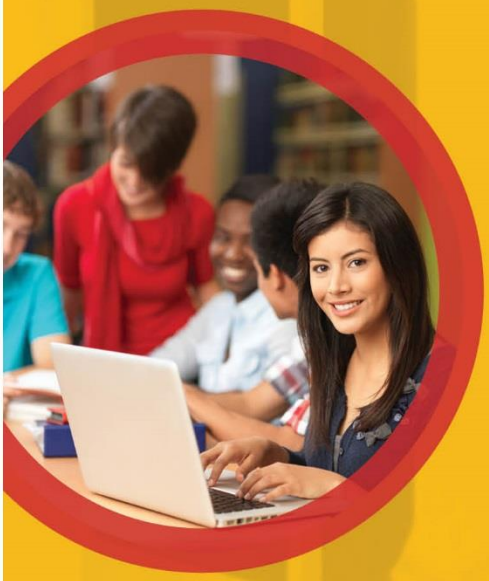

Ohio

Lorain City School District

REVIEW CONDUCTED JANUARY 23-27, 2017

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Ohio | Department of Education

Lorain School District

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Lorain City School District Review Executive Summary

This review carefully considered the effectiveness of system-wide functions using the Ohio Department of Education's six district standards: leadership, governance and communication; curriculum and instruction; assessment; human resources and professional development; student support; and fiscal management. The site visit to the Lorain City School District was conducted from Jan. 23-27, 2017. The following summary highlights the strengths, challenges and recommendations, which are further explained in the report.

STRENGTHS

Leadership, Governance and Communication

- The superintendent promotes a culture of collaboration and public confidence with internal and external district stakeholders to support the goals of the Academic Recovery Plan and the Ohio Improvement Process.
- The district aligns community resources to support the diverse needs of students and families.

Curriculum and Instruction

- The district uses evidence-based instructional practices to improve student learning.

Assessment and Effective Use of Data

- The district has implemented the Ohio Improvement Process.
- The district provides classroom technology, the necessary infrastructure, and technical assistance to support student learning and district operations.
- The district provides professional development on the use of technology and instructional software that supports instruction and student learning.

Human Resources and Professional Development

- The district increased its efforts to recruit diverse, qualified candidates for all positions that reflect the student population to increase student achievement and proficiency.
- The district has developed and implemented an initiative to orient and acclimate new teachers to their new roles to lessen transition time and to support the teacher.
- The district creates collaborative ways to communicate and address district priorities.

Student Supports

- The district has formed partnerships with many community organizations and other stakeholders to give students and families access to behavioral, health and social educational services.
- The district has established policies, practices and procedures to create a safe and positive school environment for students.
- The district's system of communication enables and engages students, parents and community members to access district and student information.

Fiscal Management

- The treasurer has developed a budget plan to include the participation of district administrators and principals for Fiscal Year 2018.
- The district allocates resources to increase efficiency, accuracy and communication through collaborative efforts with Human Resources and the Fiscal department.

CHALLENGES

Leadership, Governance and Communication

- The board of education has not collaborated with the superintendent to establish evaluative and measurable goals that focus on student achievement.
- The district has not developed a formalized system of evaluation to determine the effectiveness of programs, practices, services or initiatives to align with student achievement goals.

Curriculum and Instruction

- The district has not developed a systemic cycle of effective classroom instruction with formative and summative assessments.
- The district does not provide instructional resources that are aligned to Ohio's Learning Standards.
- The district lacks consistent curriculum guides for all content areas that link standards, aims, resources, differentiated instructional strategies and measurable outcomes.

Assessment and Effective Use of Data

- Accountability for the components of the Ohio Improvement Process, including use of the Ohio 5-Step Process, is not consistent during district leadership team, building leadership team and teacher-based team meetings.
- District and school staff members do not have consistent professional development and online access to user-friendly, districtwide and school-based reports that offer data on student achievement, student growth and other student performance data that informs instruction.
- The district does not have a consistent system of formative and common assessments to guide instruction and to determine the individual remedial and enrichment requirements of students.

Human Resources and Professional Development

- At the time of the review, there is no evidence that the district provides job-embedded professional learning to assure district initiatives improve instruction.
- The Lorain Ohio Teacher Evaluation System (LOTES) does not support changes in teacher practices that are the focus of district professional learning initiatives.
- The district is planning for students to take Ohio state tests online in the spring of 2017, but have not provided training for staff or practice for students.

Student Supports

- The district's attendance monitoring process does not accurately report student absences.
- The district lacks consistent implementation of a co-teaching model to promote inclusive practices.
- The district's student success rate for earning industry-recognized credentials is low.

Fiscal Management

- The district does not have a comprehensive budgeting process that includes collaboration with building principals and district administration and does not detail the salary and benefits to inform the administration and board of education for fiscal allocations during FY17.
- The district does not provide training for student activity advisors on the use and monitoring of fiscal resources.
- The district does not have a capital plan for replacement of equipment or repair of buildings and an instructional plan for the replacement of textbooks and/or materials.

RECOMMENDATIONS

Leadership, Governance and Communication

- Develop a process of collaboration between the board of education and superintendent to develop measurable goals and timelines for the superintendent's evaluation that align with the Academic Recovery Plan and Ohio Improvement Process.
- Develop a system to formally evaluate the progress of programs, academic achievement, community services and partnerships.

Curriculum and Instruction

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

Assessment and the Use of Data

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

Human Resources and Professional Development

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

Student Supports

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

Fiscal Management

- In collaboration with district administration and building principals, develop a budgeting process that includes input for all areas, specific by building and/or department and detailed for all accounts within the accounting system.
- The amount of cash collected by student activity clubs should be monitored to ensure it is used for the correct purposes and to promote student activities and achievement. Student activities is an area vulnerable to fraud, and controls must be in place to protect all staff members. Conduct trainings for student activity advisors and update the district manual to conform to the board policies and changes in law.
- Establish committees for a capital plan and an instructional material replacement plan that includes district staff from all administrative areas that will develop a written plan to outline the needs of the district for equipment, repairs, textbook adoption and curriculum material replacements with priorities for the next five years. Review and update the plan annually.

Lorain City School District Review Overview

PURPOSE

Conducted under Ohio law,[1] district reviews support local school districts in establishing or strengthening a cycle of continuous improvement. Reviews consider carefully the effectiveness of system-wide functions using the Ohio Department of Education's six district standards: leadership, governance and communication; curriculum and instruction; assessment and effective use of data; human resources and professional development; student supports; and fiscal management. Reviews identify systems and practices that may be impeding improvement as well as those most likely to be contributing to positive results.

METHODOLOGY

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

SITE VISIT

The site visit to the Lorain City School District was conducted from Jan. 23-27, 2017. The site visit included 37 hours of interviews and focus groups with approximately 29 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted eight focus groups with elementary, middle and high school teachers; middle and high school students representing grades 3 through 12; and approximately 35 parents and community members.

A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendices B and C provide information about enrollment, expenditures and student performance. The team also conducted building observations and observed classroom instructional practices in 87 classrooms in 14 school buildings. Appendix D contains the instructional inventory tools used to record observed characteristics of standards-based teaching and the building observation form to take note of the climate and culture of the district's buildings. Appendix E lists the district documents that were reviewed prior to and during the site visit.

DISTRICT PROFILE

Lorain City Schools are in Lorain County. According to the United States Census Bureau, the estimated population of Lorain City, as of July 1, 2015, was 63,647, which is less than a 1 percent decrease in population since the 2010 Census.[2] Approximately 81.9 percent of the population graduated from high school. The median household income in Lorain City is $35,042, with 27 percent of the population living below the poverty line. In comparison, the median household income in Ohio is $49,429, with 14.8 percent living below the poverty line.

The average teacher salary in Lorain City School District for 2015-2016 was $61,908 (see table B-1, Appendix B). The average teacher salary in the district has declined since the 2013-2014 school year by an average of $3,120. During the same period, the percentage of courses taught by highly qualified teachers has remained stable, and the percentage of teachers with masters or doctorate degrees has decreased. Teacher attendance also has fluctuated over this four-year period, with the highest attendance rate in 2015-2016 at 94.7 percent.

[1] Ohio Revised Code 3302.10
[2] United States Census Bureau, 2015

According to the Bureau of Labor and Statistics, the November 2016 unemployment rate for Lorain County was 4.9 percent, which is the same as the preliminary November 2016 estimate for the state of Ohio. As of 2010, the racial makeup of the city of Lorain is 67.9 percent Caucasian, 17.6 percent African-American, 25.2 percent Hispanic, 0.4 percent Asian, 0.5 percent American Indian or Alaska Native, 5.4 percent multiracial and 0.1 percent other races. The racial makeup of the school district for 2015-2016 is 24.6 percent Caucasian, 26.7 percent African American, 39.8 percent Hispanic, and 8.3 percent multiracial (see figure B-1, Appendix B).

The district's enrollment has remained relatively stable over the past four years, after a drop in enrollment from 2011-2012 to 2012-2013 (-7 percent; see figure B-2 in Appendix B). The racial makeup between 2011-2012 and 2015-2016 has experienced a steady increase for Hispanic students (+7 percentage points) and has decreased slightly for African-American students (-2.7 percent), White students (-2.1 percent), and Multiracial students (-2.8 percent).

During this same time span, there has been an increase in the percent of students with disabilities (+0.9 percentage points), limited English proficient students (+3.3 percentage points) and economically disadvantaged students (+7.9 percentage points). The percent of students identified as gifted has decreased by 1.6 percent (see figures B-1 and B-3 in Appendix B).

In the 2015-2016 school year, about 10 percent of students chose to travel to neighboring districts for their education. About one in six enrolled in a community school and almost 7 percent took advantage of one of the state's scholarship opportunities to attend private schools (see figure B-4, Appendix B). The 2015-2016 enrollment numbers by school, race and special population are included in table C-1, Appendix C.
Lorain is composed of the following 16 schools:

- Lorain High School;
- Credit Recovery Academy;
- New Beginnings;
- Lorain K-12 Digital Academy;
- General Johnnie Wilson Middle School;
- Longfellow Middle School;
- Palm Elementary School;
- Stevan Dohanos Elementary School;
- Toni Wofford Elementary School;
- Admiral King Elementary School;
- Washington Elementary School;
- Frank Jacinto Elementary School;
- Helen Steiner Rice Elementary School;
- Garfield Elementary School;
- Hawthorne Elementary School; and
- Larkmoor Elementary School.

STUDENT PERFORMANCE

Information about student performance includes: (1) The differentiated accountability status[3] of the district; (2) The progress the district is making toward narrowing proficiency gaps as measured by the gap closure component; (3) English language arts performance and student growth; (4) Mathematics performance and student growth; (5) Performance Index; (6) Annual dropout rates and four- and five-year cohort graduation rates; (7) Suspension/expulsion rates; (8) Prepared for success after high school; (9) Attendance information and (10) K-3

Survey 5-Year Estimates
Accountability defines the roles and expectations of the school district and ODE based upon the performance of the local school district.

literacy. Data is reported for the district, its schools and student subgroups that have at least three years of assessment data, except for the end-of-course exams that were first administered in the 2014-2015 school year.

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

1. **The district report card summary.**
   A. On its 2015-2016 report card, the district received a D grade in Performance Index and K-3 Literacy and an F grade in Achievement, Indicators Met, Progress, value-added for all students, students with disabilities, gifted students and students in the lowest 20 percent of achievement, Annual Measurable Objectives (AMO), Prepared for Success, overall graduation rate, and four- and five-year graduation rates.

2. **The district is not narrowing the proficiency gaps.**
   A. None of the district's subgroups met the annual measurable objectives (AMO) for reading (74.2 percent), mathematics (68.5 percent) or graduation rate (82.8 percent) in 2015-2016 (see Figure B-5A, Appendix B[4]). The student groups have failure rates of 28 percent or more in reading and 39.3 percent or more in math. However, six of the eight subgroups showed increases in the four-year graduation rate by 5 percent or higher, with the largest gain being limited English proficient by 20 percent (see Figure B-5B). All subgroups showed higher passing rates for mathematics than reading in 2015-2016, except for the Multiracial subgroup.
   B. Students with disabilities showed the greatest proficiency gap, with 9.2 percent and 10.4 percent passing the reading and math assessments, respectively. Students with disabilities also showed the lowest graduation rate (64.9 percent) among subgroups (see figures B-5A, B-6 and B-7, Appendix B).

3. **The district's English language arts performance and student growth[5].**
   A. The district did not meet indicators for performance on the English language arts Ohio State Tests in 2015-2016. Approximately 75 percent of students did not pass their reading tests in grades 3, 7 and 8. Further, more than 65 percent of students who took English language arts I and II did not pass the exam(s) (see figure B-8 appendix B).
   B. Lorain City School District outperformed similar districts on the English language arts I and II assessments by an average of 1.9 percent in 2015-2016. However, no grade level outperformed the state averages in reading (see figure B-8, Appendix B). The greatest proficiency gaps between the state and the district are demonstrated at grade 3 (-30.4 percentage points), grade 7 (-28.9 percentage points) and grade 5 (-27.7 percentage points; see figure B-8, Appendix B).
   C. There was significant evidence to show that grade 4 made more than expected progress and evidence to demonstrate that the growth made in English language arts II was similar to the expected growth. However, all other grades had significant evidence supporting less than expected progress (see figure B-10, Appendix B).

4. **The district's mathematics performance and student growth.**
   A. Lorain City School District outperformed similar districts on the mathematics assessments by 3.6 percent in grade 3 and performed comparably to similar districts in grades 6, 7 8 and Algebra I. No grade level outperformed the state averages in mathematics (see figure B-11). The greatest proficiency gaps between the state and Lorain appear in Geometry (-29.9 percentage points), Algebra I (-24.4 percentage points) and grade 5 (-25 percentage points). The lowest proficiency gap between the state and Lorain appears in grade 3 (4.9 percentage points).
   B. The district did not meet any mathematics indicators for performance on the mathematics Ohio achievement assessments in 2015-2016. More than six in 10 students in grades 5, 6, 7,8 and high school

[4] The blue dotted line in figure B-5 represents the reading AMO target. The orange dotted line in figure B-5 represents the mathematics target. The gold dotted line in figure B-5 represents the graduation target.
[5] Student growth, or growth standard, represents the minimum amount of progress students in the district should be expected to make in a grade.

and five in 10 in grades 3 and 4 are scoring lower than proficient on the math assessments (see figure B-12, Appendix B).

C. There was significant evidence that all grades showed less than expected growth in mathematics in 2015-2016 (see figure B-13, Appendix B).

5. The district's Performance Index[6] scores.

A. Lorain City School District's Performance Index score for 2015-2016 was 67.6. The district has had a decline in Performance Index during the past three years (see figure B-14, Appendix B).

6. Graduation[7] and dropout rates[8].

A. Four- and five-year graduation rates for the classes of 2015 and 2014 respectively are lower than similar districts and the state average (see figure B-15, Appendix B). Approximately 27 percent of the district's students did not graduate within four years, as compared to the state average of 17 percent. The four-year graduation rates steadily increased from 2011-2013, dropped in 2014 and increased by 5.4 percent for the class of 2015. The five-year graduation rates also steadily increased from 2011-2013 but experienced a slight decline (-1.2 percent) for the class of 2014 (see figure B-16, Appendix B).

B. The dropout rates have declined from 2014 to 2016, with a dramatic drop from 2014 to 2015 when dropouts decreased by nearly 60 percent (see figure B-17, Appendix B).

7. **The district's rates of in-school suspensions, out-of-school suspensions and expulsions by district and school.**

A. Between 2012-2016, disciplinary actions per 100 students for all discipline types have been significantly lower for Lorain City School District than the average of the seven of the 10 comparison districts, averaging 21.7 fewer occurrences over the years. However, Lorain has had significantly more discipline occurrences as compared to the state, averaging 17.9 occurrences more than the state average (see figure B-18, Appendix B and figure C-1, Appendix C).

B. The out-of-school suspension rates for Lorain City School District have been somewhat sporadic over the past five years, showing increases and decreases from year to year, with an increase of approximately nine occurrences per 100 students from 2014-2015 to 2015-2016. The yearly rates exceed those of the state, with an average of 20.8 more occurrences over the years (see figure C-2, Appendix C). The most occurrences for out-of-school suspensions for the district between 2012 and 2016 are due to disobedient/disruptive behavior and fighting/violence (see table C-2, Appendix C). Out-of-school suspensions per 100 students for Credit Recovery Academy and New Beginnings have increased during the past five years, with an increase of 186 occurrences per 100 students from 2015 to 2016 at New Beginnings. Schools that have shown decreases in out-of-school suspension rates include: Frank Jacinto Elementary (4.6 percent decrease from 2015 to 2016) and Larkmoor Elementary School (2.3 percent decrease from 2015 to 2016; see table C-3, Appendix C).

8. Prepared for Success[9]

A. ACT participation for the 2015 graduating class was 22.5 percent. Of the students who took the test, 2.5 percent received remediation-free scores (see figure B-19, Appendix B). ACT participation for the 2014 graduating class was 25.2 percent, 2.7 percentage points higher than the 2015 graduation class. There was a slight decrease in the percentage of students who received remediation free scores from 2015 to 2016 (3.6 percent in 2015 and 2.5 percent in 2016). Further, Dual Enrollment credit increased in 2015-2016 from 13.3 percent in 2014-2015 to 18.2 percent (+4.9 percent).

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[6] 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.

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

[8] As defined by the U.S. Department of Education, dropout rate represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate.)

[9] Beginning in 2014, the Ohio Department of Education released additional data about each district's graduates in a component called Prepared for Success. These elements show the extent to which a district's students are prepared for college or a career.

B. During the past two years, no students took part in the Advanced Placement or International Baccalaureate programs or took the SAT. Further, the participation in the industry-recognized credentials programs went from 1.4 percent in 2015 to zero percent in 2016. In addition, 3.9 percent of students earned honors diplomas in 2016, a slight decrease from 2015 (5.2 percent).

9. Attendance Rates

A. Lorain City School District attendance rates were within 1.7 percentage points of the state's rates in the 2013-2014, 2014-2015 and 2015-2016 school years (see figure B-20, Appendix B).
B. The district's chronic absenteeism rate[10] ranged between 20 percent and 24.2 percent during the same period (see figure B-21, Appendix B). For the 2015-2016 school year, approximately 50 percent of the district's students showed satisfactory attendance. Another 25 percent of the district's students fell in the at-risk category (see figure B-22, Appendix B).
C. The highest absenteeism rates for Lorain City school district occurred at the high school level in the 2014-2015 and 2015-2016 school years. Figure B-23 in Appendix B shows the percentage of district students in each grade who have missed at least 10 percent of the school year.

10. K-3 Literacy[11]

A. Approximately 29 percent of kindergarten through third grade students who were identified as not on track on the 2014-2015 report card improved to on-track status in 2015-2016 (see figure B-24, Appendix B). When comparing 2014-2015 and 2015-2016 on-track percentages, the 2016 rate is lower by 11.7 percentage points.

11. Financial Data

A. In 2015-2016 Lorain City School District spent more on classroom instruction than the average of similar districts and the state average. Among the 48 districts in the district's comparison group, Lorain City School District ranks 41st lowest in the amount spent in the classroom (see figure B-25, Appendix B).
B. The district had a total budget of approximately $129 million for the 2015-2016 school year. More than 65 percent of its revenue came from the state with local funds making up the second highest percent (see figure B-26, Appendix B).
C. During the 2015-2016 school year, Lorain City School District spent similarly to the state average (.07 percent less than the state) on its students (see figure B-27, Appendix B).

[10] Source: Ohio Department of Education; Students who miss less than 5 percent of school days are identified as having satisfactory attendance. Students who miss between 5 percent and 9.9 percent of school days are identified as at risk. Students who miss between 10 percent and 19.9 percent of school days are identified as moderately chronic. Students who miss 20 percent or more of school days are identified as severely chronic.

[11] An analysis of Ohio student data found that a student who does not read proficiently by the end of third grade is 3.5 times more likely not to graduate on time than his or her "on-track" peers. When looking at data from the 2003- 2004 third grade cohort tied to the graduating class of 2013, the study found that only 57 percent of the students who scored in the limited range on their 2004 third grade reading tests graduated on time, and only two-thirds of those scoring basic graduated on time. Conversely, more than four-fifths of the students scoring proficient or higher graduated on time.
In order to address reading deficits early, the K-3 Literacy Improvement Measure is used to determine if more students are learning to read in kindergarten through third grade.

Lorain City School District Review Findings

STRENGTHS

Leadership, Governance and Communication

1. **The superintendent promotes a culture of collaboration and public confidence with district personnel and community partners to support the Academic Recovery Plan and the Ohio Improvement Process.**
   A. According to interviews, newsletters and district documents, the superintendent meets regularly with city officials, community partners and district personnel for information, recommendations and ideas on academic and non-academic issues and concerns.
   - The superintendent conducts weekly meetings with the district executive team to discuss issues, offer information and receive input on non-academic and organizational functions that impede or improve the workflow of the district.
     - The executive team discussed that they meet every Monday to discuss upcoming agenda items.
     - The teaching and learning team meets every Thursday to discuss academic challenges, professional development and academic progress.
     - The district leadership team meets once a month to review data and discuss academic progress and barriers at the school.
   - The superintendent meets regularly with city officials and community partners to develop common goals to improve or support district initiatives.
   - City officials discussed the many ways resource costs are shared or eliminated to provide services in maintaining safe school environments or operational initiatives.
   - The city officials discussed their confidence in the superintendent due to his efforts to collaborate with them on the goals of the district and said, “Dr. Graham is rebuilding the pride in Lorain City Schools.”
   - The superintendent visits schools monthly to meet with school staff.
     - The superintendent keeps a calendar to visit the schools in the district at lunch time to hear the concerns and issues at the school level.
     - The superintendent stated, “Our approach is different than before, we are more collaborative. We share our expectations and then I ask what do you need to accomplish the goals.”
   - The superintendent promotes and encourages student input in the decision-making process by meeting with high school students monthly.
     - Interviews with students, district personnel and the superintendent calendar confirm his meetings and dialogue.
   - According to district personnel, parents and community partners, the superintendent has an “open door policy.”
     - According to interviews with many, the superintendent gives out his personal cell phone number and encourages everyone to inform him of concerns and provide plausible solutions. He also fosters a culture where everyone is valued.
   - The superintendent uses various media resources to communicate the vision and pride in the district.
     - The superintendent conducted a communication audit to establish the most effective ways to communicate with families.
     - The newsletter is published weekly in Spanish and English and includes positive district highlights, upcoming events or information regarding district or state news.
     - In collaboration with TV20, various district school events (e.g., games, assemblies, plays) or achievements in the district are televised daily for the community to view.
     - Facebook, Twitter and text messaging are used to communicate events, emergencies or important information in the district to the parents and stakeholders.

IMPACT: When the superintendent communicates and collaborates regularly with all stakeholders to meet the vision and support the Academic Recovery Plan and Ohio Improvement Process, goals may be achieved.

2. **The district aligns community resources to support the diverse needs of students and families.**
   A. A review of district documents, research findings, interviews and responses from focus group participants confirm that the wraparound services in the district help reduce the non-academic barriers and provide support to eliminate social, behavioral and emotional gaps in order to increase student academic success.
   B. The Health and Wellness services are in three buildings (Larkmoor, Palm, Washington).
      - Free transportation to health appointments.
      - A Lorain County Board of Mental Health clinician is in three buildings.
      - Vision and dental care is available through various partnerships (Coast Eyecare/Merit and Lorain County Dental).
   C. Food backpacks are given to more than 600 students in kindergarten and first grade to ensure that they have food during weekends and holidays.
   D. Boys and Girls Club personnel provide afterschool programming at each school in the district.
   E. Community partners offer free homework help at the Lorain Public Library.
   F. The police department supports a Do the Right Thing for students who chose to do the right thing, i.e., volunteering for a good cause, turning in valuable items and improving grades. Students are nominated by teachers, police officers and adults in the community. Students are recognized at the school board meetings, on Facebook and Twitter and through the Morning Journal newspaper.
   G. Community/Business/School Partnerships is a partnership of more than 100 individuals who work together to connect resources within the schools and community.
   H. The new Lorain City School's Arts Academy is a collaboration with the Oberlin Center for the Arts (Oberlin Choristers, Fireland Association for Visual Arts, The MAD* Factory©) and the Boys and Girls Club of Lorain, which offers selected students opportunities to take part in visual arts, choir, drama and instrumental education.

IMPACT: When the district aligns community resources to support academic and non-academic needs of students and families, barriers that may impede the learning process are reduced and the opportunities for students to focus on learning may be increased.

Curriculum and Instruction

1. **The district uses evidence-based instructional practices to improve student learning.**
   A. According to classroom observations, focus groups and a review of district documents, teachers use Ohio's Learning Standards or "I can" Statements to promote focused instruction and to inform instructional practices.
      - Based on classroom observations, elementary, middle and high school teachers post Ohio Learning Standards or "I can" statements.
      - Elementary principal focus group participants and a review of instructional rounds documents show that academic instructional coaches and building principals actively monitor and give feedback to individual teachers and teacher-based teams on standards-based focused instruction.
      - A review of teacher-based team meeting minutes shows teachers use Ohio's Learning Standards as a focus of instructional discussions.

   B. According to classroom observations, K-12 classroom teachers post, articulate and incorporate academic vocabulary into instruction.
      - District documents, interviews and focus group participants verify that vocabulary instruction is a focus of dialogue among staff, professional development and increased instructional focus.

IMPACT: The implementation of evidence-based instructional practices by district teachers may result in improved student achievement and preparation of students for college and careers.

