Performance Level Descriptors](#) and [Assessment Design Toolkit](#) to help teachers and leaders understand the rationale and process of aligning both teacher-created and vendor-designed assessments to student learning targets.
3. Enlist the support of the academic and data coaches to assist teachers and leaders in the process of reviewing vendor-created and teacher-created assessments for alignment to the rigor of Ohio’s Learning Standards and adjusting the tools, as necessary.
4. Prioritize the roles and responsibilities of principals and the academic coach to include a continuous review of lesson plan components and feedback to teachers on the alignment between classroom-level assessments and student learning targets.
5. Using the existing structures of the teacher-based teams, monitor the use of classroom-level assessments and review student data weekly to make adjustments to instructional practices to meet the needs of all learners.
6. In the written curricula, include teacher-created model assessments that align to the learning targets and include frequent checks for student understanding and tests at the end of a defined instructional period. Address the following non-negotiables:
 - The assessment measures the knowledge and skills at the level of rigor defined in the Ohio’s Learning Standards and conveyed within the district’s written curriculum;
 - The assessment engages student in complex thinking and problem-solving, not simply recitation of facts; and
 - Teachers and leaders use the assessments to determine how to improve their own performance and focus their instruction on learning opportunities for students.

BENEFIT: By developing and implementing teacher-created and performance-based assessments aligned to the rigor of Ohio’s Learning Standards, the district may gather student performance data to drive continuous improvement for all learners at all levels.

Systems for Student Support

1. **The district does not consistently support students' transitions to postsecondary education and career pathways.**
 - A. Ohio's strategic plan states, "Ensure high school inspires students to identify path to future success, and give students multiple ways to demonstrate the knowledge, skills and dispositions necessary for high school graduation and beyond."
 - B. Although the board of education adopted career advising policy po2413 in 2015 in accordance with Ohio law, the district has not updated or followed the policy as required to help students see a connection between what they are learning in the classroom and their future careers.
 - Based on Ohio Revised Code 3313.6020 and the State Board of Education's Model Policy, "This policy shall be updated at least once every two (2) years. The policy shall be made available to students, parents/guardians/custodians, and local postsecondary institutions, residents of the District, and shall be posted on the District web site."
 - According to a review of documents, the board has not updated the policy since its original adoption date of Jan. 5, 2015.
 - Although the policy is available under board documents on the district's website, parent and student focus group participants did not share an awareness of the policy or its content.
 - Although the district hosts one meeting each year in October for College Credit Plus, fewer than six parents of students in grades 7-12 attended in 2019, and the district did not provide additional meetings to involve parents in the career advising process, based on documents reviewed.
 - Board policy po2413 requires the district to "link students' schoolwork to one (1) or more career fields" at all grade levels. However, the district did not make teachers aware of the requirement, and it was not consistently part of observed practices, based on document reviews and interviews.
 - Based on a review of walkthrough tools used in the district to measure expected classroom practices, teachers were to demonstrate 20 instructional methods. None of the instructional methods included linking students' schoolwork to one or more career fields.
 - The district review team conducted 67 observations in K-12 classrooms in the district to examine instruction and student learning. A 6-point scale was used to assess the level of implementation of specific practices within each setting. The scores range from 0-5, with 0 meaning no evidence to indicate a specific practice is occurring and 5 representing exemplary evidence of adult practice. One indicator included:
 - "The teacher helps students make connections to career and college preparedness and real-world experiences." The district received a rating of 0.64 out of a possible score of 5, which indicated rare or insufficient evidence of teacher use.
 - Although the career advising policy requires, "Career advising to students in grades K-12, which includes age-appropriate activities and also includes creating and maintaining a Student Success Plan beginning in grade 6," the district did not implement the policy with fidelity, based on document reviews and interviews.
 - The district did not consistently provide grades K-12 teachers with training in the 2018-2019 or 2019-2020 school years on how to advise students on career pathways, including the use of the OhioMeansJobs.com website, a no-cost, career planning system that offers comprehensive, career exploration tools, online training and resources specifically for students, teachers and school counselors.

- According to teacher focus group participants, the district used OhioMeansJobs.com for the first time in the 2019-2020 school year to help ninth grade students complete career interest inventories, create resources and develop a Student Success Plan.
 - Ohio Department of Education defines a Student Success Plan as an individualized student-driven plan developed to address a student's needs and interests to help them stay connected in school and achieve postsecondary educational and career goals, per [Career Advising Policy and Model Student Success Plan](#).
 - Although the ninth grade students created student success plans in 2019-2020, the district did not provide evidence they continued the practice for students in grades 10-12 or provided the practice for students in grades 6-8 in accordance with policy po2413, based on interviews with district administrators and teacher focus group participants.
 - Teacher focus group participants stated, “Prep work has started in the eighth grade, but the use of Student Success Plans is still in the developmental stages in the district.”
- The district does not consistently provide grades K-12 students at risk of dropping out of school opportunities to re-engage through “additional interventions and career advising” as outlined in the following requirements of board policy po2413:
 - “Identifying students who are at risk of dropping out of school using a local, research-based method, such as the Early Warning System offered by the Ohio Department of Education, with input from teachers, school counselors and other appropriate school staff;
 - Developing a Student Success Plan for each at-risk student that addresses the student’s academic and career pathway to a successful graduation and the role of career-technical education, competency-based education and experiential learning when appropriate; and
 - Before developing a Student Success Plan, District staff will invite the student’s parent/guardian/custodian to assist. If that adult does not participate in the plan development, the District will provide the adult a copy of the plan, a statement of the importance of a high school diploma and a listing of the pathways to graduation available to the student.”
- According to teacher focus group participants, the district does not help at-risk students develop a Student Success Plan until grade 9, regardless of early data suggesting poor attendance, delinquency, academic challenges and disengagement from school.
- Based on interviews and reviewed documents, the district does not maximize the opportunities for students to have “multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized credentials and postsecondary course credit,” as outlined in the career advising policy po2413.
 - Although earning an industry-recognized credential and a WorkKeys score of 14 for students in the class of 2020 and beyond is one of multiple options to earn a high school diploma, the district’s students do not have access to on-site, career-based graduation pathways.
 - The students must leave the campus to attend Scarlet Oaks Career Center to participate in any career pathway credentialing programs or access support to pass the WorkKeys assessment, a tool to measure job-readiness skills and competencies.
 - Scarlet Oaks Career Center, located 9.2 miles from the Lockland campus, offers 30 career programs available to high school students living in 36 area school districts.
 - Based on district documents, 11 of approximately 100 students in grades 11-12 are enrolled at the career center for the 2019-2020 school year.

- Students interviewed at the time of the site review expressed an interest in going to the career center but didn't want to leave the district campus and the relationships built there.
 - Based on information from parent and student focus group participants, the district does not provide specific information about the career credentialing programs at the center until "the second quarter of a student's sophomore year and those visits are arranged upon request."
 - Although the district has access to staff interested and prepared to teach an industry-recognized credentialing course in information technology, the district has not provided this option to students on the district campus, based on interviews and document reviews.
- District administrators state that students have the opportunity to enroll in College Credit Plus, a program that can help students earn college and high school credits at the same time by taking college courses from community colleges or universities at no cost. The College Credit Plus option also provides students a way to earn graduation points by substituting college credit course grades for end-of-course tests. However, the Ohio School Report Card indicates two students were dual enrolled in the 2017-2018 school year. During the 2018-2019 school year, three students were dual enrolled. In the 2019-2020 school year, there are no students who are dual enrolled.
- Although board of education policy po2271 states the program should be open to "eligible students in seventh, eighth, ninth, tenth, eleventh, or twelfth grade," the district only provides the option to students in grades 10-12, based on reviewed documents.
 - The administrative guidelines for board of education policy ag2271 state, "The Board will provide information about the College Credit Plus program prior to February 1st to all students enrolled in grades six through eleven and their parents."
 - Although the district distributes an information packet to students and families, Grades 6-12 Career Connections Activities, the contents provide guidelines for employment, accessing two-year and four-year colleges and military service but does not provide information on the College Credit Plus program.
 - To enroll in the College Credit Plus program, a student must pass an eligibility assessment test, qualify with a cumulative grade point average of 3.0 or above, or receive a recommendation from a school counselor, principal or career-technical advisor, according to the [Ohio Department of Higher Education](#). Despite several potential ways to acquire eligibility, student and parent focus group participants were not aware of the multiple criteria and did not think they qualified for the program.
 - Although the district determined that a student can qualify for College Credit Plus program by passing the American College Testing (ACT) exam with a "remediation-free" status, the district offers only one ACT preparation course to juniors and seniors during the first quarter of each school year.
 - During the 2019-2020 school year, 10 juniors participated in the ACT test preparation course, based on interviews and document reviews.
 - According to teacher focus group participants, the district does not "promote or advertise" the test preparation course.
 - Despite the high number of students who are unable to pass the ACT test with a "remediation-free" status, the district has not used student performance data to adjust instructional practices, rigor and course content in middle and high school English language arts and math classes accordingly.

- According to an October 2019 review by High Schools That Works, a national network of more than 1,100 middle and high schools aimed at improving student preparation for work, college and careers, the district needs to “engage students in academic and career-technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.”
 - Based on focus group participants, the district does not provide transportation for students to either Blue Ash Community College or Chatfield Community Colleges to take college credit courses and this presents a challenge to students to attend.
 - The district did not inform students that accessing online college credit courses from other colleges and universities is an option, according to interviews and document reviews.
 - Middle and high school teacher focus group participants indicated they were not consistently informed of College Credit Plus requirements to support and direct interested and qualified students.
 - At the time of the on-site review, the district did not apply for the [Teacher Credentialing Grant Program](#) to access up to \$3,000,000 as outlined in House Bill 166 to support graduate coursework for high school teachers to receive credentialing to teach College Credit Plus courses in a high school setting.
- C. Although board of education policy po2413 requires the district to provide “Documentation on career advising provided for review by the student, student’s parent, guardian or custodian, and schools the student may attend in the future,” the district does not consistently have a means of tracking the information and communicating progress to the stakeholders.
- The district did not provide stakeholders with documentation of “activities that support the student’s academic, career, and social/emotional development, such as those saved to a student’s [OhioMeansJobs.com](#) K-12 Backpack,” according to document reviews.

IMPACT: When a district does not provide students access to comprehensive resources and support to prepare for their future success, including relevant classroom instruction, career-related learning experiences, and a program of counseling and advising, students may not engage in learning at high levels.

RECOMMENDATIONS

1. Update board policy po2413 on career advising in a two-year cycle in accordance with Ohio Revised Code 3313.6020 and inform students, parents, teachers and administrators of the components in the policy and their roles and responsibilities in its implementation. Ensure the board of education monitors the implementation of the policy and evaluates for fidelity and impact.
2. As part of the curriculum development process and continuous professional development opportunities, provide instructional strategies to help K-12 teachers link student schoolwork to real-world experiences and college and career readiness, as outlined in Ohio’s strategic plan for education.
 - Use the [Career Connections Framework](#) as a planning tool for districts to promote strategies for career awareness, career exploration and career planning in grades K-12.
 - Use real work examples and tackle real-world problems as teaching strategies in the K-12 classroom.
3. Provide career advising to K-12 students, as outlined in board policy po2413, using resources available at [OhioMeansJobs.com](#), including the development and maintenance of Student Success Plans in grades 6-12 shared with parents via multiple platforms, such as parent-teacher conferences, open house, district website, and sporting events and course schedule pick-ups.

4. Maximize the opportunities for students to be able to access multiple college and career pathways on-site and online.
 - Explore opportunities for offering on-site, one-year career-technology credentials using current 1:1 technology and credentialed staff and look at grant opportunities for funding new credentialing programs as outlined in the [Innovative Workforce Incentive Program](#).
 - Enhance the rigor of coursework for grades 7-12, specifically English language arts and math, to enable students to pass ACT or college entrance exams remediation-free.
 - Expand the criteria for students to qualify for College Credit Plus opportunities to include a minimum grade point average of 3.0 or above, recommendations from counselors, etc., according to the [Ohio Department of Higher Education](#) website.
 - Pursue teacher credentialing opportunities by applying for the [Teacher Credentialing Grant](#) to expand staff capacity to teach college-level courses under the College Credit Plus program on the high school campus.
 - Extend College Credit Plus opportunities to grades 7-12, as outlined in board policy p02271.
 - Encourage all students in grades 7-12 to access ACT prep classes. Offer ACT WorkKeys® classes and ACT WorkKeys® preparation tutorials online or on the district campus each semester.
 - Promote College Credit Plus and industry credentialing opportunities to parents via multiple platforms such as parent-teacher conferences, open house, the district website, sporting events and course schedule pick-ups.
5. Implement board policy po2413 by continually tracking and documenting students' completion of activities that "support the students' academic career and social/emotional development such as those saved to a students' OhioMeansJobs K-12 Backpack." Document the communication of the progress to stakeholders.

BENEFIT: By improving engagement of students in grades K-12 via rigorous implementation of the standards and providing students with multiple paths to success, the district may ensure the development of students' skills and work habits needed to make successful transitions to postsecondary education and career choices.

Analysis of Findings

Areas of Strength:

Curriculum, Instruction and Assessment

1. The district implements cooperative learning strategies in grades K-12 to engage students in learning.

Systems for Student Support

2. The district has resources in place to address the social-emotional needs of students.

Inclusive Leadership and Accountability

3. The district and stakeholders work together to improve learning environments for students.

Areas Needing Greatest Improvement:

Curriculum, Instruction and Assessment

1. The district has not developed, adopted or implemented a written curriculum for English language arts and mathematics based on Ohio's Learning Standards.
2. The district does not consistently administer teacher-created classroom assessments or performance-based assessments aligned to Ohio's Learning Standards to gauge student mastery of learning targets.

Inclusive Leadership and Accountability

3. The district does not focus improvement efforts on critical student learning challenges and contributing adult behaviors.

