

# Ohio

## Lorain City School Spring District Review Report

REVIEW CONDUCTED APRIL 13-17, 2015

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**Spring District Review Report**  
**Lorain City School District IRN: 044263**  
Review Conducted April 13-17, 2015

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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 and effective use of data; human resources and professional development; student supports; and fiscal management. The spring site visit to the Lorain City School District was conducted from April 13-17, 2015. The following summary highlights some of recommendations that are "Completed," "In Progress," "In Progress and Ongoing" and "Not in Progress," which are further explained in the report:

### COMPLETED:

- A process has been developed to ensure that board policy reflects current law and mandates and that appropriate policies are in place to enhance the learning experience for all students.
- The curriculum department has been enlisted to develop an instructional framework that connects the curriculum guides, lesson binders, data notebooks and assessments, instructional best practices and professional development.
- Employ content specialist/academic monitors, reporting directly to the Academic Distress Commission, to assist in monitoring and supporting best practice instructional practices.

### IN PROGRESS:

- A leadership plan will be developed by the superintendent and administrative team to accomplish the following leadership tasks.
- Utilizing a strategic planning process, make appropriate changes to the mission and vision to ensure a positive school climate and culture, an appreciation for student and community diversity and strong communication with staff, students, families and the community.
- Develop school emergency management plans in conjunction with community first responders to provide for student and staff safety and meet the recent requirements of state laws.
- Develop strategies and practices that enable the academic monitors to review instruction and student learning, in support of improved instruction and increased student achievement, and report their work with the Ohio Improvement Process (teacher-based teams and building leadership teams) to the Lorain Academic Distress Commission.
- Develop a staff recognition plan that will recognize and celebrate staff for achievement and performance including leadership excellence at all levels of the organization.

### IN PROGRESS AND ONGOING:

- Establish "distributive leadership structures" at the district, building and teacher levels that foster collaboration, trust and communication through the Ohio Improvement Process.
- Create a district professional development committee to allow input from all levels of employees to implement instructional and social support best practices to support a socio-economically and ethnically/racially diverse student population.
- Provide autonomy for principals to become instructional leaders in their buildings.
- Develop an effective plan for recruiting, hiring and training effective new teachers and retaining current staff.
- Develop a schedule and minimum expectations for principals and central office administrators to perform and document the completion of instructional rounds.
- Continue the process of monitoring attendance on a quarterly basis and providing clear communication of attendance expectations to all stakeholders, including students, families and guardians.
- Continue the process of monitoring attendance on a quarterly basis and providing clear communication of attendance expectations to all staff.

- Establish “Distributive Leadership Structures” at the district, building and teacher levels that foster collaboration, trust and communication through the Ohio Improvement Process of teacher-based teams, building level teams, and a district leadership team.
- Provide a career college pathway for each student, in cooperation with the Ohio Department of Education.
- Work with state support team staff to bring state sponsored trainings to the district to help address professional development related to differentiated instruction, positive behavioral intervention strategies and response to intervention.
- Create an instructional framework and make it available to all district and building staff members to make connections between what programs they are teaching, how and when students will be assessed and how to properly use assessment data.
- Implement the Quaglia Institute for Student Aspirations student and staff surveys.
- Develop, implement and monitor a balanced assessment plan for continuous progress monitoring that includes diagnostics, daily common short cycle (formative) assessments and quarterly benchmark assessments.
- Utilize professional learning communities to promote student achievement and promote the value of diversity within the school community.
- American Productivity & Quality Center (APQC): Develop and implement a system of operations to support the strategic plan by utilizing the American Productivity and Quality Center for Education. Determine a foundational basis for creating processes, protocols and procedures.

### **NOT IN PROGRESS:**

- Investigate opportunities to become involved in the Ohio Innovative Learning Network program. Develop a plan to move the district to an innovative learning/project-based learning model of instructional delivery.
- Develop a marketing plan that will emphasize the benefits of the district and that will differentiate the district from area competitors.
- Develop a process to annually review student transportation supports, including procedures to determine if additional transportation might increase attendance rates and extracurricular activities involvement to increase attendance rates.
- Develop strategies and practices to enable the state support team staff to provide input to the academic distress commission.
- Develop a yearly professional development plan based upon the needs identified in the survey.
- Develop and implement a plan that provides opportunities to engage parents in the district.
- Create a committee of parents, community service providers, school officials, the mayor, chief of police and other community leaders to help determine family needs and expectations from the school district.
- A process will be utilized to ensure that professional skills are assigned/reassigned to provide high-quality instruction to best utilize professional staff skills to increase student achievement. This process also will include partnering with higher education institutions to provide on-site graduate credit courses for teachers to improve content knowledge, pedagogy and understanding of a diverse population of students. Meeting with the union should be scheduled to eliminate any barriers to appropriate assignments.
- A district customized Ohio teacher evaluation system and Ohio principal evaluation system rubric will be developed and implemented for the 2014-2015 school year. The rubric will further define the district expectations for each descriptor of each rating level for each component and domain.
- Professional development plan: Develop and implement an in-depth professional development plan that encompasses the 2014-2015 school year and extends into the summer.
- Ethnic diversity and multicultural plan: Develop a plan to engage staff in celebrating the richness of the diversity of students, the community and staff. The plan will provide all staff with professional development on the value of diversity/multi-culturalism and the understanding and appreciation for all students.

## **Lorain City School District Review Overview**

### **Purpose**

Conducted under Ohio law<sup>1</sup>, district reviews and spring 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 use of data; human resources and professional development; student support; 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**

Mid-year reviews 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 before conducting a district visit that includes visits to individual schools. The team conducts interviews and focus group sessions with such stakeholders as board of education members, teachers' association representatives, administrators, teachers, parents and students. Team members also observe classroom instructional practices. Subsequent to the spring on-site review, the team meets to develop findings 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. For the spring district review, which informs this report, there is a different outcome. This report is designed to provide the status of the Ohio Department of Education District Review Recommendations given in November 2014 and the Academic Recovery Plan created by the district's academic distress commission in 2014.

### **Mid-year Review Site Visit**

The spring review site visit to Lorain City School District was conducted from April 13-17, 2015. The site visit included 33 hours of interviews and focus groups with approximately 96 stakeholders. The review team conducted five focus groups with elementary, middle and high school teachers, principals, students and parents. A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendix B provides information about enrollment, expenditures and student performance. The team also observed classroom instructional practices in 19 classrooms in five schools. Appendix C contains the instructional inventory tool used to record observed characteristics of standards-based teaching. Appendix D lists the documents that were reviewed prior to and during the site visit.

### **District Profile**

Lorain City School District is located in Lorain County. According to the United States Census Bureau, the July 1, 2013, estimated population was 63,710, representing a -0.6 percent change since the 2010 Census<sup>2</sup>. At least 81.3 percent of the city's population graduated from high school. The median household income is \$34,823, with 29.2 percent of the population living below the poverty line. The median Lorain City School District teacher salary has increased from \$63,678 in Fiscal Year 2011 to \$67,693 in FY14<sup>3</sup>. According to the Bureau of Labor and Statistics, the April 2014 unemployment rate (not seasonally-adjusted) for Lorain County was 6.7 percent, compared to 5.7 percent (seasonally- adjusted) for Ohio.

Lorain City School District enrollment continues to decline. The district has experienced a 20.3 percent decrease in enrollment between FY08-09 and FY13-14 (see Figure 1 in Appendix B). There continues to be shifts in enrollment demographics during this time period. While the percentage of black students remained stable (27.5 to 27.2 percent), the percentage of white students decreased from 26.3 percent (see Figure 2 in Appendix B) and the percentage of gifted students decreased from 8.7 to 6.1 percent. However, the percentages of students that are Hispanic, economically disadvantaged, disabled or limited English proficient have all increased as can be seen in Figure 3 in Appendix B.

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<sup>1</sup> Ohio Revised Code 3302.10

<sup>2</sup> 2008 – 2012 American Community Survey 5-Year Estimates

<sup>3</sup> Source: Ohio Department of Education, iLRC

From 2010-2011 to 2013-2014, the teaching staff has seen increases in the average and median salaries. The percentage of core courses taught by highly qualified teachers has remained at 100 percent for two consecutive years and the percentage of teachers with masters or doctorate degrees has increased from 71.6 to 77.3 percent (see Table 1 in Appendix B).

Lorain City School District is comprised of the following 16 schools, three of which are alternative schools (indicated with an asterisk). The district enrollment is shown by school in Table 2 of Appendix B.

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

### **Student Performance**

Information about student performance includes: (1) the differentiated accountability status of the district, including the ranking<sup>4</sup>; (2) the progress the district and its schools are 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 performance; (6) annual dropout rates and four- and five-year cohort graduation rates; and (7) suspension/expulsion rates. Data is reported for the district and all schools and student subgroups that have at least three years of sufficient data.

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

#### **1. The district is Medium Support Status<sup>5</sup> fall 2014**

Lorain City School District is receiving high state support in FY15. Lorain City School District received a grade of F in indicators met, gap closing and graduation rate; grades of A and B on the value-added measure; and a grade of D in the Performance Index on the 2013-2014 Ohio School Report Card.