Assessment and Effective Use of Data

1. **The district has implemented the Ohio Improvement Process.**
   A. The Ohio Improvement Process is a shared leadership process designed by the Ohio Department of Education to align the mission, vision and actions of the school district to improve student achievement and growth.
   B. The district leadership team has developed and implemented the Lorain City Schools Ohio Improvement Process District Action Plan for 2015-2018.
      - Each building leadership team developed corresponding action plans, which are aligned to the district's academic and climate and culture goals.
      - The identification of evidence and percentages of implementation are new components of the district and building plans for the 2016-2017 school year. Adult implementation timelines have three dates of review: Nov. 30, 2016, Feb. 5, 2017, and May 10, 2017
   C. According to interviews, focus group meetings and a review of documents, the district leadership team meets for one-half day each month during the school day, with a primary focus on district instructional issues and student performance.
      - There are 53 members on the district leadership team, with representation from each building. Membership includes 10 district administrators, 18 building administrators, 19 classroom teachers, four representatives from the state support team and two academic monitors.
      - District leadership team meetings are held during the work day.
      - The district leadership team created and implemented a monthly data review calendar to focus its discussions on the district action plan. Each meeting focuses on one of the following sources of data:
        - Ohio Improvement Process Implementation Rubric.
        - 2015-2016 local report card data.
        - Attendance data (student/staff).
        - Suspension/expulsion data.
        - Positive Behavior Intervention and Support.
        - Instructional rounds and lesson plans.
        - Building leadership team "Tuning Protocol."
        - Mid-year and end-of-year benchmark data emphasizing subgroup progress.
      - A review of district leadership team minutes showed that the team uses the Ohio 5-Step Process as a meeting protocol. Standard discussion elements of this protocol used by the district leadership team state:
        - Step 1 - Collect and chart adult implementation and student performance data.
        - Step 2 - Analyze adult implementation and student performance relative to the data.
        - Step 3 - Review and/or refine the focused plan strategies and indicators relative to the data.
        - Step 4 - Establish districtwide implementation and monitoring of actions and plans for step 3.
        - Step 5 - Define adult and student data for review at the next meeting.
      - District leadership team meetings also includes professional development and small group instructional discussions related to the district action plan, an evaluation of the meeting and a discussion of how two-way communication will be established with the respective building leadership teams.
   D. The district created a district leadership team steering committee. According to interviews and a review of documents, the focus of this steering committee is to serve as a pre-planning, problem-solving and compliance monitoring group for the full district leadership team. The steering committee meets monthly, approximately two weeks prior to the meetings of the full district leadership team.
   E. According to interviews and a review of documents, the district started an internal Ohio Improvement Process implementation audit to begin measuring the compliance and quality of building leadership teams and teacher-based teams across the district. Each building is expected to submit its minutes to the internal compliance monitoring website monthly for review and feedback.
      - A review of district leadership team minutes and comments from district leaders showed that the district leadership team is now discussing and developing the characteristics of a quality building leadership team and teacher-based team process. The goal is to provide help to building and teacher teams on how to move from compliance, such as submitting the required Ohio 5-Step Process protocols, to

quality, in other words, having data-driven discussions about student performance and the instructional process. Comments from district leaders included:
    - "We need to be compliant before we can have quality."
    - "It's not just about completing the form but having quality discussions about instruction."

F. According to interviews, focus group meetings and a review of documents, building leadership teams meet for a minimum of two hours per month after the school day.
   - Building leadership teams set monthly schedules for the entire school year.
   - The district developed a job description for building leadership team members, which provides specific descriptions and delineation of the duties for team members.
   - All building leadership teams use the Ohio 5-Step Process protocol as their meeting template.
   - High school administrators noted the following changes for building leadership teams for 2016-2017 school year:
     - All department chairpersons serve on the building leadership team.
     - High school administrators meet with department chairpersons to discuss the school improvement process.

G. According to interviews, focus group meetings and a review of documents, teacher-based teams meet on a weekly basis in every building during the school day.
   - The certificated negotiated agreement states that teacher-based team meetings will be at least 40 minutes in length, and that teams will use the Ohio 5-Step Process protocol developed by the Ohio Department of Education.
   - Comments and observations about teacher-based teams included:
     - "Our team is using weekly short-cycle assessment data and displaying it on a SMART Board. We are planning together and studying standards."
     - "A strength is the pre-planning, the dialogue and having the critical friend. We are able to have a designated time to talk about differentiated instruction."
   - Academic instructional coaches said that their role is to help ease and guide the teacher-based team process. One coach said that "we are really trying to look at subgroups and close the gap."
   - Teacher-based teams previously met by department. Teachers are now meeting by common areas (e.g., biology, algebra). Comments from high school administrators include:
     - "We have some early adopters of teacher-based teams."
     - "We are seeing teacher-based teams gravitate to the process."
     - "They are starting to collaborate. Staff is starting to trust each other and trust the administration."

H. Representatives of State Support Team 2 confirm they attend district leadership team meetings each month and offer feedback about the district's implementation of the Ohio Improvement Process. Additional comments made during an interview with the State Support Team 2 included:
   - "Not one building is stagnant – they are all moving forward and making growth."
   - "The district is trying to build capacity and do things on their own."

IMPACT: As a result of implementing the Ohio Improvement Process, a culture of shared leadership and data-driven decision making focused on results has been established across the school district. This may result in improved instructional practices and student growth.

2. The district provides classroom technology, the necessary infrastructure and technical assistance to support student learning and district operations.

A. According to interviews with district leaders, technology personnel and a review of documents, the technology requirements of the online versions of Ohio's State Tests were met in fall 2016.
   - Technology personnel could address the bandwidth requirements to support the online testing platform.
   - Nine hundred students at the high school took end-of-course assessments for the first semester block schedule, and all third grade students took the third grade reading assessment.
   - The district provided professional development to teachers on how to administer the online tests, along with preparing teachers to manage and offer accessibility and accommodations for students with disabilities.

- District personnel expressed great pride in the fact that the first round of online assessments at the high school and third grade level "went off without a hitch."

B. According to interviews, focus group meetings and a review of documents, the Educational Management Information System (EMIS) data manager, director of School Improvement and associate director of Instructional Technology work together to ensure student assessment and other types of performance data is accurate, uploaded into the Educational Management Information System and distributed to stakeholders at the building level.

C. According to interviews, focus group meetings, a review of documents and classroom observations, the following instructional technology is available across the district:
   - Computer labs in the elementary, middle and high schools.
   - Computer labs in New Beginnings Academy.
   - SMART Boards and data projectors in every classroom.
   - Teacher desktop computers connected to the SMART Board in every classroom.
   - i-Pad carts are available for use in each building.

D. At the time of the review, the district technology personnel shared the following short-term goals for the technology department:
   - Support the implementation of the Schoolnet instructional data warehouse. Schoolnet is a web-based solution that combines assessment, reporting and instructional management tools related to student performance into a single platform.
   - Develop a technology replacement plan with the input of teachers based on the needs of classroom instruction.
   - Work closely with the new treasurer to develop a comprehensive technology budget.
   - Investigate the costs and benefits of a leasing program for computer hardware.
   - Complete the implementation of a visitor management system for the district.
   - Complete the implementation of the "ScholarChip" solution at the high school, which is a student attendance solution in which students use a swipe card to self-report their attendance at the beginning of each class period. The goals for implementing this tool, used in combination with the required reporting of student attendance by staff, are to improve the accuracy of data, monitor and track period attendance, and increase the student attendance rate of the school district.

IMPACT: As a result of providing up-to-date classroom technology, technical support and an improved technology infrastructure, technology services can address the operational requirements of the school district and support the teaching and learning process.

3. The district provides professional development on the use of technology and instructional software that supports instruction and student learning.

A. According to interviews, focus group meetings and a review of documents, there is evidence of regular communication, collaboration and coordination between district departments to support professional development on the use of instructional technology.
   - As a result of changes in Title I funding, the academic instructional coaches are now able to work with teachers in all subject areas.
   - Coaches work with their respective teachers on the analysis and instructional decisions related to the Northwest Evaluation Association and ProCore benchmark and short-cycle assessments and provide professional development as needed.
   - Coaches are focused on working with teachers to move from just collecting data to making instructional decisions based on the data.
   - District leaders said that "coaches are now taking ownership of what they need" to influence the instructional process.

B. According to interviews, focus group meetings, a review of documents and classroom observations, there is evidence of classroom instructional technology and resources that are supported by professional development.

- Students receive instruction from technology specialists weekly in kindergarten through grade 5 that supports the development of their individual technology skills.
  - These specialists use a typing program for students in grades 2-5 to provide them with skills to meet the typing requirements of online testing.
- The associate director of Instructional Technology facilitates the professional development and reviews usage reports for a variety of instructional technology solutions. If needed, academic instructional coaches also provide targeted professional development on instructional technology solutions. Examples of solutions available to staff include:
  - Study Island for students in kindergarten through eighth grade, an online solution that builds the academic capacity of students and monitors their strengths and learning gaps in the areas of English language arts, mathematics, science and social studies.
  - Discovery Education, a supplemental science and social studies solution that provides model lessons and online streaming video resources.
  - APEX Learning, an online, blended learning solution designed for credit recovery, allowing students to get back on schedule toward graduation with their peers.
  - myON Reading, an online supplemental reading program that allows students to work at their own paces using books based on their own interests and at their own instructional levels. Each building has a lead teacher for the myON program.
  - Google Applications for Education, online collaboration tools that allow students to work together in a closed and secure digital environment that ends the need for flash drives to transfer files and projects between home and school.
- Comments from teachers about these online technology tools that support instruction included:
  - "The online resources are superior."
  - "Discovery Education is a wonderful tool."

C. According to interviews, focus group meetings and a review of documents, the district has implemented the PowerSchool solution. PowerSchool is a secure, online platform that integrates grade reporting, attendance, parent communication, scheduling and student information systems.
- Teachers login to PowerSchool daily to take attendance and enter assignments and grades. Interim reports are generated every four and one-half weeks, and report cards are generated every nine weeks.
- Parents have electronic access to their children's grades, assignments, assessment results, attendance records, discipline referrals and teachers' contact information. Students also receive accounts to access this information.
  - During a parent focus group, parents expressed many positive comments about the user-friendly applications of PowerSchool and how frequently and consistently teachers update PowerSchool to show their children's performances.
  - Due to the district's high-poverty rate and the fact that many parents do not own home computers, the district has offered a mobile application that gives parents access to PowerSchool through their smartphones.
  - At the time of the review, analytic reports provided by the school district show the following percentages of secondary-level students whose records were accessed by parents or students during the 2016-2017 school year: Lorain High School – 73.53 percent; General Johnnie Wilson Middle School – 85.6 percent; Longfellow Middle School – 88.7 percent; and Southview Middle School – 84.4 percent.

IMPACT: As a result of engaging in professional development on the use of instructional technology to support their daily classroom instruction, teachers may be able to make data-driven decisions on student performance, implement differentiated instruction and intervention strategies, and provide students with rigorous learning opportunities, such as critical thinking and digital literacy.

Human Resources and Professional Development

1. The district increased its efforts to recruit diverse, qualified candidates for all positions that reflect the student population to increase student achievement and proficiency.

A. According to interviews with human resources personnel, the district's recruiting efforts are strategically focused to attract more diverse candidates, specifically minorities.
   - Using the baseline data from 2012 and comparing to current staffing, the percentages of minorities stay virtually unchanged (African American 2012 – 7 percent to 2017 – 6 percent; Hispanic 2012 – 11 percent to 2017 – 11 percent). The district has implemented intentional action to alter these statistics.
   - Interviews with human resources staff confirm that the district has plans to attend job fairs that include historically minority colleges and universities.

B. A district administrator serves in a leadership role of the Cleveland Area Minority Recruitment Association (CAMERA). The stated purpose of CAMERA is "to develop coordinated recruitment and retention of qualified minority educators that will enable member agencies to diversify their faculty more effectively."
   - According to human resources staff interviews, access to the CAMERA network and resources led to more options for diversifying the staff, such as training, retention strategies and recruiting opportunities.
   - CAMERA membership is open to 20 northeast Ohio educational agencies, meets no fewer than six times per year and holds an annual recruitment and networking event.
   - Goals of CAMERA include:
     - Provide prospective education professionals with the opportunity to network with representatives of member school agencies.
     - Hire, support and retain minority education professionals in member agencies.
     - Promulgate recruiting, training, service and other educational programming that CAMERA considers beneficial for developing and maintaining diverse staff.
   - Although specific plans had not been formulated, human resources staff showed that they were 'strategically selecting where they would recruit."

C. Board meeting minutes from April 18, 2016 (item10.05) reflect approval of a one-year contract with Teach for America.
   - Teach for America's stated mission is "to enlist, develop and mobilize as many as possible of our nation's most promising future leaders to grow and strengthen the movement for educational equity and excellence."
   - To carry this out, they "recruit remarkable and diverse individuals to become teachers in low-income communities."

IMPACT: When a district has a diverse, highly qualified staff that reflects the student population, student achievement and proficiency may increase.

2. Thedistrict has developed and implemented an initiative to orient and acclimate new teachers to their new roles to give support and to lessen transition time.

A. Interviews with human resources staff and focus groups revealed that the district held a two and one-half day orientation meeting on Aug 15-17, 2016, at Lorain High School from 8 a.m.- 4:30 p.m.
   - The sign-in sheet showed that 42 new employees were in attendance the first day and 62 employees were present the second day. The district allowed the teachers to work in their assigned buildings on the third day of the scheduled training.
   - According to the agenda, the district provided professional development training in areas that included:
     - Alert, Lockdown, Inform, Counter and Evacuate (ALICE) training to proactively learn how to respond to an active shooter incident.
     - Employee benefits that included health and dental insurance, sick leave and personal leave.
     - Inclusive practices that give all students access to course content and to take full part in learning activities in general education classes.
     - Ohio Teacher Evaluation System (OTES) and how it is implemented in Lorain City Schools.
     - The Lorain City School District Instructional Framework that, according to the overview document offered by staff, is built upon three key elements that include planning and instructional delivery, culture and climate, and feedback.

    - The district also provided teachers with a tour of the school buildings and surrounding neighborhood.
  - New hire orientation evaluation forms show satisfaction with the content of the program. Comments included:
    - "New hire orientation is an excellent way to get started in a new district and a great tool to help the transition and beginning go smoothly."
    - "I felt completely supported and inspired and that feeling was magnified when I moved into my building and classroom."
    - "I feel wanted. Thank you."

A. The district held receptions for new employees.
  - Documents show a "New Hire Reception" was held for new district employees on Aug. 16, 2016, from 5-7 p.m. at the Harbor Walk Clubhouse.
  - The Lorain County Chamber of Commerce held a "New Teachers Reception" on Aug. 12, 2016, from 11:30 a.m.-1 p.m. at the Spitzer Conference Center Grand Room for new Lorain County teachers.
    - According to the reception program, "For over twenty-five years, the County Chamber has hosted the new teacher's reception to welcome teachers to Lorain County Schools and to offer a forum for business, education and community conversations on the future of education."

B. The district places teachers with five or fewer years of professional teaching experience in the Ohio Resident Educator Program (RESA). Successful completion of the program results in professional licensure. This Resident Education program is a comprehensive, multi-year induction program, which provides formal and informal professional development opportunities to help teachers become more effective instructors.

C. Teachers are assigned a mentor by the school district that guides and supports them over time. District records show 28 teachers are in year one of the program, 29 are in year two, 12 are in year three and 11 are in year four. In all, 80 mentors are assigned to new teachers.
  - In principal focus groups, it was stated, "It's like the new teachers are adopted."

IMPACT: When new employees are afforded opportunities to become familiar with personnel, initiatives and operations of the district, they may take less time to become effective in their new positions and lessen the transition time and training curve.

3. The district creates collaborative ways to communicate and address district priorities.

A. Districtwide teams are formed and meet regularly to address various issues and topics.
  - The district leadership team (DLT) is formed to develop a districtwide improvement plan and to monitor each building's progress.
    - DLT members represent all buildings, departments and administration.
    - According to interviews and agendas, the DLT meets monthly.
  - Building leadership teams (BLT) are formed to focus on high achievement for all students and to monitor the progress of each teacher based team in their respective building.
    - BLT members are representatives from departments and grade levels within the building.
    - According to interviews and agendas, the BLT meets for two hours a month.
  - Teacher based teams are formed to collaboratively use data to plan instruction that improves achievement.
    - Every teacher is on a TBT, usually with a grade level or department focus and appropriate intervention specialists.
    - Agendas reveal the TBTs meet weekly for at least 40 minutes.
  - The professional learning committee (PLC) ensures opportunities that provide professional growth for all employees.
    - According to documents from the Lorain School District Professional Learning Program 2016-2019, the 29 members on the committee represent all buildings, departments and district administration.
    - Documents also show that the committee maintains a three-year plan for continued professional development based on the focus of the district.

- Interviews revealed that a staff retention committee meets monthly. The goal of this committee is to recognize and retain highly qualified district staff members.
  - The Titan Leadership Award is given to a district staff member for leading others and leading by example.
  - The Rising Star Award is given to a district staff member for making significant contributions to the district community.
  - The Extra Mile Award is given for going beyond regular duties to meet the needs of the district.
  - Past awards noted on the district website display that six to seven awards are given per quarter to staff members.
  - Staff members also are recognized at the building level for perfect attendance on a quarterly basis. Blue ribbon awards are placed on their classroom doors that say "perfect attendance."
- According to the district's website, documents and interviews, a Community/Business/Schools Partnership is formed "to better connect the resources within the community to the needs within the schools."
  - In November 2015, a steering committee was formed to begin stakeholder engagement.
  - In January 2016, there were 300 members representing more than 40 organizations.
  - Members can attend meetings, mentor a student, be an expert in the classroom, make donations or volunteer in a school.

B. There is increased collaboration among the departments of Professional Learning, Human Resources and Fiscal.
- A new position, senior human resource specialist/fiscal liaison, was created and filled to bridge the communication and operational gap between human resources and the fiscal department.
- The board of education adopted the job description at the Nov. 10, 2016, meeting and filled the position at the Dec. 5, 2016, meeting.
- According to the job description the person that holds this position "performs a variety of Human Resource support functions and helping the Human Resource Director with employee relations, staff recruitment, and internal investigations along with serving as the liaison between the HR office and the Finance office."

C. Interviews with human resources personnel showed a collaborative approach when conducting the hiring process of new staff. An interview committee conducts interviews for candidates including principals, human resource personnel, teachers and other district personnel.

IMPACT: When a district establishes collaborative approaches to communicate and address district priorities, it is more likely that the district's needs and priorities will be addressed more effectively.

Student Supports

1. The district has formed partnerships with many community organizations and other stakeholders to give students and families access to behavioral, health and social educational services.

A. According to interviews and document reviews, the district formed partnerships with the community and businesses to improve student and family services.
- The district started a community/business/school partnership platform to develop relationships with community and business stakeholders to support students' academic progress and social and emotional well-being.
- The community/business/school partnership directory listed 55 community and business agencies as community/business/school members.
- Mercy Health, a community/business/school partnership member, established three elementary school Titan Wellness Clinics. The clinics provide free medical and dental care, immunizations and physical exams for students, parents and staff. A free shuttle service to and from the clinics also is available for students and parents.
- El Centro, a Hispanic community center and community/business/school partner, offers interpretation and translation services to Spanish speaking Titan Wellness Clinic clients.

- The district website features a community link that included resources and information on community/business/school partnerships.
- The district's student management services guide includes partnership directory information and categorizes agencies into assistance, counseling and healthcare services for staff reference.

B. Based on document reviews and interviews with community/business/school partners, the following community organizations are a sample of wraparound services that support district students and their families:
   - Harrison Cultural Community Center: Provides childcare and after-school programs for children.
   - Young Women's Christian Association: Implements Girls Circle, Girl Power and a job shadowing program.
   - 100 Men: Provides mentorship to African-American adolescents.
   - Lorain City National Association for the Advancement of Colored People: Offers mentoring services, Black History Month activities and educational presentations.
   - Lorain County Board of Mental Health: Delivers counseling services in each school.
   - El Centro De Servicios: supports Hispanic families through social services and bilingual support.
   - Boys and Girls Club of Lorain County: Implements after-school programs in neighborhood schools for students, including the Spark program, which targets kindergarten to third grade students reading below grade level.
   - Mercy Health: Expands student health care in the district and conducts professional development for school nurses.
   - United Way: Fosters the Rising Titans collaborative, targeting kindergarten readiness in Lorain City Schools.
   - OhioMeansJobs Lorain County: Provides job training and assistance to families.
   - Lorain Public Library: Furnishes free homework help from community partners.

IMPACT: Family, community and partner engagement may enhance learning opportunities for students and simultaneously creates bonds between the school district and its community.

2. The district has established policies, practices and procedures to create a safe and positive school environment for students.

A. The district provided a safety plan and drill records.
   - Records of emergency evacuation drills were provided for the elementary, middle and high schools.
   - All forms listed directory information and were signed by the responsible party.
   - Fire, evacuation and lockdown drills were documented from the elementary and middle schools.
   - At the time of the review, there was no documentation that the high school safety drill (lockdown/evacuation) was conducted by Dec. 1, 2016.
   - The state completed the district's annual safety plan certification on Jan. 3, 2017, for all buildings. The Ohio Department of Education website shows that the district safety plan is compliant.
   - The safety director provided an emergency response team debriefing form.
   - Descriptions of the event, emergency response team's actions, faculty and staff reactions, and recommendations for improvements were documented.

B. The district improved staff access to standard safety procedures.
   - Building safety-related procedures, such as flipcharts, are accessible via the district's cellphone application.
   - The district implemented a confidential student safety anonymous tip line through Blackboard. The district Blackboard app is a communication software tool that enables the district and community to send and receive messages via mobile devices.
   - According to the safety director, students can text safety and security issues directly to the safety and communications directors.

C. The district supplied a sample safety committee meeting agenda and minutes. Contents of the agenda and minutes include:

- The safety officer's schedule for monitoring of bathroom coverage and lockdown times, and the previous month's safety issues are reviewed.
- The reason for bathroom monitoring is to deter vandalism and student smoking.

IMPACT: Maintaining safety protocols within district buildings and partnership sites may promote safe learning environments for students and staff.

3. The district's system of communication enables and engages students, parents and community members to access district and student information.

A. According to interviews and document reviews, the district hired a director of communication and community engagement September 2015.
   - The district redesigned its website under the guidance of the new director of communications and community engagement. The website features resources for parents, students, staff and the community. The parent directory listed educational services such as family/school communication, facts about kindergarten readiness and Progressbook. A sample of student resources included a student handbook, teacher websites and student transcripts. Pacing guides, staff directory and math resources were linked under staff resources. Community/school/business partnerships, community engagement and finance were examples of community resources.
   - At the time of the district review, the website recorded 946,880 visits, 803,652 page views and 557,440 targeted views. Registered users receiving targeted e-Alerts surpassed 1,400.
   - Google Translate, a free multilingual translation service on the district's website, translates English content into 11 different global languages.
   - District newsletters, kindergarten registration flyers and information on the newly constructed high school are published in English and Spanish.
   - The district produces informational pamphlets and brochures that communicated programs and services to student, parents and the community. Examples include: Lorain City WrapAround Services flyer; Career and Technical Education Program Guide; Community/Business/Schools Partnership brochure; Titan Times; and recruitment flyers for Titan College.
   - The weekly superintendent's Update eNewsletter is published online and emailed to subscribers. At the time of the review, the eNewsletter had 4,227 subscribers; 45.5 percent of the subscriptions were desktop clients and 54.5 percent were mobile clients.
   - The data analytics gave the district a usage rate to track social media platforms. At the time of the review, the district's Facebook page had 4,094 followers; Twitter had 1,367 followers; 1,650 profile visits and 27,600 tweet impressions; and Instagram had 199 followers.
   - The district implemented a student safety anonymous tip line through Blackboard. The district Blackboard app is a communication software tool that enables the district and community to send and receive messages via mobile devices.
   - The district offered different social media pathways for communicating district information to its social media subscribers. Robo calls, email, Twitter, text messages, Facebook, mobile apps and the district website are linked together via Blackboard.

B. The district provided a Titan College marketing plan for recruiting and retaining students.
   - The marketing plan targeted high school, middle school and sixth grade students. Print media, letters, informational nights and testing dates were outlined in the plan.
   - Current school events were communicated to print and social media outlets.

IMPACT: When the district uses a communication system that provides access to district information, students and parents may make informed choices about the district's educational programs and community resources.

Fiscal Management

1. The treasurer has developed a budget plan to include the participation of district administrators and principals for Fiscal Year 2018.

A. According to the treasurer, treasurer's staff, building principals and district administrators, budgeting for FY18 includes meetings of administrators to discuss:
   - Expenditures for the current fiscal year.
   - The previous year's expenditures.
   - Needs of the district (e.g., supplies, instructional materials, technology, custodial services) for FY18.

IMPACT: Participatory budget development may allow the treasurer to improve the forecast for allocations Based on the needs of buildings and departments.

2. The district allocates resources to increase efficiency, accuracy and communication through collaborative efforts with Human Resources and the Fiscal department.

A. According to the treasurer and human resources staff, a new staff member was hired during the year to serve as a liaison between the two departments.
   - The new staff member assures that all human resources information is given to payroll staff and vice versa, and managing the new human resource software system for tracking staff information is critical for staffing and data that is needed for staff licensure.

IMPACT: The hiring of an additional staff member to serve as the liaison between the treasurer's office and Human Resources department may increase collaboration between the departments.

CHALLENGES AND AREAS FOR GROWTH

Leadership, Governance and Communication

1. The board of education has not collaborated with the superintendent to establish evaluative and measurable goals that focus on student achievement.

A. Board of education members share that while they have included a statement in the superintendent's contract regarding evaluation, they have not formally evaluated him.
   - One board member said, "A lot of great policies are not followed."
   - The superintendent said, "It is written in my contract but, there is no formal process of evaluation, but we [the board and he] talk constantly and the board provides guidance."
   - Based on the review of the board minutes, there are no target dates listed for conducting the evaluation, and no committee formed to evaluate or approve the evaluation.

IMPACT: When the board of education does not collaborate with the superintendent on mutually agreed-upon measurable and evaluative goals based on the Academic Recovery Plan and state laws and regulations, there may be no districtwide focus on priorities for student achievement or shared accountability.

2. The district has not developed a formalized system of evaluation to determine the effectiveness of programs, practices, services or initiatives to align with student achievement goals.

A. Based on interviews, examination of documents and the focus groups participants, there is no evidence of a systematic evaluation process used by the district to determine student success and implementation of initiatives,

IMPACT: Without clear and specific measurements and time lines to determine the effectiveness of implementations, practices, services and academic progress, the district and school leaders may be unable to determine problems and provide concrete solutions.