Systems for Student Support

4. The district does not consistently support students' transitions to postsecondary education and career pathways.

Inclusive Leadership and Accountability

5. The district does not consistently evaluate programs, materials and processes to determine its effectiveness and efficiency to meet district improvement goals.

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

The review was conducted March 9-13, 2020, by the following team of independent consultants, under the oversight of Ohio Department of Education staff members:

1. Dr. Delores Morgan, Judy L. Wright, Rhonda Zimmerly, Inclusive Leadership and Accountability
2. Dr. Linda Gibson, Porsche Chisley, Curriculum, Instruction and Assessment
3. Deborah Perlenfein, 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 Coach
- Assistant Treasurer
- Board of Education Members
- Career Exploration Specialist
- City Leaders and Representatives
- Communications Coordinator
- Data Coaches
- Digital Learning Center Staff
- Director, Business Affairs
- Director, Special Education and Gifted Program
- Director, Special Programs
- District Ohio Improvement Process (OIP) Facilitators
- Education Management Information System (EMIS) Coordinator
- Facilities and Transportation Staff
- Gifted Program Personnel
- High Schools That Work Staff
- Human Resources Director
- Human Resources Generalist
- Instructional Technology Support
- Intervention Specialists
- LPDC Coordinators and Members
- Multi-Tiered System of Support Specialist
- New Certified Staff
- Nurse
- President, Teachers Union
- Psychologists
- Reading Specialist
- Resource Head Start Coordinator
- School Counselors

- Special Education Specialists
- Speech Therapists
- State Support Team 13
- Superintendent
- Superintendent's Administrative Assistant
- Technology Support Staff
- Treasurer
- Truancy Officer

Focus Groups

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

On-site Visits

- Building and Classroom Observations at all levels

Lockland Local School District
210 North Cooper Avenue, Lockland OH 45215

Official District Review Schedule – March 9 – 13, 2020

(Please be sure that interviewees selected for each interview block can answer questions about each level: elementary, middle, and high school.)

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

Site Visit Schedule Day 1— Monday, March 9

<i>Time</i>	<i>Activity</i> <i>Room Location – Elementary Library</i>	<i>Time</i>	<i>Activity</i> <i>Room Location –Room 111</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Room 113</i>
7:30-8:00	ODE DRT Team Meeting Room - Elementary Library ALL DRT MEMBERS				
8:00-8:15	Orientation with District Leaders - Location Elementary Library 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 – Room Elementary Library	8:30-9:25	Leadership Interview – Room 111	8:30-9:25	Student Supports Interview – 113
	Instructional Technology Support A&D, C&I		Superintendent Treasurer LGC, FM		Truancy Officer K-6 Resource Head Start Coordinator – Hamilton County Educational Service Center SS, HR/PD
9:30-10:25	Student Supports Interview – Elementary Library	9:30-10:25	Leadership/Fiscal Interview – Room 111	9:30-10:25	HR & PD Interview - Room 113

	Special Education Specialists including Gifted Program personnel SS, A&D		Communications Coordinator Superintendent's Administrative Assistant LGC, FM		Teachers Union President HR/PD, C&I
10:30-11:25	Student Supports Interview –	10:30-11:25	Assessment & Data	10:30-11:25	Curriculum Interview
	Psychologists Speech Therapists SS, HR/PD		EMIS Coordinator A&D, FM		Academic Coach Data Coaches LGC, C&I
11:30-12:55	DRT Working Lunch Team Workroom – Room 150 ALL DRT MEMBERS				
1:00-1:55	Curriculum Interview Career Exploration Specialist C&I, A&D, HR/PD, SS				
1:00-1:55	City Leaders Interview (City Officials, Business Leaders, Clergy etc.) Location – Elementary library City Leaders and Representatives (Please list leaders/designees and organizations represented) Board of Education Member Lockland Village Administrator Village clergy Local community church clergy Public Works District LGC, FM				

Time	Activity <i>Room Location – Elementary Library</i>	Time	Activity <i>Room Location – Room # 111</i>	Time	Activity <i>Room Location – Room # 113</i>
2:00-2:55	Curriculum Interview	2:00-2:55	Fiscal Interview	2:00-2:55	Assessment & Data Interview
	Special Education Specialist Director, Special Education and Gifted Program C&I, LGC		Director, Business Affairs Human Resources Generalist FM, HR/PD		District OIP Facilitators A&D, SS
3:00-3:55	Leadership Interview	3:00-3:55	Assessment & Data	3:00-3:55	HR/PD Interview
	Director, Special Education and Gifted Program FM		Academic Coach Data Coaches A&D, SS, LGC		New Hires (certified) Open invitation HR/PD, C&I
4:00-4:55	Human Resources Interview	4:00-4:55	Assessment Interview	4:00-4:55	Fiscal Management Interview
	LPDC Coordinators and Members HR/PD, SS		Director, Special Education A&D, C&I		Superintendent LGC, FM
5:15-6:15	Parent Focus Group Location – Room # Elementary Library ALL DRT MEMBERS				
6:30	Review Team Debrief Team Workroom - Room # 150 ALL DRT MEMBERS				

Site Visit Schedule Day 2—Tuesday, March 10

Time	Activity Room Location – Elementary Library	Time	Activity Room Location – #111	Time	Activity Room Location – #113
8:00-8:30	DRT Meeting <i>Team Workroom - Room 150</i> ALL DRT MEMBERS				
8:00-3:00	Classroom and Building Observations will be conducted by the Team Classroom Observers				
8:30-9:25	Leadership Interview	8:30-9:25	Curriculum Interview -	8:30-9:25	Assessment Interview
	Board Members (2) LGC, FM		School Counselors C&I, SS		Technology Staff Demonstration – Student Information System, etc. A&D, HR/PD
9:30-10:25	Leadership Interview Technology Coordinator LGC, FM	9:30-10:25	Curriculum Interview K-3 Reading Specialist Intervention Specialist MTSS K-1 C&I, A&D, SS	9:30-10:25	Human Resources File Review <i>Location – Human Resources Office</i> HR/PD
10:30-11:45	State Support Team SST 13 <i>Location – Elementary Library</i> ALL DRT MEMBERS				

<i>Time</i>	<i>Activity</i> <i>Room Location –</i> <i>Elementary Library</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – #111</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – #113</i>
11:45-12:55	DRT Meeting/Working Lunch <i>Team Workroom – Room # 150</i> ALL DRT MEMBERS				
12:00 – 12:55	Curriculum Interview <i>Location - Room 111</i> High Schools That Work Coaches C&I, A&D, HR/PD, SS				
1:00-2:15	Focus Group – Community Partners (e.g., Non-profit organizations, for-profit organizations, etc.) <i>Location – Room # Elementary Library</i> Mind Peace ALL DRT MEMBERS				
2:20-3:10	Focus Group - Principals <i>Location - Elementary Library</i> ALL DRT MEMBERS				
3:15-4:15	Teacher Focus Group Middle and High School <i>Location - Elementary Library</i> ALL DRT MEMBERS	4:20-5:20	Teacher Focus Group Elementary <i>Location - Elementary Library</i> ALL DRT MEMBERS		

<i>Time</i>	<i>Activity</i> <i>Room Location –</i> <i>Elementary Library</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – #111</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – #113</i>
5:30	District Review Team Debrief <i>Location - Team Workroom - Room # 150</i> ALL DRT MEMBERS				

Site Visit Schedule Day 3 – Wednesday, March 11

Time	Activity Room Location # Elementary Library	Time	Activity Room Location #111	Time	Activity Room Location #113
8:00-8:30	DRT Meeting Location - Team Workroom - Room # 150 ALL DRT MEMBERS				
8:30-9:25	Student Supports Interview School Nurse SS, LGC	8:30-9:25	Fiscal Interview Assistant Treasurer FM	8:30-9:25	Curriculum & Instruction Interview Academic Coach C&I, A&D, HR/PD
9:30-9:40	Travel to School Buildings				
9:45-10:40	Student Focus Group Elementary LGC, FM	9:45-10:40	Student Focus Group Middle School C&I, A&D	9:45-10:40	Student Focus Group High School SS, HR/PD
10:40-10:55	Travel to District Review Work Room				
11:00-11:55	Fiscal Interview Facilities & Transportation/ Associate Principal FM, LGC	11:00-11:55	Assessment & Data Interview Intervention Specialists C&I, A&D, SS	11:00-11:55	HR/PD Interview Human Resources Director HR/PD

12:00-12:55	Working Lunch/Document Review <i>Location: Team Workroom - Room # 150</i> ALL DRT MEMBERS				
1:00-1:55	Fiscal Interview Treasurer FM	1:00-1:55	Student Supports Interview Career Exploration staff Digital Learning Center staff SS, HR/PD, A&D, C&I	1:00-1:55	OPEN LGC
2:00-2:55	Leadership Interview Union President LGC, FM	2:00-2:55	Assessment Interview Head Start Director, Hamilton County Educational Service Center A&D, C&I	2:00-2:55	Student Supports Interview K-12 EL Resource Coordinator EMIS Coordinator SS, HR/PD
3:00-3:55	Curriculum Interview Principal C&I, A&D, HR/PD, SS			4:00-4:55	Curriculum Interview Principal C&I, A&D, HR/PD, SS
3:00-3:55	Leadership Interview Board Member LGC, FM				

5:15

Review Team Debrief and Team Members
Location – Team Workroom – Room #150

ALL DRT MEMBERS

Site Visit Schedule Day 4 – Thursday, March 12

<i>Time</i>	<i>Activity</i>
8:00-1:00	Classroom Visits TBD ALL DRT MEMBERS
1:00-2:00	DRT Lunch ALL DRT MEMBERS
2:15-6:00	DRT Working Lunch/Emerging Themes Meeting <i>Location – Room #150</i> ALL DRT MEMBERS, EDITING TEAM

Site Visit Schedule Day 5 – Friday, March 13

<i>Time</i>	<i>Activity</i>
9:00-10:00	DRT Final Morning Meeting <i>Location – Team Workroom - Room # 150</i> ALL DRT MEMBERS
10:00-10:45	Meeting with Superintendent RE: Emerging Themes <i>Location – Room #150</i> CCI Representative DRT Coordinator
11:00-11:45	District Debriefing Meeting with Leadership Team RE: Emerging Themes <i>Location - Room #150</i> ALL DRT MEMBERS
11:45-2:00	Working Lunch/ Q & A/ Compliance Tracking System <i>Location -Team Workroom - Room #150</i> ALL DRT MEMBERS

Key

A&D = Assessment & Effective Use of Data

C&I = Curriculum & Instruction

FM = Fiscal Management

HR/PD = Human Resources/Professional Development

LGC = Leadership, Governance & Communication

SS = Student Supports

CCI = Center for Continuous Improvement

DRT = District Review Team

Appendix B: District Profile/Student Performance

DISTRICT PROFILE

Lockland Local School District is in Hamilton County, about 20 miles northeast of Cincinnati, Ohio. According to the United States Census Bureau, the estimated population of Cincinnati, Ohio, as of July 1, 2018, was approximately 302,605, which represents a 1.9 percent increase in population since the 2010 Census.¹ Approximately 87.6 percent of the population graduated from high school. The median household income in Cincinnati is \$38,542, with 27.2 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 Lockland Local Schools for 2018-2019 was \$51,060 (see table C-1, Appendix C), an increase of \$9,274 over five years. During the same period, the percentage of teacher attendance fell from 97.5 percent to 95.3 percent.

The student population breakdown for the school district in 2018-2019 was 33.9 percent White, Non-Hispanic; 10.2 percent Multiracial; 9.7 percent Hispanic; and 45.4 percent Black, Non-Hispanic (see figure C-1, Appendix C). The district reported 99.4 percent economically disadvantaged students, 18.1 percent students with disabilities, 3.2 percent gifted students, and 10.5 percent English learners in 2019 (see figure C-2, Appendix C). Overall, Lockland Local Schools' enrollment has decreased over the last 10 years, from 666 in 2010 to 541 in 2019 (see figure C-3, Appendix C).

Lockland Local is composed of three schools:

- Lockland Elementary School
- Lockland Middle School
- Lockland 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.

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

2. District Gap Closing Summary.

- 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 in 2018-2019. However, the district's Multiracial subgroup earned partial points

¹ United States Census Bureau, 2010

for showing some improvement, even though it did not improve by 10 percent (see figure C-4, Appendix C). In mathematics, none of the district's subgroups met the interim Performance Index goal for 2018-2019. However, a few of the district's subgroups (English Learners and Multiracial) received the full points for improving by 10 percent. In addition, the Black, Non-Hispanic and Economically Disadvantaged subgroups earned partial points for showing some improvement even though they did not improve by 10 percent (see figure C-5, Appendix C). For the class of 2018, the district's Black, Non-Hispanic, Economically Disadvantaged, and All Students subgroups met the interim four-year graduation rate goal. The All Students and Economically Disadvantaged subgroups also showed improvement in the four-year graduation rate between the class of 2017 and the 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). Lockland 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 2017-2018 and 2018-2019, English language arts performance in Lockland Local Schools improved across a few test-based indicators, with increases in student proficiency occurring in Grade 7 (6.8 percent) and high school ELA II (2.3 percent).
- B. Comparing Lockland Local Schools to the state average (see figure C-8, Appendix C), the greatest proficiency gaps occur in grade 8 (-46.4 percent) and grade 3 (-45.5 percent).
- C. Lockland Local Schools Value-Added results on the Progress component show significant evidence that students made more than expected progress in high school ELA I. However, there also is significant evidence that students made less than expected progress in grade 8 and moderate evidence that students made less than expected progress in grade 4 and grade 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). Lockland Local Schools did not meet the 80 percent benchmark for any math indicator in 2018-2019 (see figure C-10, Appendix C). However, between 2017-2018 and 2018-2019, students in grade 4, grade 5, grade 7 and grade 8 showed some improvement — increasing 30.4 percent, 2.4 percent, 3.0 percent and 12.5 percent respectively.
- B. Comparing Lockland Local Schools to the state average (see figure C-11, Appendix C) shows that the greatest proficiency gaps appear in grade 3 (-45.9 percent) and high school algebra I (-56.9 percent).
- C. Lockland 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 grade 4, grade 7, grade 8, algebra I, and geometry made less than expected progress (see figure C-12, Appendix C).