#### **2. The district is not sufficiently narrowing proficiency gaps.**

**A.** Lorain City School District did not meet the 2014 Annual Measurable Objectives for reading (84.9 percent) or math (80.5 percent). Only the multiracial subgroup met the graduation target of 78.2 percent. The district received an overall grade of F in the gap closing component (see Figure 4 in Appendix B).

**B.** Passing rates continue to increase for most subgroups. Both multi-racial and economically disadvantaged subgroups have experienced the highest passing rates in both math and reading in 4 years (see Figure 5 in Appendix B). All subgroups continue to show higher passing rates in reading than math (see Figure 6 in Appendix B).

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<sup>4</sup> Differentiated accountability defines the roles and expectations of the school district and the department based upon the performance of the local school district.

<sup>5</sup> Medium Support Status represents the districts performing in the lowest 10 percent in the state.

### 3. The district's English language arts performance and student growth<sup>6</sup>.

- A. Lorain City School District met one state indicator for reading in 2013-2014: In addition, the district's reading passing rates at each grade level are lower than the state average (see Figure 7 in Appendix B). However, reading passing rates for grades 4, 8 and 11 are the highest in four years (see Figure 8 in Appendix B).
- B. Student growth in reading has met or exceeded the growth standard in 2012, 2013 and 2014. In addition, the three-year average for all grades has met or exceeded the growth standard (see Figure 9 in Appendix B).
- C. For the value-added rating, Lorain City School District received a grade of A for "overall" (all students), lowest 20 percent and students with disabilities. The district also received a B for gifted students.

### 4. The district's mathematics performance and student growth.

Lorain City School District did not meet any state indicators in math in 2013-2014. Furthermore, the district's math passing rates for almost all grade levels except fourth grade were lower than similar districts, and all were lower than the state average (see Figure 10 in Appendix B). However, math passing rates for grades 4, 6 and 8 are the highest in four years (see Figure 11 in Appendix B).

Student growth in all grades met the growth standard in fall 2014. However, grades 4 and 6 showed below expected growth in math for the three-year average. Grades 7 and 8 three-year averages exceeded the growth standard (see Figure 12 in Appendix B).

### 5. The district's Performance Index<sup>7</sup> scores.

Lorain City School District's Performance Index score for 2013-2014 was 79.8, which earned the district a grade of D. The 2013-2014 Performance Index score shows a slight decline from 80.5 to 79.8 from 2012-2013 to 2013-2014 (see Figure 13 in Appendix B).

### 6. Graduation rates<sup>8</sup> and dropout rates<sup>9</sup>.

- A. Lorain City School District received a grade of F for the four-year and five-year graduation cohort rates. Graduation rates also fell below similar districts and the state (see Figure 14 in Appendix B). However, the four-year graduation rate has steadily risen since the 2009-2010 school year (see Figure 15 in Appendix B).
- B. The numbers of dropouts for grades 9-11 were the highest in 2013-2014 from the previous four years.

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

- A. Lorain City School District's disciplinary actions exceed those of the state for "All Discipline Types," "Expulsions" and "Out-of-School Suspensions" categories (see Figure 17 A-D in Appendix B). Disobedient/disruptive behavior and fighting/violence continue to be the top two reasons respectively for out-of-school suspensions, as can be seen in the number of occurrences per year (see Table 3 in Appendix B).
- B. Only six of 16 schools showed an increase in out-of-school suspension rates from 2013-2014 to 2012-2013. However, two schools have shown a steady decrease in out-of-school-suspension rates for the past four years (see Table 4 in Appendix B).

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<sup>6</sup> Student growth, or growth standard, represents the minimum amount of progress you should expect students in a district to make in a grade.

<sup>7</sup> The Performance Index score measures the achievement of every student regardless of their level 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 the purposes of assigning the letter grades, a Performance Index score of 120 is considered to be a "perfect" score. Districts and schools will receive one of five letter grades from "A" through "F" based on the percentage of total possible points earned.

<sup>8</sup> Graduation rate is the percentage of students that received a regular or honors diploma during or before the end of the school year.

<sup>9</sup> 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 schools and have not earned a high school credential (either a diploma or an equivalency credential such as a General Education Development [GED] certificate).

**Lorain District Review Recommendations Status and Academic Recovery Plan Status**  
**Review Conducted April 13-17, 2015**

**LEADERSHIP, GOVERNANCE AND COMMUNICATION**

**Ohio Department of Education District Report Recommendations**

**I. Establish “distributive leadership structures” at the district, building and teacher levels that foster collaboration, trust and communication through the Ohio Improvement Process of teacher-based teams, building leadership teams and a district leadership team to enable staff to implement instructional best practices that will enhance student learning. (p. 10)**

**A. Give teachers more input into areas that directly impact their professional work, such as professional development, utilization of resources and staffing. (p. 10)**

1. The status of this recommendation is “In Progress and Ongoing.”
2. According to meeting agendas and minutes, teacher-based team, building leadership team and district leadership team meetings give principals and teachers more opportunities for input into district issues, such as professional development and the utilization of resources and staffing.
3. Agendas and minutes from teacher-based teams and building leadership indicate the Ohio Improvement Process Five-step Process is used. The Ohio Improvement Process chart is displayed in some meeting rooms. Teacher-based teams and building leadership team meetings are held regularly. During interviews with principals, it was stated, “Teacher leadership is developing through these meetings.”
4. The district’s new hiring procedures dated March 1, 2015, allow administrators and “any other staff as deemed appropriate” to participate in the interview process for new teachers. This is the only statement found that speaks to the teachers’ roles in the interview process.
5. Although the teachers did not have direct, organized input into professional development decision making. The office of teaching and learning uses teacher comments as informal assessments to lead decision making on professional development. The district calendar for summer professional development activities is wide-ranging, extensive, and, according to teachers, meets their needs and interests. One teacher stated, “The summer programs are great and will be packed with teachers. I went last summer and will definitely go again this year.”
6. The teachers’ union president and several teachers stated “the Academic Distress Commission was challenging [their] right to grade students honestly.” They cited a “demand from principals to “justify” all failing grades.” The union president produced a report that a high school English teacher was required to give the principal. The union states they believe “this practice is unfair,” and the union president has contacted the superintendent about his concerns.
7. The district provides professional development evaluation and reflection surveys for staff following each major professional development event. Survey results are available in the office of teaching and learning.

**B. Create a district professional development committee to allow input from all levels of employees to implement instructional and social support best practices to support a socio-economically and ethnically/racially diverse student population. (p. 16)**

1. The status of this recommendation is “In Progress and Ongoing.”
2. Memos, internal communication documents and meeting agendas indicate a district professional development committee has been created. A meeting agenda indicates the committee is comprised of 13 members: seven administrators and six teachers.
3. The district professional development committee held meetings on March 10, 2015, and April 21, 2015. The next meeting is scheduled for May 19, 2015.
4. The district has developed a professional development summary calendar for the 2014-2015 school year that lists the date, title of meeting, focus and audience. Forty-eight professional development activities are listed.
5. The Silver & Strong Thoughtful Classroom continues to be the framework used for instructional practices in the district. The professional development summary calendar lists eight events with a focus on Thoughtful Classroom.

6. The Thoughtful Classroom materials reviewed state: “The organization has extensive experience working with schools in urban, suburban, and rural communities to meet the needs of diverse learners.” A Lorain secondary principal stated “the Thoughtful Classroom works well with the diverse enrollment in our schools.” Secondary principals stated in interviews that the Thoughtful Classroom “is a model for best practices [and] helps us have consistency among buildings.”
7. The superintendent stated that the Thoughtful Classroom is one of the reasons the district received A’s in the value-added measure on the state report card. He stated it helps “teachers do the right thing by aligning the important issues of school culture with the district’s goals and needs and creating a meaningful plan.”

## **II. Provide autonomy for principals to become instructional leaders in their buildings. (p. 10)**

### **A. Accept the input of principals in the hiring process for new teachers within the parameters of the human resources plan. (p. 10)**

1. The status of this recommendation is “In Progress and Ongoing.”
2. Agendas from principals’ meetings and March district leadership team meeting indicate that more principals are being asked to attend interviews, job fairs, recruiting trips, etc. Elementary principals stated “The teachers union’s contractual ‘unassigned pool’ still presents a challenge for principal leadership in staffing, because it permits staffing decisions to be made according to seniority, instead of merit or administrative decisions.”
3. According to interviews with principals, a team of seven principals was invited to attend diversity training at the University of Akron. Others attended Pearson training, Reading Improvement and Monitoring Plan training and Race to the Top grant meetings. The principals agreed that they have “a little input” into professional development planning, only through informal dialogue with the office of teaching and learning and discussion of teachers’ comments.
4. The new district hiring procedures dated March 1, 2015, state that the building principals should “participate in the interview process on a regular basis” if they will be the candidates’ immediate supervisors.
5. A memo dated Jan. 23, 2015, from the executive director of human resources indicates the district has formed a teacher retention committee. The committee has no set goals or quotas, but wants to study teacher satisfaction levels and strategies for retaining effective teachers.