Curriculum and Instruction

1. **The district has not developed a systemic cycle of effective classroom instruction with formative and summative assessments.**
   A. A review of the district report card shows achievement gaps are present for these student subgroups: African-American, Hispanic, Multiracial, White, English Learners, Disabled and Economically Disadvantaged.
      - The annual measurable objectives or gap closing report demonstrates that no identified student subgroup met the reading or mathematics goal.
      - Members of the Academic Instructional Coaches focus group report they are just beginning to look at subgroup data with teachers to develop effective instructional strategies.
      - A review of the Grade 3 Fall Ohio English Language Arts test shows that 70 percent of students identified as Hispanic or Latino and 63.7 percent of students identified as Black or African-American did not achieve a score high enough to be eligible for promotion under the Third Grade Reading Guarantee.
      - A review of the January 2017 high school failing grades report shows 1,055 class failures for 1,909 students.
      - High school Ohio English Language Proficiency Assessment (OELPA) 2015-2016 results show 123 tested students, 99.1 percent, at the "Emerging" or "Progressing" levels. These levels make them eligible for services, supports and accommodations until they the meet the "Proficient" level.
      - The fall 2016 English Learner Lorain City Schools Evaluation report lists one certified Teaching English to Speakers of Other Languages (TESOL) certified teacher and five paraprofessionals for the 161 English learner high school students.
      - High school English learner students answering a district questionnaire say:
        - "There are not enough teachers to help all the students."
        - "We need teachers that speak Spanish."
   B. Participants in the Academic Instructional Coaches focus group, a review of a sample of teacher-based team minutes and the State Support Team 2 January 2017 Update, plus elementary, middle and high school classroom observations verify the lack of modification and differentiation of instructional practices.
      - At the time of the review, teacher-based team minutes and the State Support Team 2 January 2017 Update reveals teachers focus on programs instead of developing one to two specific instructional strategies to modify and differentiate classroom teaching.
      - Participants in a district staff focus group state: "We need to do more with differentiation [professional development]. Teachers feel if an interventionist teacher isn't touching a child then the child isn't getting help and they can't help him/her.
      - According to elementary, middle and high school classroom observations, the instruction was whole group and assignments are the same for all students.
   C. The Lorain 2015-2018 Ohio Improvement Process district action plan includes the academic goal, "…each school will also meet or exceed Annual Measurable Objectives in English Language Arts (ELA) and Mathematics for all subgroups…" but for this goal the plan's 1B Student Performance Indicator utilizes a student growth measurement rather than student achievement and a 1.B.1 Action Step that measures the development of instructional strategies rather than the evaluation of the effectiveness of these developed strategies to increase student achievement.
   D. Elementary principals, high school teachers and academic instructional coaches and monitors report concerns about the district assessment system.
      - During the process of creating common semester exams for mathematics and social studies, academic monitors and high school teacher focus group participants report a misalignment between the depth of knowledge in ProCore assessment questions and Ohio's Learning Standards.
      - Academic instructional coaches focus group participants said:
        - "Sometimes the [student] ProCore answers weren't right and we wonder if the difficulty of the questions match the standards."
        - "A large percentage of the answers were for letter A."

    - "It [ProCore] wasn't working for an hour the day we were assessing. We have to contact them too many times. It just isn't ready for prime time."
    - "It [ProCore} showed we should get a C but we got an F for student achievement."
    - "ProCore [student] results reflect a growth model versus student achievement."
  - Participants in the Elementary Principals' and Academic Monitors' focus group said the Northwest Evaluation Association (NWEA) scores do not accurately predict state assessment results although the reports were teacher user-friendly and set goals for students.

IMPACT: Without a systemic cycle of effective classroom instruction with formative and summative assessments, teachers may be unable to pinpoint and close student achievement gaps.

2. The district does not provide instructional resources that are aligned to Ohio's Learning Standards.

A. At the time of the review, according to teacher, parent and academic instructional coaches' focus group participants, the district has not provided instructional materials for science and social studies.
   - Academic instructional coaches stated, "We have Discovery Education, which is a supplemental [science] resource, but do not have a basic program. It has great online resources but we do not have the hardware to use it."
   - Elementary teachers said they have science and social studies materials that are 19 years old.
   - Participants of the parent and high school teachers' focus group confirmed they have one classroom set of social studies textbooks, and students are not allowed to take them home.

B. Academic instructional coaches report the middle school grades do not have mathematics textbooks that align to Ohio's Learning Standards.

C. According to a review of financial documents and interviews with the district treasurer and district staff, the district does not presently include funds for districtwide textbook or instructional materials in the budget.
   - At the time of the review, the district does not use its established procedure for the evaluation and adoption of textbooks and instructional materials.

D. The review of documents, interviews, classroom observations and focus groups shows a lack of high school instructional materials for English learners.

E. During interviews and focus groups, district administrators confirm the availability of online instructional materials. However, the district has not decided the accessibility of these materials in students' homes.

IMPACT: Without instructional resources that are aligned to Ohio's Learning standards, teachers may be unable to consistently deliver standards-based instruction.

3. The district lacks consistent curriculum guides for all content areas that link standards, aims, resources, differentiated instructional strategies and measurable outcomes.

A. At the time of the review, per documents, interviews and focus group participants, the district lacks curriculum maps. The district's pacing guides also lack consistent format, style and inclusion of information.
   - Teacher focus group participants, academic instructional coaches and monitors report:
     - The grade four social studies pacing guide references a textbook that is not now used by the district.
     - The absence of a common template and components.
     - Alignment gaps to short-cycle assessments.
     - Pacing guides are hard to follow.
   - In interviews, district administrators said:
     - "The gifted curriculum guides have gone by the wayside and it is unknown if they contain differentiation strategies."
     - "[We] have begun curriculum mapping training so that we can have horizontal and vertical consistency."

- "[We are] in the process of looking at test item banks so that we will have alignment with standards."

IMPACT: Without consistent and comprehensive curriculum guides, teachers may not be supported with planning and delivering effective student instruction.

Assessment and Effective Use of Data

1. **Though the district has implemented the Ohio Improvement Process, as previously stated, accountability for the components of the Ohio Improvement Process, including use of the Ohio 5-Step Process, is not consistent during district leadership team, building leadership team and teacher-based team meetings.**
   A. Interviews, a review of documents and a review of the district and school Ohio Improvement Process action plans showed that the documentation of evidence for these plans is not consistent for the 2016-2017 school year.
      - District and building plans showed that the first target date for measuring evidence on the implementation of action steps was Nov. 30, 2016. However, at the time of the review, only 33 percent of the schools had measured and documented their evidence by the Nov. 30, 2016, target date.
      - There is not a consistent process for the district leadership team to monitor, help and provide feedback to building leadership teams on the performance of their respective teams and the quality of their minutes.
      - District leaders said that "it is still a struggle" for district and school teams to connect their strategies to affect student growth.

   B. Interviews and a review of documents showed that an Ohio Improvement Process internal implementation audit was initiated in fall 2016 to measure the compliance and quality of building leadership team minutes and teacher-based team minutes across the district. However, at the time of the review, several buildings and teams had not consistently submitted their minutes to the internal compliance monitoring website for review and feedback. Percentages of compliance at the time of the review are as follows:
      - Building leadership teams: 100 percent - six schools; 50 percent - three schools; 25 percent - three schools; 0 percent - three schools.
      - Teacher-based teams: 75-100 percent - five schools; 50-74 percent - two schools; 25-49 percent - four schools; 0-24 percent - four schools.

   C. Interviews, focus group discussions and a review of building leadership team minutes showed that the Ohio 5-Step Process is not consistently used during these meetings.
      - There is a not a consistent process for the respective building leadership teams to monitor, help and provide feedback to teacher-based teams on the performance of their respective teams and the quality of their minutes.
      - A review of minutes showed that several teams are taking several months to complete a full 5-Step Process cycle of discussion on one collection of data, which limits prompt discussion and decision making on building-level instructional issues.
      - Comments and observations about building leadership teams included:
        - "Communication and getting information back to teachers is a challenge."
        - "We spend too much time on the OIP Process and the Decision Framework."
      - The following components of the Ohio 5-Step Process are not consistently being used among building leadership teams:
        - The disaggregation and analysis of subgroup data (Steps 1 and 2); the refinement of focused building-level action steps related to the data (Step 3), and the establishment of a building-wide implementation and monitoring process for agreed-upon action steps (Step 4);
        - Balancing the review of building-level data and instructional issues with the process of monitoring and providing feedback to their respective teacher-based teams.

- Representatives from the state support team said that the next steps for building leadership teams in the district are to recognize that these meetings are an overview of the entire building and that meetings should focus on their respective building-level improvement plans.

D. Interviews, focus group discussions and a review of teacher-based team minutes showed that the Ohio 5-Step Process is not consistently used during these meetings.
   - A review of minutes showed that multiple teams are taking more than one month to complete a full 5-Step Process cycle of discussion on one collection of data, which limits the implementation of time-sensitive differentiated instruction, intervention and enrichment strategies.
   - The following components of the Ohio 5-Step Process are not consistently being used among teacher-based teams:
     - The disaggregation of subgroup data (Step 1).
     - The analysis of samples of student work specific to the data (Step 2).
     - The identification of instructional strategies that will be used by adults in the classroom to address individual student needs, and discussions of how to differentiate instruction based on student performance data (Step 3).
     - A greater focus on the strategies adults will be using vs. the activities students will be doing (Step 3).
     - Accountability among teachers on how changes will be implemented consistently across all classrooms (Step 4).
   - Other comments and observations about teacher-based teams included:
     - "Steps 3 and 4 of the 5-step process need work."
     - "They have so far to go at the secondary level."
     - "The principal is trying to get teachers to understand data."
     - "Teacher-based teams struggle with TBT feedback from administration."
   - Representatives from the state support team indicated that the greatest challenges facing teacher-based teams in the district are the "deep-rooted analysis" of student performance issues and disparities in determining differences between strategies, activities and differentiation strategies.

IMPACT: As a result of the inconsistent use of the Ohio 5-Step Process, district, building and teacher teams may be unable to effectively monitor adult implementation and student performance data to make decisions about instruction, intervention and enrichment strategies that may lead to student growth.

2. District and school staff members do not have consistent professional development and online access to user-friendly, districtwide and school-based reports that offer data on student achievement, student growth and other student performance data that informs instruction.

A. According to interviews, focus group meetings and a review of documents, the district does not use a consistent process for providing professional development to teachers on the analysis of student performance data.
   - Academic instructional coaches said that "teachers need data training."
   - At the time of review, there was a lack of evidence to show that classroom teachers had received professional development on how to access the online performance reports and corresponding data from the spring 2016 Ohio State Assessments.

B. At the time of the review, district leaders said that the district does not now use an electronic data warehouse and needs a web-based solution that combines assessment, reporting and instructional management in a single platform.

C. At the time of the review, district personnel expressed mixed reviews and comments about the value and effectiveness of the ProCore benchmark and short-cycle assessment process used in grades 4-12. Pro-Core is an approved state vendor that provides evidenced-based assessments aligned to Ohio's Learning Standards.
   - Examples of concerns shared by academic instructional coaches include:
     - "There are some glitches with ProCore at the middle school level."
     - "There are some questions about the validity of ProCore."

    - "Does the difficulty of the questions match the standards?"
    - "Technology issues with the program itself are an issue."
    - "Teachers are losing faith in the program."
  - Academic staff shared collective concerns about the validity of the predictive measures of ProCore in terms of growth measures for teacher evaluations and performance of students on the local report card. Some stated that "based on ProCore we thought we would do well on the report card – then we get an "F."
    - Other district staff said that in their view the assessments do not correlate to Ohio's Learning Standards.
    - According to district leaders, Lorain City Schools has been using ProCore benchmark assessments as an indicator for student growth in teacher evaluations. Therefore, teachers have not had recent training on accessing and interpreting teacher-level value added reports provided through the Educational Value-Added Assessment System (EVAAS). Because of changes in Ohio's accountability process, teachers will need to know how to access and interpret their EVAAS value-added reports since it will be used in teacher evaluations during the 2017-2018 school year.

IMPACT: Without professional development and online access to all student achievement and student growth measure data reports, teachers and principals may be unable to make informed decisions about instruction, intervention for at-risk students and the growth of students in all disaggregated groups.

3. The district does not have a consistent system of formative and common assessments to guide instruction and to determine the individual remedial and enrichment requirements of students.

A. According to interviews, focus group meetings and a review of documents, a formal assessment literacy process is not in place.
  - A district assessment plan for 2016-2017 has been created that includes a year-long assessment calendar and continuum that describes formative, benchmark and summative assessments. However, at the time of the review, Lorain had not created a district assessment literacy advisory committee to monitor and evaluate this assessment process. The district plans to create a district assessment literacy advisory committee.
  - District leaders said that one of the district's assessment literacy goals is to ultimately move away from the ProCore benchmark and short-cycle assessment solution. Issues regarding ProCore that are specific to the use of formative assessments include:
    - "Formative assessments beyond the ProCore short-cycle assessments are sporadic."
    - "ProCore has to wait until teaching is done."
  - District leadership said that they plan to provide professional development on formative assessment, including the Formative Instructional Practices (FIP) modules that are sponsored by Battelle for Kids and the Ohio Department of Education. The FIP process focuses on "the formal and informal ways that teachers and students gather and respond to evidence of student learning."

B. Interviews, focus group meetings and a review of documents showed that formative and common assessments are not consistently being used in classrooms across the district.
  - Comments during focus groups included:
    - "Teachers are comfortable using data but they have had no training on assessments."
    - "The formative assessment process is slow at the high school."
    - "Despite the challenges faced in the formative assessments area, there are teachers who want to do the right thing."
  - At the time of the review, a compilation of data from classroom observations completed by district review team members revealed limited evidence that teachers conduct frequent formative assessments to check for understanding and to inform instruction.
  - A review of minutes from teacher-based team meetings also reflected limited discussion about the creation of formative and common assessments across grade levels and subject areas.

IMPACT: Without a balanced system of formative, common and benchmark assessments to inform instruction, teachers may be unable to monitor student progress and provide differentiated instruction, intervention and enrichment strategies to improve student growth.

Human Resources and Professional Development

1. At the time of the review, there is no evidence that the district provides job-embedded professional learning to assure district initiatives improve instruction.

A. Comments in focus groups cited that the professional learning lacked focus and depth. Comments included:
   - "There are too many initiatives but not much focus."
   - "There is a calendar of PD days but not topics. At the last minute, we're told it's a building meeting so we don't have much planning time."
   - "Academic coaches don't attend the same training as the teachers.

B. The Instructional Inventory summary of classroom observations shows only preliminary stages of implementation of adult practice in the teaching and learning categories.
   - Strategies observed in the classroom were not varied to meet diverse learning needs.
   - While technology was seen in the classrooms, only rarely were students seen using it.
   - Seldom were student work samples used in instruction.
   - Instruction was at lower levels of depth of knowledge.
   - Few resources, other than worksheets, were used in instruction.

C. Job-embedded follow-up of district initiatives is lacking, resulting in little change at the classroom level.
   - Members of the professional learning department said that the next stage of development was getting professional learning to the building level.
   - Minutes from teacher-based teams show an inconsistent focus on using data to change instruction.
   - Focus groups with principals revealed professional learning cannot be conducted during staff meetings due to contract language.

IMPACT: When job-embedded professional learning is missing, adult behaviors are unlikely to change. When professional learning is not affecting classroom instruction, achievement gaps are unlikely to close.

2. The Lorain Ohio Teacher Evaluation System (LOTES) does not support changes in teacher practices that are the focus of district professional learning initiatives.

A. The district created a crosswalk that matches sections of the Ohio Teacher Evaluation System rubric to the district's Instructional Framework. Sections of the Lorain Ohio Teacher Evaluation System Handbook 2016-2017 limit the scope of the evaluation system in the following ways:
   - Page 4 G.1: A teacher's performance shall be assessed based on the standards for the teaching profession or as customized by the LOTES committee and the criteria set forth in the evaluation instruments.
   - Page 4 G.2: Classroom "walk-throughs"/instructional rounds are not part of the evaluation procedure.
   - Page 8 2.a: Teachers with final overall summative ratings of ineffective will develop an improvement plan with their credentialed evaluators.
   - Page 9 M: The district will not report a teacher's individual data to ODE. The district will only report to ODE the number of times an evaluation was conducted and the number of teachers assigned to each rating, aggregated by teacher preparation period and graduation year.
   - The rubric included in the LOTES Handbook 2016-2017 does not include the sections for:
     - Differentiation – tailoring instruction to meet individual students' needs.
     - Resources – varied texts, videos, software or other materials used during instruction.
     - Professional responsibilities – communication with students, families and colleagues, upholding district policies, and setting professional goals to improve teaching.

- Although it was said in an interview that the superintendent verbally directed the principals to use the Ohio Department of Education's OTES rubric, at the time of the review, evidence was not presented to support the superintendent's direction to use the OTES rubric.

B. A review of 42, randomized personnel folders revealed incomplete teacher evaluation records.
   - Fewer than 10 percent of the files were newly hired teachers and, therefore, did not yet have evaluation records.
   - Fewer than 5 percent of the files were of teachers who had been given complete evaluations with both performance and student growth measures.
   - Approximately 12 percent of the files reviewed were teachers who had student growth measures and the performance ratings were carried forward in the electronic Teacher and Principal Evaluation System (eTPES). However, there was no evidence of observation and conferences.
   - Almost 74 percent of the files reviewed were teachers with no performance ratings or student growth measures in the files for the 2015-2016 school year.
   - A series of emails between Lorain City Schools' personnel and Ohio Department of Education staff, dated May 8-13, 2015, show there was a clerical error in eTPES during the 2014-2015 school year.
     - This statement was placed on each teacher's account in eTPES during the 2014-2015 school year: "Not completed due to retirement/leave/other reason."
     - Other Reason: "Per agreement with the Lorain Education Association, teachers rated Accomplished in the 2013-14 school year will not be evaluated in the 2014-15 school year. Evaluation will resume in the 2015-16 school year."
   - The Human Resources department said that, by contract, observations and rubrics could not be filed in the personnel file.
   - Emails from district personnel dated Jan. 12, 2017, for the 2015-2016 school year reads, in part, "Regardless the rating all staff must have at least one informal observation and a pre- or post-conference regarding the observation."
   - The 2015-2016 building report cards issued by the Ohio Department of Education show that four buildings reflected that 100 percent of teachers were evaluated. Others ranged from 2.8 percent to 36 percent not evaluated.
   - Overall, Lorain City School District's report card showed 9 percent of teachers were not evaluated in the 2015-2016 school year.
   - According to statistical data provided by the Ohio Department of Education, during the 2014-2015 school year 16 percent of teachers (sixty-five) did not have final summative evaluation ratings in eTPES.
   - Focus groups with principals indicate they saw value in the OTES evaluation system but were unable to use it as presented in their training for credentialing.
   - Comments included:
     - "Three sections are taken out and we can't include those in our observations."
     - "We can only use information collected during the two formal observations and two informal observations. Evidence cannot be collected throughout the year."
     - "Since the professional responsibilities are removed, we can't talk about the TBTs"
     - "Skilled don't have to meet with principals to do their growth plan."
     - "Only ineffective teachers are put on an improvement plan."

IMPACT: When the formal evaluation system does not align with district initiatives, it is difficult for administrators to provide feedback and support for changes in teaching practices**.**

3. The district is planning for students to take Ohio's State Tests online in the spring of 2017 but have not provided training for staff or practice for students.

A. Teacher focus groups and documents indicate sporadic training for online assessment and test administration.
   - According to district personnel, teachers at Lorain High School received a three-day training before end-of-course tests were given in the fall of 2016.

- Principal focus groups indicate there has been no training for staff or students at the elementary or middle school levels.

B. At the time of the review, there was no evidence of a technology plan or a calendar of technology professional development offerings. Technology professional development is not included in the district's professional learning plan.
C. Principals in focus groups say there has been no training for students using online assessment tutorials.
D. Interviews and building observations indicate technology that is used for testing is borrowed from other buildings.

IMPACT: When staff membes are not trained, test administration can create barriers to assessment of student achievement. When students have not practiced on online assessments, learning may not be adequately assessed. Not having enough technology available may increase interruptions during test time.

Student Supports

1. **The district's attendance monitoring process does not accurately report student absences.**

A. Between 2014 and 2016, attendance data from the Ohio Department of Education's Office of Accountability showed:
   - The district's average daily attendance rate was 92 percent.
   - The district's average chronic absenteeism rate was 24.6 percent for the 2014-2015 school year and 24.2 percent for the 2015-2016 school year.
   - The Lorain High School average absenteeism rate was 36.3 percent.

B. According to interviews with staff, students are recorded as present for the day if they arrive at any time during school hours.
   - The district's student daily attendance recording process assigned students full-day attendance credit (100 percent) even if students arrived at any time during the school day.
   - Student tardies and full- and half-day absences are not defined by time in the 2016-2017 Lorain City Schools Student/Parent Handbook & Guide.
   - A review of sample daily attendance reports revealed discrepancies in the reporting of unexcused tardies. For example, one attendance report showed an unexcused tardy time range of 9 a.m. to 3:10 p.m., and another showed a time range of 11 a.m. to 2:10 p.m.
   - A random review of high school attendance reports indicated that the daily attendance rate was reported as 83 percent.

C. There is a misalignment of teacher recorded student data compared to the reports generated by the district attendance reporting system.
   - The Ohio Improvement Process District Action Plan, step 2.B.1, states that student attendance should be monitored on a quarterly basis. The district leadership team, building leadership team, administrators and positive behavior support committees were assigned to review attendance data by district and building.
   - Based on interviews, teacher focus groups discussed the disparity between district attendance reports and actual classroom recorded attendance.

IMPACT: By inaccurately reporting student attendance, teachers may be unable to make timely decisions on how to provide instructional intervention to students who are missing portions of instructional time during the school day.

2. **The district lacks consistent implementation of a co-teaching model to promote inclusive practices.**

A. According to the Ohio Department of Education, in a co-teaching service delivery model, students with disabilities receive services in regular education classrooms from both regular education teachers and special education teachers.
B. District special education data was cited for implementing a co-teaching model in classrooms.

- According to district interviews, including more students with disabilities into general education classrooms was said as the district's plan to close the achievement gap between disables and nondisabled students.
- As of Dec. 1, 2016, the district reported that the student population of special education students was 20.18 percent.
- According to the Ohio Department of Education report card data, the district graduation rate for disabled students over the past nine years was 2.74 percent lower than their nondisabled students. During the 2015-2016 school year, the graduation rate gap between the two groups was 10.5 percent.

C. Co-teaching pairs were not trained in a consistent manner.
- Three presenters conducted co-teaching training sessions between February 2016 and the district review.
- Teachers volunteered to attend summer professional development sessions based on their own preferences. The district reported that 41 percent of the staff attended a one-day co-teaching inclusive best practices professional learning seminar in June 2016.
- Interviewees noted that high school co-teachers were unable to attend summer co-teaching professional development because training sessions occurred before completion of master schedule teaching assignments.
- Building administrators attended a one-day building inclusive schools training on Aug. 11, 2016. Administrative focus group members said that the program was a three-day inclusive practices training condensed into one day.
- A one-hour inclusive practices presentation was given to newly hired teachers on Aug. 16, 2016.
- The district provided three 90-minute co-teaching breakout sessions for staff during its district professional development day on Aug. 22, 2016. The co-teaching breakout sessions were entitled, "Co-teaching and Inclusive Practices."
- The Oct. 17, 2016, professional learning schedule showed that 86.7 percent of the district's teaching staff did not receive any co-teaching professional development training.
- A review of building professional development day agendas and evaluations for Nov. 8, 2016, 73.4 percent of district buildings did not receive any co-teaching training as part of their professional development day.
- A review of 20 building staff meeting agendas showed that four staff meeting agendas referenced co-teaching as a topic.
- According to the 2016-2017 list of professional development conferences attended by district administrators, the Office of Student Services did not attend any national or state conferences on co-teaching.
- According to the Dec. 5, 2016, Special Education Steering Committee minutes, it was stated that professional development for co-teaching "…[the] same message needs to be provided to all staff with one presenter, rather than three different presenters."

D. The implementation and understanding of co-teaching practices for inclusion classrooms varies within the district.
- District personnel revealed that some teachers are more comfortable with inclusionary practices, while other teachers need more help with co-planning and teaching. They also said that the district had pockets of success with co-teaching in certain buildings.
- During interviews, it was noted that teachers did not know the expectations of co-teaching. Staff struggled with, "How am I doing [co-teaching] and who am I doing [co-teaching] with?"
- According to minutes from the elementary school "listening sessions" conducted by special education administrators with teachers, comments about co-teaching include:
  - Cited strengths:
    - "…flexible and patient staff, shared responsibilities."
    - "…support given to all students."
    - "…higher achieving paired with inclusion students."
    - "…another set of hands."
    - "…extra small group work for struggling learners."

- Cited weaknesses:
  - "…lack of collaborative planning and co-teaching instructional time."
  - "…class size."
  - "…grading."
  - "…insufficient teacher training."
  - "…resistance from students, parents and teachers."
  - "…other new district initiatives were spreading teachers too thin."
- The district's special education steering committee meeting minutes from Dec. 5, 2016, reported, "Inclusion message needs clarification on expectations and [to] be consistent across the districts."
- Interviewees noted that a transition communication for student placement was lacking. Case managers assigned students to inclusion rooms, and district employees said that they did not know where students were placed and why.
- According to interviews with district staff "...inclusion practices varied because some schools had classroom space for pull-out student instruction, while other schools lack the physical space for pull-out services."
- According to documents and interviews, staff said that the hiring of additional special education teachers is needed.

E. According to interviews with district staff, the districtwide inclusion initiative program did not have a transition strategy for student placement into inclusion classrooms.
- Interviewees said that amended Individualized Educational Programs were conducted over the phone with parents.
- According to interviews with staff, special education students who qualified for alternative assessment were placed in inclusive settings. Some staff members said that assigning alternative assessment students into inclusion classes was a "placement problem."
- Staff members said that "the inclusion initiative came from the central office" and felt teachers were "forced into the process."
- During district interviews, it became clear that scheduling disabled students into regular education classes was a challenge for the high school. Students who do not have disabilities were scheduled into classes before their peers with disabilities, and high school department chairs assigned special education students to classes based on class roster numbers.