5. District Performance Index Summary.³

- A. Lockland Local Schools' Performance Index score for 2018-2019 was 56.04, a slight decrease from 59.05 in 2017-2018 and 58.57 in 2016-2017 (see figure C-13, Appendix C).

6. District Graduation Summary.⁴

- A. Lockland Local Schools' four-year graduation rate for 2019 (class of 2018) was 90.6 percent. Its five-year graduation rate was 82.2 percent for the class of 2017 (see figure C-14, Appendix C). The four-year graduation rate is higher than similar districts and the state average. While the five-year

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.

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

graduation rate is lower than those of similar districts and the state average this year (see figure C-15, Appendix C).

- B. Approximately 9.4 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 rates increased from 67.2 percent for the class of 2014 to 90.6 percent for the class of 2018. The five-year graduation rate increased from 74.1 percent for the class of 2014 to 82.2 percent for the class of 2017.

7. District Prepared for Success Summary.

- A. Lockland Local Schools' ACT participation in 2019 (class of 2018) was 64.3 percent, an increase of 22.2 percent from 2018 (class of 2017) (see figure C-16, Appendix C). Of the students in the entire graduating class, 8.2 percent received remediation-free scores, decreasing from 8.4 percent in 2018 (class of 2017).
- B. The percentage of students receiving honors diplomas decreased from 6.3 percent in 2018 (class of 2017) to 5.1 percent in 2019 (class of 2018).
- C. The percentage of students earning industry-recognized credentials increased from 5.9 percent in 2017 (class of 2016) and 8.4 percent in 2018 (class of 2017) to 16.3 percent in 2019 (class of 2018).

8. District Attendance and Chronic Absenteeism Summary.

- A. Lockland Local Schools' attendance rate was 88.8 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 increased from 26.1 percent in 2018 to 36.9 percent in 2019 (see figure C-18, Appendix C). Approximately 63.1 percent of the district's students needed universal support⁶ for attendance compared to 20.9 percent who needed moderate support and 16.0 percent who needed intensive support (see figure C-19, Appendix C).
- C. During the 2018-2019 school year, students in grade 12 had the highest chronic absenteeism rate in the district at 56.3 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 Lockland Local Schools' 43 off-track students in 2018-2019, 10 moved to on-track status (see figures C-21 and C-22, Appendix C).
- B. During the 2018-2019 school year, 7.7 percent of Lockland 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, Lockland Local Schools spent \$8,772.90 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 slightly more on classroom instruction (65.4 percent) than similar districts (65.1 percent) but less than the state average (67.7 percent) overall (see figure C-24, Appendix C).
- B. Slightly less than 56 percent of the district's revenue came from state funds, with local funds making up the second highest percent of Lockland's revenue at 25.4 percent (see figure C-25, Appendix C).
- C. During the 2018-2019 school year, Lockland Local Schools spent \$1,152.26 or 69.4 percent more on administration and \$584.31 or 74.2 percent more on pupil support than the state average. They also spent \$153.59 or 36.0 percent more than the state average on staff support. However, Lockland Local

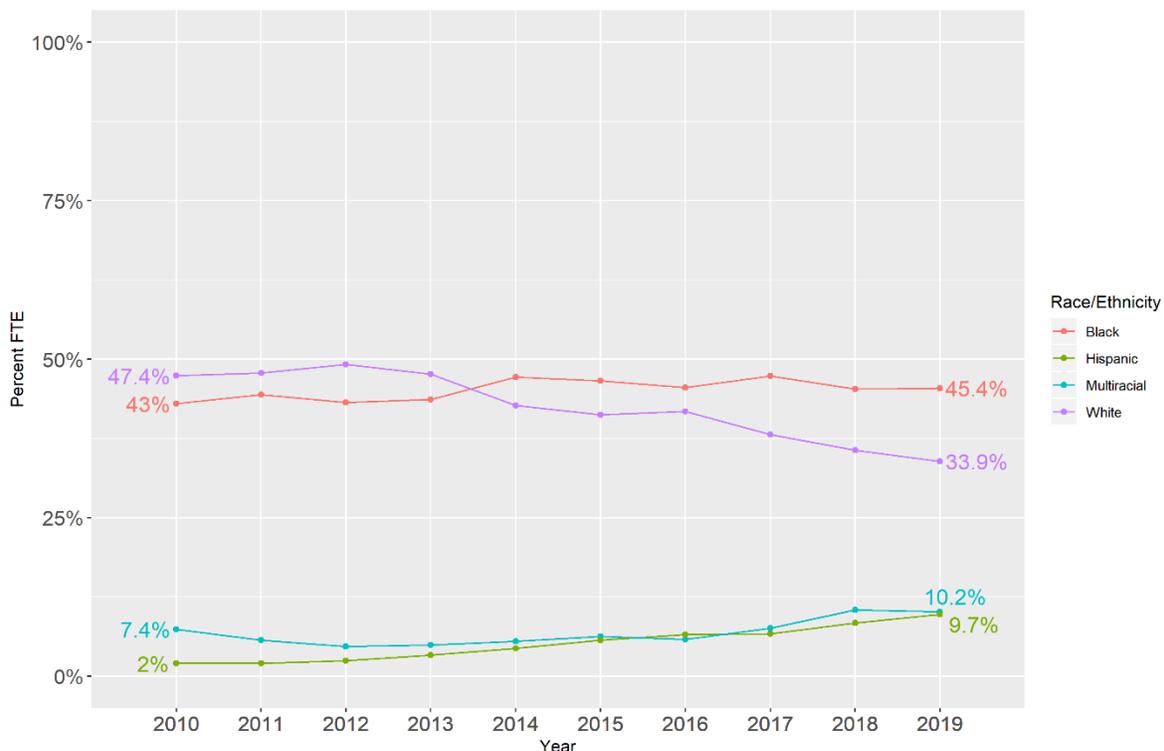
⁵ Students who miss 10 or more percent of school are identified as chronically absent.

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.

Schools spent less on building operations and instruction than the state average (see table C-2, Appendix C).

Appendix C: Figures and Tables Related to Accountability

Figure C-1: Lockland Local School District Enrollment- Race



Source: Ohio Department of Education, Office of Accountability

Figure C-2: Lockland Local School District Enrollment – Special Populations

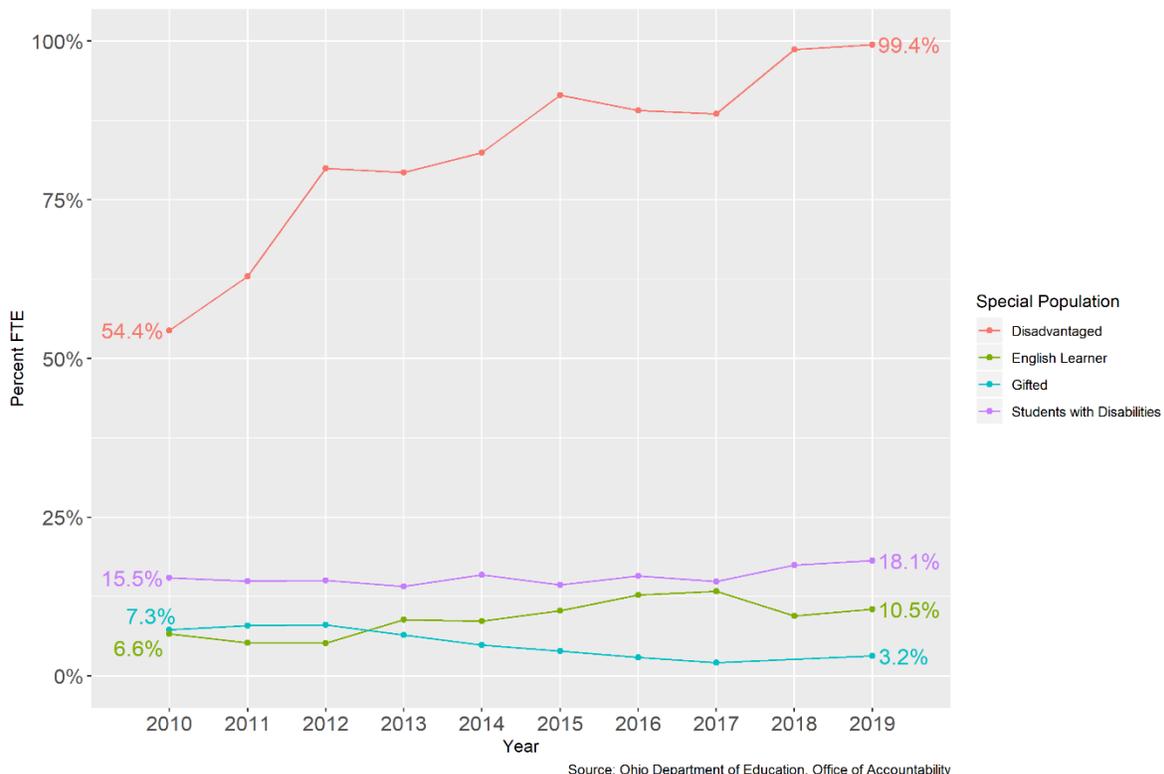


Figure C-3: Lockland Local School District Enrollment – 10-Year Trend

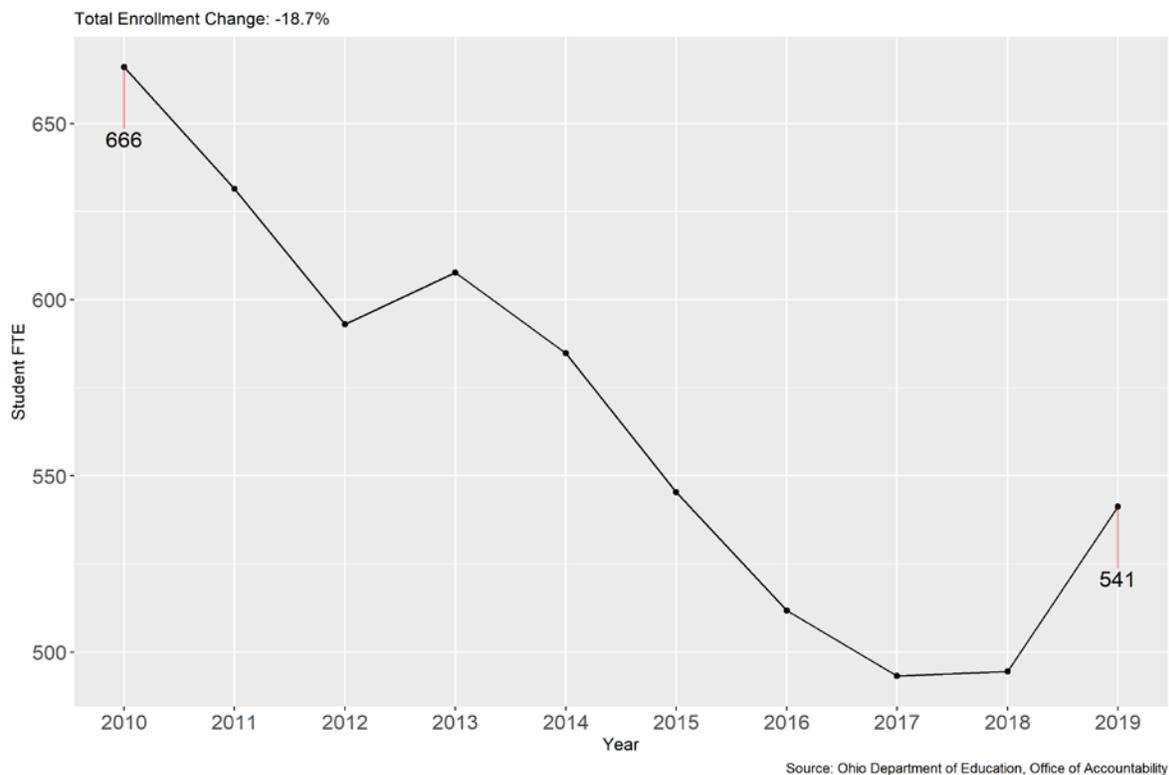


Figure C-4: Lockland Local School District Schools Gap Closing – English Language Arts⁷