### **B. Allow principals to provide more input in the budgeting processes for their schools, to allocate funds in alignment with building needs. (p. 10)**

1. The status of this recommendation is “In Progress and Ongoing.”
2. Principals stated during interviews and schools visits that they have “a little input” into budgeting. They can make some requests to the office of teaching and learning staff who then submit all building budgets to the executive director of operations for approval.
3. The superintendent stated, “Principals had some autonomy in budgeting they didn’t know they had.” He adds, “For ten years, we didn’t have enough funds to allow building budgets. Now principals are learning the process.”
4. Principals meeting agendas indicate the role of principals in budgeting is being discussed. Elementary and secondary principals stated that they “are encouraged to apply for grants” to fund projects in their schools. Both middle school principals have written successful grants this year.

## **III. Develop an effective plan for recruiting, hiring and training effective new teachers and retaining current staff. (p. 15)**

### **A. The status of this recommendation is “In Progress and Ongoing.”**

1. District formalized procedures and processes, including specific criteria for recruiting diverse and high-quality teachers and administrators, were completed March 1, 2015, with assistance from Rachel Wixey and Associates human resources consulting services.
2. The district developed a calendar of recruitment and networking events for the 2014-2015 school year in an effort to find qualified candidates to replace the staff retiring. This calendar includes college job fairs and minority recruiting associations.
3. The district’s standard hiring procedures were approved March 1, 2015, and outline new board policies for hiring at all levels (certificated, classified, part-time and temporary).

4. The new board policy addresses all hiring procedure including: staff requisition; recruitment and advertising; application; screening; interviews; references; and selection and orientation.
5. The job posting for the high school principal vacancy, dated Feb. 18, 2015, is complete and includes an extensive job description.
6. In a memo dated Jan. 23, 2015, the executive director of human resources mentioned that the superintendent gave permission to begin organizing a teacher retention committee. The committee was formed and has met. The committee is discussing a number of possible strategies, but has not yet identified any quantifiable goals.

**B. The district's Human Resources Plan/Goals document addresses some recommendations made in both the academic recovery plan and the district review report.**

1. The district adopted a new comprehensive hiring policy or protocol on March 1, 2015. The policy was adopted as board policy and is included in the revised board policy book.
2. The new hiring policy allows for the involvement of principals and teachers in the process.
3. The new district hiring policy outlines the district's priority in seeking diverse and highly qualified teachers, which is important with over 30 teacher retirements anticipated at the end of the 2014-2015 school year.
4. The human resources department has established a schedule for recruitment of new teachers for the 2015-2016 school year.
5. The superintendent stated that after an unsuccessful high school principal search for the 2014-2015 school year, the human resources department posted the high school principal vacancy with a comprehensive job description and hired a highly qualified candidate in April 2015.
6. The human resources department was prompt in posting the vacancy for the superintendent, with a goal of hiring a qualified applicant by June 30, 2015.
7. The district provided a printed schedule of college job fair events, including minority hiring events, that was distributed to administrators that would represent the district at the proposed events. District administrators have begun attending the job fairs in the Lorain area during the 2014-2015 school year.

**Lorain Academic Distress Commission Academic Recovery Plan Status**

**I. A Leadership Plan will be developed by the superintendent and administrative team to accomplish the following Leadership Tasks: (p. 9-10)**

**A. Mission and vision: Utilizing a strategic planning process, make appropriate changes to the mission and vision to ensure a positive school climate and culture, an appreciation for student and community diversity and strong communication with staff, students, families and the community. (p. 9)**

1. The status of this recommendation is "In Progress."
2. The mission of the Lorain city schools is, *"to provide all children with a premier experience where a quality education is achieved through a comprehensive curriculum in a safe and orderly environment."* This statement appears at the front of the district's 2014-2015 Code of Conduct, as well as in other district publications. Framed copies also are displayed in offices and classrooms throughout the district. The leadership staff has discussed revising the mission (as indicated in the Nov. 11, 2014, leadership staff meeting agenda), but no revisions or updates have resulted to this point.
3. The district has worked with the Quaglia Institute to develop programs to promote cultural awareness and student voice. Secondary schools' staff members attended Quaglia Aspirations Boot Camp training Sept. 16-17, 2014. Quaglia Aspirations trainings were held Oct. 22-23, 2014; Nov. 22-23, 2014; Jan. 15-16, 2015; March 5-6, 10, 2015; and April 22 and 24, 2015. The Aspirations Team will continue training June 4-5, 2015.
4. A district representative group attended the American Productivity & Quality Center family involvement program training on Nov. 7, 2014.

**B. Board of education policies: Develop a process to ensure that board policy reflects current law and mandates and that appropriate policies are in place to enhance the learning experience for all students. (p. 9)**

1. The status of this recommendation is "Completed."

2. The board contracted with the Ohio School Boards Association to revise all Lorain board of education polices. The revision was completed March 17, 2015.
3. The revised board polices are publicly posted on the district's website, under the *board of education* heading.

**C. Monitor and promote school safety: Develop School Emergency Management Plans in conjunction with community first responders to provide for student and staff safety and meet the recent requirements of state law. (p. 9)**

1. The status of this recommendation is "In Progress."
2. The executive director of operations announced several changes in the district's Alert, Lockdown, Inform, Counter, and Evacuate (ALICE) crisis response plan and the district-wide lockdown plan. The revised crisis plan, also referred to by the district as "extraordinary events plan," was distributed to principals and central office staff in a memo dated March 20, 2014. The plan clearly identifies alternative sites and personnel assignments.
3. The gas leak incident at Admiral King elementary school in November 2014 was used to remind staff of the importance of established safety plans. The existing safety plan was used to assure the safety of all students and staff during that incident.

**D. Instructional rounds process: Develop a schedule and minimum expectations for principals and central office administrators to perform and document the completion of instructional rounds. (p. 9)**

1. The status of this recommendation is "In Progress and Ongoing."
2. The Division of Teaching and Learning continues to refine the instructional rounds process. The teaching and learning staff collect data regularly and review that data with principals to improve instructional delivery. They complete instructional classroom rounds narrative forms for each classroom visit. The forms contain sections marked evidence, glow (acknowledgement of positive), grow (strategies to improve) and reflection. A Silver & Strong 4PS observation form is also used to share information with principals about observed classroom instruction.
3. Instructional rounds data is stored in the Division of Teaching and Learning offices, filed by building and date.
4. The Ohio Department of Education records indicate principals have continued to maintain their schedule of Ohio Teacher Evaluation System walk-throughs, observations and conferences. All Ohio Teacher Evaluation System data is entered online on the electronic Ohio Teacher and Principal Evaluation Systems.
5. The progress on instructional rounds is monitored on agendas for both elementary and secondary principals meetings.

**E. Student attendance: Continue the process of monitoring attendance on a quarterly basis and providing clear communication of attendance expectations to all stakeholders, including students, families and guardians. Continue to review barriers to attendance and develop strategies and incentives to improve attendance rates. Continue to collaborate with the Lorain County court system to improve student school attendance and monitor court reports on a monthly basis. Ensure that current attendance rate of 93 percent is maintained and improved. (p. 9)**

1. The status of this recommendation is "In Progress and Ongoing."
2. Student attendance data has been monitored and analyzed using PowerSchool software. Student attendance summary reports are presented at academic distress commission meetings.
3. Attendance summary reports for the period between Nov. 3, 2014, and April 15, 2015, reveal that the attendance rates at Lorain elementary schools, on average, are above 92 percent. The Lorain high schools' attendance rates are 90.5 percent. The attendance rates of New Beginnings Alternative School and Credit Recovery School are lower, with an average of 79 percent and 74.7 percent, respectively.
4. Student attendance continues to be a source of concern and it frequently appears on principals' meetings agendas, as well as building leadership team and teacher-based team agendas.
5. The Feb. 12, 2015, district leadership agenda contained comparative data on student attendance to be analyzed and discussed by administrators.

6. The relationship between student discipline (including suspensions and expulsions) and student attendance was a topic for discussion on the Feb. 12, 2015, district leadership team agenda.

**F. Staff attendance: Continue the process of monitoring attendance on a quarterly basis and providing clear communication of attendance expectations to all staff. Continue to review barriers to attendance and develop strategies and incentives to improve attendance rates. Review staff attendance to identify absence trends and intervene as necessary in order to increase daily staff attendance. Provide appropriate feedback to staff to ensure awareness and handle extreme issues per the COB and Lorain City School District policies. Ensure that current attendance rate of 95 percent is maintained and improved. (p. 9)**

1. The status of this recommendation is “In Progress and Ongoing.”
2. Staff attendance data is collected on the Aesop software and presented to the academic distress commission monthly.
3. The most current staff attendance date, first quarter 2014-2015, indicates total staff attendance to be 95.2 percent. This is an improvement over the data from the 2013-2014 school year that showed the total teacher attendance rate at 94.1 percent.
4. In November 2014 and April 2015, the superintendent and teachers’ union president said that staff attendance continues to be an area of focus. They are pleased with the incremental improvement and want to see continued improvement.