IMPACT: Inconsistent implementation of the co-teaching model may hinder the district's goal to serve students with disabilities in the least restrictive environment and address the diverse learning needs of students.

3. The district's student success rate for earning industry-recognized credentials is low.

A. The district's equity audit report documented career-technical school student demographics at the time of the district review.
- Eight hundred and fifteen students were enrolled in career-technical courses.
- The 815 students represented 42.69 percent of the high school population.
- Thirty-five gifted (4.29 percent) and 195 disabled students (23.92 percent) were enrolled in 14 career-technical programs.
- The equity audit reported 434 Lorain High School students were identified as learning disabled; thus, 44.93 percent of learning disabled high school students are enrolled in career-technical classes.
- Seventy-eight students (9.57 percent) in career-technical classes were enrolled in algebra during eighth grade.
- Enrollment figures for limited English speaking students were not reported in the equity audit for career-technical classes.

B. Data from the Ohio Department of Education's Office of Accountability reported Lorain City School District's industry-recognized credential passing rate was 1.4 percent.
- District personnel said that Lorain career-technical students receive 540 hours of instruction in their respective fields per year, while career-technical schools provide 1080 hours of instruction for students per year.

- The 540 hours of instruction was above the state requirement of 450 instructional hours per year.
- Scheduling conflicts and scope and sequence patterns prohibited successful completion of programs.

C. According to interviewees, a student may enter a program in the first semester of his/her 10th grade year and complete the semester requirements. The student can enroll in high school classes for the next semester or during his/her junior year. The same student would be able to return to the career-technical program for his/her senior year.
   - During the same timeline listed above, district review interviewees noted that students may opt to try three different career-technical programs and not successfully complete industry-recognized credential requirements because of hour requirements.
   - According to district interviews, the practice of placing students into career-technical classes based on class availability and not on student interest hampered the passing rate.
   - Interviews told us that students were pulled from career-technical courses before program completion and enrolled in other high school classes for scheduling purposes.

IMPACT: Students trying various programs, the district's student enrollment and withdrawal practices and lower career-technical instructional hours may impede students from obtaining industry-recognized credentials.

Fiscal Management

1. The district does not have a comprehensive budgeting process that includes collaboration with building principals and district administration and does not detail the salary and benefits to inform the administration and board of education for fiscal allocations during FY17.

A. Building principals and district administrators were not involved in the budget development process.

B. District administrators, and high school and middle school principals revealed that the budgets did not change from FY16 to FY17.

C. Administrators said, "…if [they] requested additional supplies, [they] would have to wait to see if they would get the items."

D. A review of the curriculum budget spreadsheet showed that the Curriculum department paid for all elementary and middle school instructional materials from one account and did not track the orders by building or grade level so that the state district and building reports cards are correct at the end of the fiscal year.

E. The accounting reports showed that the district completed appropriations, by line, of where all expenditures are posted, except for salary and benefits, which were appropriated to only one account and not to the accounts from the staff salary and benefits payment accounts.

F. A discussion with fiscal staff and the treasurer revealed that they do not appropriate, by line, for salaries and benefits and that at the end of the fiscal year, they run the program SETBAL to set the amounts that were paid from those lines. They do this to make sure the appropriations are shown for those accounts at the end of the fiscal year.

IMPACT: By not collaboratively developing and individually tracking department and building budgets, the district may not be able effectively allocate resources to directly support building and district goals that promote student achievement. And by not appropriating by line at the beginning of the year, the treasurer is unable to review the accounts during the year to better control the costs within the appropriations and the forecast. The Auditor of State has given guidelines that districts should not use SETBAL to set the final appropriations for a school district because it could cause problems for the district in the annual audit.

2. The district does not provide training for student activity advisors on the use and monitoring of fiscal resources.

A. According to the treasurer and Treasurer's Office staff, annual training has not been completed for student activity advisors.
   - High school and middle school principals confirmed that there has not been any annual training for student activity advisors.

B. The student activity manual has not been given to advisors or principals.

- A review of district student activity policy and procedures manual showed that the most recent date was Nov. 17, 1997. There was not any documentation that showed the manual had been given to any student activity advisor or building principal.
- High school and middle school principals said that they did not know that there was a district student activity manual that is to be followed by the advisors.

IMPACT: By not having annual meetings and an up-to-date manual, the district does not allow the student activity advisors the ability to follow the rules for these funds.

3. The district does not have a capital plan for replacement of equipment or repair of buildings and an instructional plan for the replacement of textbooks and/or materials.

A. The district's five-year plan does not notate the costs for any added equipment or repairs or preventive maintenance on the buildings.
   - In discussions with the Operations, Fiscal and Technology departments, they all said that there is not a written plan for capital outlay throughout the district. They all know approximately what needs to be completed but there is nothing in writing.

B. Since there is no capital plan, there are times when a special project must be completed and the Operations and Fiscal staff must figure out the source of funds.
   - A discussion of special projects and capital improvements with the Operations department revealed that there is no written plan on how to fund special projects, except to figure out a way to pay for them.

C. There is not a cycle for textbook adoptions for curriculum replacements.
   - In discussions with the Teaching and Learning staff, there is no written plan for replacements or an adoption cycle by subject area.
   - A review of the Teaching and Learning reports showed that there is no specified control or plan for instructional materials or textbooks further than the current fiscal year.

IMPACT: By not having a capital plan or instructional plan that aligns with the needs of the district, the ability of the staff to provide opportunities to the district is limited. The financial impact on the district is unknown when there is not a long-term plan for repairs, equipment replacement, textbooks and instructional materials, which could cause great burdens if a major repair is needed and is not included in the forecast or appropriations.

Lorain City School District Review Recommendations

Leadership, Governance and Communication

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

BENEFIT: When the board of education and superintendent collaborate to set evaluation goals, it sets a districtwide model and standard that student achievement and accountability is expected at all levels.

2. Develop a system to formally evaluate the progress of programs, academic achievement, community services and partnerships.
    - Fully implement CBAN and School Net, if identified as the progress and monitoring tool.
    - Select various data sources to determine appropriate alignment to the target.
    - Define performance measurements required to close the achievement gap at each grade level and for each subgroup represented on the state report card.
    - Define the data collected, specific measures, timelines, personnel responsible and evidence of success.
    - Determine academic targets, benchmarks and timelines with the board of education, community stakeholders, parents, staff and students.

BENEFIT: When the board of education can clearly articulate to the community stakeholders and the district staff the targets, timelines and process used to evaluate the effectiveness of academic performance, initiatives, programs and processes, then the accountability is shared and the focus and vision can be easily measured.

Curriculum and Instruction

1. Provide professional training on deconstruction of Ohio's Learning Standards.
    - Ensure teams consistently use all five steps of the Ohio Improvement Process to:
        - Identify focused instructional strategies that help members of each student subgroup to access grade-level concepts.
        - Use student achievement data to inform decisions concerning the continuation of the use of specific instructional strategies.
        - Create a process for the systemic application of successful instructional practices.
    - Provide assessment literacy training for all teachers and administrators that includes:
        - Information on depth of knowledge concepts.
        - Development of assessment items.
        - Evaluating the alignment of specific assessment items to Ohio's Learning Standards.

BENEFIT: The use of a systemic cycle of evidence-based classroom instructional practices and assessments may increase student achievement and close student gaps.

2. Create a formal textbook/instructional materials adoption process for districtwide use.

BENEFIT: Curriculum materials aligned to Ohio's Learning Standards support teachers with delivery of consistent and effective instruction.

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

BENEFIT: The process of creating and the use of consistent and comprehensive curriculum maps and guides will support teacher implementation of the standards-based curriculum, ease access to grade-level curricula for all students, and encourage regular, prompt review and revision of curricula based on valid research, the analysis of Ohio's assessment results and other assessments, and involvement by professional staff, including teachers.

Assessment and the Use of Data

1. Set up consistent procedures, enforce timelines and develop feedback protocols that will allow the district leadership team and the building leadership team to measure evidence, give feedback and make decisions on the deliverables identified in district and school Ohio Improvement Process action plans. Also, give monthly feedback to building leadership teams and teacher-based teams on the quality of their meeting content and fidelity of usage of the Ohio 5-Step Process.

BENEFIT: Accountability for the Ohio Improvement Process and a consistent implementation of the Ohio 5-Step Process will allow district and school leaders to monitor student achievement, educator growth and progress toward improvement goals. A clear vision, consistent message and focused feedback can ensure aligned acts of improvement across the school district.

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

BENEFIT: By giving teachers full access to online instructional data tools, student assessment reports, value-added data and student growth measures data, the district can establish a system-wide foundation of data literacy. With the changes in accountability and expansion of value-added measures into the high school, teachers may be able to use technology to review student performance data on a regular basis to inform their instruction. Teachers can become "students of data."

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

BENEFIT: By using a balanced system of formative and benchmark assessments and by making decisions on prompt common assessment data, teachers may be able to provide differentiated instructional practices and intervention strategies to ensure the growth of all students.

Human Resources and Professional Development

1. Develop and implement a systematic way to provide and support teachers with job-embedded professional learning at the building and classroom levels to encourage adult implementation.
    - Professional learning communities may provide the collaboration needed for improved instruction.
    - The teacher-based team structure is useful in monitoring instructional changes and student achievement.
    - Academic coaches, attending the same professional development as teachers, can give guidance, support and feedback to help teachers implement instructional changes with fidelity.
    - Principals' attendance at teacher-based team meetings, coupled with walk-throughs using the instructional framework, can provide data at the classroom level about adult implementation.

BENEFIT: Job-embedded professional learning at the building and classroom levels, aligned to district initiatives, may offer the support teachers need to change instructional practices and close achievement gaps.

2. Using the Ohio Teacher Evaluation System rubric, follow an annual evaluation cycle that gives teachers consistent feedback about their performance and student growth measures.
    - Use the instructional framework crosswalk to allow teachers to see connections between the Ohio Teacher Evaluation System rubric and their planning and instructional practices.
    - Provide frequent walk-through data to allow teachers to see improvement and focus implementation efforts.

BENEFIT: Educators that receive the guidance and support to effectively use the information provided by the formal evaluation process, which include district initiatives, are more likely to change instructional practices and increase student growth measures.

3. Take steps to ensure online test preparation is adequate before testing begins.
    - Adequately prepare students and teachers for online testing to remove barriers to the true assessment of student achievement.
    - Confirm that adequate technology, including headphones and keyboards, is available in each building. Assuring that enough devices are test-ready may reduce interruptions and test time.
    - Ensure all staff is trained in test administration and can instruct students in online assessment practice.
    - Familiarize students with the technology by completing tutorials and practice tests.

BENEFIT: When students and teachers are prepared and familiar with online testing protocols, assessment results are more likely to accurately reflect student achievement.

Student Supports

1. Adopt a districtwide student attendance policy that includes tardy and half-day student absence times.
    - Form building-level attendance teams to monitor student attendance data, identify potential chronically absent students and implement interventions and support for identified students.
    - Use district communication resources to educate preschool and kindergarten parents on the connection between student attendance and school success.
    - Use community/business/school partnerships to give support and help to families with chronically absent children.

BENEFIT: Standardizing tardy and half-day student absence times may improve common data points for identifying students with poor attendance and increase the accuracy of attendance records.

2. Provide consistent professional learning to all co-teaching participants and assess co-teaching practices.
    - Make co-teaching instructional practices the district's primary focus for professional learning. Schedule districtwide, consistent professional learning sessions at the building level. Provide opportunities for job-embedded professional learning to support instructional planning and evidence-based practices.
    - Use qualitative and quantitative data to determine adult implementation of instructional changes. Assess the co-teaching model by using district-developed "listening sessions." Use data from the Ohio's 5-Step Process minutes. Analyze data from instructional framework walk-throughs. Use district report card results for assessing gap closing.
    - Give systems of support to co-teaching teams. Put co-teachers in teacher-based teams, so collaborative planning may occur. Put co-teachers in classrooms to give interventions and support to at-risk students for core instruction. Train leaders to check on, support and give feedback to co-teaching teams.

BENEFIT: Providing opportunities for consistent co-teaching professional development may ensure that all students have equal access to co-teaching instruction. Assessing co-teaching adult practices may help with uniform implementation of inclusive practices and the district's co-teaching model.

3. Maximize instruction time by evaluating student enrollment and withdrawal practices between Lorain High School and the career-technical program.
    - Improve scheduling collaboration between the career-technical program and Lorain High School to increase continuous student career-technical program enrollment and completion.
    - Develop high school and career-technical class master schedules simultaneously.
    - Find semester courses that may let students flow between career-technical and high school classes for course scope and sequence stability.
    - Identify course selection reforms that may improve student recruitment based on individual interest, and reduce the practice of student course placement based on master schedule constraints.

BENEFIT: Decreasing student class schedule disruptions after the start of the school year may increase instructional hours for students and may reduce content review for teachers. Maximizing instructional content hours may improve student success rates for earning industry-recognized credentials. Targeting student enrollment and withdrawal practices also may aid in preparing students for workplace readiness and career opportunities upon graduation.

Fiscal Management

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

BENEFIT: District administrators and building principals are accountable for their department or building funds and the financial information within the district's report card. The report cards for each building will be more accurate if the accounts are separated by building.

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

BENEFIT: By having an up-to-date manual and training for staff, the district will have better controls for the funds within these accounts.

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

BENEFIT: Developing a capital plan and an instructional materials plan with the collaboration of a committee can ensure that the district knows the amount of funding needed each year. This can be included in the five-year forecast and may allow for better fiscal management of those funds.

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

The review was conducted from Jan. 23-27, 2017, by the following team of Ohio Department of Education staff members and independent consultants.

1. Dr. Clairie Huff-Franklin, Director, Academic Distress Commissions and Education Reform
2. Dr. Linda Gibson, Leadership Governance and Communication
3. Melodie Bernhard, Curriculum and Instruction
4. Dr. Craig Phillips, Assessment and Effective Use of Data
5. Dr. Joanne Kerekes, Human Resources and Professional Development
6. Dr. Phillip Latessa, Student Supports
7. Cindy Ritter, Fiscal Management

District Review Activities

The following activities were conducted during the review:

Interviews

- District Superintendent
- Director of special education
- Technology coordinator
- Testing supervisor
- Director of State and Federal Programs
- Executive assistant of personnel
- Facilities maintenance supervisor
- Interim treasurer
- Executive assistant to the treasurer
- Accounting clerks
- Payroll clerks
- President of the board of education
- Representatives of the teacher's association and non-certified association: both presidents and four other representatives
- District leadership team
- Building leadership teams
- Teacher based teams
- English language arts instructional coaches
- State Support Team 2
- District assessment team
- Educator support program coordinator
- Newly hired teachers

Focus Groups

- Elementary, middle and high school teachers
- Building principals and assistant principals
- Director of career tech
- Parents
- External partners of the district that included behavior and mental health partners, county foundation, local community college dean, local business partners, and government officials

Onsite Visits

- Building Observations
- **87** classrooms observations at all school levels

Lorain City School District

2017 Site Visit Schedule (Revised 2/17/2017)

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

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

Day 1—January 23, 2017

	Team workroom Room	Meeting Room 1 Room	Meeting Room 2: Room	Meeting Room 3: Room	
Time	***Activity***	***Time***	***Activity***	***Time***	***Activity***
7:30-8:00	**ODE DRT Team Meeting – Location (Room)** **ALL DRT Members**				
8:00-8:15	**Orientation with District Leaders – Location – (Room)** **ALL DRT MEMBERS**				
8:30-10:00	**Leadership Interview Location – (Room)**	8:30-9:30	**Data & Assessment Interview Location-(Room)**	8:30-9:30	**Student Support Interview Location-(Room)**
	Superintendent Treasurer **LG&C, FM**		Director of School Improvement Coordinator of Federal Programs **A&D, HR/PD**		Director of Career Tech Early College **SS, C&I**
9:30-11:00	**Student Support Interview Location- (Room)**	10:00-10:45	**Leadership /Fiscal Interview Location – (Room)**	9:30-11:00	**HR & PD Interview (focusing on OTES/OPES) Location – (Room)**
	Special Ed Supervisors Registration/SOES Coordinator Educational Services Coordinator **SS, A&D**		Mayor of Lorain **LG&C, FM**		Executive Director, Human Resources Teachers Union President **HR/PD, C&I**
11:00-12:15	**DRT Meeting/Working Lunch ALL DRT MEMBERS Room**				

	Team workroom Room	Meeting Room 1 Room	Meeting Room 2: Room	Meeting Room 3: Room	
Time	***Activity***	***Time***	***Activity***	***Time***	***Activity***
12:15-1:45	**Student Support Interview Location- (Room)**	12:15-1:45	**Assessment & Data Interview 1 Location – (Room)**	12:15-1:45	**Leadership/ HR-PD Location – (Room)**
	Exec. Dir, Student Services Asst. Director of Student Services **SS, C&I,**		EMIS Data Manager EMIS Data Technician **A&D, FM**		Exec. Dir. of HR Dir. Teaching and Learning Dir. of Professional Development **LG&C, HR/PD**
1:45-2:15	**Doc Review ALL DRT MEMBERS** **Conference Room 2**				
2:15-3:30	**Curriculum & Instruction Interview Location (Room)**	2:15-3:30	**Student Support Interview Location – (Room)**	2:15-3:30	**Fiscal Interview w/ district Admin staff Location – (Room)**
	Academic Monitors **C&I, HR/PD**		Director of Communications **SS, A&D**		Executive Director of Operations Dir of Fed. Programs & Title Grants **FM, LG&C**

4:00-5:30	**Principals Focus Group-Mixed Location (Room)** **Elementary Principals** **C&I, LG&C (Day 3)**	**Principals Focus Group- Mixed Location (Room)** **Middle School Principals** **HR/PD, SS (Day 3)**	**Principals Focus Group- Mixed Location (Room)** **High School Principals** **A&D, FM (Day 3)**
5:30-6:00	Review Team Meeting: **ALL DRT MEMBERS** **Room**		

Draft Site Visit Schedule
Day 2—January 24, 2017

Location 1:	Team workroom/ selected classrooms	Location 2:	Meeting room at central office (for 6-8)	Location 3:	Another meeting room at central office
Time	***Activity***	***Time***	***Activity***	***Time***	***Activity***
8:00-8:30	**DRT Meeting ALL DRT MEMBERS Room**				
8:30-9:00	**Fiscal Interview Location- (Room)**	8:30-9:00	**Leadership & Governance Interview Location – (Room)**	8:30-10:00	**Curriculum and Instruction Interview Location – (Room)**
	Assistant Treasurer Finance Staff **FM**		Lorain Police Chief, Cel Rivera **(Time change to 11:00)** **LG&C, SS**		Director of Teaching and Learning **C&I, A&D**
8:30-10:00	**HR Personnel Files:** Location (HR Office) **HR/PD**	9:00-10:00	**Leadership Interview Location (Room)** Assistant Superintendents **LG&C, FM**	9:00-10:00	**Student Support Interview Location (Room)** Intervention Specialists Speech Therapists Tutors **SS**
10:00-11:15	**Data & Assessment Interview Location- (Room)** Associate Director of Tech **A&D, FM**	10:00-11:15	**Curriculum & Instruction Location – (Room)** Teacher's Union President **C&I, LG&C**	10:00-11:15	**High School Student Focus Group Location – (Lorain High School,)** **SS, HR/PD**
11:30-1:00	**DRT Meeting/Working Lunch ALL DRT MEMBERS** Room				
1:00-2:15	**HR/PD Interview (Room)**	1:00-2:15	**Fiscal 1:00-2:00 Treasurer**	1:00-2:00	**Leadership Interview Location (Room)**
	HR Support Staff Associate Director of HR				State Support Team

Location 1:	**Team workroom/ selected classrooms**	**Location 2:**	**Meeting room at central office (for 6-8)**	**Location 3:**	**Another meeting room at central office**
Time	***Activity***	***Time***	***Activity***	***Time***	***Activity***
	Senior HR Specialist **HR/PD, A&D, C&I**				Community Partners State Support: 2:15 following meeting with Community partners **LG&C, FM, SS**
2:30-3:30	**Teacher Focus Group High School Location ( )** **SS, LG&C**	3:30-4:30	**Teacher Focus Group Middle School Location ( )** **FM, HR/PD**	3:30-4:30	**Teacher Focus Group Elementary School Location ( )** **C&I, A&D**
4:30-5:00	**Document Review Location (Room)** **ALL DRT MEMBERS**				
5:00-6:00	**Parent Focus Group Location (Room)** **ALL DRT MEMBERS**				
6:00-6:30	Review Team Meeting: **ALL DRT MEMBERS** **Room**				

Site Visit Schedule
Day 3—January 25, 2017

Location 1:	**Team workroom/ selected classrooms/ location for focus group**	**Location 2:**	**Meeting room at central office (for 6-8)/selected classrooms**	**Location 3:**	**Another meeting room at central office/ location for focus group**
Time	***Activity***	***Time***	***Activity***	***Time***	***Activity***
8:00-8:45 Review Team	**DRT Meeting ALL DRT MEMBERS** Location: Room				
8:45-10:15	**Classroom Visits** TBD	8:45-10:15	**Classroom Visits** TBD	8:45-10:15	**Classroom Visits** TBD
10:15-10:30	**Travel time, if needed**				
10:30-12:00	**Classroom Visits** TBD	10:30-12:00	**Classroom Visits** TBD EL Supervisor: Susan Silva 10:00am C&I	10:30-12:00	**Classroom Visits** TBD
12:00-1:00	**DRT Meeting/Working Lunch ALL DRT MEMBERS**				
1:00-1:15	Travel time				
1:15 – 3:00	**Classroom Visits** TBD	1:15 – 2:45	**Classroom Visits** TBD Treasurer: 1:00-2:00 Treasurer	1:15 – 2:45	**Classroom Visits** TBD
3:00-3:20	**Travel time, if needed**				
3:30 – 4:30/5	**Document Review ALL DRT MEMBERS-Room**				
4:30-5:30 (flex time to meet district needs)	**Board of Education Interview** **Location – (Room)** **SS, HR/PD (Day 1)**	5:00 -6:00 (flex time to meet district needs)	**Board of Education Interview** **Location – (Room)** President **LG&C, A&D (Day1)**	5:00 -6:00 (flex time to meet district needs)	**Board of Education Interview Location (Room)** Vice President **C&I, FM (Day 1)**
6:00 – 6:30	**Review Team Meeting** **Location – (Room)** **ALL DRT MEMBERS**				

Site Visit Schedule
Day 4—January 26, 2017

Location 1:	**Team workroom/ selected classrooms/ location for focus group**	**Location 2:**	**Selected classrooms**	**Location 3:**	**Meeting room at central office/selected classrooms**
Time	***Activity***	***Time***	***Activity***	***Time***	***Activity***
8:00-8:30	**DRT Meeting ALL DRT MEMBERS** **Location :Room**				
8:30-10:00	**Student Support Interview** **Location- (Room)** Psychologists Counselors Social Workers **SS, A&D**	8:30-10:00	**Leadership Interview** **Location – (Room)** Dir. of School Improvement Dir. Communications Student Services **LG&C, FM**	8:30-10:00	**Curriculum & Instruction Interview** **Location- (Room)** Academic Coaches **C&I**
8:30-10:00	**Document Review: Personnel Files** **Location -(HR Office)** **HR/PD**				
10:00-11:00	**Fiscal Interview** **Location- (Room)** Exec Dir, Human Resources Director of Professional Dev. **A&D, FM**	10:00-11:15	**Student Support Interview** **Location – (Room)** Safety Coordinator Transportation Ass. Dir. Operations **SS, LG&C**	10:00-11:15	**Middle School Student Focus Group** **Location – (Room)** **HR/PD, C&I**
11:00-12:00	**Leadership Interview** **Location (Room)** Exec. Asst. to Superintendent **LG&C, FM**	11:00-12:00	**Curriculum & Instruction Interview** **Location (Room)** Early College Spec Ed Director Gifted Coordinator **C&I, SS**	11:00-12:00	**Data & Assessment Interview** **Location (Room)** Director, Federal Programs Coordinator, Federal Programs **A&D, HR/PD**
12:00-1:30	**Working Lunch/Document Review: ALL DRT MEMBERS** Location (Conference Room 2)				
2:00- 6:00	**Emerging Themes Meeting** **Location:** Lorain County ESC 1885 Lake Ave Elyria, Oh or District Room? **ALL TEAM MEMBERS**				

Site Visit Schedule
Day 5—January 27, 2017

Location 1:	Team workroom/ selected classrooms/ location for focus group	Location 2:	Selected classrooms	Location 3:	Meeting room at central office/selected classrooms
Time	***Activity***	***Time***	***Activity***	***Time***	***Activity***
8:00-10:00	**DRT Final Morning Meeting Location (Room)** **ALL DRT MEMBERS**				
10:00-10:45	**Meeting with Superintendent re Emerging themes Location – (Supt. Office)** **Clairie Huff-Franklin, Linda Gibson** **Curriculum Director** **10:00-10:45** **C&I**				
11:00-11:45	**Meeting with leadership team re Emerging themes Location – (Room)** **ALL DRT MEMBERS**				
11:45-3:00	**Working Lunch/ Q & A/ Compliance Monitoring Tool (Room)** **ALL DRT MEMBERS**				

Standards Key

A&D = Assessment & Effective Use of Data
C&I = Curriculum & Instruction
F&M = Fiscal Management
HR/PD = Human Resources/Professional Development
LG&C = Leadership, Governance & Communication
SS = Student Supports