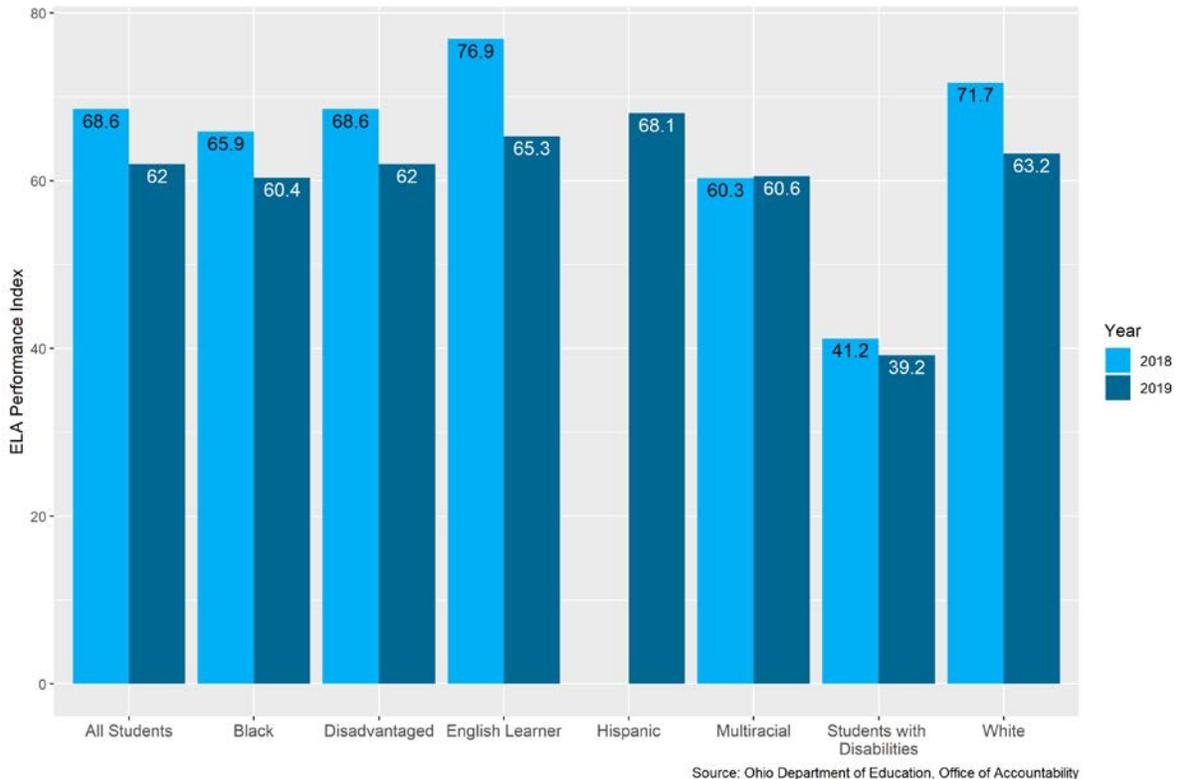
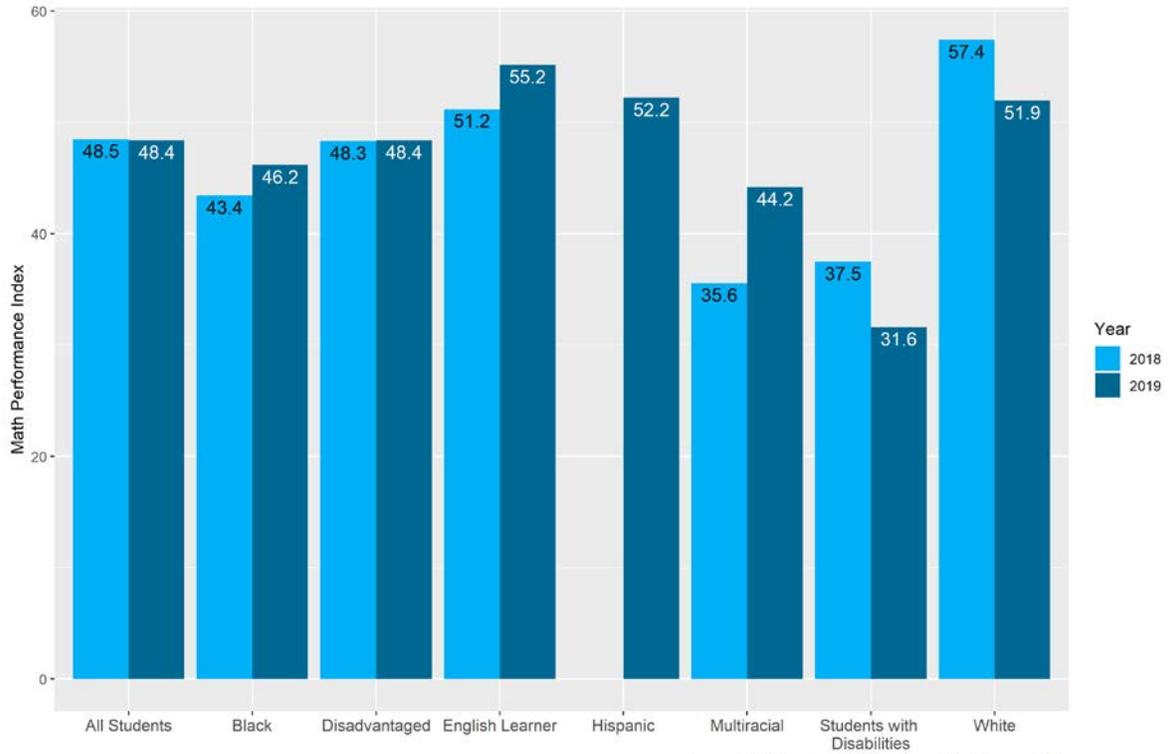


Figure C-5: Lockland Local School District Gap Closing – Mathematics⁷

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



Source: Ohio Department of Education, Office of Accountability

Figure C-6: Lockland Local School District Gap Closing – Graduation⁸

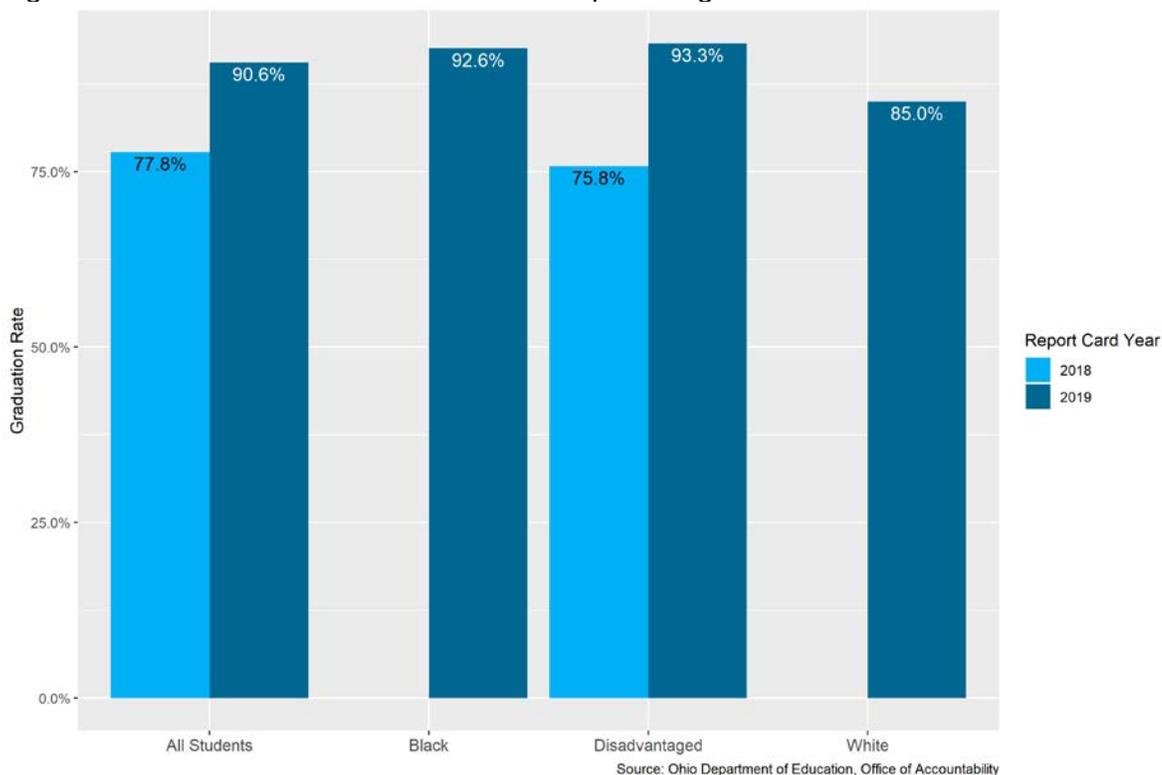


Figure C-7: Lockland Local School District English Language Arts Proficiency – Trend

⁸ On the 2018 report card (for the class of 2017), the Black, Non-Hispanic and White, Non-Hispanic subgroups had fewer than 25 students so they were not part of the Gap Closing calculation. There were more than 20 students in those subgroups for the 2019 report card (class of 2018), so a value was calculated.

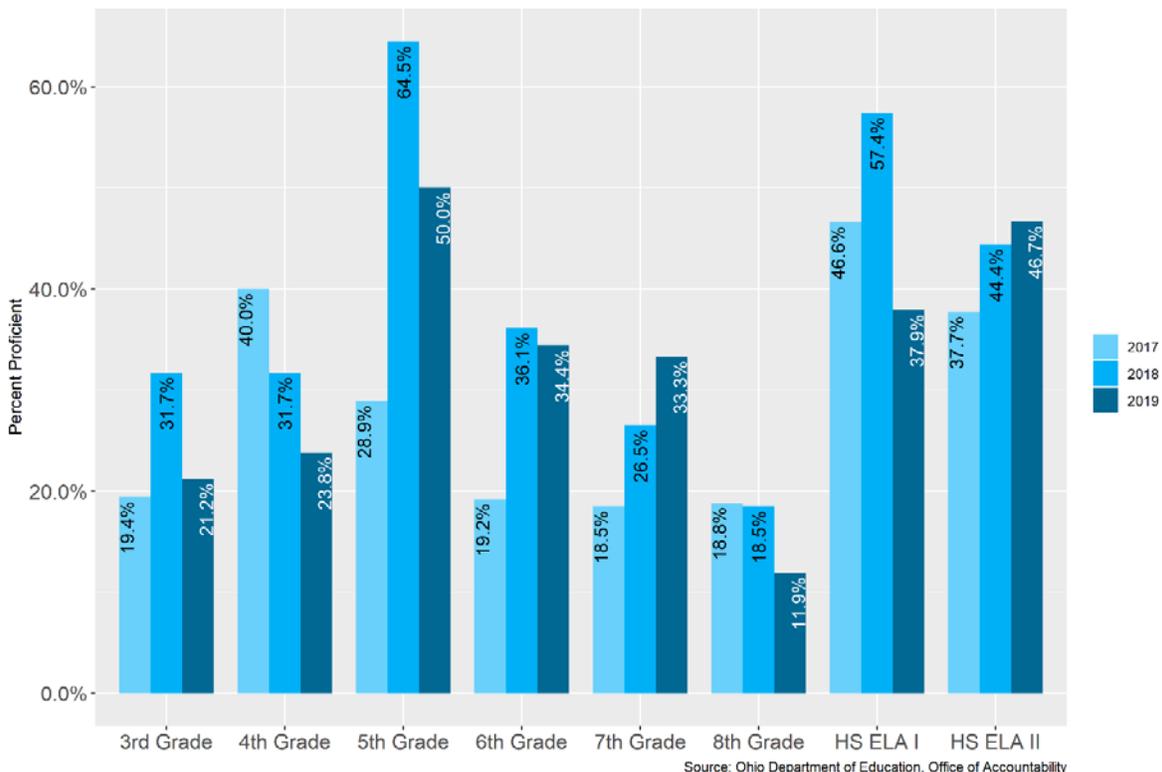


Figure C-8: Lockland Local School District English Language Arts Proficiency – Comparison