**G. Distributive leadership: Establish “Distributive Leadership Structures” at the district, building and teacher levels that foster collaboration, trust and communication through the Ohio Improvement Process of teacher-based teams, building level teams and a district leadership team. Give teachers more input into areas that directly impact their professional work, such as professional development, utilization of resources and staffing. Create a district professional development committee to allow input from all levels of employees. (p. 10)**

1. The status of this recommendation is “In Progress and Ongoing.”
2. The superintendent states, “The teacher-based team, building leadership team and district leadership team process allows teachers and principals to develop leadership,” because the process allows for teachers and principal to have input and take ownership on instructional issues like improving instruction through data analysis.
3. District leadership team meetings were held monthly beginning in November 2014. Meetings were held Jan. 8, 2015, Feb. 12, 2015, and Apr. 9, 2015. One final meeting is scheduled for May 21, 2015. Some issues discussed were: discipline report data, positive behavioral intervention and supports overview, intervention assistance team reports, student attendance data review, Race to the Top reports, and discussion of Pro-Core assessment data. The team consists of 45 members, including teachers and administrators. The agendas called for the group to break into smaller discussion groups several times to allow more individual input.
4. One principal stated in an interview that distributive leadership districtwide “is getting better” due to increased participation in teacher-based teams, building leadership teams and district leadership teams.
5. In an interview, elementary principals stated, “We’re all on the same page” because of common data collection and analysis procedures.
6. Secondary principals stated in an interview that they had confidence in their leadership due to “consistency in leadership.” They further cited “developing collaboration with each other” as a reason for success.
7. In an interview, secondary principals stated, “Ohio Teacher Evaluation System makes us instructional leaders in our schools,” because it has required them to develop a better understanding of Ohio standards for teaching and learning.
8. The secondary principals agreed in an interview that there was a “culture of ownership” that administrators and teachers felt about their schools.

**H. Principals as instructional leaders: Provide autonomy (responsibility and accountability) for principals to become instructional leaders in their buildings. Principals will provide an Annual School Plan that are in line with the Academic Recovery Plan. (p. 10)**

1. The status of this recommendation is “In Progress and Ongoing.”
2. Agendas from principals’ meetings and the March 2015 district leadership team meeting indicate that more principals are being asked to attend interviews, job fairs, recruiting trips, etc. The teachers’ union contractual “unassigned pool” still creates problems for principals’ leadership in staffing because it allows seniority to override perceived merit and administrative judgement.
3. During interviews, elementary principals stated that seven of them would be attending diversity training at the University of Akron. Others attended Pearson School Resource Officer training, Reading Improvement and Monitoring Plan training and Race to the Top grant meetings. The new district hiring procedures of March 1, 2015, state that the building principal should “participate in the interview process on a regular basis” if they will be the candidate’s immediate supervisor.

**I. State support team support: Develop strategies and practices enable the state support team staff to assist with implementation of the Ohio Improvement Process, in support of improved instruction and increased student achievement, and report their work with the Ohio Improvement Process (teacher-based teams and building leadership teams) to the Lorain Academic Distress Commission. (p.10)**

1. The status of this recommendation is “In Progress and Ongoing.”
2. The district has begun working with State Support Team 2.
  - Agendas and minutes indicate several meetings have been held in the district, on topics such as effective teacher-based team practices, review of the Five-step Process, and collecting and analyzing student data.
  - State Support Team 2 members were introduced at the district professional development day on Feb. 17, 2015. District leadership team minutes indicate that State Support Team 2 members shared information regarding services they planned on providing (literacy instruction, positive behavior intervention and supports) and upcoming professional development events.
  - Some district staff attended the State Support Team 2 Ohio Improvement Plan regional meetings on Feb. 13, 2015, and March 3, 2015. They will also attend the next Ohio Improvement Process Regional Meeting on May 12, 2015.
3. The superintendent praised the current members of State Support Team 2, and stated he was pleased with the service they have provided the district.
4. The district is partnering with the State Support Team 2 to provide poverty awareness training utilizing Ruby Payne’s research.
5. Six Lorain elementary schools have been scheduled to receive training from the Lorain County Educational Service Center on the Ohio Department of Education’s early literacy support. The orientation meeting was held April 3, 2015, with the program continuing until June 30, 2015.
6. Schedules and memos from the Ohio Positive Behavior Intervention Support Network indicate Lorain elementary principals will be participating in four sessions of positive behavior intervention support training at the Lorain County Educational Service Center beginning June 11, 2015.
7. The superintendent shared that the district “uses both the Lorain County Educational Service Center and the Cuyahoga County Educational Service Center for [professional development] services.”
8. The district professional development calendar indicates the Cuyahoga Educational Service Center is used primarily for Ohio Teacher Evaluation System and Ohio Principal Evaluation System trainings. The Lorain Educational Service Center is used for positive behavior intervention support and special education issues, such as alternative assessments, low incidence autism and students with autism spectrum disorder.

**J. Academic monitors: Develop strategies and practices that enable the academic monitors to review instruction and student learning, in support of improved instruction and increased student achievement, and report their work with the Ohio Improvement Process (teacher-based teams and building leadership teams) to the Lorain Academic Distress Commission. (p. 10)**

1. The status of this recommendation is “In Progress.”
2. On Friday, April 11, 2015, the Lorain Academic Distress Commission approved a resolution to hire two academic monitors. One monitor will be assigned to grades K-6, and the other monitor will work with grades 7-12.

3. The academic monitors met the superintendent and principals on April 14, 2015. A monitor from the Youngstown Academic Distress Commission was in attendance and described the role of the monitors to the Lorain administrators, including how they will observe classroom teaching, attend teacher-based team, building leadership team and district leadership team meetings. The monitors will meet with building principals to discuss their observations and report directly to the chair of the Lorain Academic Distress Commission.
4. The two academic monitors signed their contracts on Wednesday, April 14, 2015.
5. Interviews with monitors indicated they received some training from the academic monitor of the Youngstown City Schools.

**K. Instructional coaches: Work with the curriculum staff, teachers, principals and instructional coaches to create a specific list of roles and responsibilities for all the coaches in the district. Communicate instructional coach responsibilities and expectations. (p.10)**

1. The status of this recommendation is "In Progress and Ongoing."
2. The role of the academic instructional coaches continues to evolve. In August 2014, the district changed from having separate math and English language arts coaches (who traveled to multiple buildings) to each school having a full time academic instructional coach. The Division of Teaching and Learning holds monthly meetings for coaches. The meeting agendas indicate a variety of responsibilities, goals and outcomes.
3. Elementary principals stated in interviews that the coaches' role includes: mentoring new staff; providing resources to teachers; modeling lessons; assisting with standardized testing; sitting in on teacher-based team meetings; and monitoring instructional practices. They praised the idea of coaches being assigned to only one school.

**L. Innovative Learning Network: Investigate opportunities to become involved in the Ohio Innovative Learning Network program. Develop a plan to move the district to an innovative learning/project-based learning model of instructional delivery. (p.10)**

1. The status of this recommendation is "Not in Progress."
2. The director of School Improvement Data/Accountability stated in an interview that the district "has looked into the Innovative Learning Network, but was not ready to apply at this time."

**M. Career/college pathways: Provide a career college pathway for each student in cooperation with the Ohio Department of Education. (p. 10)**

1. The status of this recommendation is "In Progress and Ongoing."
2. Brochures provided by the district to parents and high school students indicate the district's college and professional pathways program offers a variety of course options for students interested in entering the world of work immediately upon graduation or attending college to further develop their skills. The information also is included in students' course selection packets.
3. The building plans for the new Lorain high school indicate it will have extensive career-tech programs and facilities and will partner with Lorain County Community College. This information is also included on the district website.
4. The superintendent stated, "Tools for schools was effectively used to promote career-tech programs in the district." Brochures and online information clearly define the programs that are available.

**N. A communication/recognition plan: Develop a staff recognition plan that will recognize and celebrate staff for achievement and performance including leadership excellence at all levels of the organization. (p. 18)**

1. The status of this recommendation is "In Progress."
2. The district does recognize staff for years of service with service awards (10, 20, 30, 40+ years) at the January professional development day, as indicated in the agenda for that day.
3. According to the agenda, retirees are recognized at a retirement luncheon with entire staff invited. The date has not been determined yet.
4. Building leadership team agendas and minutes indicate that seven schools have a building staff recognition plan, which includes the Walmart teacher rewards program, monthly staff breakfasts or lunches, and newsletter acknowledgements.
5. The new board policy book states each school will have a plan for student recognition.

6. All preK classes in the district hold family literacy nights. The literacy coordinator communicates with teachers and parents regarding literacy activities and programs. A teacher at each school receives a supplemental contract to serve as family literacy coordinator.