Appendix B: Figures and Tables Related to Accountability

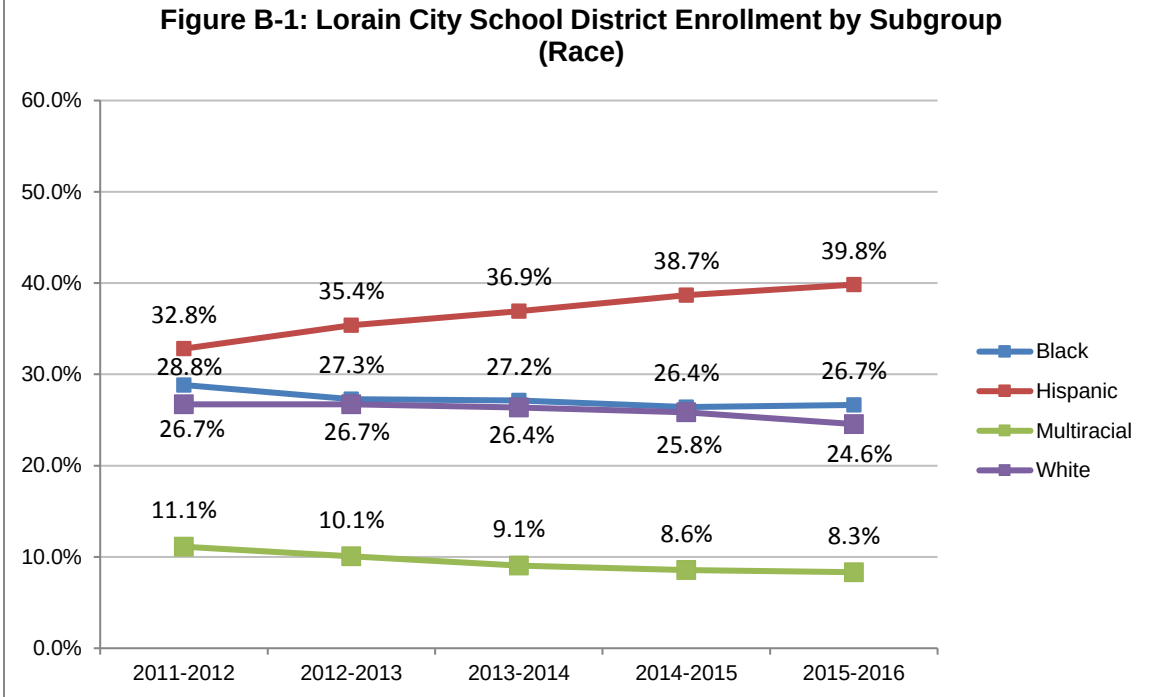


Figure B-1 Source: Ohio Department of Education Office of Accountability

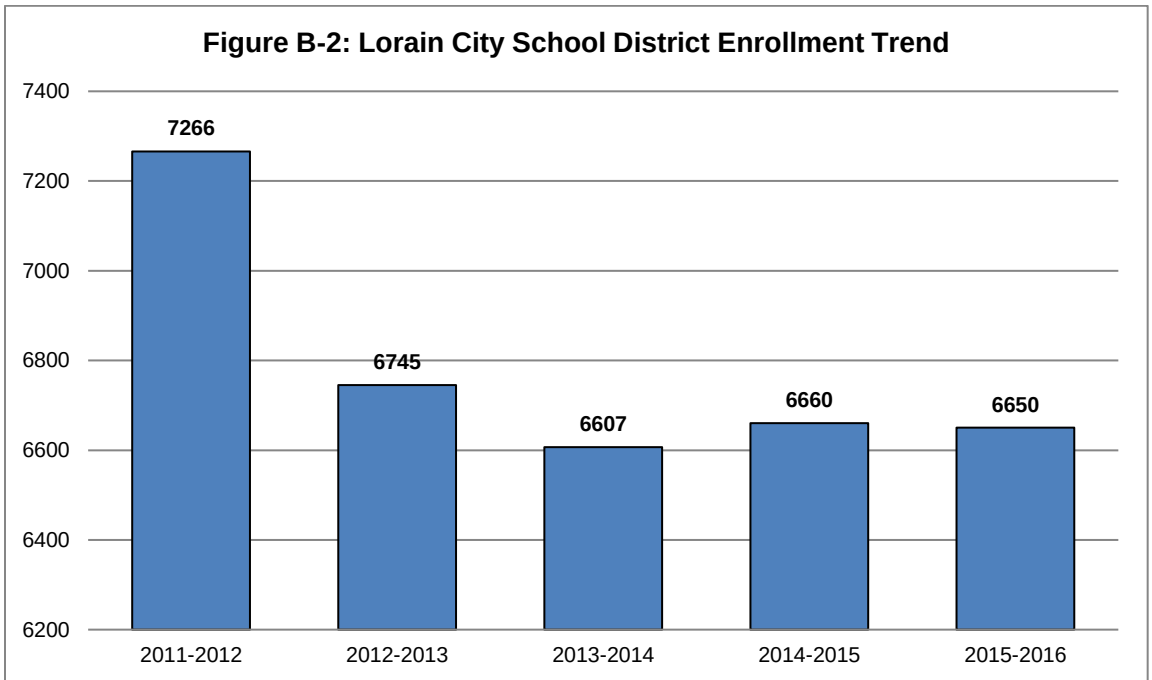


Figure B-2 Source: Ohio Department of Education Office of Accountability

Figure B-3: Lorain City School District Enrollment by Subgroup (Special Populations)

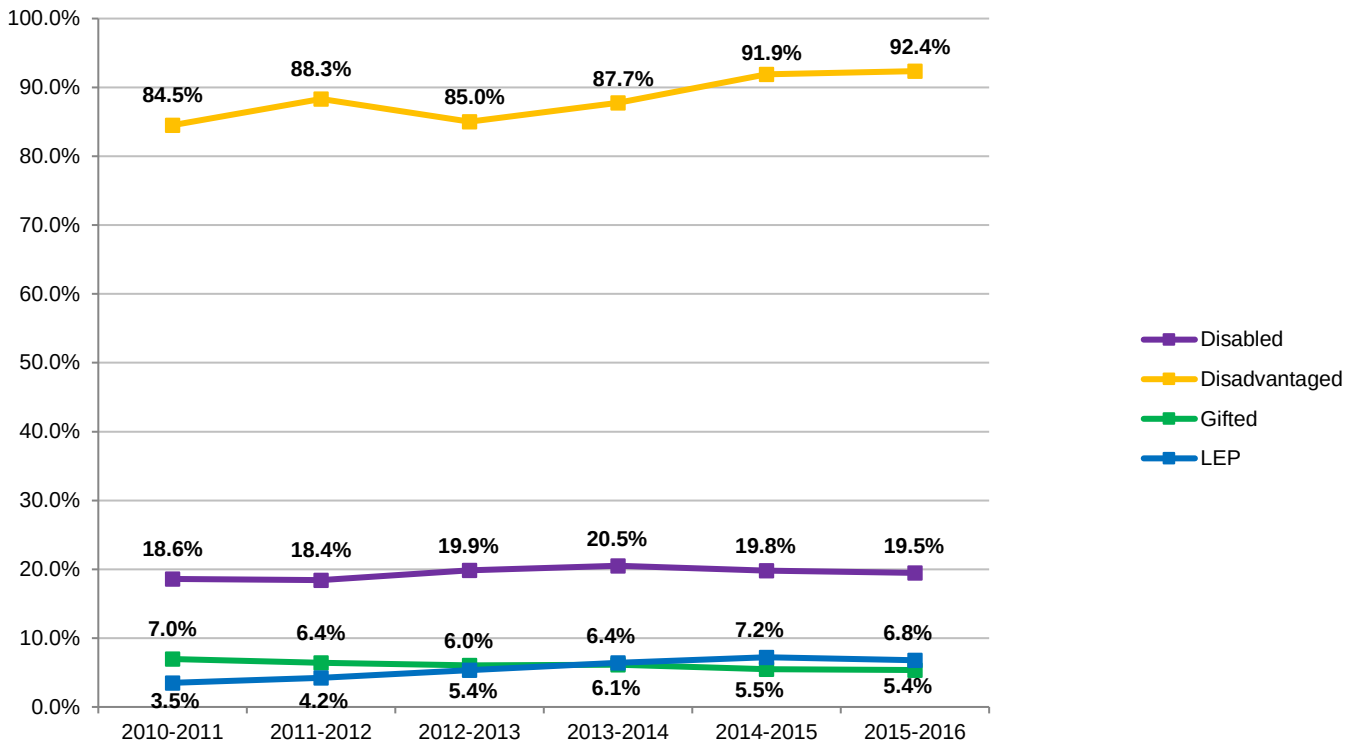
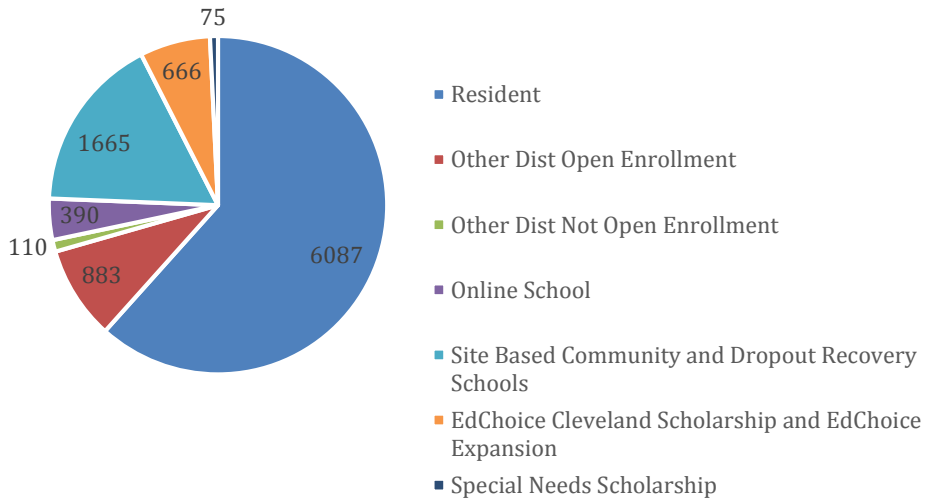


Figure B-3 Source: Ohio Department of Education Office of Accountability

Figure B-4: 2015 - 2016 Enrollment Location for Students Who Live in the Lorain City School District Attendance Area



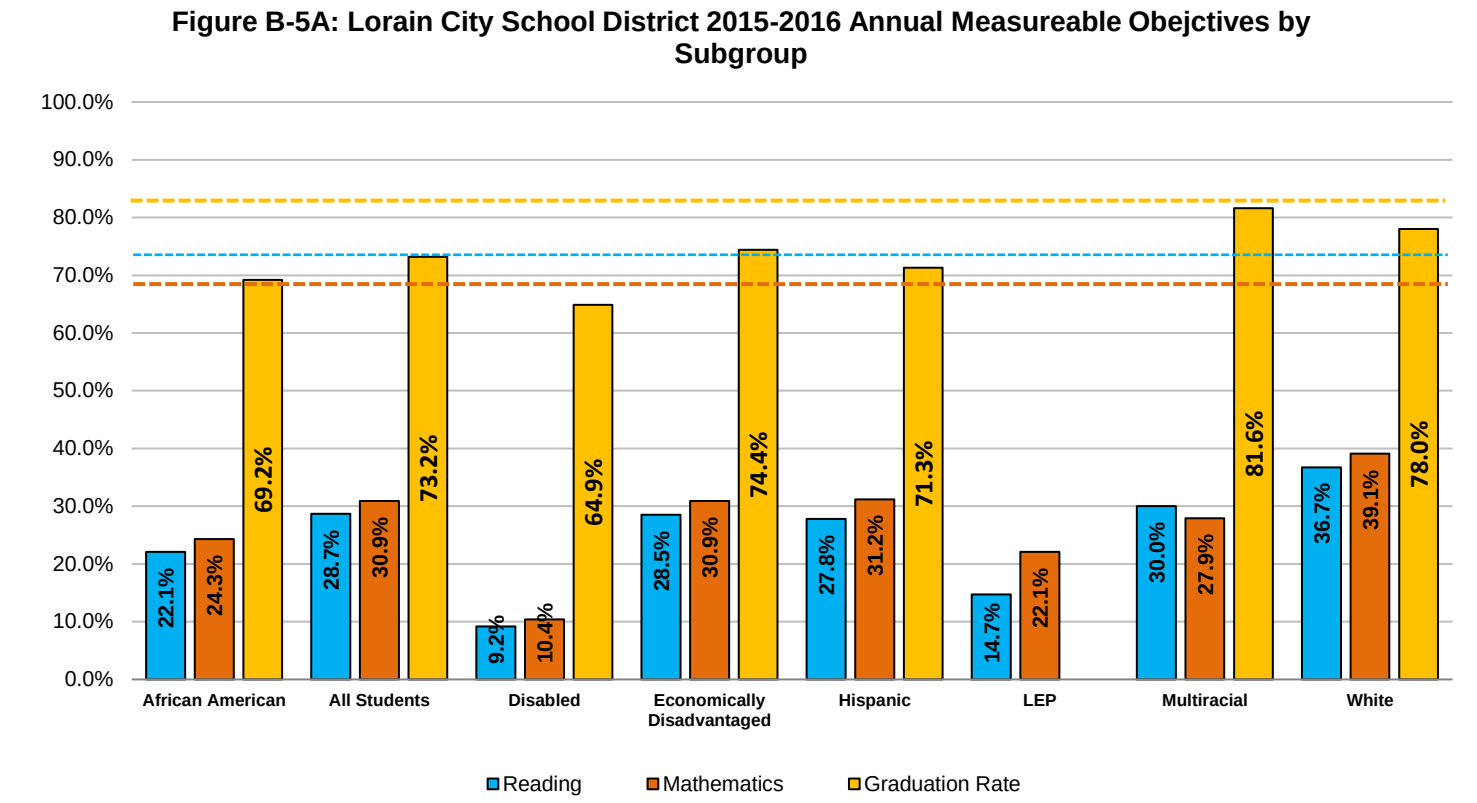
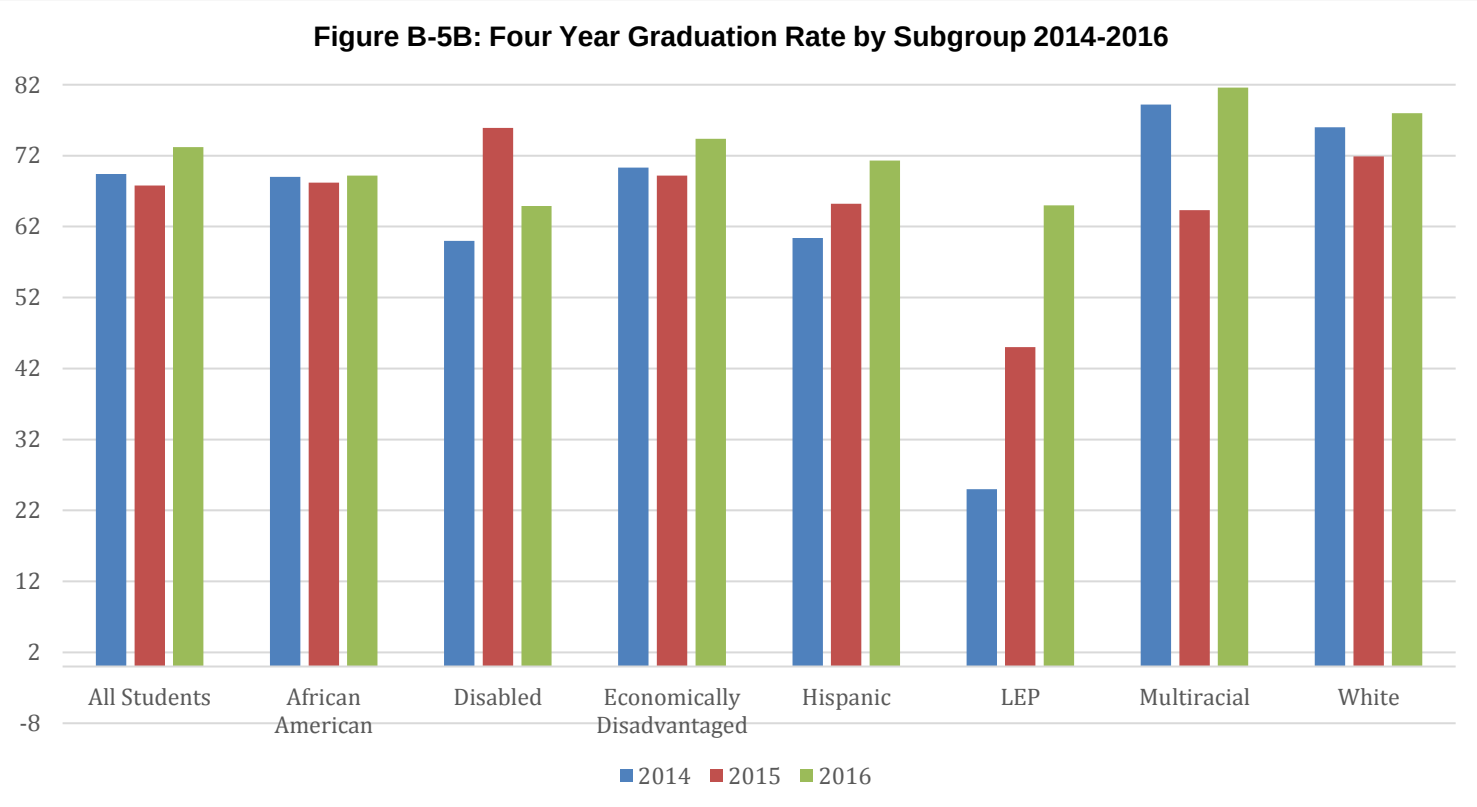


Figure B-5 Source: Lorain City School District Ohio School Report Card, Ohio Department of Education Office of Accountability



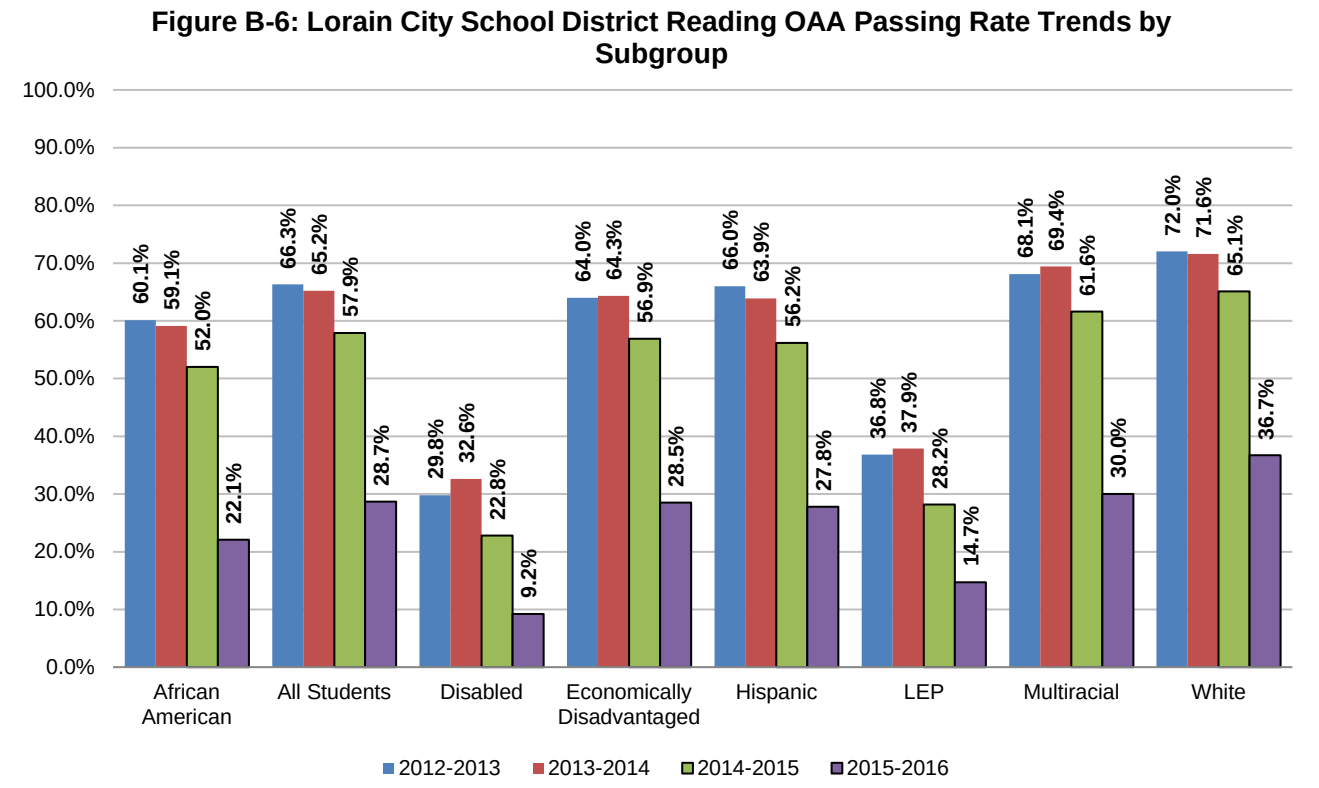


Figure B-6 Source: Lorain City School District Ohio School Report Card; Archived Report Cards

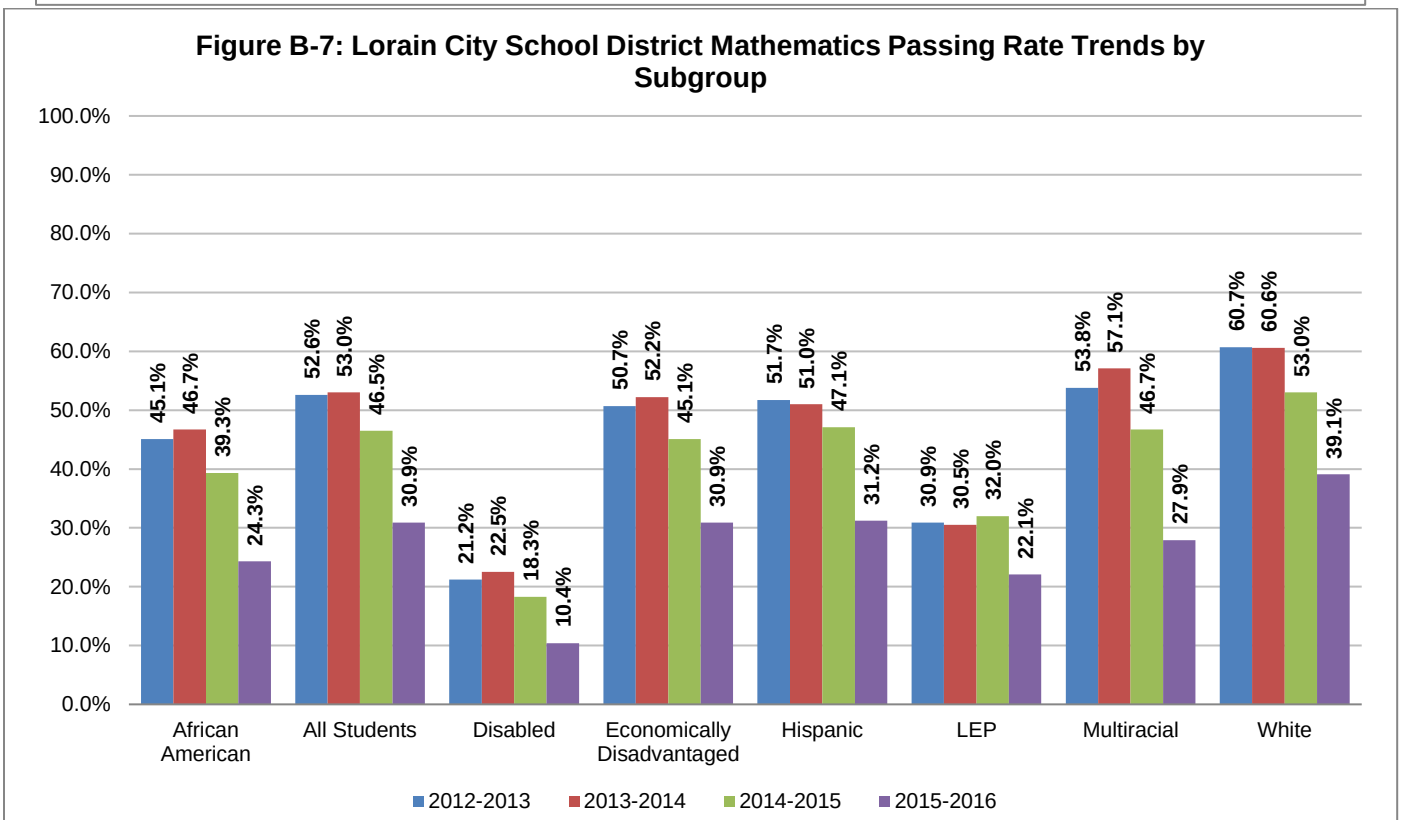


Figure B-7 Source: Lorain City School District 2013-2014 Ohio School Report Card; Archived Report Cards