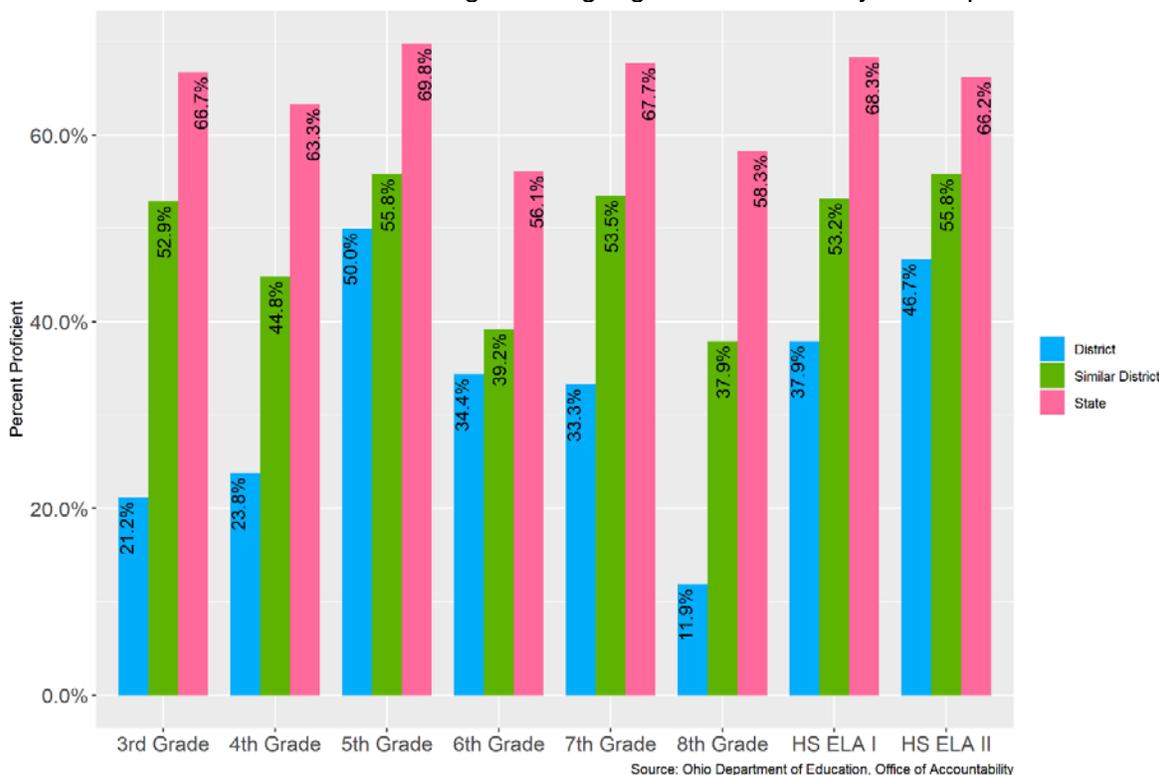


Figure C-9: Lockland Local School District English Language Arts Value-Added

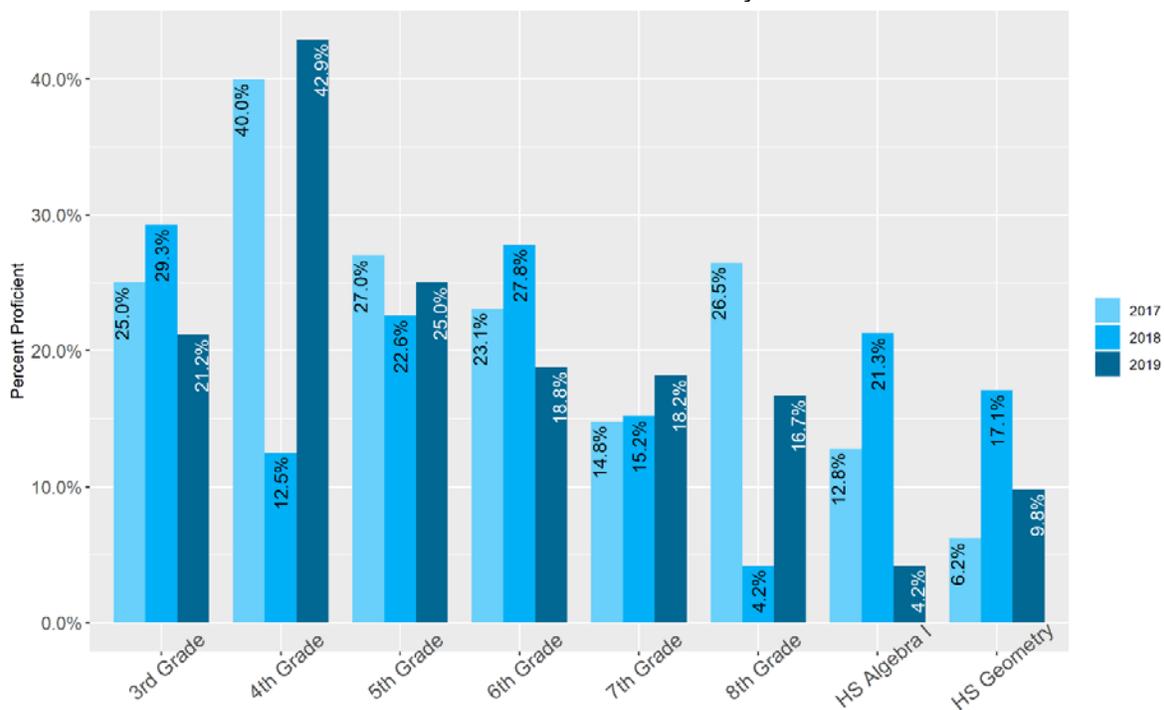
Estimated District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2017 Growth Measure		4.0 LG	-6.3 R	0.5 Y	-2.7 O	-1.5 Y	-1.5
Standard Error		2.6	2.3	2.5	2.4	1.7	1.0
2018 Growth Measure		2.1 Y	2.8 LG	2.8 LG	0.6 Y	-0.0 Y	1.7
Standard Error		2.2	2.5	2.2	2.1	2.2	1.0
2019 Growth Measure		-9.8 R	2.6 LG	-3.7 O	-2.8 O	-4.4 R	-3.6
Standard Error		2.2	2.1	2.4	2.1	1.8	0.9
3-Year-Average Growth Measure		-1.9 O	-0.3 Y	-0.1 Y	-1.5 O	-2.2 R	-1.2
Standard Error		1.3	1.3	1.4	1.3	1.1	0.4

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	36.3	38.0	29.0	37.2	34.9	46.4	
2017 Average Achievement	35.2	43.1	32.7	32.0	31.2	33.6	
2018 Average Achievement	36.7	35.3	44.2	37.7	35.3	32.9	
2019 Average Achievement	29.3	29.8	38.0	38.7	33.3	30.0	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2017	66	696.9	35	691.8	28	4.1 DG	1.5
	2018	47	703.8	33	698.6	27	4.1 DG	1.7
	2019	28	692.2	21	692.0	21	0.1 Y	1.8
	3-Yr-Avg	141	698.3	28	694.1	24	3.3 DG	1.0

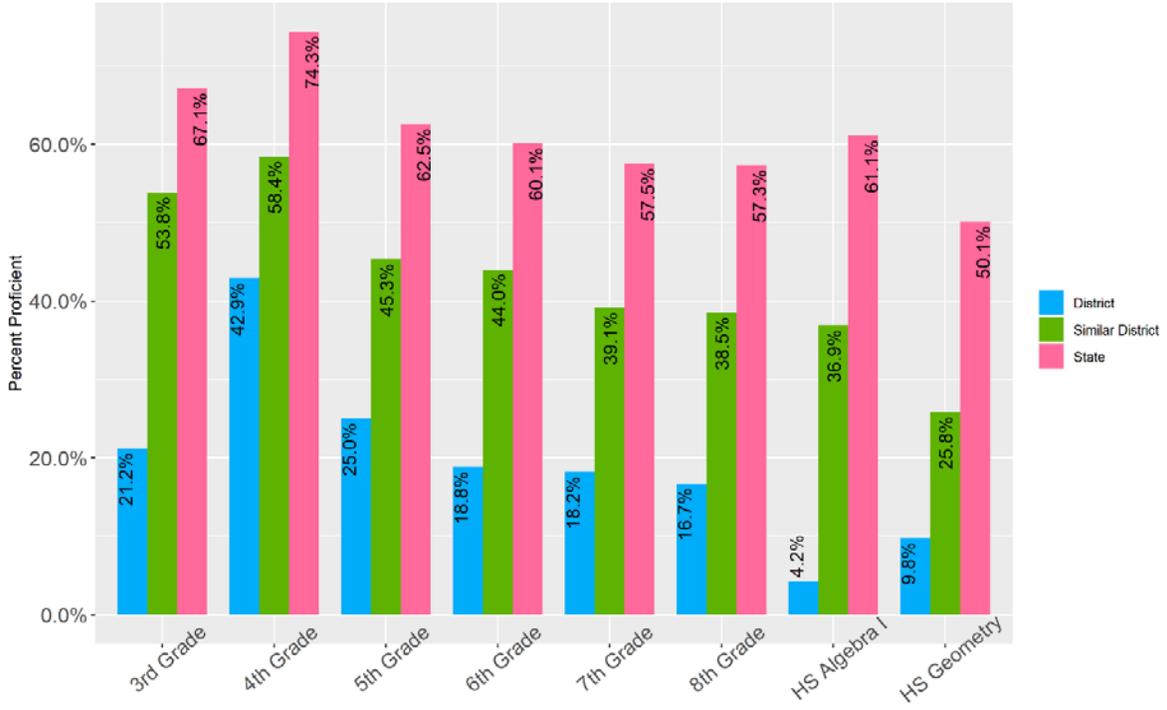
Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts II	2017	58	690.0	31	684.6	25	3.8 DG	1.7
	2018	33	693.3	26	696.3	29	-1.9 Y	2.0
	2019	43	691.0	23	693.1	25	-1.4 Y	1.7
	3-Yr-Avg	134	691.2	25	690.2	24	0.7 Y	1.0

Figure C-10: Lockland Local School District Mathematics Proficiency – Trend



Source: Ohio Department of Education, Office of Accountability

Figure C-11: Lockland Local School District Mathematics Proficiency – Comparison



Source: Ohio Department of Education, Office of Accountability

Figure C-12: Lockland Local School District Mathematics Value-Added

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		-5.6 R	1.3 Y	9.0 DG	0.3 Y	0.8 Y	1.0
Standard Error		2.3	1.9	2.2	2.0	1.6	0.9
2018 Growth Measure		-0.2 Y	-2.9 O	-0.6 Y	-6.8 R	-14.2 R	-4.2
Standard Error		2.0	2.0	1.8	1.8	2.2	0.9
2019 Growth Measure		-5.6 R	2.2 LG	1.3 Y	-4.3 R	-3.6 R	-2.0
Standard Error		1.9	1.7	2.0	1.8	1.7	0.8
3-Year-Average Growth Measure		-3.7 R	0.5 Y	2.7 DG	-3.9 R	-4.0 R	-1.7
Standard Error		1.2	1.1	1.2	1.1	1.0	0.4

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	38.4	28.2	22.7	34.1	31.3	41.5	
2017 Average Achievement	25.6	36.3	30.9	34.2	32.6	32.9	
2018 Average Achievement	34.4	24.5	31.6	32.0	27.2	20.2	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2017	82	676.8	20	680.8	26	-3.6 R	1.5
	2018	47	684.0	21	688.8	25	-4.2 R	2.0
	2019	22	672.5	13	675.9	15	-2.7 Y	3.0
	3-Yr-Avg	151	678.4	17	682.6	20	-3.7 R	1.1

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Geometry	2017	63	668.7	20	671.4	22	-2.2 O	1.9
	2018	33	658.3	16	668.3	23	-7.8 R	2.8
	2019	49	670.2	21	674.3	25	-3.6 O	2.3
	3-Yr-Avg	145	666.8	17	671.7	22	-3.9 R	1.3