**O. Marketing plan: Develop a marketing plan that will emphasize the benefits of the district and that will differentiate the district from area competitors. (p. 19)**

1. The status of this recommendation is “Not in Progress.”
2. Although no formal marketing plan has been developed, the district has made some efforts to promote itself via brochures, mailings, emails, website, etc. The assistant superintendent stated in an interview that the Tools for School Program was used to market career tech and Titan College.

**P. A partnership plan will be developed. (p. 19)**

1. The status of this recommendation is “In Progress.”
2. The assistant superintendent has compiled a list of community organizations and initiated contact from the district to begin developing formal partnerships. Organizations include Boys and Girls Clubs, Lorain County Alcohol and Drug Abuse Services and Second Harvest.
3. The district makes some efforts to promote itself (brochures, mailings, emails, etc.), but an organized district marketing plan does not yet exist.
4. The superintendent states “a business advisory committee is being formed.” Emails indicate some contact has been made with community business people.

**Q. Transportation supports: Develop a process to annually review student transportation supports, including procedures to determine if additional transportation might increase attendance rates and extracurricular activities involvement to increase attendance rates. (p. 9)**

1. The status of this recommendation is “Not in Progress.”
2. District student transportation is contracted out to First Student, Inc., a national corporation with headquarters in Cincinnati and a local office in Lorain. Part of the contract includes surveys for customer satisfaction. However, the district has not developed an annual process to review student transportation supports.
3. A school bus transportation handbook is distributed to students annually.

## **CURRICULUM AND INSTRUCTION**

### **Ohio Department of Education District Report Recommendations**

**I. Enlist the curriculum department to develop an instructional framework that connects the curriculum guides, lesson binders, data notebooks and assessments, instructional best practices and professional development. (p. 13)**

**A. Employ content specialist/academic monitors, reporting directly to the academic distress commission, to assist in monitoring and supporting best practice instructional practices. (p. 10)**

1. The status of this recommendation is “Completed.”
2. Two academic monitors were hired during the April 2015 academic distress commission meeting. Minutes of the April board meeting reflect the hiring. The team leader of the site review team introduced the monitors to the administrative team on April 15, 2015.

**B. Develop strategies and practices to enable the state support team staff to provide input to the academic distress commission. (p. 26)**

1. The status of this recommendation is “Not in progress.”
2. Although the state support team had begun working with the district leadership team, building leadership teams and teacher-based teams in February 2015, at the time of the April 2015 site visit, no formal plan for sharing information with the academic distress commission was shared.

**II. Survey all district staff regarding their individual and collective professional development needs. (p. 17)**

**A. Develop a yearly professional development plan based upon the needs identified in the survey. (p. 17)**

1. The status of this recommendation is “Not in Progress.”
2. Although a professional development plan has not been developed, a professional

development summary was provided.

3. The staff was not surveyed regarding professional development needs.

**B. Update and share the yearly professional development plan and calendar with staff regularly. (p. 17)**

1. The status for this recommendation is "Not in Progress."
2. Although a yearly professional development plan has not been developed, upcoming professional development opportunities are announced through monthly newsletters from the Office of Teaching and Learning as well as building principals' weekly bulletins. Copies of monthly newsletters listing upcoming professional development opportunities were provided to the review team.
3. During interviews with the State Support Team 2 and the educational service center staff stated they sent out "all calls" to the district staff providing them with information of all upcoming professional development.

**C. Work with state support team staff to bring state sponsored trainings to the district to help address professional development related to differentiated instruction, positive behavioral intervention strategies and response to intervention. (p.11)**

1. The status for this recommendation is "In Progress and Ongoing."
2. As of Feb. 13, 2015, the State Support Team 2 has formed a partnership with the district. They have begun training on the Ohio Improvement Process 5-Step Process. Meetings and training sessions have been scheduled. The State Support Team 2 staff are attending district leadership team meetings, building leadership team and teacher-based team meetings to continue to train the teams in the Ohio Improvement Process.
3. Minutes of the district leadership team, building level leadership team and teacher-based teams meetings provide documentation of the student support team staff supporting these teams in the implementation of the Ohio Improvement Process.
4. The middle school staff have received training in positive behavioral intervention and support system. The 2014-2015 school year has served as a planning year for the middle schools and they will begin full implementation in 2015-2016. The elementary schools will receive their training in the summer of 2015 and begin program implementation at the start of the 2015-2016 school year.
5. The remaining secondary buildings will begin their planning year in the 2015-2016 school year. Lorain High School will introduce the positive behavioral intervention and support system upon opening the new school in 2016. This information was provided during interviews with the Office of Curriculum and Instruction staff. Timelines and scheduled professional development schedules were provided to the review team.

**D. Refer to the Ohio Leadership Advisory Council website and videos as resources to improve the district's implementation of the Ohio Improvement Process. (p11)**

1. The status of this recommendation is "In Progress and Ongoing."
2. The State Support Team 2 staff stated that the Ohio Leadership Advisory Council website and videos were currently being used in the training sessions.

**III. Develop and implement a plan that provides opportunities to engage parents in the district. (p. 18)**

**A. Create a committee of parents, community service providers, school officials, the mayor, chief of police and other community leaders to help determine family needs and expectations from the school district. (p. 18)**

1. The status of this recommendation is "Not in Progress."
2. At the time of the site visit, a defined committee including parents was not established. However, according to an agenda and a PowerPoint presentation, the district has begun the process of bringing in stakeholders of the community to be involved in the critical discussions surrounding the educating of their youth.

3. An initiative entitled Lorain Educational Village program was held on March 23, 2015. Sign-in sheets confirmed 19 individuals representing ten agencies and faith-based entities were in attendance.
4. Information and obstacles to student success in school were presented by school staff and discussed with those in attendance.

**B. Generate programs to assist parents in becoming more involved with their children’s education, such as adult reading programs, adult computer classes and child-adult conflict resolution classes. (p. 27)**

1. The status of this recommendation is “In Progress and Ongoing.”
2. The district provided newspaper articles and fliers announcing upcoming computer classes for parents with Title I grant funds. Computer classes were held at Lorain County Community College and three secondary buildings in the district. According to written documents, classes were held for four-week sessions at each of the four locations. Participants received refurbished computers upon completion of the class.
3. Family literacy plans for all buildings were reviewed. The staff in each school building scheduled four dates, reflected on building calendars, to promote families being involved and informed. Although actual numbers of parents in attendance were not provided, principals of the schools reported that the events were “well attended” by parents. Each school staff designed their own programs based on grade level needs, such as the proficiency levels of third grade students, as well as incorporated strategies to engage children in reading.

**Lorain Academic Distress Commission Academic Recovery Plan Status**

**I. Create an instructional framework and make it available to all district and building staff members to make connections between what programs they are teaching, how and when students will be assessed and how to properly use assessment data. (p. 13)**

- A. The status of this recommendation is “In Progress and Ongoing.”
- B. Interviews with coaches, teachers and principals indicated the Thoughtful Classroom by Silver & Strong is the instructional framework for the district. It is a comprehensive system for assessing, discussing and refining classroom practice.
- C. Professional development for the Thoughtful Classroom has been provided for all district staff instructing them in all components of the program.
- D. The district assessment team supplies all teachers, academic coaches and building administrators with an assessment calendar.
- E. Monthly newsletters are distributed to all teachers, academic coaches and building administrators reiterating upcoming testing dates and specific assessment to be administered.
- F. Professional development on the use of assessment data was provided for teachers, academic coaches and building administrators.
- G. Academic coaches are assisting teacher-based teams with the task of interpreting assessment data which will drive their instruction.

**II. Develop a process to ensure that instructional coaches utilize data to improve instruction, share data with teachers and principals, maintain a schedule to engage teachers and model instruction, lead teacher-based team meetings, inform building leadership team and district leadership team meetings through regular monthly meetings providing district updates and gather feedback from the building teachers and administrators. (p. 13)**

- A. The status of this recommendation is “In Progress and Ongoing.”
- B. Coaches indicated that they meet regularly with the curriculum department staff to give feedback on testing and staff concerns and needs.
- C. It was shared by coaches that they are working to align PRO-CORE assessment items with district curriculum resources and Ohio’s New Learning Standards.

**III. Implement the Quaglia Institute for Student Aspirations student and staff surveys. (p. 11)**

- A. The status of this recommendation is “In Progress and Ongoing.”
- B. According to building leadership team meeting minutes, surveys were completed, data tabulated and

disseminated to the building principals and staff. Discussions surrounding data were scheduled as an agenda item for the subsequent building leadership team meetings.

- C. Results of the staff and student “My Voice” surveys were given to the review team to determine next steps.

**IV. Develop ideas for partnership opportunities with parents, community entities, organizations, businesses and foundations to provide support for the Academic Recovery Plan in the district. (p.19)**

- A. The status of this recommendation is “In Progress and Ongoing.”
- B. An initiative entitled Lorain Educational Village program was held on March 23, 2015. Nineteen individuals representing ten agencies and faith-based entities as well as parents were in attendance, as evidenced by the sign-in sheet.
- C. A PowerPoint presentation shared information and obstacles to student success in school were presented and discussed which included: attendance, graduation rate, school testing, satellite programs, and Internet-based programs.