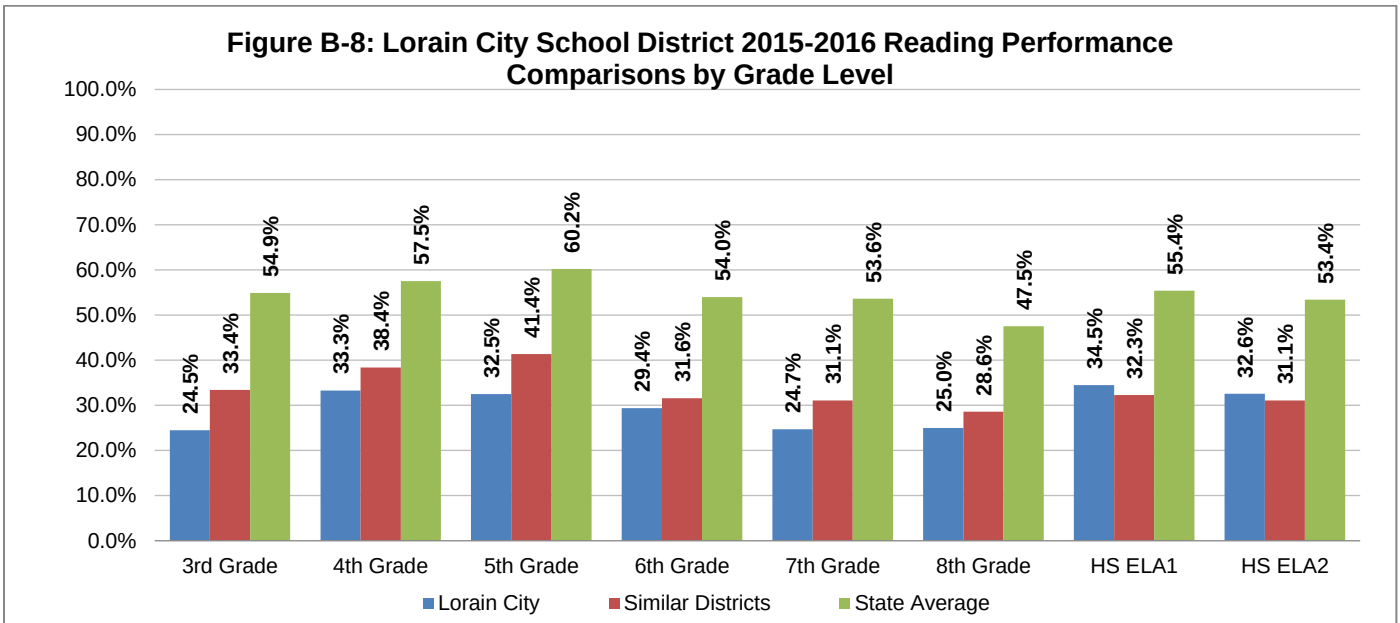


Figure B-8 Source: Lorain City School District Ohio School Report Card

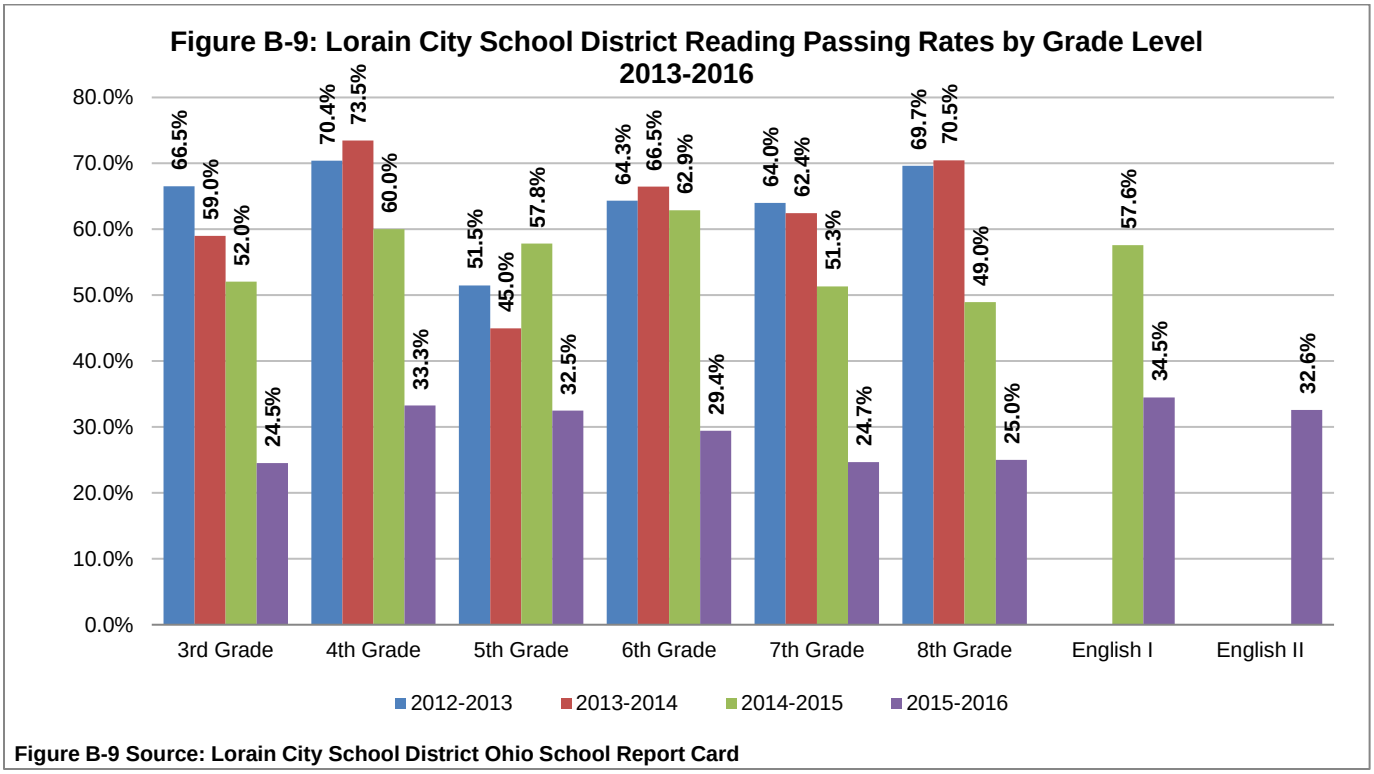


Figure B-9 Source: Lorain City School District Ohio School Report Card

Figure B-10: Lorain City School District Fall 2015-2016 English Value-Added Report

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	
2014 Growth Measure							
Standard Error							
2015 Growth Measure							
Standard Error							
2016 Growth Measure		1.9 DG	-6.6 R	-2.7 R	-8.0 R	-4.2 R	-4.0
Standard Error		0.7	0.7	0.7	0.6	0.6	0.3
3-Year-Average Growth Measure							
Standard Error							

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
2013 Average Achievement						
2014 Average Achievement						
2015 Average Achievement	35.9	44.7	43.2	44.4	41.4	40.0
2016 Average Achievement	34.6	39.4	37.0	39.1	35.7	37.2

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2016	542	688.6	29	692.1	33	-3.4 R	0.6

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts II	2016	447	687.2	28	687.9	29	-0.6 Y	0.7

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

Figure B-10 Source: SAS® EVAAS web application, SAS Institute Inc.

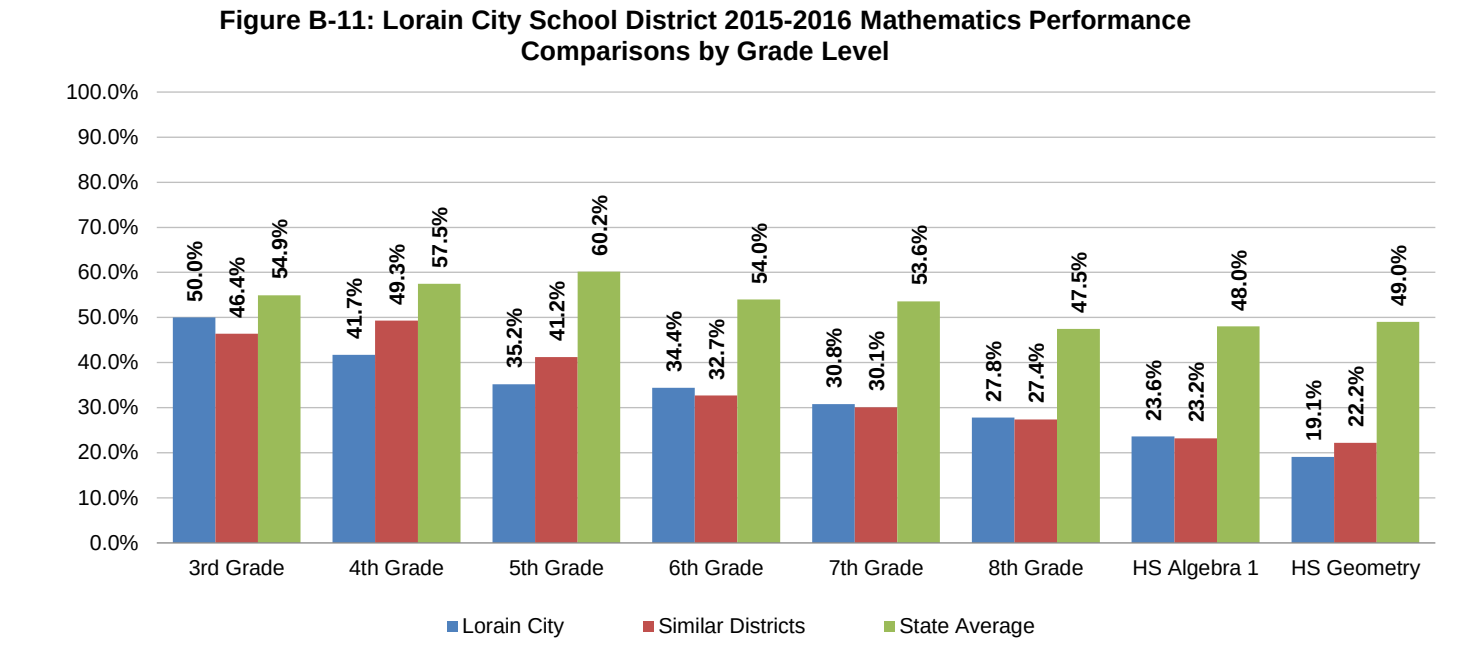


Figure B-11 Source: Ohio Department of Education Office of Accountability

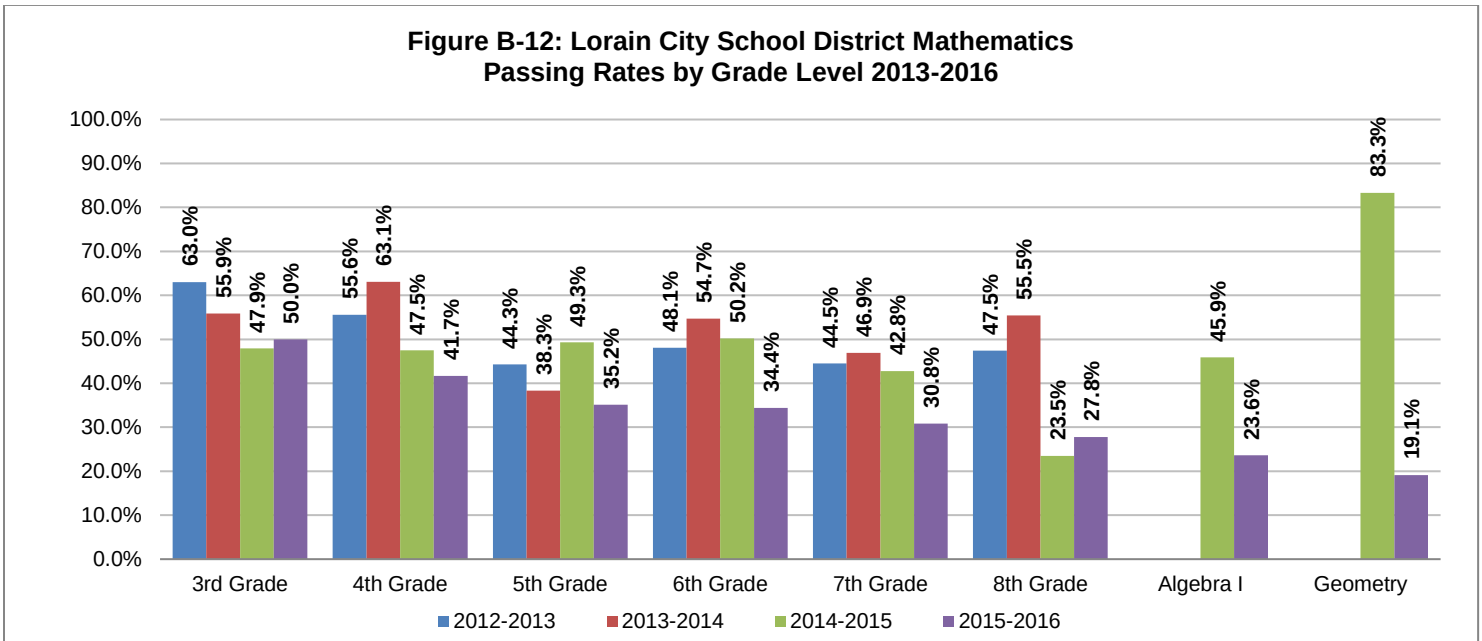


Figure B-12 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

Figure B-13: Lorain City School District Fall 2015-2016 Math Value-Added Report

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	
2014 Growth Measure							
Standard Error							
2015 Growth Measure							
Standard Error							
2016 Growth Measure		-3.1 R	-3.1 R	-2.7 R	-2.8 R	-1.4 R	-2.6
Standard Error		0.7	0.6	0.6	0.5	0.6	0.3
3-Year-Average Growth Measure							
Standard Error							

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
2013 Average Achievement						
2014 Average Achievement						
2015 Average Achievement	40.5	41.6	41.5	41.4	38.7	35.9
2016 Average Achievement		38.6	37.9	38.2	37.6	37.3

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	548	678.7	27	684.0	34	-5.2 R	0.7

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Geometry	2016	456	678.8	23	683.6	28	-4.6 R	0.7

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

Figure B-13 Source: SAS® EVAAS web application, SAS Institute Inc.

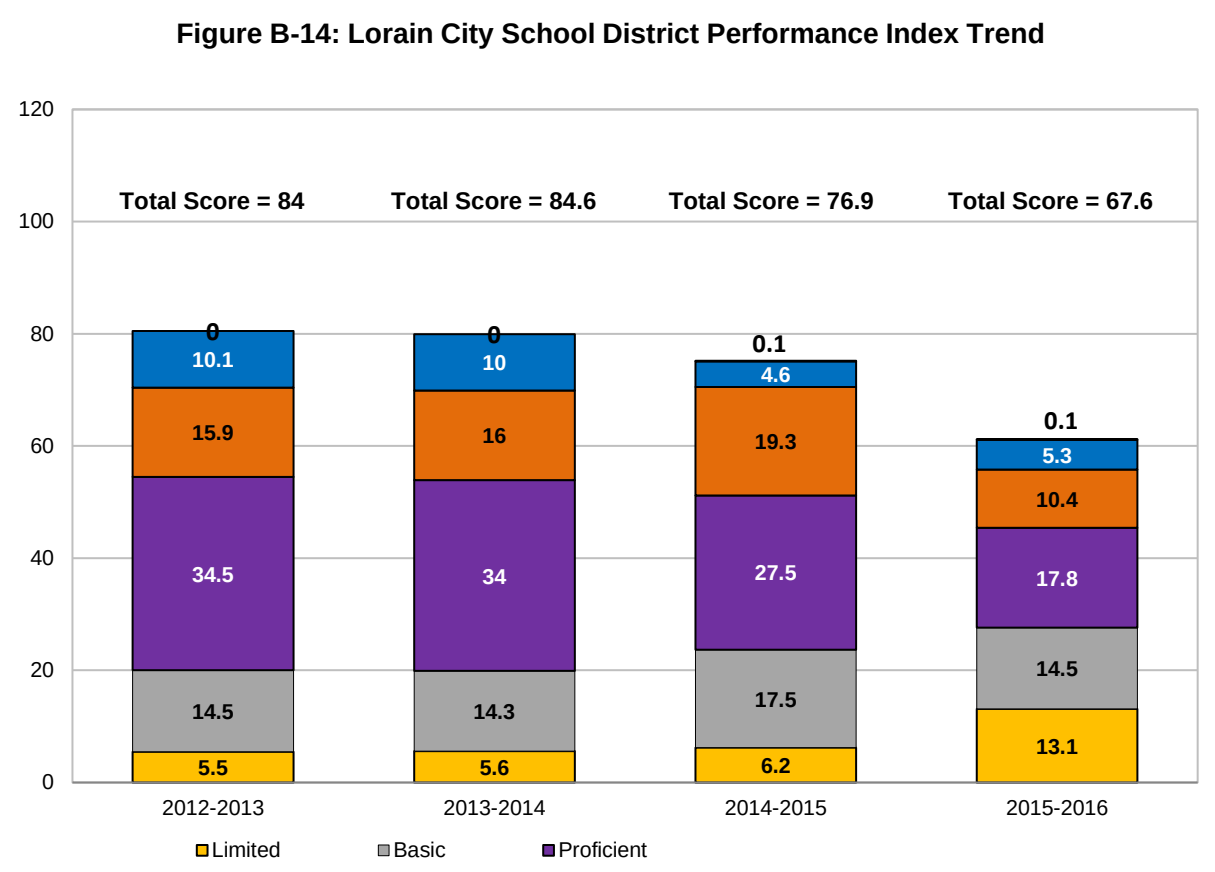


Figure B-14 Source: Ohio Department of Education Office of Accountability

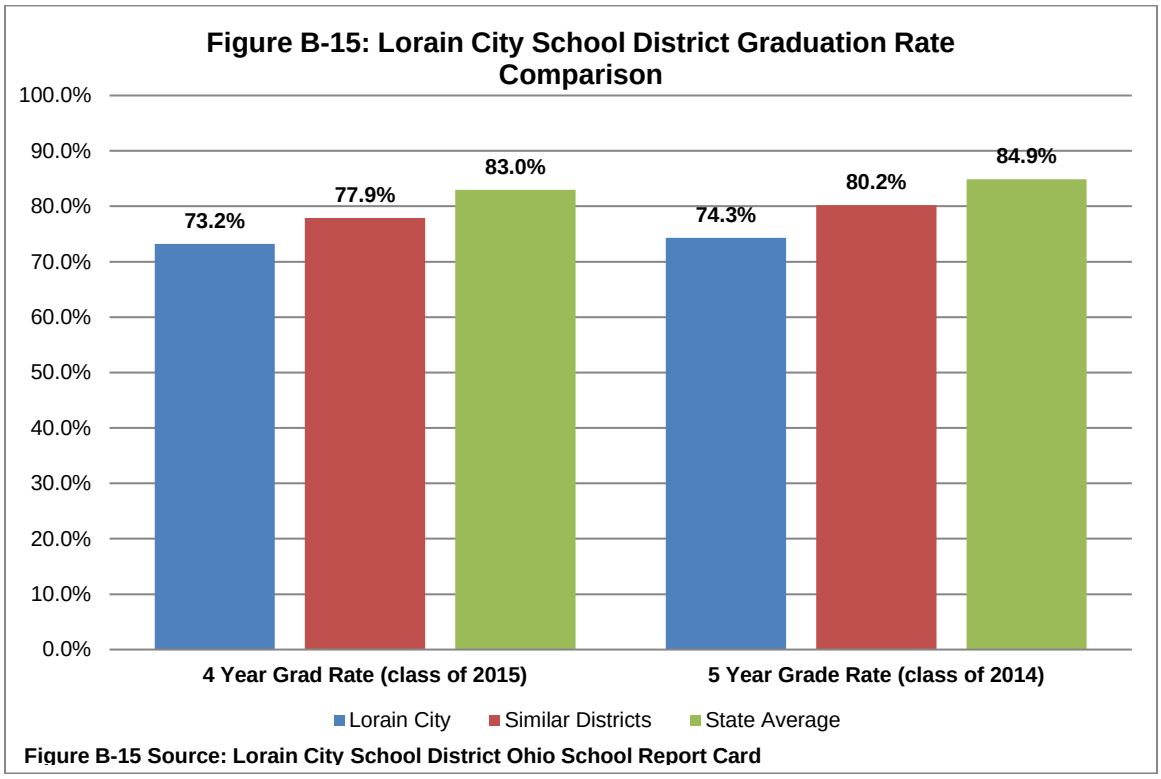


Figure B-15 Source: Lorain City School District Ohio School Report Card

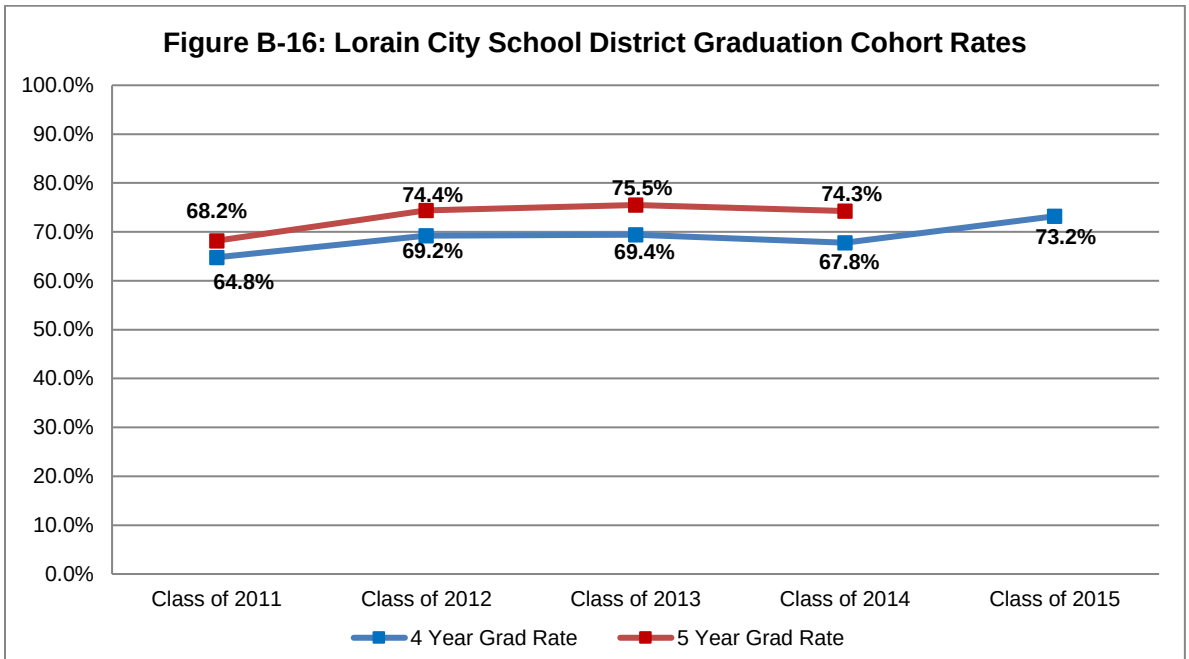


Figure B-16 Source: Lorain City School District Ohio School Report Card

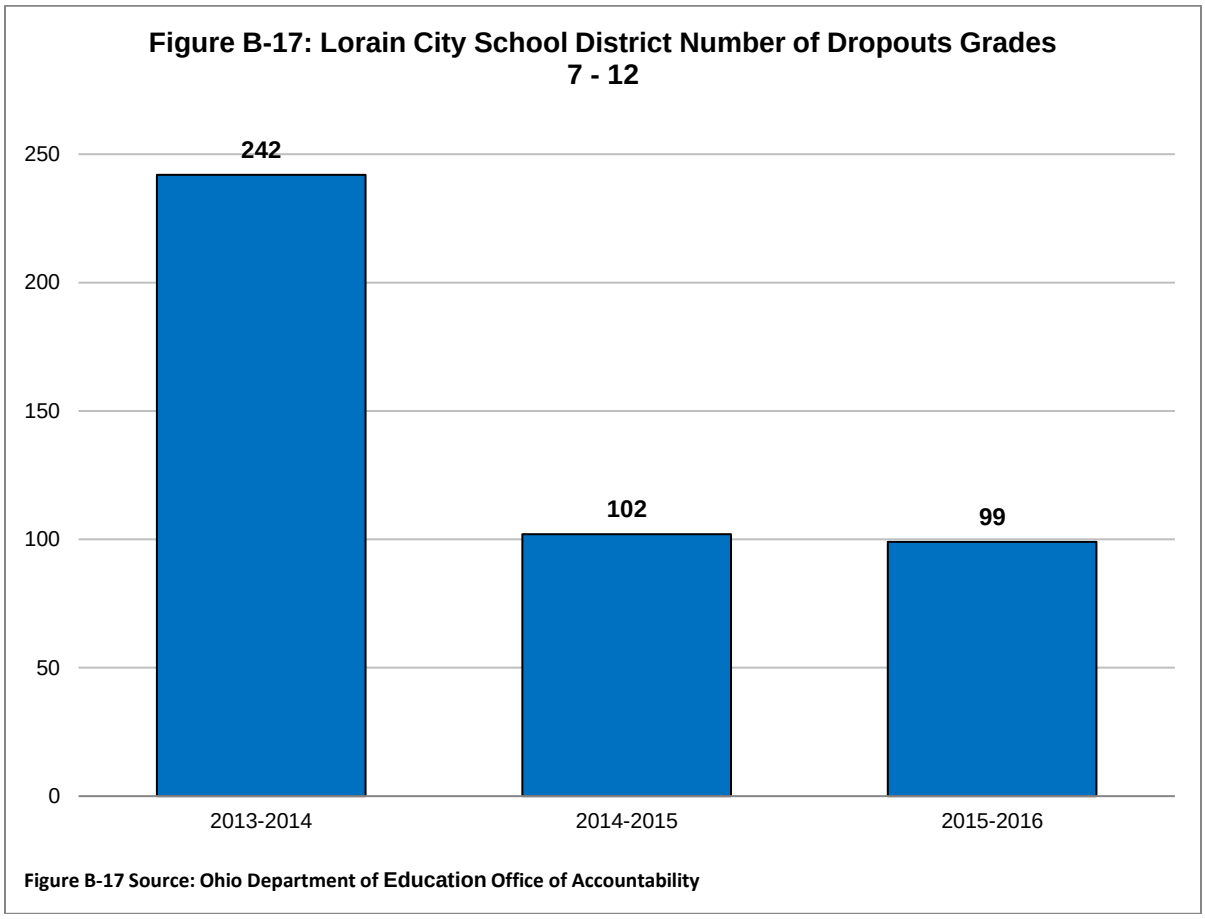


Figure B-17 Source: Ohio Department of Education Office of Accountability

Figure B-18: Lorain City School District Disciplinary Actions Per 100 Students Compared to the State and Similar Districts- All Discipline Types