Figure C-13: Lockland Local School District Performance Index – Trend

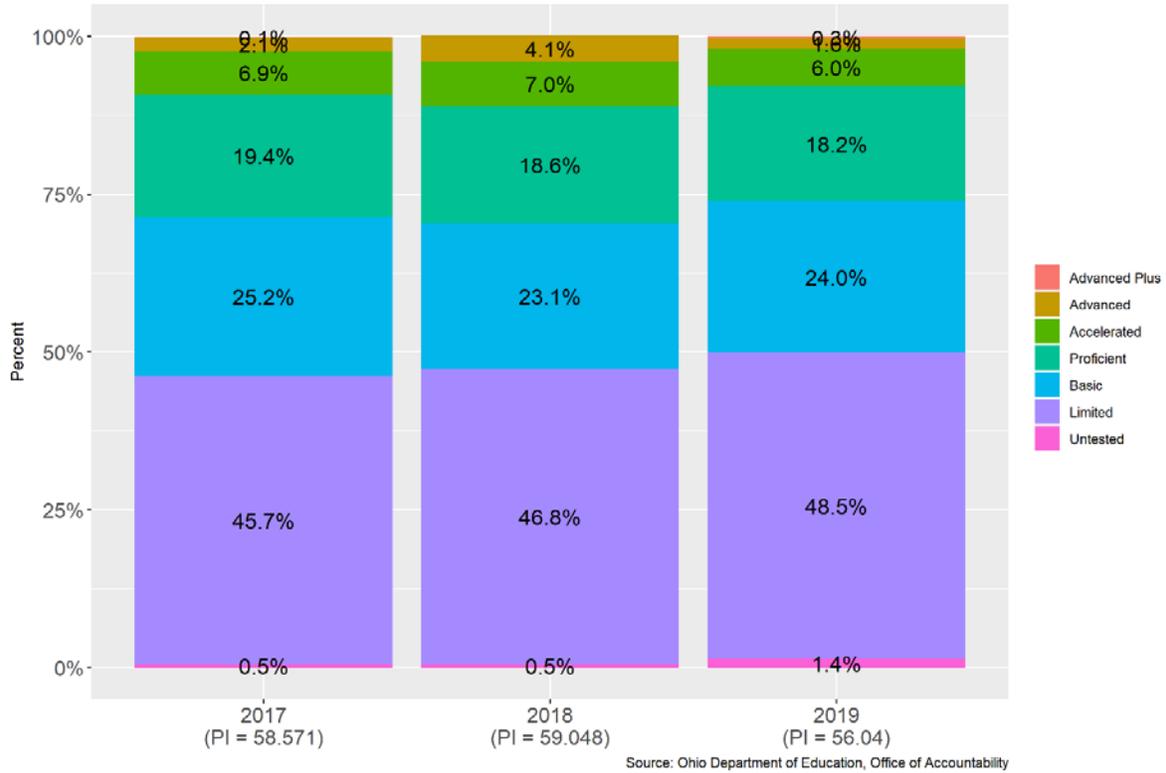


Figure C-14: Lockland Local School District Graduation Rate – Trend

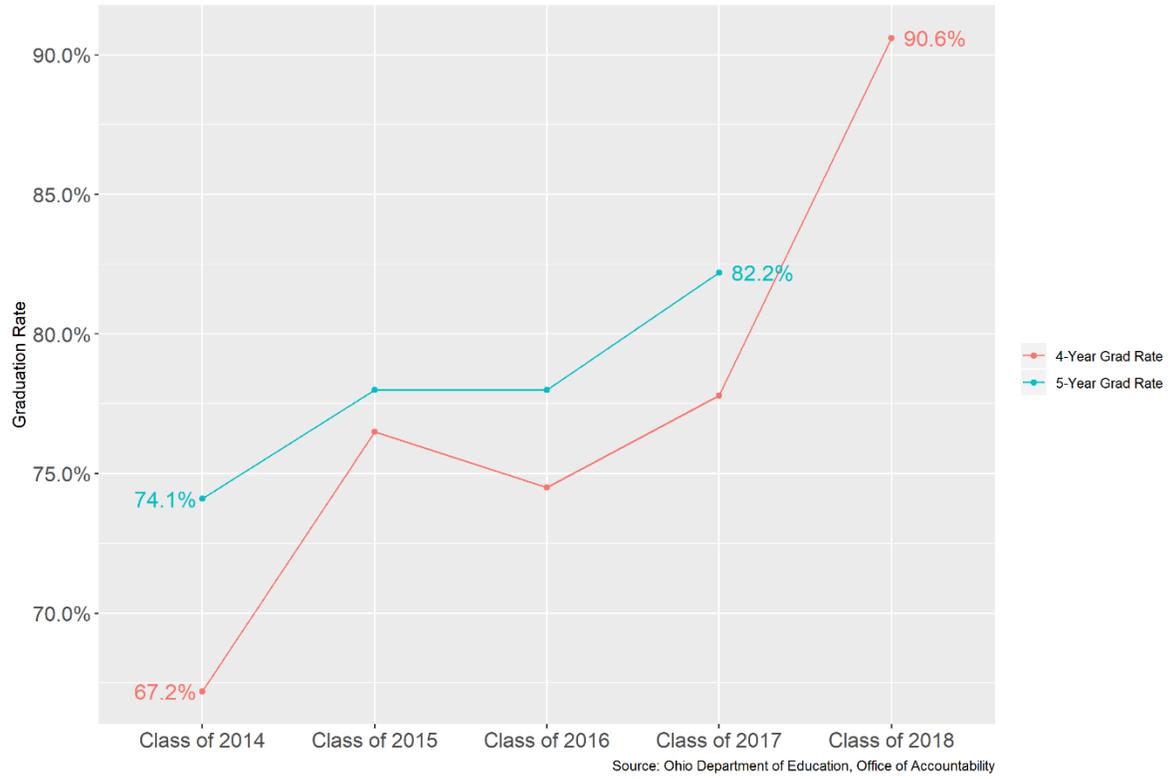


Figure C-15: Lockland Local School District Graduation Rate – Comparison

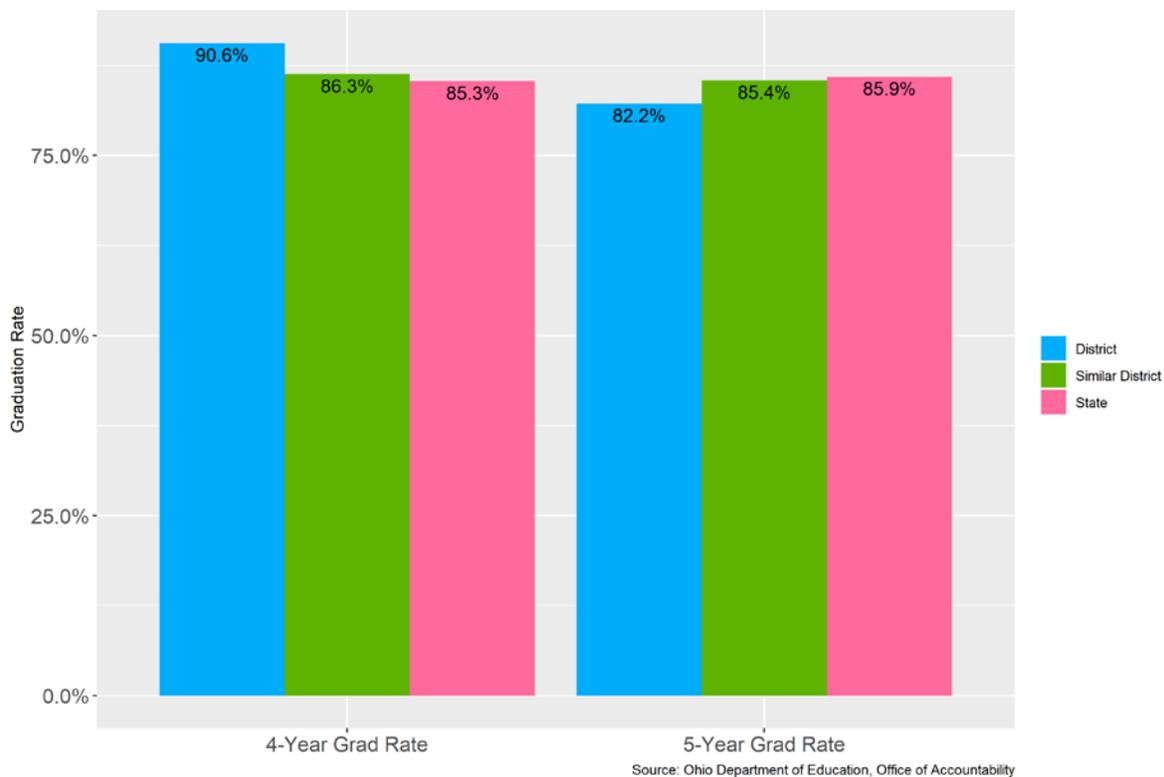
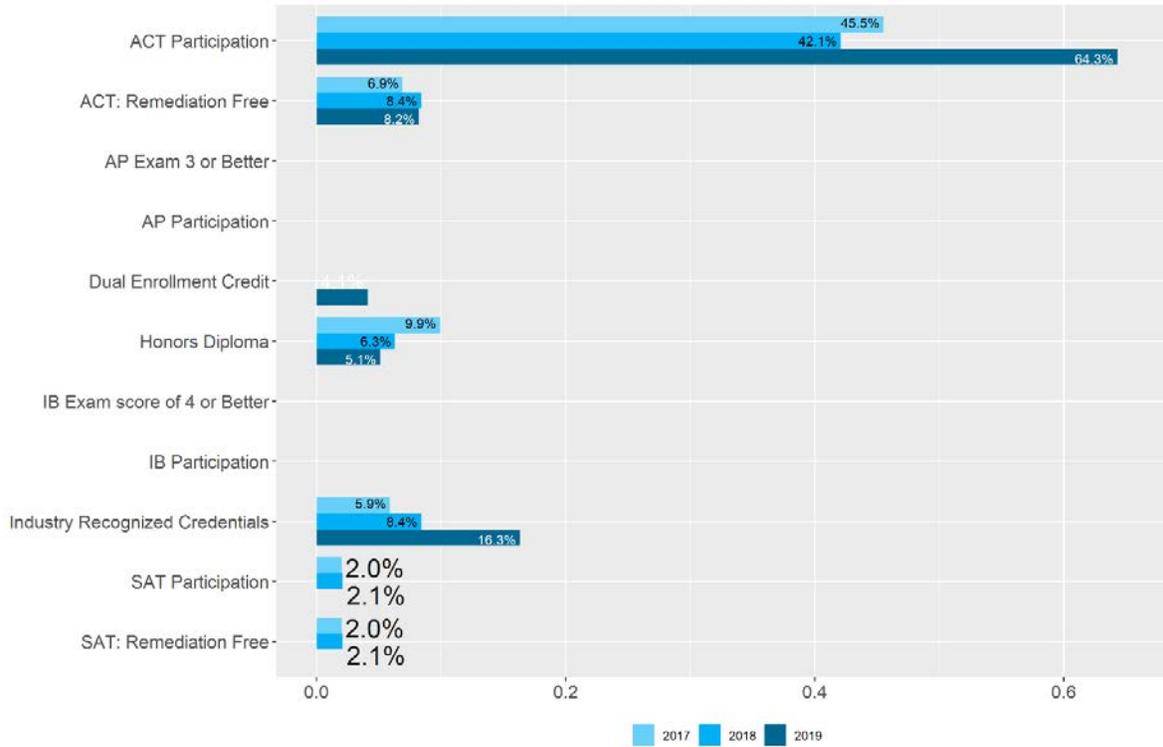


Figure C-16: Lockland Local School District Prepared for Success – Trend



Source: Ohio Department of Education, Office of Accountability

Figure C-17: Lockland Local School District Student Attendance Rate

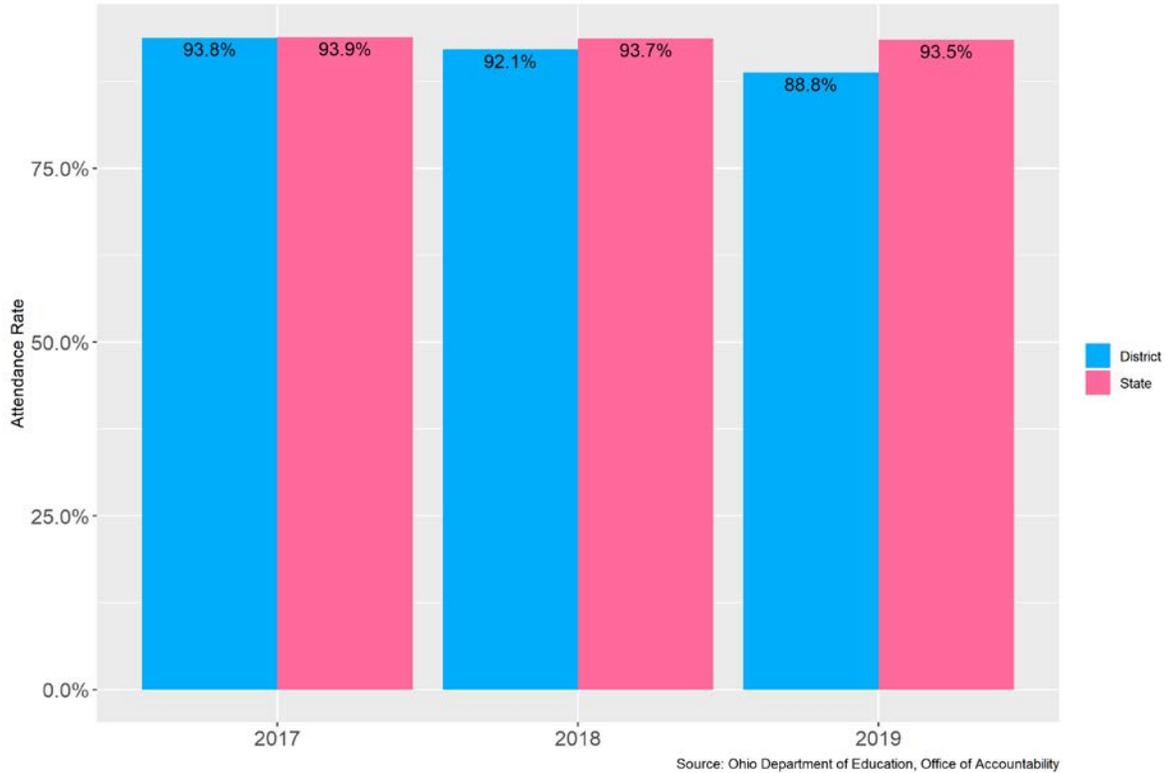
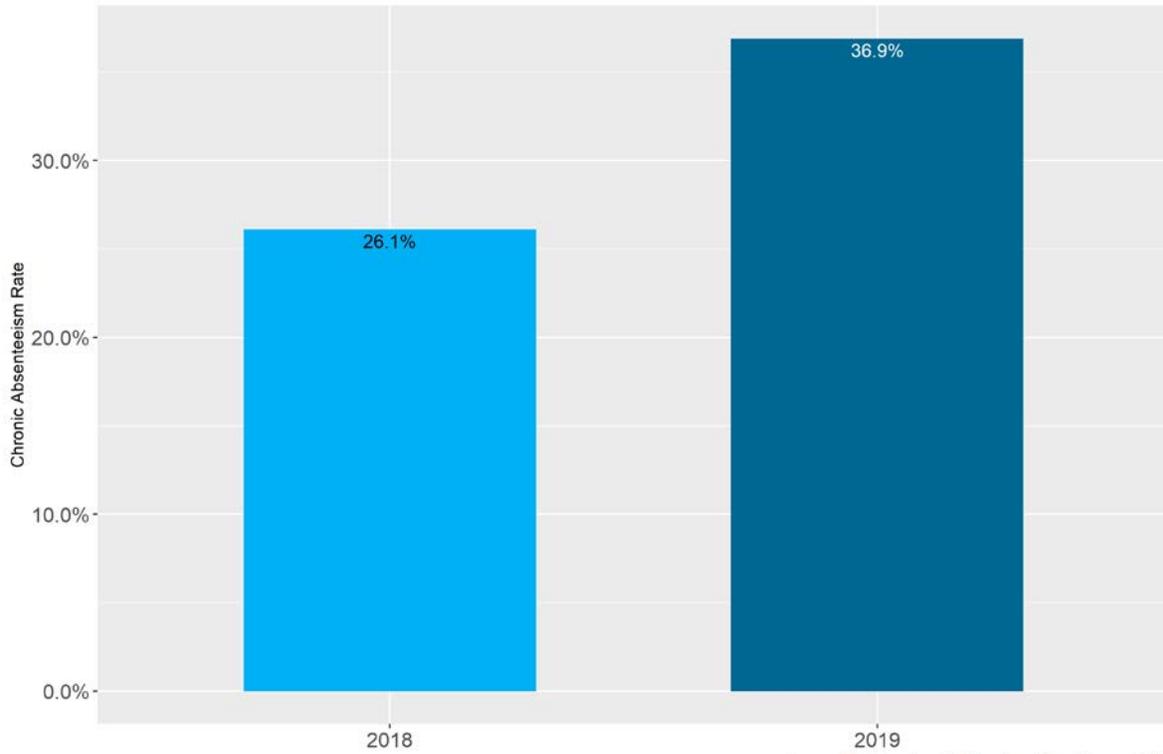
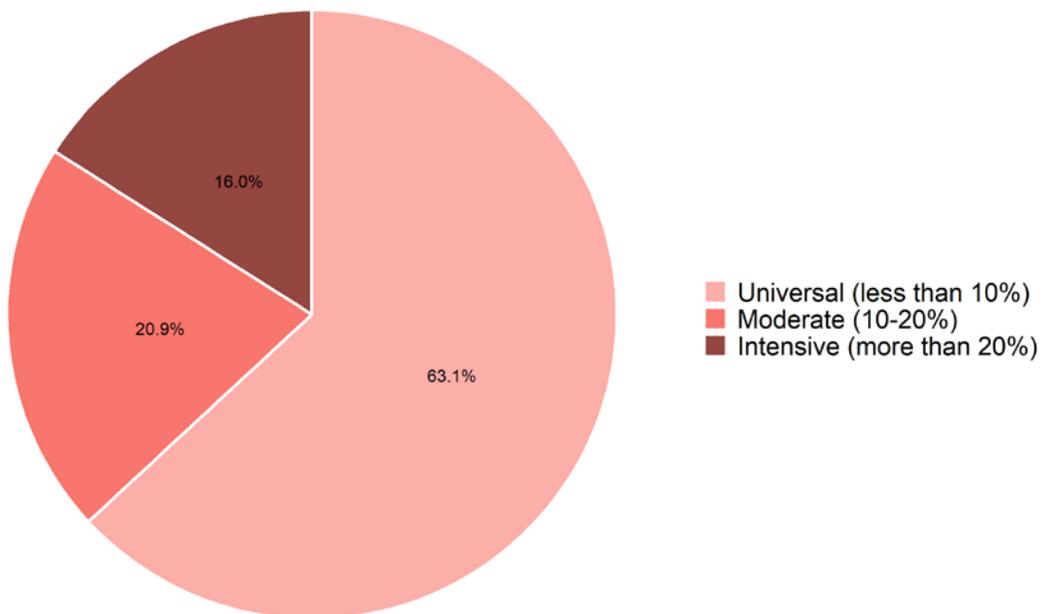