**V. Develop, implement and monitor a balanced assessment plan for continuous progress monitoring that includes diagnostics, daily common short cycle (formative) assessments and quarterly benchmark assessments. (p. 14)**

- A. The status of this recommendation is “In Progress and Ongoing.”
- B. Interviews with building administrators, teachers and coaches showed the district has contracted with Pro-Core to develop benchmark and short cycle assessments.
- C. Webinars are offered monthly to provide training and give support for teachers, academic coaches and building administrators in the administration of these assessments as well as the reports, which are generated from the results which give the individual student data.
- D. An assessment calendar is posted on the website listing all assessments and dates.
- E. The academic coaches are providing support to assist classroom teachers with the testing administration process, accessing data and interpreting the data for instruction.

**VI. Principals as instructional leaders: Provide autonomy (responsibility and accountability) for principals to become instructional leaders in their buildings. Principals will provide and annual school plan that is in line with the Academic Recovery Plan. (p.15)**

- A. This recommendation is “In Progress.”
- B. Interviews with building administrators and instructional coaches provided information on how principals and coaches were working together to interpret student data that is being used to assist in making instructional decisions.
- C. Building principals are highlighting effective instructional strategies during staff meetings and having teachers share instructional practices that were seen during walkthroughs. Evidence of this was gathered from meeting agendas as well as observed at faculty meetings during site visit.
- D. Building principals reported they were meeting with faculty members to discuss student progress and require intervention plans for underperforming students. Principals presented intervention plans and teacher interviews also supported this activity.

**VII. An Instructional/Student Support/Assessment Data Plan will be developed by the superintendent and administrative team to include at a minimum, the following items: (pp. 10-14)**

- A. Ohio Improvement Process: Develop a process to ensure that schools and the district effectively engage in the Ohio Improvement Process for teacher-based teams, building leadership teams and district leadership teams. (p.11)
  - 1. The status of this recommendation is “In Progress and Ongoing
  - 2. According to interviews and meeting agendas, the Ohio Improvement Process is being implemented with the assistance of State Support Team 2.
- B. **Student diversity and professional learning communities: Utilize (professional learning communities) as an extension of the Ohio Improvement Process within each school. Use professional learning communities to promote staff modeling of appropriate professional behaviors that promote student achievement and promote the value of diversity within the school community. (p.11)**

1. The status of this recommendation is “In Progress and Ongoing.”
  2. According to interviews and documents, the building leadership teams and teacher-based teams function as professional learning communities. At the teacher-based team level, the teachers are looking at data gathered from assessments and planning instruction based on the data. Student work is being examined to determine rigor and relevance. These meetings enable accomplished teachers to mentor other peers in a non-threatening environment and manner.
- C. The academic scope and sequence: Develop a process to monitor instructional scope and sequence that aligns to Ohio’s Learning Standards, including Instructional pacing guides with timelines. (p.12)**
1. The status of this recommendation is “In Progress and Ongoing.”
  2. The office of curriculum and instruction staff shared that the academic scope and sequence has been developed by the curriculum department and is on the curriculum website incorporated with the pacing guides.
- D. School configuration: Develop a plan to eliminate split regular general education classrooms. Review options and present plan options to the Lorain Academic Distress Commission by February 2015. (p.12)**
1. The status of this recommendation is “In Progress.”
  2. During an interview with the staff of the office of curriculum and instruction, it was made know that the district is working to eliminate split grade level classrooms and is looking at enrollment for the 2015-2016 school year in with the goal of only having single grade level classrooms.
- E. Independent reading: Develop a student independent reading program that encourages student reading at the “independent level.” Provide access to trade books and library books allowing student choice of selections. (p. 12)**
1. The status of this recommendation is “In Progress and Ongoing.”
  2. Each building has a literacy coordinator who works with the building to develop independent reading programs that fit the needs of the students.
  3. During the April site review, evidence of an independent reading program was observed by a member of the site review team at a middle school. Students are given time to read for pleasure and are provided with reading materials.
  4. Independent reading programs have been implemented in the individual buildings. Each building principal has worked with their building staff to implement this initiative. Interviews with building administrators by the review team members were provided information which described what events were taking place in their buildings to support the independent reading programs. The office of curriculum and instruction staff also reported to review team members that each school had developed an independent reading program.
- F. Alternative school program: Investigate and develop a plan to redesign the alternative school programs to ensure students are on target to graduate from high school in within 5 years (preferably 4 years (p. 13)**
1. The status of this recommendation is “In Progress and Ongoing.”
  2. The district provides three avenues for alternative education. New Beginnings the district’s alternative academic school, provides academic remediation and behavioral interventions for students in grades 7 through 12. There are currently 160 students attending this program. Students transition back to Lorain high school after being successful at New Beginnings.
  3. Credit recovery academy is a program that uses an innovative technology-based curriculum designed to help at-risk students in grades 9 through 12. There are currently 300 students who attend the credit recovery program.
    - Interviews with students from the credit recovery academy stated that they feel very supported due to frequent one-to-one academic tutoring their teachers provide both before and after school. Students are involved in weekly meetings to discuss circumstances in life that could derail their future. They discussed possible solutions to these problems.
    - During traditional school breaks, students can continue to work on courses.
    - Before and after school academic tutoring assistance for homework help or late makeup work is

provided by teachers.

4. Lorain digital academy provides online learning for students in grades K through 12. Students receive a computer and have access to the online curriculum. Lorain digital academy also offers tutoring every Wednesday from 4 p.m. to 7 p.m. through June 17, 2015.
5. In March 2015 the Lorain Educational Village program met. The meeting agenda addressed the facilitation of students' abilities to access their curriculum in an off-site location at a cooperating agency. The district assistant superintendent was a main presenter for this collaborative session.

**G. Academic Support Plan: Develop and implement an Academic Support Program to include wrap-around social services and an enhanced counseling program. Review options for an extended -day academic and non-academic learning opportunities and additional extracurricular and co-curricular opportunities. Review options for site-based health services. Review the school breakfast and lunch program to determine improvements that would expand the participation rates and further encourage full student participation. (p. 13)**

1. The status of this recommendation is "In Progress and Ongoing."
2. Meeting agendas from two city and county collaborative groups indicated dialogue to enhance services. The district served as the initiator of the Lorain Educational Village program.
3. The assistant superintendent informed the review team members that he would be serving as the 2015-2016 chair of the Lorain County Children and Family Council, which will provide services for families and students in crisis.
4. Information provided by the office of the assistant superintendent during interviews with review team members explained the extent of the district collaboration with social service agencies to provide students and families with information on outside counseling and treatment programs.
5. Some agencies that partner with Lorain to provide additional services include:
  - The Boys and Girls Club, which provides an in-school tutoring program.
  - Bellefaire Counseling Center provides outpatient counseling.
  - Alcohol and Drug Addiction Services of Lorain County provides prevention services, problem identification and referral services.
  - Lorain County Early Start/Help Me Grow Program- provides academic readiness and services for children birth through three with developmental needs.
  - Nord Center Counseling Services provides out-patient counseling and drug and alcohol addiction counseling.
  - El Centro Social Services provides Spanish/Bilingual support services.
  - Catholic Social Services provides mentoring programs, a food bank, counseling and housing assistance.
  - Big Brothers Big Sisters of Lorain provide community and school-based mentors.
  - 100 Men of Lorain support local youth with a mentoring program.
  - Gear-UP "Gaining Early Awareness and Readiness for Undergraduate Programs" is a grant program which provides support for cohorts of students in grades 7-12 to increase the likelihood of their attending school following high school graduation.
6. Evidence of extended day academic and non-academic opportunities were provided during interviews with building level administrators. Programs providing music instruction on guitar, piano, and vocal training were occurring. Mentoring programs as well as activity based programs are being provided. Agencies participating: Girl Scouts, Boys and Girls Club, Big Brothers Big Sisters and Literacy with Song.
7. No evidence was provided about the breakfast or school lunch program, or site-based health program.

**I. Instructional framework: Develop an instructional framework that connects the curriculum guides, lesson binders, data notebooks and assessments, instructional best practices and professional development. (p. 13)**

**A.** The status of this recommendation is "In Progress and Ongoing."

1. The Thoughtful Classroom by Silver & Strong is the instructional framework for the district. It is a comprehensive system for assessing, discussing and refining classroom practice.
2. Interviews with the Office of Curriculum and Instruction by the review team provided information on past and future professional development for the implementing and continued use of the instructional

framework the Thoughtful Classroom. The professional development has been provided for all district staff instructing them in all components of the program.

3. Continued professional development is scheduled for the 2015-2016 school year to continue the implementation of all components of the instructional framework. The Office of Curriculum and Instruction provided the review team with a calendar of upcoming dates for these in-services.