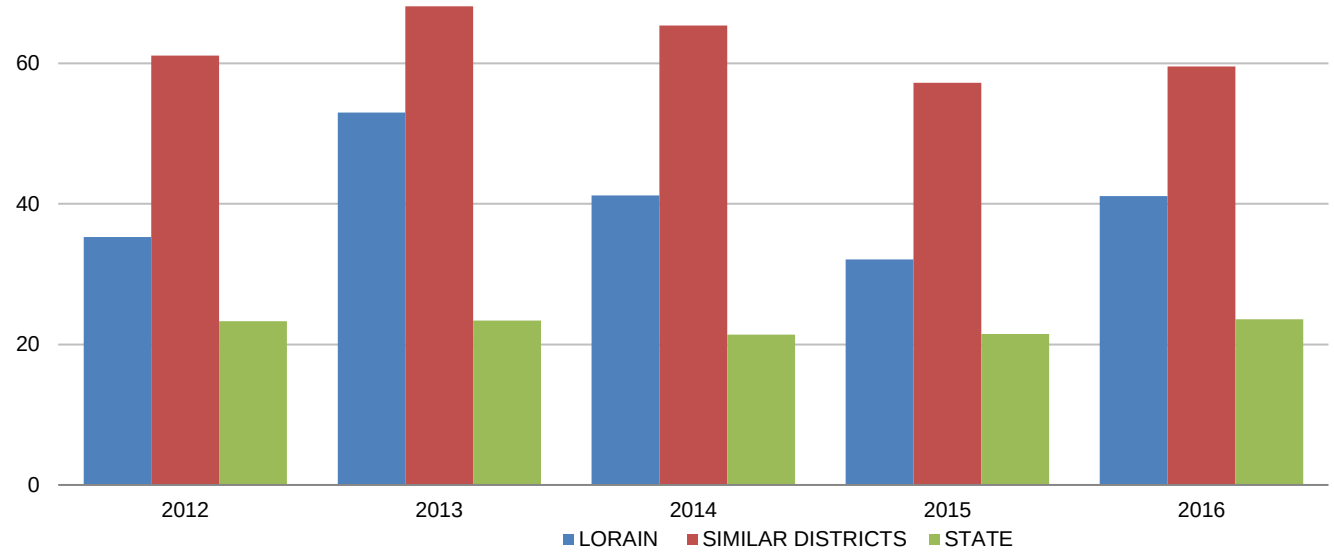


Figure B-18 Source: Ohio Department of Education Office of Accountability

Figure B-19: Lorain City School District Prepared for Success 2-Year Comparison

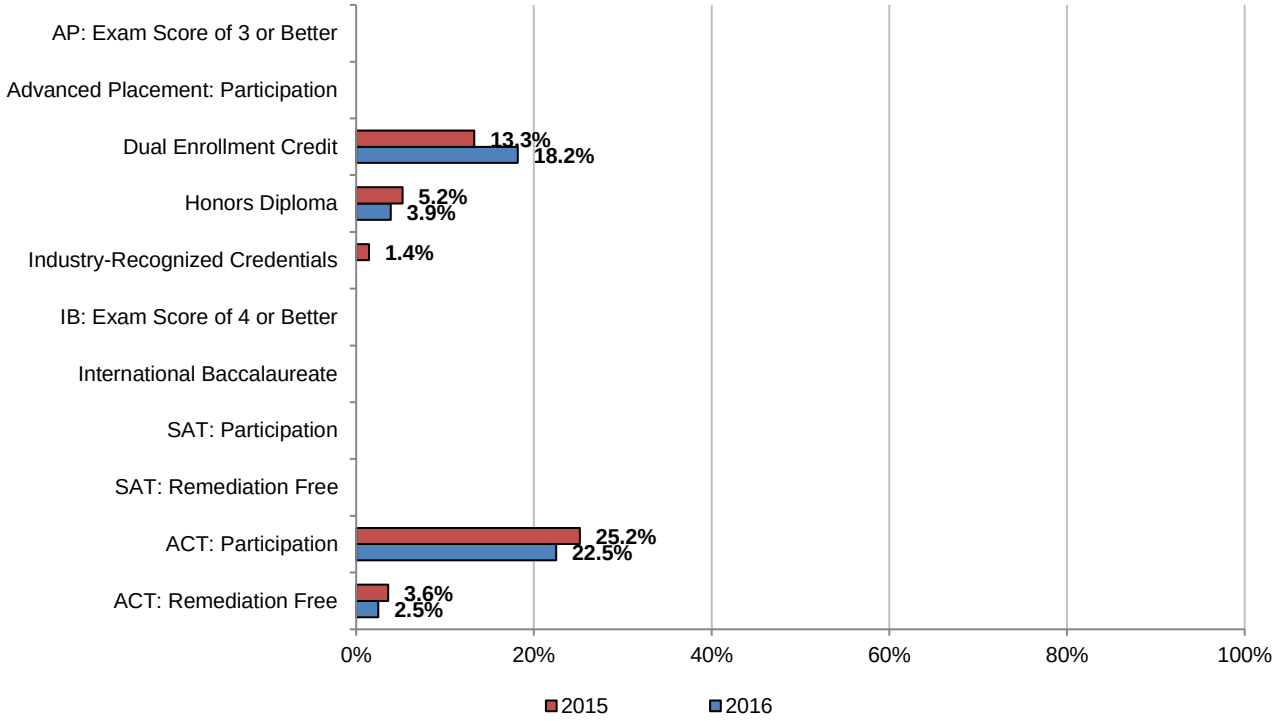


Figure B-19 Source: Ohio Department of Education Office of Accountability

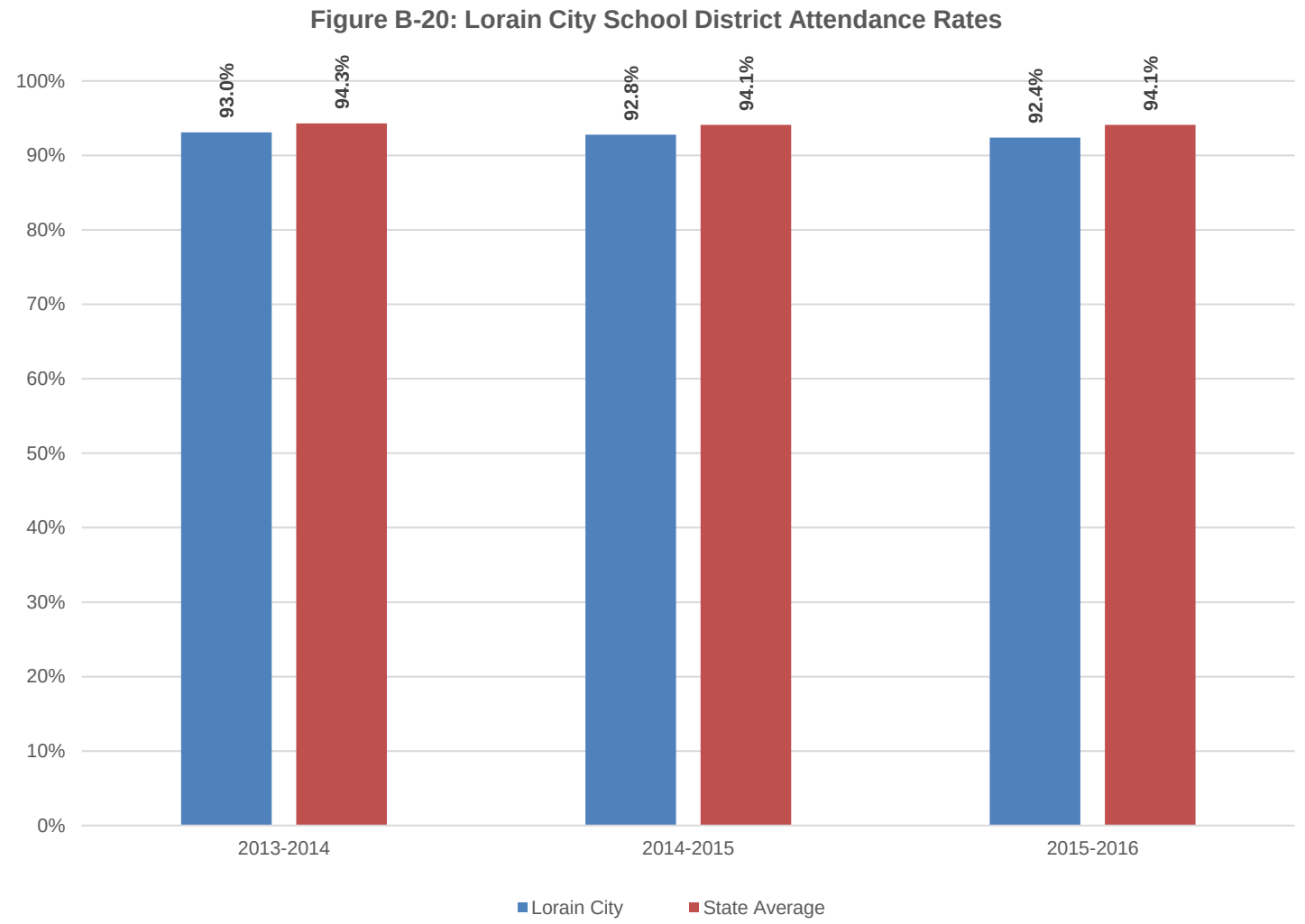


Figure B-20 Source: Ohio Department of Education Office of Accountability

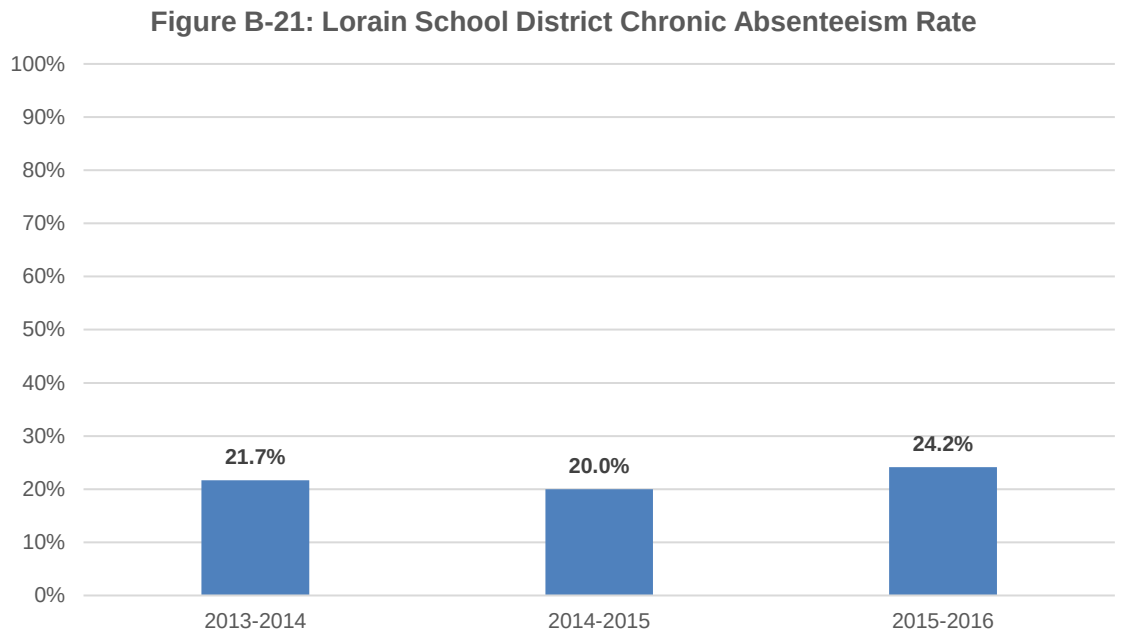


Figure B-21 Source: Ohio Department of Education Office of Accountability

Figure 21: Lorain City School Distirct Absenteeism Data 2015-2016

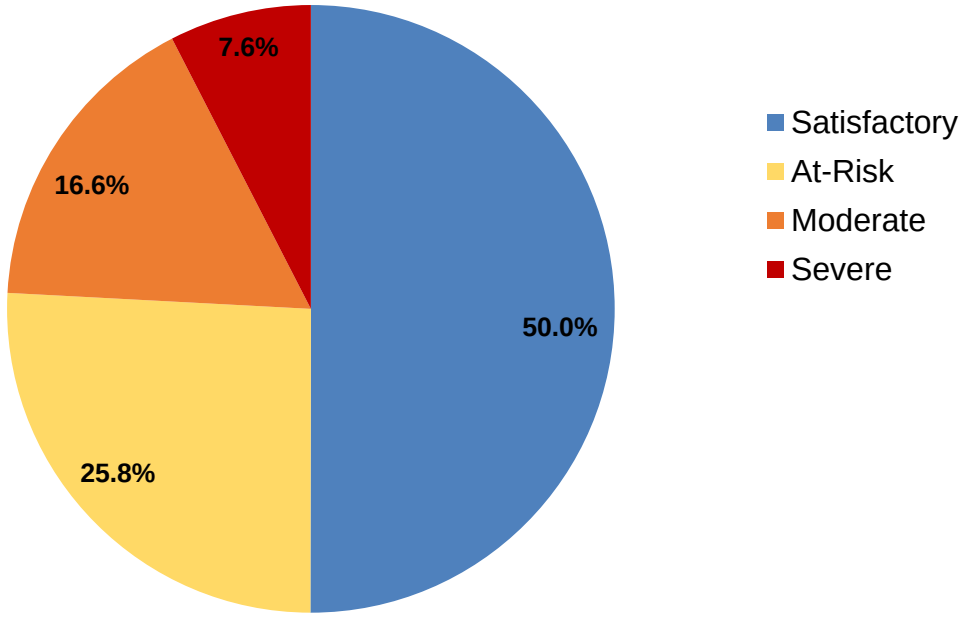


Figure 21 Source: Ohio Department of Education Office of Accountability

Figure B-22: Lorain City School District Absenteeism Rate By Grade Level

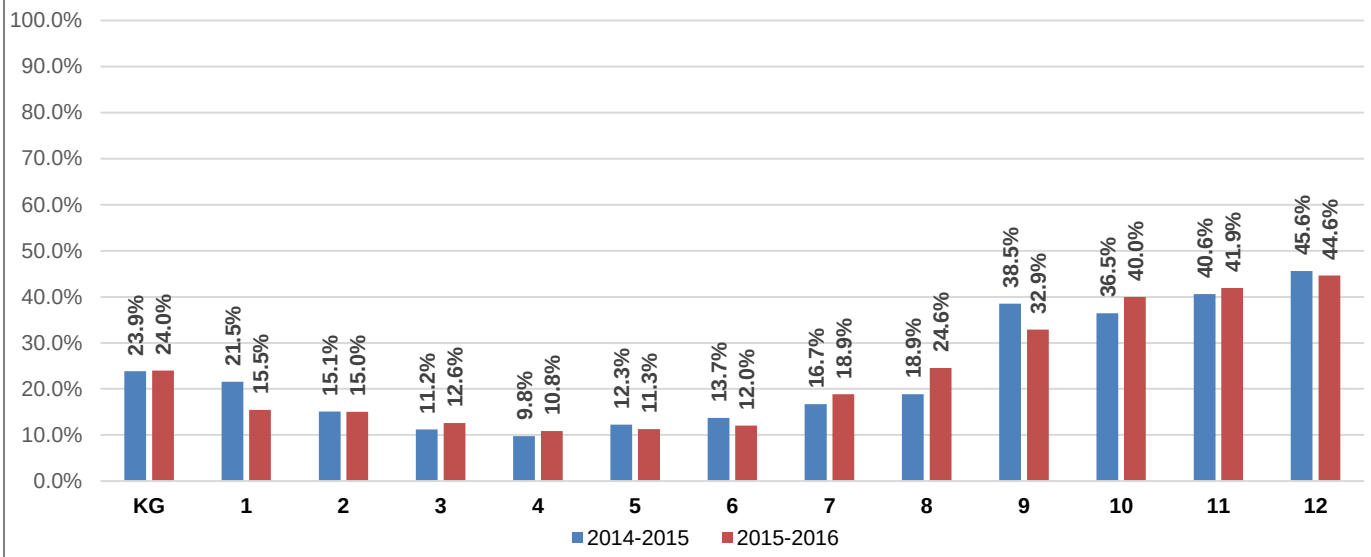


Figure B-22 Source: Ohio Department of Education Office of Accountability

Figure B-24: Lorain City School District Percent of On-Track Students – Kindergarten through Third Grade 2-Year Comparison

2014 – 2015

GRADE

D

K-3 Literacy Improvement

40.6%

239 out of 589

A = 82.6 - 100.0%
B = 64.9 - 82.5%
C = 47.2 - 64.8%
D = 29.5 - 47.1%
F = 0.0 - 29.4%

In Your District...

169 kindergarten students were not on-track last year.

72.8% of those students improved to on-track in 1st grade.

125 first grade students were not on-track last year.

33.6% of those students improved to on-track in 2nd grade.

139 second grade students were not on-track last year.

29.5% of those students improved to on-track in 3rd grade.

156 third grade students were not on-track this year.

21.2% of those students reached proficiency on the 3rd grade OAA.

2015 – 2016

GRADE

D

K-3 Literacy Improvement

28.9%

144 out of 498

A = 81.4 - 100.0%
B = 62.6 - 81.3%
C = 43.8 - 62.5%
D = 25.0 - 43.7%
F = 0.0 - 24.9%

In Your District...

150 kindergarten students were not on-track last year.

64.0% of those students improved to on-track in 1st grade.

83 first grade students were not on-track last year.

16.9% of those students improved to on-track in 2nd grade.

112 second grade students were not on-track last year.

25.9% of those students improved to on-track in 3rd grade.

153 third grade students were not on-track this year.

3.3% of those students reached proficiency on the 3rd grade OAA.

Figure B-24: Source: Lorain City School District 2014-2015 and 2015-2016 Ohio School Report Card

Figure B-25: Lorain City School District 2015-2016 Percent of Funds Spent on Classroom Instruction Compared to Similar Districts and the State

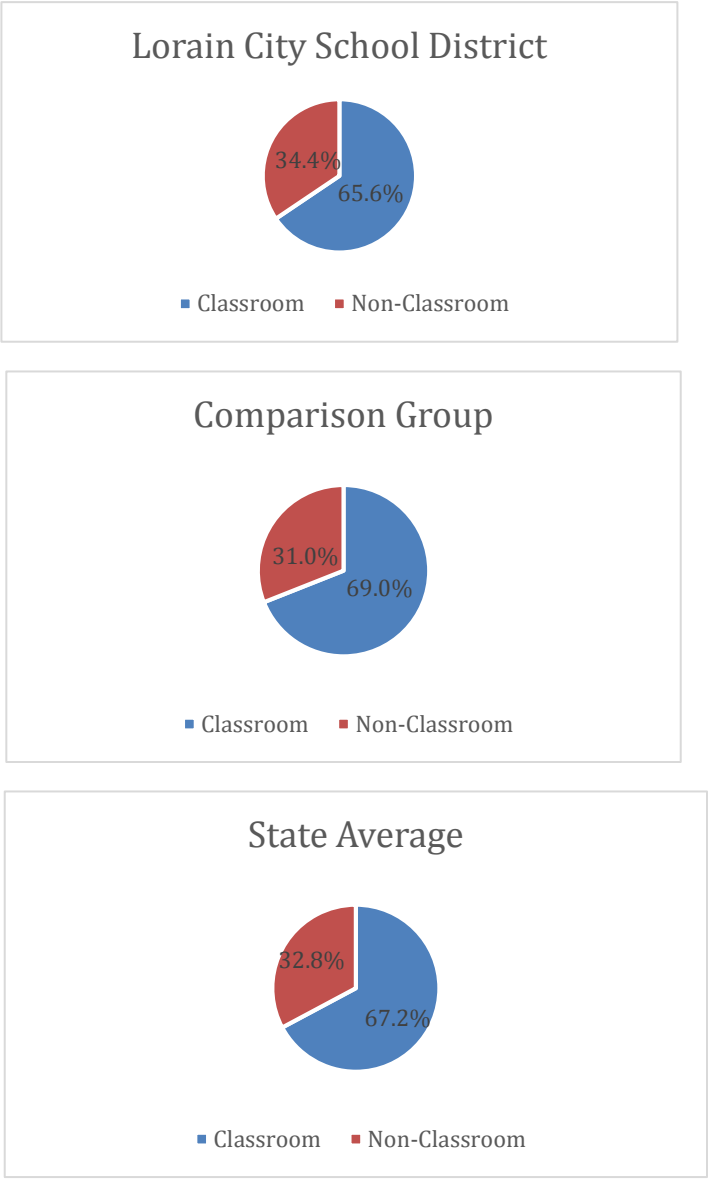


Figure B-25 Source: Ohio Department of Education Office of Accountability

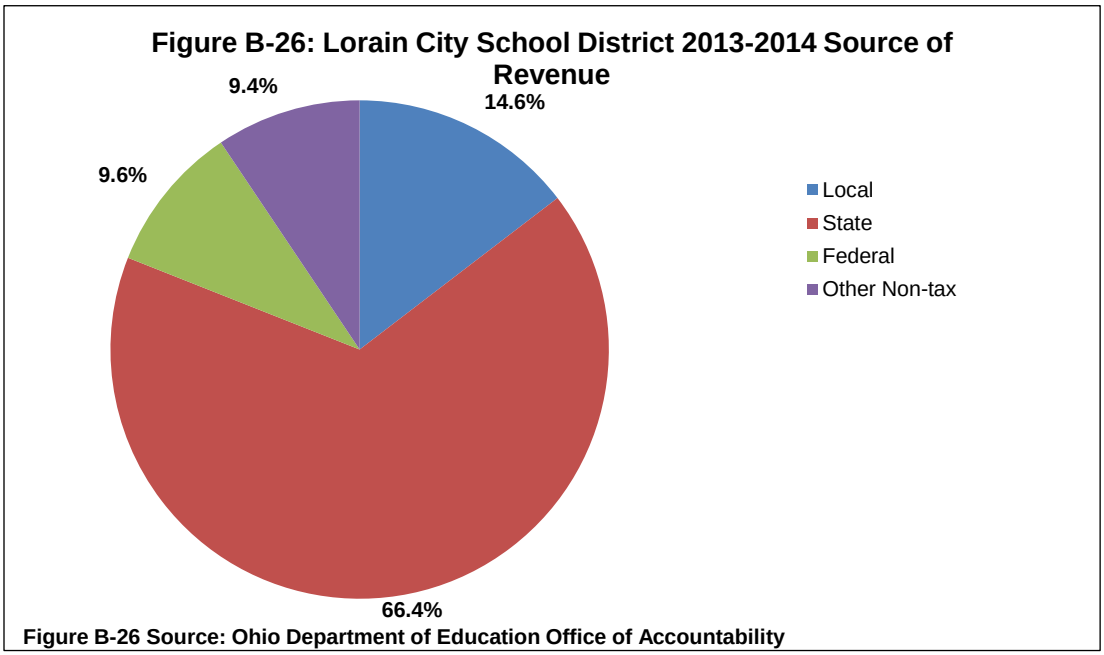


Figure B-26 Source: Ohio Department of Education Office of Accountability

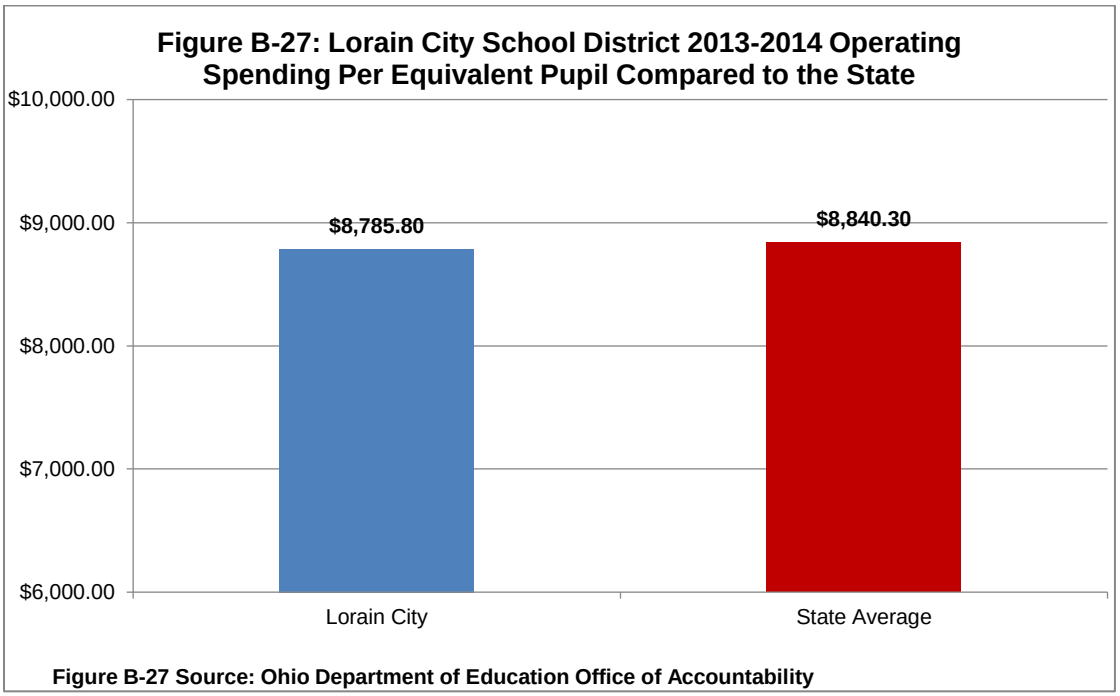


Figure B-27 Source: Ohio Department of Education Office of Accountability

Table B-1: Lorain City School District Teacher Demographic Data

Year	Teacher Salary Average	Percent of Core Courses Taught by Highly Qualified Teachers	Teacher Attendance	Percent of Teachers with Masters or Doctorate Degrees
2012-2013	$63,807	100	92.5	75.8
2013-2014	$65,028	100	94.2	77.6
2014-2015	$62,410	100	93.2	74.1
2015-2016	$61,908	99.8	94.7	69.1