Figure C-18: Lockland Local School District Chronic Absenteeism Rate



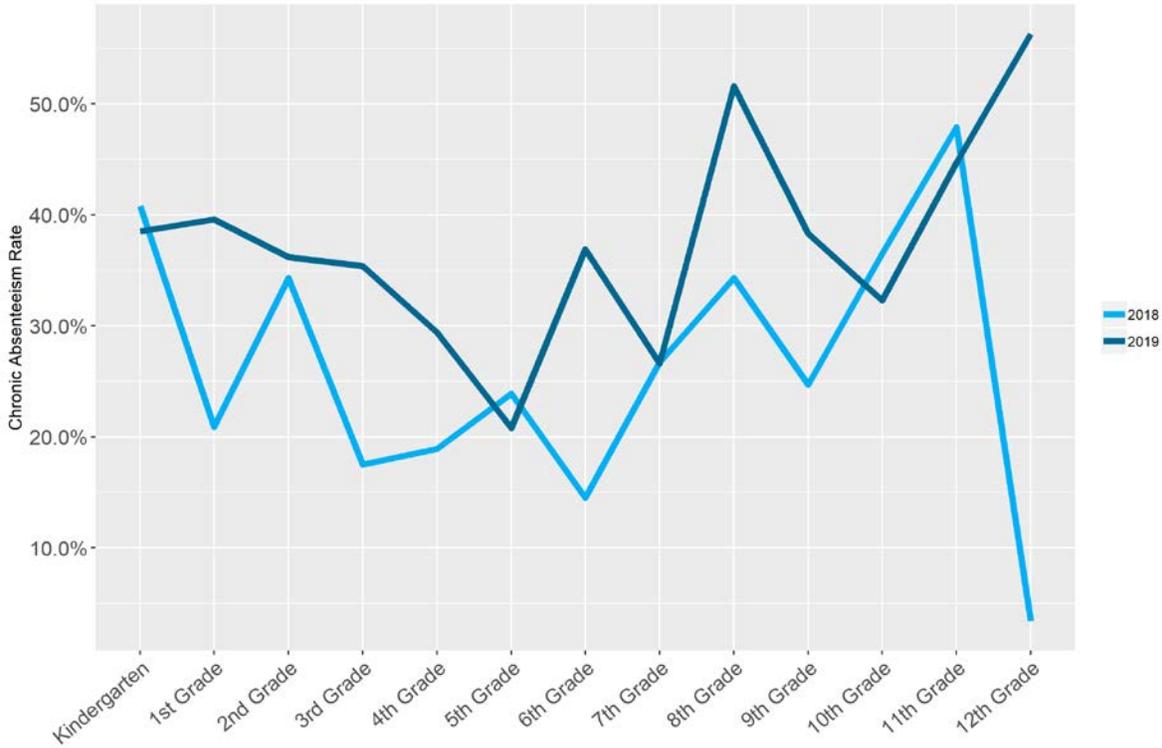
Source: Ohio Department of Education, Office of Accountability

Figure C-19: Lockland Local School District Chronic Absenteeism – Support Tiers



Source: Ohio Department of Education, Office of Accountability

Figure C-20: Lockland Local School District Chronic Absenteeism – Grade Level



Source: Ohio Department of Education, Office of Accountability

Figure C-21: Lockland Local School District Improving At-Risk K-3 Readers – Overview

Lockland Local District Grade **D** District at a glance

Improving At-Risk K-3 Readers

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

In your district... [Details of Measure](#)

10 Students Moved to On Track

0 RIMP Deductions

÷

43 Students Started Off Track

D

23.3%

76.7

23.3

● Moved to On Track ● Remained Off Track

3rd Grade Reading Guarantee
[On Track by Grade Level](#)

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

92.3%

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

21.2%

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

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

Grade Key

A = 78.0 - 100.0%	D = 11.7 - 33.7%
B = 55.9 - 77.9%	F = <11.7%
C = 33.8 - 55.8%	

Figure C-22: Lockland Local School District Improving At-Risk K-3 Readers – Detail

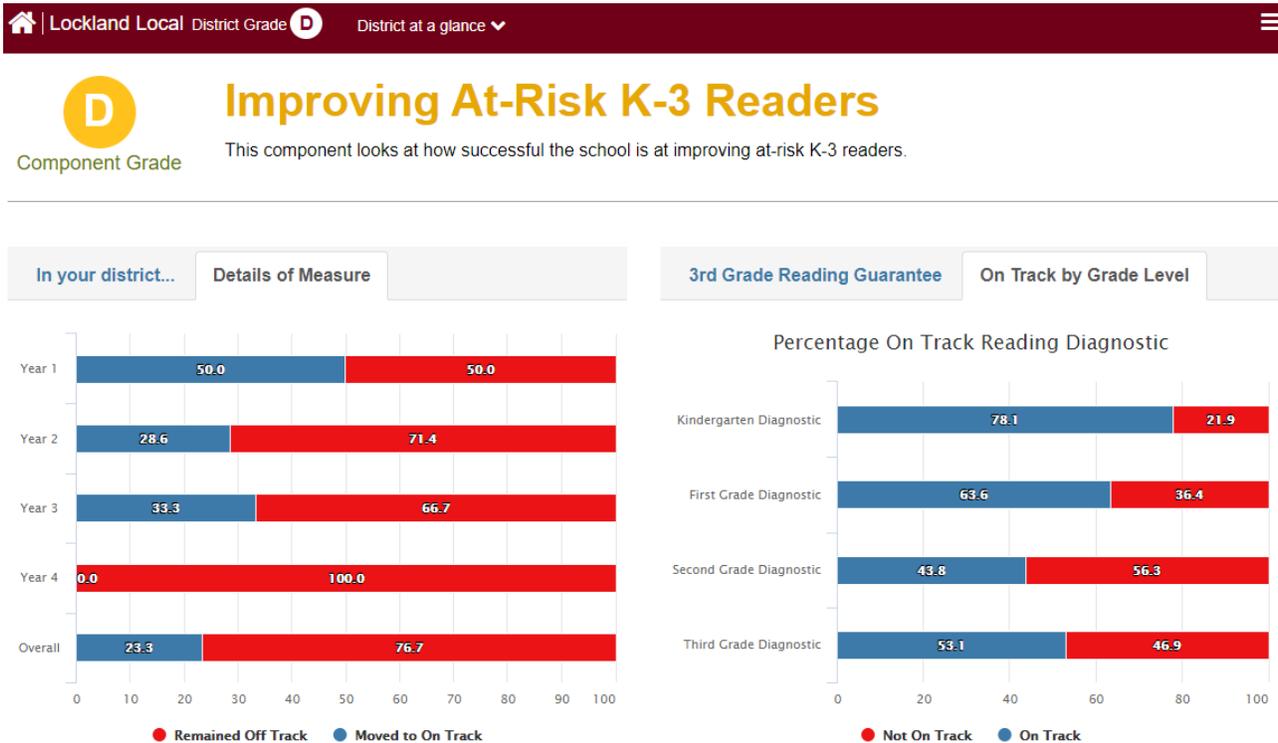


Figure C-23: Lockland Local School District Spending Per Equivalent Pupil

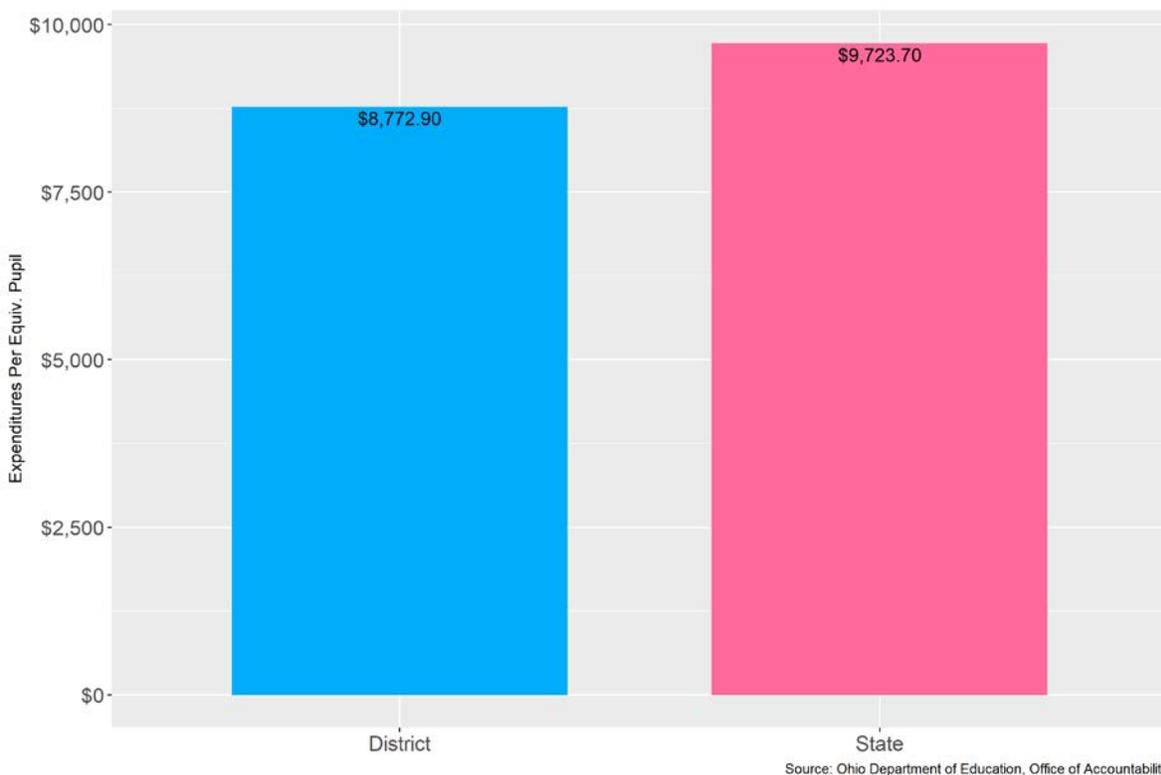
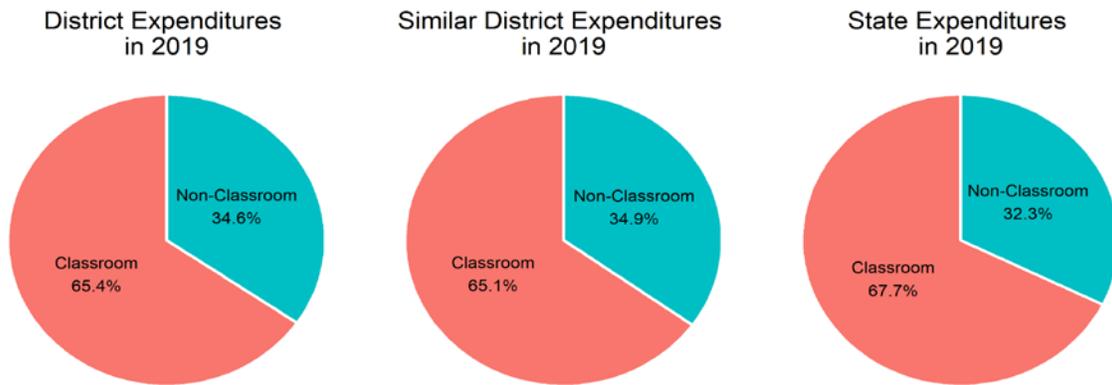
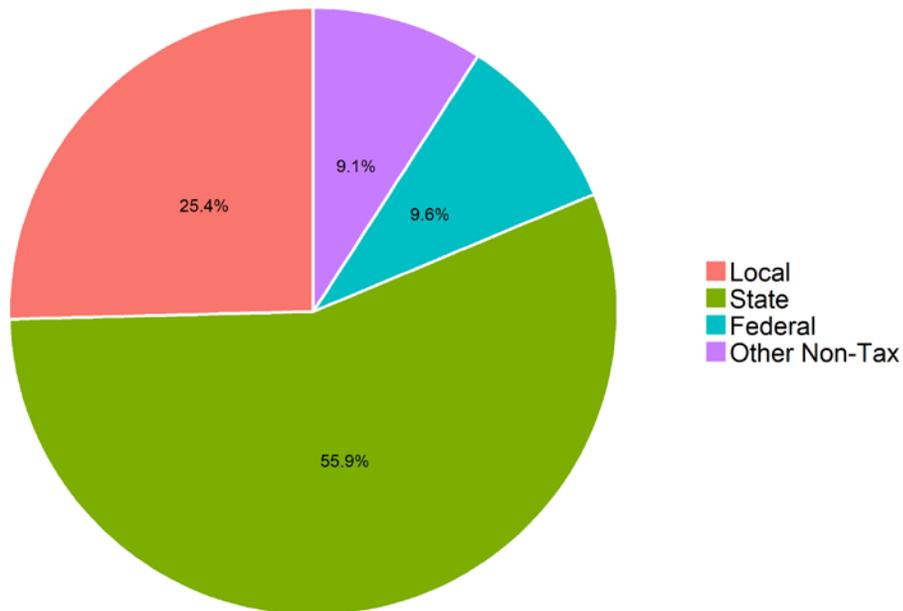


Figure C-24: Lockland Local School District Classroom vs Non-Classroom Expenditures



Source: Ohio Department of Education, Office of Accountability

Figure C-25: Lockland Local School District Revenue Sources



Source: Ohio Department of Education, Office of Accountability

Table C-1: Lockland Local School District Staff Summary

Year	Average Teacher Salary	Teacher Attendance	Percent of Teachers with Master's or Doctorates
2014	\$41,786	97.5%	38.5%
2015	\$42,228	96.0%	51.9%
2016	\$52,668	96.5%	47.4%
2017	\$51,084	96.3%	44.0%
2018	\$53,364	95.4%	51.2%
2019	\$51,060	95.3%	47.6%

Table C-2: Lockland Local School District Cupp Report – Expenditure per Student Comparison

Expenditure	Lockland Local Schools	Comparable District Average	Statewide Average
Administration	\$2,811.57	\$2,029.87	\$1,659.31
Building Operations	\$1,586.34	\$2,344.72	\$2,350.71
Instruction	\$6,354.87	\$7,405.47	\$7,248.88
Pupil Support	\$1,371.28	\$732.06	\$786.97
Staff Support	\$580.13	\$495.37	\$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 Department's website to see both calculations. This situation also applies to the Revenue by Source information provided on this report.