**J. Reading Improvement Monitoring Plan: Develop Reading Improvement and Monitoring Plans to inform instruction and the intervention process by identifying annually (by September 30) K-3 students behind in reading by using the Northwest Evaluation Association, provide assistance and support according to the Reading Improvement and Monitoring Plan to ensure identified students are on track and performing at grade level.**

1. The status of this recommendation is "In Progress and Ongoing."
2. The district implemented two new reading instructional programs for the 2014-2015 school year. Staff development was provided to prepare the staff for implementation. The review team members were given agendas of these trainings.
  - a. The Wilsons Foundation program was specifically selected for struggling or below level readers.
  - b. The Wonders Works provides a literature based program.
3. A newly developed language arts instructional block schedule was rolled out at the beginning of this school year. This schedule provided additional instruction time as well as time specifically designated for intervention for students who were not proficient.
4. Students in grades K-3 are participating in the Northwest Evaluation Association research-based assessment. Results of this assessment provide teachers with data to determine students' levels of proficiency and provide tiered intervention.
5. Information about the two reading programs, the Northwest Evaluation Association, and the district intervention plan was explained and shared during an interview by review team members by the Office of Curriculum and Instruction. Testing calendars, instructional block schedules and tier teaching time was provided for the review team.

**K. Preschool and kindergarten coordination: Develop a process to ensure that the district continues its collaboration with head start and other preschools/daycares in the community. Ensure that all providers are aware of the kindergarten screening program and the performance standards related to kindergarten. (p. 13)**

1. The status of this recommendation is "In Progress and Ongoing."
2. According to the interviews, the educational service center staff has established a partnership with the teaching and learning staff. The early learning and school readiness coordinator has begun working with the district preschools. The educational service center delivers professional development on-site for the preschool and kindergarten teachers.

**L. Utilize professional learning communities to promote student achievement and promote the value of diversity within the school community. (p.11)**

1. The status of this recommendation is "In Progress and Ongoing."
2. According to interviews and documents, the building leadership teams and teacher-based teams function as professional learning communities.
3. As reported by building level administrators and coaches during interviews with the review team, teacher-based teams are looking at data gathered from assessments and planning instruction based on the data. Student work is being examined to determine rigor and relevance. These meetings enable accomplished teachers to mentor other peers in a non-threatening environment and manner.
4. Documentation of professional development showed the district has begun the process of bringing the positive behavioral intervention and support system into their schools. The 2014-2015 school year was the planning year for both middle schools with the 2015-2016 school year being designated as full implementation in those schools. The elementary school staff will receive training during the summer of 2015 and implement the program in the fall of 2015. The secondary building staff will receive training during the 2015-2016 school year. The building staff plan implementation to coincide with the opening of the new building in the 2016-2017 school year.
5. The positive behavioral Intervention and support program provides a systematic approach to structure within the building and the classroom, thereby providing a consistent message of behavioral

expectations for students and parents. This behavioral intervention program addresses the issue of celebrating diversity in the classroom, school and community. This research-based program is being implemented with the assistance of the State Support Team 2, which was shared during interviews with building level administrators, the Office of Curriculum and Instruction, and the State Support Team 2 staff.

6. A district administrator attended the Sheltered Instruction Overview Program workshop provided by the Ohio Department of Education. The sheltered instruction overview program was developed to make academic content comprehensible to English language learners. This information is being shared with the district leadership team to provide professional development that will assist the staff with integrating content and language instruction with Ohio's New Learning Standards.
7. According to the Feb. 1, 2015, and Feb. 12, 2015, district leadership team meeting minutes, the district leadership team has reviewed data and research surrounding the topics of non-academic barriers. Programs that address areas of discipline, drop-out rates and attendance were introduced. An update on the district implementation of positive behavioral intervention support system was also given.

**M. College readiness program:** The Advancement Via Individual Determination program is being used with cohorts starting in ninth grade. The advancement via individual determination is a program that trains educators to use proven practices in order to prepare students for success in high school, college and a career; especially students traditionally under-represented in higher education.

1. A collaborative subcommittee met March 3, 2015, to refine the Advancement Via Individual Determination program occurring in the district.
2. The district has partnered with El Centro and holds parent teacher conferences in that facility.
3. Members of the district attended an equal opportunity day conference promoting diversity in the 21<sup>st</sup> century. This conference was held on March 20, 2015.
4. Training staff in the philosophy of providing students with skills to achieve in high school and college as well as a career is being encouraged as early as the sixth grade.

**VIII. Prepared for Success program: Design a plan to ensure that all high school students are in a college/career pathway. The plan should provide students and families with early and continuous career and college readiness activities. (p. 12)**

**A.** The status of this recommendation is "In Progress and Ongoing."

**B.** At the April 2015 site review, the following programs dealing with college/career readiness were reported by interviewed students and the curriculum office:

1. The College Now program operates at Lorain High School. The students reported that a College Now staff member proactively looks for opportunities to ensure a seamless pathway for students to college, work or military life after high school. This staff member informs students of the steps required to prepare for college. He assists students with completing college applications, financial aid applications and scholarship applications. He also works with students who are interested in entering the armed forces. He provides job applications, teaches interview skills and gives career and workforce advice to students who are looking to secure jobs after completing high school.
2. The Advancement Via Individual Determination program is implemented in the district to support students' development of critical thinking skills, literacy and math skills. Students are followed in a cohorts from grades 6 through 12. Study and note taking skills such as Cornell Notes are taught and used to prepare students for college work. Teachers attend regional seminars for training.
3. The district's early college program requires students to be first generation college attendees. Students attend Lorain County Community College receiving high school and college credit at the same time. This program provides the students with a small supportive learning environment.
4. The Lorain County Community College will be located on campus of the new Lorain High School and will provide access for all students, along with Titan College. These institutions provide opportunities for students to participate in the College Credit Plus program to acquire college credit prior to graduation.
5. Distance learning is an interactive platform that is used to provide students with virtual college visits. Students are able to view college campuses at no cost and talk to students and admission counselors about programs and opportunities. This aids students who would not normally be able to visit schools

in which they are interested.

6. Free ACT test preparation boot camp is provided for students of Lorain High School. Breakfast and lunch are given to each student who receives an ACT Test Prep Book.

**IX. College Readiness Program: Design a plan to expand the Advancement Via Individual Determination college readiness utilizing the components with Cornell Notes, Academic Binders and tutoring program from the high school to the middle school. (p. 13)**

1. The status of this recommendation is “In Progress and Ongoing.”
2. The Advancement Via Individual Determination program is implemented in the district to support students’ development of critical thinking skills, literacy and math skills. Students are followed in a cohort from grades 9 through 12. Study and note taking skills such as Cornell Notes are taught and used to prepare students for college work. Teachers attend regional seminars for training.
3. The collaborative subcommittee met on March 20, 2015. They have adopted the name 231 GO. The agenda revealed components of the program that will be changed. They plan to extend the program to the eighth grade for year 1.
4. There are plans to include eighth grade students while engaging seventh grade students for eighth grade in inclusion year 2.

**XIII. The following recommendations made in the 2014 Academic Distress Commission Recovery Plan were not addressed during the district review team site visit on April 13-16, 2015, but will be further studied and assessed during the district review team site visit in the 2015-2016 visit:**

- A. Research similar-like districts (p. 10)
- B. School configuration (p. 12)

## ASSESSMENT AND USE OF DATA

### Ohio Department of Education District Report Recommendations

At the time of the site visit, all recommendations from the Ohio Department of Education’s November 2014 spring report were in progress or completed.

### Lorain Academic Distress Commission Academic Recovery Plan Status

- I. **An assessment plan will be developed by the superintendent and administrative team to include, at a minimum, the following items: (p. 14)**
  - A. **Balanced Assessment Plan: Develop, implement and monitor a Balanced Assessment Plan for continuous progress monitoring that includes diagnostics, daily common short cycle (Formative) Assessments and quarterly benchmark assessments. Utilize Northwest Evaluation Association and Pro-Core Assessments for Short Cycle and Benchmark Assessments. Create content teams to ensure the use of short cycle assessments. (p. 14)**
    1. The status of this recommendation is “In Progress and Ongoing.”
    2. The district dissolved teacher-based common assessments and now uses the Ohio Department of Education vendor-approved assessment. According to the “Lorain City Schools Professional Development Summary 2014-2015,” Pro-Core webinars were scheduled to be held in September, October and November 2014. The focus of the webinars was short cycle and benchmark assessment support and the audience included principals, assistant principals and coaches.
    3. The district uses the Northwest Evaluation Association Measures of Academic Progress and Pro-Core assessment three times per year as its district-wide quarterly benchmark assessments. Pro-Core is an Ohio Department of Education-approved vendor that provides assessments for measuring student growth. The Northwest Evaluation Association and Pro-Core benchmark and short cycle assessments are used in grades kindergarten through 12.
    4. The Lorain City Schools assessment calendar for January 2015 through June 2015 indicated that Pro-Core was administered in January and April 2015, and the Northwest Evaluation Association assessments were administered in April 2015.
    5. Teacher-based team minutes indicated that the results from the fall Northwest Evaluation Association Measures of Academic Progress and Pro-Score assessment results were discussed. According to one administrator, teachers can also use Pro-Core to build their own short cycle assessments. The system gives an initial assessment, but the teachers can add or delete questions to customize the assessment.