Table B-1 Source: Ohio Department of Education Office of Accountability

Appendix C: Additional Figures and Tables

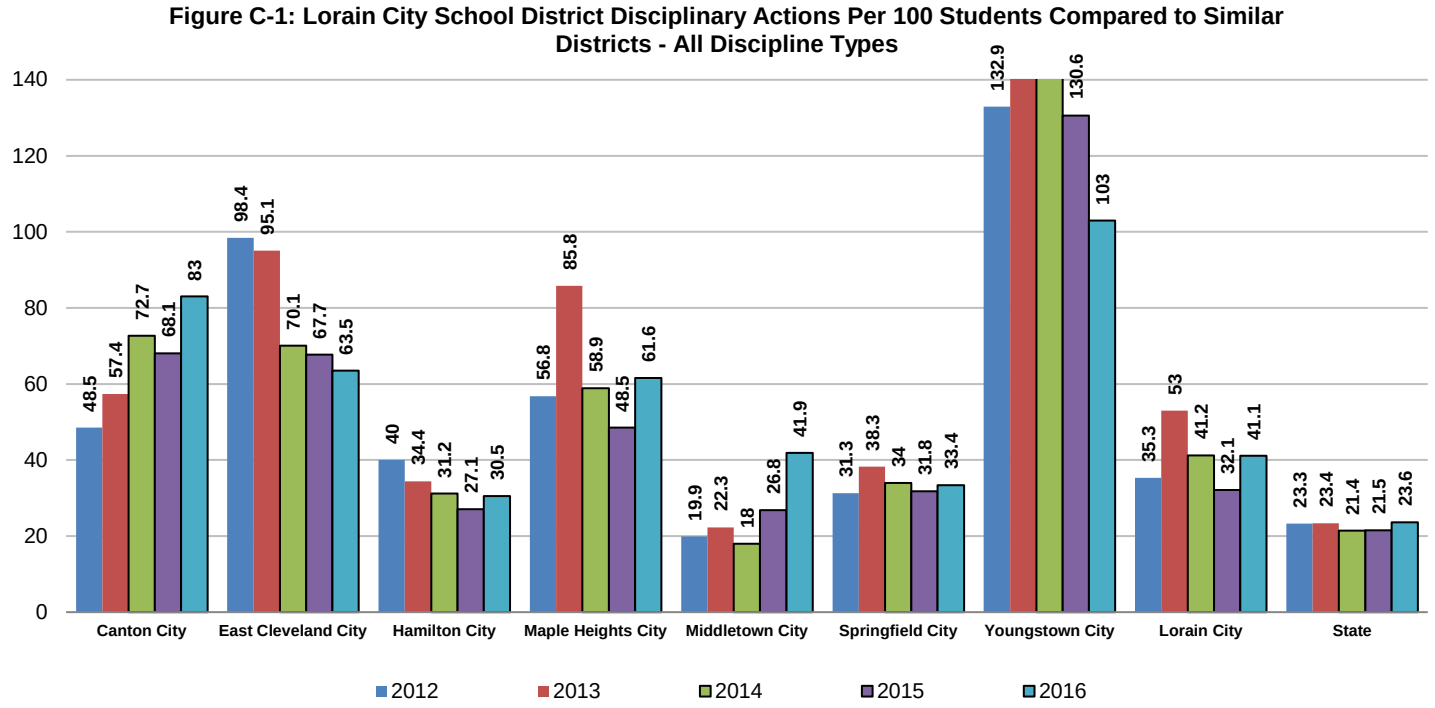


Figure C-1 Source: Ohio Department of Education Similar District Methodology; Ohio Department of Education Office of Accountability

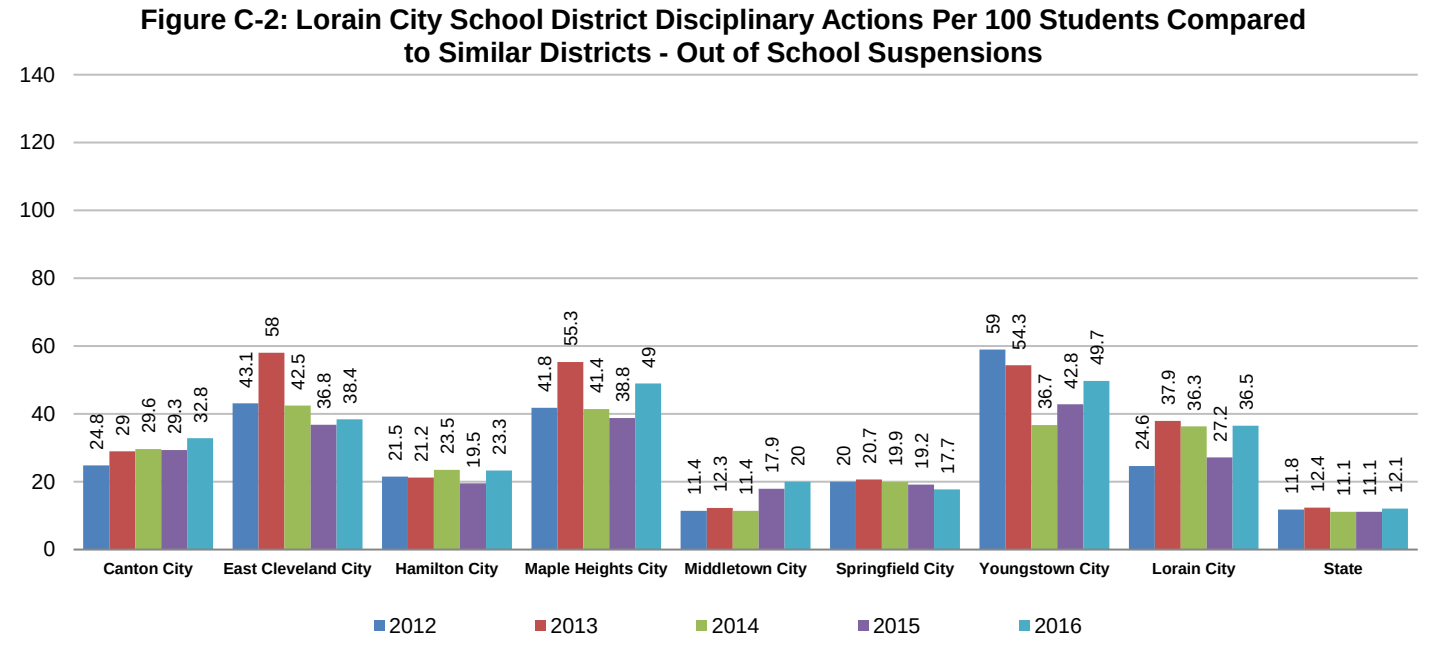


Figure C-2 Source: Ohio Department of Education Similar District Methodology

Table C-1: 2015-2016 Lorain City School District Enrollment by Race and Special Populations

Total Number of Students by Race					Total Number of Students by Special Populations		
Name of Building	African American	Hispanic	White	Multi-Race	Economically Disadvantaged	English Language Learners	Special Education
Palm Elementary School	32	112	50	18	218	.	26
Frank Jacinto Elementary	126	124	59	32	341	13	100
General Johnnie Wilson Middle School	171	168	84	54	480	43	128
Longfellow Middle School	103	188	141	57	492	20	96
Lorain High School	478	727	476	165	1411	126	416
Toni Wofford Morrison ES	91	129	90	30	344	.	64
Helen Steiner Rice ES	50	157	105	20	332	.	98
Credit Recovery Academy	78	69	35	12	157	14	23
New Beginnings	40	22	10	.	70	.	17
Garfield Elementary School	100	123	65	21	312	10	61
Hawthorne Elementary School	104	104	56	19	285	12	80
Admiral King Elementary School	100	112	109	34	356	.	28
Larkmoor Elementary School	112	122	187	34	459	.	57
Stevan Dohanos Elementary School	121	156	58	.	344	26	43
Washington Elementary School	57	295	65	22	440	160	50
Lorain K-12 Digital Academy	11	42	43	23	101	.	10

Table C-1 Source: Ohio Department of Education, Office of Accountability

Table C-2: Lorain City School District Discipline Occurrences (District Level)

Discipline Reason	2013-2014		2014-2015			2015-2016		
	Out of School Suspension	Emergency removal by district personnel	Out of School Suspension	In-School Suspension	Emergency removal by district personnel	Out of School Suspension	In-School Suspension	Emergency removal by district personnel
Vandalism	5	0	7	0	1	7	0	0
Fighting	291	26	246	0	20	291	0	26
Weapon	12	2	6	0	0	13	0	0
Truancy	75	13	55	0	4	85	0	3
Tobacco	5	2	12	1	0	10	0	2
Use/ Possession of other drugs	8	0	9	0	1	18	0	1
Theft	19	0	17	0	0	26	0	2
Disobedient/ Disruptive Behavior	702	101	541	4	107	619	2	111
Harassment/ Intimidation	89	7	54	1	6	90	0	7
Unwelcome Sexual Conduct	8	0	11	0	0	12	0	0

Table C-2 Source: Ohio Department of Education, Office of Accountability

Table C-3: Lorain City School District Out of School Suspensions per 100 Students (Building Level)

Building	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Palm Elementary School	1	9.7	12.1	5.7	18.8
Frank Jacinto Elementary	26.2	34.2	31.8	26	21.4
General Johnnie Wilson Middle School	49	54.9	34.8	39.9	55.2
Longfellow Middle School	58.1	35.3	32.4	20.5	46.2
Lorain High School	9.2	55.3	50.7	31.7	38.7
Toni Wofford Morrison ES	9.7	7.6	5.6	3.6	5.5
Helen Steiner Rice ES	14.9	17.8	15.8	15	15.6
Credit Recovery Academy	5.9	84.7	118.5	156.5	168
New Beginnings	227.7	291.3	333.3	283.6	469.1
Garfield Elementary School	8.1	6.9	7.3	9.1	17
Hawthorne Elementary School	50.1	35.8	11.9	21.5	33.3
Admiral King Elementary School	5.6	13.5	12.8	8	9.8
Larkmoor Elementary School	2.3	19.7	23.5	11.7	9.4
Stevan Dohanos Elementary School	9.4	11.4	16.8	6.8	19.8
Washington Elementary School	10	9.5	7.7	2.9	10.7
Palm Elementary School	1	9.7	12.1	5.7	18.8

Table C-3 Source: Ohio Department of Education, Office of Accountability

Table C-4: Lorain City School District-FY 2015 Profile Report/Cupp Report Expenditure per Student Comparison

Expenditure	Lorain City SD Expenditure per Student	Comparable District Average	State Average
Administration	$1,436.56	$1,670.02	$1,441.92
Building Operations	$2,289.73	$2,250.20	$2,094.80
Instruction	$6,665.85	$6,466.19	$6,394.03
Pupil Support	$574.61	$758.24	$640.36
Staff Support	$867.31	$531.09	$413.73

Table C-4 Source: FY 2015 CUPP Report

Expenditure Data (Adapted from ODE District Profile explanation)

Administration Expenditure per Pupil covers all expenditures associated with the day to day operation of the school buildings and the central offices as far as the administrative personnel and functions are concerned. Expenditures in this category include salaries and benefits for all administrative staff as well as other associated administrative costs. Data Source: Report Card 2016.

Building Operation Expenditure per Pupil covers all items of expenditure relating to the operation of the school buildings and the central offices. These include the costs of utilities and the maintenance and the upkeep of physical buildings. Data Source: Report Card 2016.

Instructional Expenditure per Pupil includes all the costs associated with the actual service of instructional delivery to the students. These items strictly apply to the school buildings and do not include costs associated with the central office. They include the salaries and benefits of the teaching personnel and the other instructional expenses. Data Source: Report Card 2016.

Pupil Support Expenditure per Pupil includes the expenses associated with the provision of services other than instructional that tend to enhance the developmental processes of the students. These cover a range of activities such as student counseling, psychological services, health services, social work services etc. Data Source: Report Card 2016.

Staff Support Expenditure per Pupil includes all the costs associated with the provision of support services to school districts' staff. These include in-service programs, instructional improvement services, meetings, payments for additional trainings, and courses to improve staff effectiveness and productivity. Data Source: Report Card 2016.

Table C-5: Lorain City School District-FY 2014 Profile Report/Cupp Report
District Financial Status from Five-Year Forecast Data

Expenditure	Lorain City SD	Comparable District Average	State Average
Salaries	41.8%	48.3%	53.5%
Fringe Benefits	15.4%	19.1%	21.3%
Purchased Services	40.2%	28.9%	20.2%
Supplies and Materials	1.8%	2.5%	3.2%
Other Expenditures	2.6%	1.2%	1.8%

Table C-5 Source: FY 2015 CUPP Report

District Financial Status from Five Year Forecast Data (Adapted from ODE District Profile explanation)

Salaries as Percent of Operating Expenditures indicates the percent of the total operating expenditure of the districts that goes to personnel salaries. Source: Fiscal year 2015 Five Year Forecast file.

Fringe Benefits as Percent of Operating Expenditures shows the percent of the total operating expenditure of the districts that goes to provision of fringe benefits such as health insurance and retirement benefits. Source: Fiscal year 2015 Five Year Forecast file.

Purchased Services as Percent of Operating Expenditures shows the percent of the total operating expenditure devoted to the purchase of various services such as food services. Source: Fiscal year 2015 Five Year Forecast file.

Supplies and Materials as Percent of Operating Expenditures shows the percent of the operating expenditures devoted to the purchase of supplies and materials. Source: Fiscal year 2015 Five Year Forecast file.

Other Expenses as Percent of Operating Expenditures shows the percent of the total operating expenditures devoted to other expenses not categorized above. Source: Fiscal year 2015 Five Year Forecast file.

Note: The district's October 2015 forecast was used to calculate the information above. Further, debt payments to repay the state for advances to cover the district's 2014 deficit, other debt payments and capital expenditures were not included in the calculation, as they are not part of 2015 fiscal year operations, per state calculations.

Appendix D: Inventory Forms and Building Observation Form

6 Point Scale of Evidence for the Diagnostic Profile

Taken from the School Improvement Diagnostic Review

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

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

A. Standards I II and V: Instructional Inventory

Date:_____**Time in:** _____**Total time:** _____
Subject:_____**Grade Level:**_____
District IRN:_____**School:**_____**Building:** **ES** **MS** **HS**
 # Students:_____ **#Teachers:**_____**#Assistants:**_____
Class: **Gen ED** **ELL** **Special ED** **Self Contained** **Title I**
Part of Lesson Observed: **Beginning** **Middle** **End** **Observer:** _____

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
LEARNING 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, instructional delivery and assessments are aligned to Ohio's Learning Standards.								
7. The teacher demonstrates knowledge of subject and content.								
8. The teacher applies Webb's Depth of Knowledge to design and implement curricular activities, instruction, and assessments. The teacher provides opportunities for students to engage in discussion and activities aligned to higher levels of thinking.								
9. The teacher communicates clear learning objective(s) aligned to Ohio's Learning Standards.								
10. The teacher implements								

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
appropriate and varied strategies that meet all students' (including, but not limited to EL, SPED and Gifted) diverse learning needs that would address differentiation of content, process, and/or products.								
11. The teacher implements teaching strategies that promote a learning environment where students can take risks such as making predictions, judgments and conducting investigations.								
12. The teacher conducts frequent formative assessments to check for understanding and inform instruction.								
13. The teacher uses available technology to support instruction 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 recall, reproduce knowledge or skills, apply multiple concepts, analyze, evaluate, investigate concepts and/or think creatively or critically to solve real-world problems. (Webb's Depth of Knowledge). [Please circle all that apply and provide examples.]								
17. Students make connections to prior knowledge, real world experiences, or can apply knowledge and understanding to other subjects.								
18. Students use technology as a tool for learning and/or understanding.								
19. Students assume responsibility for their own learning whether individually, in pairs, or in groups. [Please provide examples.]								
20. Student work demonstrates high quality and can serve as examples.								

Standard III: Assessment and Effective Use of Data Inventory

Date:_____**Time in:** _____**Total time:** _____**Subject:**_____**Grade Level:**___
District IRN:_____**School:**_____**Building:** **ES** **MS** **HS**
 # Students:_____ **#Teachers:**_____**#Assistants:**_____
Class: **Gen ED** **ELL** **Special ED** **Self Contained** **Title I**
Part of Lesson Observed: **Beginning** **Middle** **End** **Observer:** _____

Inventory Item	0	1	2	3	4	5	NDC	Evidence
FORMATIVE ASSESSMENTS								
The teacher conducts frequent formative assessments to check for understanding and to inform instruction.								
The teacher uses Formative Instructional Practices (FIP) to enhance student learning.								
Student performance data, including formative assessment results, is displayed in classrooms, hallways, etc.								
SOUND INSTRUCTIONAL PRACTICES								
Differentiated instruction in the classroom is demonstrated through remediation, enrichment, or grouping strategies.								
Standards-based instruction is demonstrated using clear learning targets.								
ACCESS TO TECHNOLOGY								
Working technology (e.g. smart boards, laptops, desktops, tablets, etc.) are available for student use.								
USE OF TECHNOLOGY								
Students are using technology as part of their classroom instruction.								
The teacher integrates the use of technology in instruction.								

Standard VI: Fiscal Inventory

Date:_____Time in: _____Total time: _____Subject:_____Grade Level:___
District IRN:_____School:_____Building: ES MS HS
 # Students:_____ #Teachers:_____#Assistants:_____
Class: Gen ED ELL Special ED Self Contained Title I
Part of Lesson Observed: Beginning Middle End Observer: _____

Inventory Item	0	1	2	3	4	5	NDC	Evidence
CLASSROOM RESOURCES								
1. Safety items – i.e. clutter, MSDS sheets in science rooms, mold in rooms, water stains, and chemical storage issues								
2. Technology (e.g. computers, laptops, tablets, calculators, whiteboards, etc.) are available for use in classroom instruction.								
3. There is seating available for all students (e.g. desks and chairs).								
4. Classroom are free of water leaks, exposed wires, broken glass, lightbulbs or equipment).								
5. Classrooms are illuminated to provide need lighting in all areas of the room.								

Fiscal Inventory – General Building and Facilities Review

Warm, Dry, Safe =

- Warm - modern, functioning heating, well-insulated roofs, windows in good condition with secure locks,
- Dry - roofs, windows and building fabric in good condition, free from water penetration and damp
- Safe - modern electrics including rewiring where necessary, secure front doors with properly functioning panic bar mechanism

Inventory Item	0	1	2	3	4	5	NDC	Evidence
1. Hallways, Common areas								
2. Kitchen –								
3. Transportation – buses, maintenance area –								
4. Maintenance shop and/or warehouse								
5. Athletic areas – football field, baseball field, track, locker rooms, soccer fields, weight rooms, training facilities								
6. Custodial work areas – (maintenance closet or custodial closets)								
7. Work areas/boiler rooms or areas								

Building Observation Report

Date(s): _____ **Time In:** _____

District: _____ **Time Out:** _____

Building: _____

Reviewer: _____

Six Standards					
Leadership, Governance and Communication	Curriculum & Instruction	Assessment/ Use of Data	Human Resources & Professional Development	Student Support	Fiscal Management

ITEM	0	1	2	3	4	5	NDC	Evidence
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

2015-2016 ODE Local Report Card – Lorain City Schools
2015-2016 ODE Local Report Card summaries for 16 individual school buildings
2016 Gap Closing Report for Longfellow Middle School
2016 staff recognition and retention survey
5-year forecast May 2016
Academic Coach Request for Feedback
Academic Distress Commission Report
Academic Distress Commission Update
Academic Instructional Coach Meeting notes
Academic Recovery Plan
ACT College Readiness Letter for the Principal of Lorain High School – August 24, 2016
Administrator Professional Development
Admiral King AR implementation guide
Admiral King Map testing practice intervention resources
Admiral King Response to Intervention concepts reference 2016-17
Admiral King Response to Intervention PGM2 Map report reference
Admiral King Response to Intervention reference 2016-17
Admiral King SN teacher guide
Admiral King Star 360
Appropriations & BUDSUM
Aug. 4 Minutes
Benchmark Assessments PP
Board Meeting Agendas January 11, 2016- December 5, 2016
Board Minutes September 28 and 19, October 3 and 17
Building Directions
Building Leadership Team action plan review
Building Leadership Team Agendas and Minutes for various buildings – 2016-2017
Building Leadership Team Job Description
Building Leadership Team Plan Template (District Leadership Team 1-3-17)
Building Maps
Building Master Schedules
Building Observation reports
Building Ohio Improvement Process Action Plans – 2015-2018
Building Times
Career tech open house flyer final
Community/Business/Schools Partnership Steering Committee Agendas
Comprehensive Continuous Improvement Plan Budgets
Concerns-Based Adoption Model
Copy of 2 takeaways 1 commitment document
Cultural Competency Training Plan
CUPP Report
Curriculum Council (CoCu) Planning Document
Curriculum Council Plan for 2017
Curriculum orders and accounts
Curriculum Revisions
Customized-LOTES & Instructional Frame work
District Gap closing 2016; copy of District Leadership Team members
District Leadership Sign in Sheets and Agendas
District Leadership Team agenda draft and prep Nov. 30
District Leadership Team agenda draft October 2016

District Leadership Team data review calendar draft
District Leadership Team Meetings, Schedules and Agendas
District Leadership Team November breakout, Ohio Improvement Process mapping and critical friends
District Leadership Team Plan and Gap closing
District Leadership Team Roster – Lorain City Schools – 2016-2017
District Leadership Team steering committee agendas
District Review Team Data Review Calendar
District Student Learning Objectives Process Documents
Districts' supports to Ohio Improvement Process
Division for Teaching Learning Financial Report
Education Value-Added Assessment System documents
English Language Arts Academic Instructional Coaches Job Description
English Learners Evaluation 2015-16
English Learners Goal Report
Elementary and Secondary Education Act (ESEA) Designations – 2016-2017
Family Literacy Night Rice - Summary
Family Literacy Night Southview - Summary
Family Literacy Night Washington - Summary
FINSUMM
Fiscal Year 2016 Similar District Groupings
Frank Jacinto Elementary handbook part 1 & 2; code of conduct
Fiscal Year 2017 Budget
General Johnnie Wilson Middle School Pt 1 & 2 Report
High School Grade Report Disaggregated
Instructional Framework
Instructional Framework PowerPoint April 18
Instructional Rounds Feedback and Audit
Instructional Rounds Samples
Intervention
January post card
Kindergarten flyer
Kindergarten Readiness Assessment
Larkmoor Tier Intervention Strategies
LCH high school brochure
Letter about supplemental for Response to Intervention, PBIS, and Building Leadership Team
Local Report Card
Longfellow Middle School building PBIS intervention
Longfellow Middle School intervention periods
Longfellow Middle School matrix for PBIS
Longfellow Middle School positive office referral
Longfellow Middle School quart award
Longfellow Middle School School-wide Action Form SWAT
Longfellow Middle School you belong grant and bully buster
Longfellow Middle School Teacher-Based Team
Lorain City Needs Assessment
Lorain City School District Instructional Framework PowerPoint 4-18
Lorain City Schools Needs Assessment December 2015
Lorain City Schools – Six Focus Priorities
Lorain City Schools 2015-16 Annual Measureable Objectives by Subgroup
Lorain City Schools 5 Year Financial Forecast
Lorain City Schools 6 X 10 post card middle school
Lorain City Schools 6 X 10 post card students earn college credit
Lorain City Schools Academic Distress Compliance

Lorain City Schools Assessment Plan – 2016-2017
Lorain City Schools Community/Business/ Schools Partnerships 010815 (File) of over 65 partners contact list
Lorain City Schools District Review Team Report – February, 2016
Lorain City Schools Facebook header
Lorain City Schools Five Year Forecast Assumptions at October 2016
Lorain City Schools high school brochure
Lorain City Schools newsletter vol. 1
Lorain City Schools Ohio Improvement Process (OIP) District Action Plan 2015-2018
Lorain City Schools Ohio Improvement Process Building Action Plans
Lorain City Schools overview flyers
Lorain City Schools postcard 01 January 2015
Lorain City Schools postcard T-shirt
Lorain City Schools school profile
Lorain City Schools Six Priorities
Lorain City Schools style boards
Lorain City Schools Twitter header set
Lorain City Schools Wraparound Services
Lorain Education Association Collective Bargaining Agreement Parts 1 & 2
Mapping Committee List
"Make your mark" Flyer
    2016 District Accountability Value-Added Report.
    2016 Lorain City Schools District Value-Added Reports in various subjects
Master Contract August 1, 2016- July 31, 2019
Master Contract Lorain City School District
Meeting schedule - Building Leadership Teams – 2016-2017
Meeting schedule – Teacher-Based Teams – 2016-2017
Memorandum of Understanding for Required Professional Development 2015-2016
Month end reports
NBA Program Review and Assessment (New Beginnings Academy Managing and Improving Instruction)
New Beginnings review and assessment
Office of Student Services Goals Priority Area Report
Ohio Association of Public School Employees 120 Parts 1 & 2
Ohio Association of Public School Employees 377 Contract
Ohio Improvement Process District Goals
Ohio Improvement Process Internal Audit – Electronic Folder
Ohio Improvement Process District Action Plan
Pacing Guides & Summer Revisions
Palm October Agenda
Palm Overview
Palm September Agenda
Parent Engagement
Parent engagement: Palm student handbook - Parts 1 & 2
Positive Behavior Interventions and Supports supplemental descriptions
Policy Manual
Power School Analytics Summary and Information
Pro-Core Class Ranking
Professional Learning Timeline
Roster and Schedule – Academic Instructional Coaches – Lorain City Schools – 2016-2017
Response to Intervention Plan Parts 1 & 2 2016-17 for all elementary schools
Response to Intervention supplemental description
School Accountability Value-Added Reports
School District and the Lorain Education Association – Effective August 1, 2016 – July 31, 2019
Secondary Academic Monitor Information

Sign-ins for Professional Development
Special Education plan 3 years
Staff Recognition and Retention Committee Survey
State Support Team 2 January 2017 Update
Student activity manual, forms
Summer 2016 Professional Learning
Superintendent's Weekly Bulletins
Supplementals 2016-17
Suspension and expulsion trend 2016 updated
Teacher Agreement - Lorain Association of Classified Employees (LACE)
Teacher Agreement - Lorain Board of Education (LCSD) July 1, 2016-June 30, 2019
Teacher-Based Team Meetings, Agendas and Minutes – 2016-2017
Teaching and Learning Agenda (1-4-17)
Technology Accomplishments document
TESOL Survey
The C/B/S School Partnership Agenda Meeting
The Lorain CBS (Community/Business/Schools Partnership) Brochure
The Lorain City Schools District Review booklet
The Lorain City Schools Narrative and Documentation for District Review Summary
Third Grade Reading Guarantee Report
Tiered Intervention Strategies
Title III – Limited English Proficiency
Today's meet subgroup transcript
Value-Added Building Summaries
Volunteer English Learners Team Meeting agenda
Washington tiered intervention strategies