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

Expenditure	Lockland Local Schools	Comparable District Average	Statewide Average
Salaries	42.88%	50.90%	53.44%
Fringe Benefits	17.12%	21.53%	21.19%
Purchased Services	37.37%	24.12%	20.79%
Supplies and Materials	1.32%	2.44%	2.94%
Other Expenditures	1.30%	1.01%	1.63%

Source: Cupp Report, FY2019

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.								
9. The teacher provides opportunities for students to								

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
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.]								

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

Academic Acceleration
 Administrative Limited Contract
 Algebra 1 - Teacher-Based Team 01/16/2020
 Annual Appropriation Measure FY20
 Anti-Harassment
 Assessment Matrix
 Attendance
 Boo Bash
 Book Buffet
 BUDWRK
 Building Maps
 Bullying
 Career Advising
 Co-Auditor Tax Rate Estimate
 College Credit Plus
 College Credit Plus Program
 Comprehensive Continuous Improvement Plan - FY2020
 Comprehensive Continuous Improvement Plan Grants for FY2018
 Comprehensive Continuous Improvement Plan Overview
 Course Guides
 Crisis Intervention
 Current Interventions
 Curriculum Revisions
 Description of Student Support Programs
 District Profile Report (CUPP Report)
 District Sponsored Clubs
 Drama Program Comes to Lockland
 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next
 Education Progress Goals
 Educational Options
 English Language Arts - Grade 3 Teacher-Based Team 01/23/2020
 English Language Arts - Grade 3 Teacher-Based Team 09/05/2019
 English Language Arts - Grade 3 Teacher-Based Team 10/10/2019
 English Language Arts - Grade 3 Teacher-Based Team 10/24/2019
 English Language Arts - Grade 3 Teacher-Based Team 11/07/2019
 English Language Arts - Grade 3 Teacher-Based Team 11/14/2019
 English Language Arts - Grade 5 Teacher-Based Team 01/16/2019
 English Language Arts - Grade 5 Teacher-Based Team 01/23/2019
 English Language Arts - Grade 5 Teacher-Based Team 09/05/2019
 English Language Arts - Grade 5 Teacher-Based Team 10/10/2019
 English Language Arts - Grade 5 Teacher-Based Team 10/24/2019
 English Language Arts - Grade 5 Teacher-Based Team 11/14/2019
 English Language Arts - Grade 5 Teacher-Based Team 12/05/2019
 English Language Arts - Grade 6 Teacher-Based Team 01/17/2020
 English Language Arts - Grade 6 Teacher-Based Team 09/03/2019
 English Language Arts - Grade 6 Teacher-Based Team 10/08/2019
 English Language Arts - Grade 6 Teacher-Based Team 11/06/2019
 English Language Arts - Grade 6 Teacher-Based Team 12/04/2019
 English Language Arts - Grade 7 Teacher-Based Team 01/16/2020

English Language Arts - Grade 7 Teacher-Based Team 09/05/2019
English Language Arts - Grade 7 Teacher-Based Team 10/24/2019
English Language Arts - Grade 7 Teacher-Based Team 11/15/2019
English Language Arts - Grade 7 Teacher-Based Team 12/05/2019
English Language Arts/Social Studies - Grade 2 Teacher-Based Team 01/23/2020
English Language Arts/Social Studies - Grade 2 Teacher-Based Team 10/10/2019
English Language Arts/Social Studies - Grade 2 Teacher-Based Team 10/24/2019
English Language Arts/Social Studies - Grade 2 Teacher-Based Team 11/14/2019
English Language Arts/Social Studies - Grade 2 Teacher-Based Team 12/04/2019
Environmental Health
Family Engagement
Five-Year Forecast and Assumptions - October 2019
Free Application for Federal Student Aid (FASFA) Night
Geometry 10 - Teacher- Based Team 01/16/2019
Geometry 10 - Teacher- Based Team 01/23/2019
Geometry 10 - Teacher- Based Team 09/05/2019
Geometry 10 - Teacher- Based Team 10/10/2019
Geometry 10 - Teacher- Based Team 10/24/2019
Geometry 10 - Teacher- Based Team 11/14/2019
Geometry 10 - Teacher- Based Team 12/05/2019
Gifted Education
Girls on the Run
Grade 1 - Teacher-Based Team 01/16/2019
Grade 1 - Teacher-Based Team 09/18/2019
Grade 1 - Teacher-Based Team 10/10/2019
Grade 1 - Teacher-Based Team 10/24/2019
Grade 1 - Teacher-Based Team 11/14/2019
Grade 1 - Teacher-Based Team 12/18/2019
Grade K - Teacher-Based Team 01/16/2020
Grade K - Teacher-Based Team 09/05/2019
Grade K - Teacher-Based Team 10/10/2019
Grade K - Teacher-Based Team 10/24/2019
Grade K - Teacher-Based Team 11/14/2019
Grade K - Teacher-Based Team 12/19/2019
Grade Level Planning Times - 2019-2020
Grades 6 -12 Career Connections Activities
Grades K-3 Local Literacy Plan: Evidence Based Practices
Guidance and Counseling
Health Services
High Schools That Work Site Review for Lockland Middle and High Schools – 2019-2020
Honor Roll and Attendance Breakfast
Individualized Education Plan 10-1
Individualized Education Plan 10-2
Individualized Education Plan 11-1
Individualized Education Plan 11-2
Individualized Education Plan 12-1
Individualized Education Plan 12-2
Individualized Education Plan 7-1
Individualized Education Plan 7-2
Individualized Education Plan 8-1
Individualized Education Plan 8-2

Individualized Education Plan 9-2
 Individualized Education Plan Grade 12
 Individualized Education Plan Grade 5
 Individualized Education Plan Kindergarten
 Individualized I Education Plan 9-1
 In-school Discipline
 Intervention
 Kagan Cooperative Learning
 Literacy Walkthrough Forms
 Local Literacy Plan: Birth through Grade 12
 Lockland City Schools Board of Education Policy Manual
 Lockland High School Master Schedule 2019-2020
 Lockland Local School District Educational Technology Plan
 Lockland Local School District Job Descriptions
 Lockland Local School District Ohio Special Education Profile - 2018-2019
 Lockland Local School District Organizational Chart
 Lockland Local School District Staff Roles and Responsibilities
 Lockland Local School District Website
 Lockland Local Schools Building Leadership Team Meeting Agendas and Minutes 2019-2020
 Lockland Local Schools College and Career Readiness (CCR) Integration
 Lockland Local Schools District Administrator Performance Evaluation
 Lockland Local Schools District and Lockland Education Association Master Agreement
 Lockland Local Schools District Leadership Team Meeting Agendas and Minutes - 8/26/2019 to 4/27/2020
 Lockland School District Board of Education Meeting Minutes – March 2019 – March 2020
 Lockland School District Reading Improvement Monitoring Plan
 Lockland Schools Student Success Plan
 Lockland Text Results Advanced Reports
 Lockland Thanksgiving Dinner
 Lockland Winter Program
 Math - Grade 2 Teacher-Based Team - 01/16/2020
 Math - Grade 2 Teacher-Based Team - 01/23/2020
 Math - Grade 2 Teacher-Based Team - 09/05/2019
 Math - Grade 2 Teacher-Based Team - 10/10/2019
 Math - Grade 2 Teacher-Based Team - 10/24/2019
 Math - Grade 2 Teacher-Based Team - 11/14/2019
 Math - Grade 2 Teacher-Based Team - 12/05/2019
 Math - Grade 3 Teacher-Based Team - 01/24/2020
 Math - Grade 3 Teacher-Based Team -09/05/2019
 Math - Grade 3 Teacher-Based Team -10/10/2019
 Math - Grade 3 Teacher-Based Team -10/15/2019
 Math - Grade 3 Teacher-Based Team -11/08/2019
 Math - Grade 3 Teacher-Based Team -11/22/2019
 Math - Grade 4 Teacher-Based Team - 09/18/2019
 Math - Grade 4 Teacher-Based Team -10/10/2019
 Math - Grade 4 Teacher-Based Team -10/10/2020
 Math - Grade 4 Teacher-Based Team -10/25/2019
 Math - Grade 4 Teacher-Based Team -11/08/2019
 Math - Grade 5 Teacher-Based Team - 01/16/2020
 Math - Grade 5 Teacher-Based Team - 01/22/2020
 Math - Grade 5 Teacher-Based Team - 09/05/2019
 Math - Grade 5 Teacher-Based Team - 09/2019 - 01/2020

Math - Grade 5 Teacher-Based Team -11/13/2019
Math - Grade 5 Teacher-Based Team -12/05/2019
Math - Grade 6 Teacher-Based Team - 01/23/2020
Math - Grade 6 Teacher-Based Team - 09/18/2019
Math - Grade 6 Teacher-Based Team - 09/2010 – 01/2020
Math - Grade 6 Teacher-Based Team -10/10/2019
Math - Grade 6 Teacher-Based Team -10/24/2019
Math - Grade 6 Teacher-Based Team -11/14/2019
Math - Grade 6 Teacher-Based Team -12/05/2019
Math - Grade 7 Teacher-Based Team - 01/09/2020
Math - Grade 7 Teacher-Based Team - 09/05/2019
Math - Grade 8 Teacher-Based Team 01/09/2020
Measure of Academic Progress (MAP) District Summary Report
Measure of Academic Progress (MAP) Student Growth Summary Report
Middle School Master Schedule – 2019-2020
Monthly Cash Summary Report
Multi-Tiered System of Support (MTSS) Folder Organization
Multi-Tiered System of Support (MTSS) Overview
Ohio Department of Education Elementary Value Added
Ohio Department of Education eTPES Final Summative Completion Status
Ohio Department of Education High School Value Added
Ohio Department of Education Middle School Value Added
Ohio Department of Education Principal Evaluation System
Ohio Department of Education Standards for Professional Development
Ohio Department of Education Teacher Evaluation System
Partners with Business
Positive Behavior Intervention and Supports Plan Overview
Queen City Classic Chess Tournament
Quick Guide for Multi-Tiered System of Supports: Building Level
Quick Guide for Multi-Tiered System of Supports: Classroom
Quick Guide for Multi-Tiered System of Supports: District Level
Quick Guide for Multi-Tiered System of Supports: Working with Data
Reading - Grade 4 Teacher-Based Team 01/16/2020
Reading - Grade 4 Teacher-Based Team 01/23/2020
Reading - Grade 4 Teacher-Based Team 09/05/2019
Reading - Grade 4 Teacher-Based Team 09/18/2019
Reading - Grade 4 Teacher-Based Team 10/10/2019
Reading - Grade 4 Teacher-Based Team 10/24/2019
Reading - Grade 4 Teacher-Based Team 11/16/2019
Reading - Grade 4 Teacher-Based Team 12/19/2019
Reading Tiered Fidelity Inventory - 2019
Reading Tiered Fidelity Inventory (R-TFI) Elementary-Level Edition Scoring Form
Reading Tiered Fidelity Inventory (R-TFI) Secondary-Level Edition Scoring Form
Report of Instructional Staff Attendance
Revenue Summary
REVWRK
Risk Calculator
Safety & Regulatory Compliance System 2018-2019
Safety & Regulatory Compliance System 2019-2020
School Foundation Settlements January 2020
School Foundation Settlements October 2019

School Quality Improvement Plan Elementary
School Quality Improvement Plan High School
School Quality Improvement Plan Middle School
School Safety
Schoolwide Positive Behavior Interventions and Supports Tiered Fidelity Inventory, September 2019
Science - Grade 7 Teacher-Based Team 01/16/2020
Science - Grade 7 Teacher-Based Team 01/23/2020
Science - Grade 7 Teacher-Based Team 09/03/2019
Science - Grade 7 Teacher-Based Team 10/10/2019
Science - Grade 7 Teacher-Based Team 10/24/2019
Science - Grade 7 Teacher-Based Team 11/13/2019
Science - Grade 7 Teacher-Based Team 12/05/2019
Site Background Lockland Schools October 2019
SM2 – Budget vs Actual
Social Studies/American History - Grade 7 Teacher-Based Team 10/09/2019
Social Studies/American History - Grade 8 Teacher-Based Team 09/05/2019
Social Studies/World History - Grade 7 Teacher-Based Team 09/05/2019
Special Education
Staff Handbook
Student Attendance Intervention Plan
Student Discipline
Student Handbook
Student Hazing
Student Suicide
Survey of Instructional Resources
Suspension
Suspension Numbers
Tax Apportionment Settlement
Teacher Certification and Training
Teacher Schedules
Third Grade Guarantee
Threatening Behavior Toward Staff
Tiered Fidelity Inventory - Tier 3 Support Plan Worksheet
Treasurer's Monthly Report
World History - Grade 9 Teacher-Based Team
World History - Grade 9 Teacher-Based Team 01/15/2020
World History - Grade 9 Teacher-Based Team 09/05/2019
World History - Grade 9 Teacher-Based Team 10/10/2019
World History - Grade 9 Teacher-Based Team 10/24/2019
World History - Grade 9 Teacher-Based Team 12/05/2019