6. Currently the paper-based version of the Pro-Core assessment is given to students, but will be administered electronically in 2015-2016.
  7. The district's network will also be revamped over the summer of 2015 in preparation for more online assessments. According to the document, "Current State of Lorain City School's Technology Plan 2012- 2015," the district "plans to overhaul the district technology infrastructure...[resulting in] a wireless saturated campus."
  8. The district currently uses Plato Courseware as part of their credit recovery plan. According to one administrator, the program is accessed online from computers, tablets and phones. Plato is for credit recovery students or students at satellite locations. Credit recovery also is available to students who are in a traditional high school but may lack the required credits for graduation.
  9. According to one administrator, students are becoming accustomed to completing assessments online. For example, Measures of Academic Progress<sup>®</sup> is administered online in preparation for 2015-2016 online Partnership for Assessment of Readiness for College and Careers assessments.
  10. Students also participated in the state's online pilot for science and social studies. The administrator also stated, "Typically kids have access to computer labs at least once a week." During classroom walk-throughs, students in various grades and schools were observed navigating through tablets and smart boards.
  11. Achieve 3000<sup>®</sup>, an online tool for differentiated instruction, is currently used for intervention. According to a member of the student support focus group, students are showing gains in their Lexile scores as a result of using Achieve 3000.
- B. Student Performance Data:** Utilize the teacher-based teams and building leadership teams, led by instructional academic coaches and school principals, to identify trends, necessary instructional adjustments and implementation of best practices to increase student achievement. Utilize the Performance Index calculator to project school and district performance on the Performance Index metric. Determine characteristics of students not meeting success to determine appropriate adjustments to teacher instruction and appropriate academic and non-academic student support. Provide the district leadership team with monthly reports of achievement trends and data via Data Notebooks. (p. 14)
1. The status of this recommendation is "In Progress and Ongoing."
  2. During the focus group with principals it was stated, "Students know where they are academically." Students have access to their grades in PowerSchool<sup>®</sup>, the district's Web-based student information system. It was further indicated that students know they will receive intervention based on their assessment results. Students typically meet with their teachers to discuss what concepts on which to focus. During classroom walk-throughs, students were able to articulate what they were learning.
  3. District administrators indicated that receiving a grade of A in the value-added measure on the 2013-2014 district report card was a proud moment when asked, "As a district, what are you proud of?" The value-added letter grade indicates that for mathematics and reading, students in grades 4-8 showed more than a year's worth of growth. In interviews with district administrators, it was indicated that contributing factors were the district's efforts to make the Response to Intervention and Individualized Education Program processes more systemic. It was suggested that the district's value-added scores improved because "staff is now at the point where they use the data to inform instruction. For teachers on an improvement plan, the value-added scores have started to creep up after [these teachers] received assistance from central office on they need to do to grow their students."
  4. One school counselor stated that she connects resources to students for intervention. She and other counselors contact parents and agencies that are needed to identify and provide intervention services for students. Outside agency representatives confirmed that they provide after-school academic assistance.
  5. One paraprofessional for English language learners mentioned that she was placed with a smaller group of students, which allowed for more involvement with individual students. She is accustomed to assisting with translation from Spanish to English to help students understand what teachers are saying and develop a better relationship with teachers. The paraprofessional also provides assistance during testing. She contributes increased test scores on the Northwest Evaluation Association Measures of Academic Progress assessments to some of these changes.
  6. According to the athletic director, flexible tutoring options for athletes before and after school are

available. Teachers who specialize in a specific content area where athletes are struggling provide tutoring to these athletes. According to teachers, prior to this initiative, athletes attended a general study hall to receive assistance, which was not as effective.

7. Coaches ensure that athletes are staying on track academically. Coaches have access to athletes' grades on line and talk to their athletes' teachers daily. Academic performance is documented weekly by teachers and reviewed with the coaches.
8. According to the athletic director, no student on a team throughout the season became ineligible due to their academic performance.
9. According to the representative for Boys and Girls Club of Lorain County, nine schools participate in their Spheres of Proud Achievement in Reading for Kids program, which provides tutors for struggling readers. During the school day, students are pulled out of class for one-on-one tutoring in reading and literacy. According to the Boys and Girls Club representative, students are showing progress in their reading abilities as a result of the tutoring program. One parent in the focus group indicated that his children receive help with homework and one-on-one tutoring from the Boys and Girls club. Another parent stated, "Boys and Girls Club is a God-send."
10. A student support interviewee indicated that during common planning time, teachers review student intervention needs and call parents. Teachers also share ideas with each other on what is working for their students.

**C. District-wide Assessment Team: Develop a District-wide Assessment Team to coordinate the development and implementation of assessments in the in the district to ensure that all staff are aware of when certain assessments will be given, why they are given and how they will be scored. Meet with union leadership to discuss logistics for the administration, scoring, reporting and use of assessments. Through the professional development plan, utilize a university or assessment company to train select staff on how to construct reliable, grade-appropriate assessments. Provide staff with training on information to be covered on assessments and how the assessments will be administered and scored. (p. 14)**

1. The status of this recommendation is "In Progress and Ongoing."
2. The district's testing calendar outlines when each assessment will be given.
3. It was shared in a board meeting "There has been a shift in the culture of expectations...[the Board] is holding staff more accountable and measuring progress."
4. According to a student support interview participant, building leadership teams are meeting monthly and looking at a variety of data sources such as assessment results, quarterly grades and discipline data.
5. Data issues are reported during the teacher-based team meetings whereby the teacher-based team Five-step Process template of the Ohio Improvement Process is used to structure how the meetings are governed. The template requires the development of adult strategies, such as instructional strategies, that will be employed in the classroom. However, during an interview with administrators, it was stated that the "flood of available data" impedes the team from knowing on what to focus. Although minutes from the building leadership team and teacher-based team meetings indicate that the above topics have been discussed, only approximately 60 percent of the schools provided teacher-based team and/or building leadership meeting minutes. Of the 10 schools providing evidence, only two buildings provided building leadership meeting minutes beyond October 2014, and only one of the two buildings provided minutes from meetings in 2015. Therefore, it could not be determined whether this initiative has continued throughout the school year.
6. It was indicated in an interview that the high school teacher teams need to ensure that necessary action steps identified during the teacher-based team meetings are carried through. Teacher-based team minutes from the high schools were not made available to the academic distress commission review team.

- II. The Lorain City School District has created the position of the instructional coach to assist teachers with improving their instruction, curricular planning, assessment writing and use of vendor short cycle assessments through the use of data analysis. The superintendent will work to further refine the expectations of the instructional coaches and will monitor student achievement data via the development of school data notebooks that will be administered by school administrative staff. (p. 6)
- A. The status of this recommendation is “In Progress and Ongoing”.
  - B. One principal stated that academic instructional coaches assist teachers in administering Pro-Core and Measures of Academic Progress assessments and troubleshoot issues that arise. According to one administrator interviewed, “It took teachers time to get acclimated to all of the tests administered during the 2014-2015 school year.”
  - C. Although the associate director of technology/network indicated that teachers receive data within a week for paper-pencil assessment, one teacher mentioned that it took months to receive Pro-Core results. A teacher also stated that the Pro-Core reports did not make sense and even when instructional coaches tried to help with the interpretation, it still didn’t make sense. One teacher suggested that going forward, pre-assessments should start in September and post assessments should be given later in May and not April. This teacher was not able to use the assessment results to inform instruction since post-test Pro-Core results will not be available until the next school year.
  - D. One parent stated that although she was aware of all the tests that students were taking this year, she feels that “students’ confidence was diminished because teachers kept telling [students] that the Partnership for Assessment of Readiness for College and Careers assessments are hard.” The parent also stated, “It makes kids feel like they won’t do well.”
- III. Instructional coaches: Work with the curriculum staff, teachers, principals and instructional coaches to create a specific list of roles and responsibilities for all the coaches in the district. Communicate instructional coach responsibilities and expectations. Develop a process to ensure that instructional coaches utilize data to improve instruction; share data with teachers and principals; maintain a schedule to engage teachers and model instruction; lead teacher-based team meetings; inform building leadership team and district leadership team meetings through regular monthly meetings providing district updates; and gather feedback from the building teachers and administrators. (p. 10)
- A. The status of this recommendation is “In Progress and Ongoing.”
  - B. Principals and academic instructional coaches conduct walk-throughs and monitor progress. Teacher-based team minutes reflect what teachers said they will focus on and at the next meeting they discuss what was actually done. Each building has a designated instructional coach. The coaches meet with the curriculum director to share status and need for additional support.
  - C. Academic instructional coaches also analyze data frequently and provide one-on-one support to teachers. Teachers and academic instructional coaches meet with students to review their assessments.
- IV. **District-wide Assessment Team: Develop a District-wide Assessment Team to coordinate the development and implementation of assessments in the in the district to ensure that all staff are aware of when certain assessments will be given, why they are given and how they will be scored. Meet with union leadership to discuss logistics for the administration, scoring, reporting and use of assessments. Through the professional development plan, utilize a university or assessment company to train select staff on how to construct reliable, grade-appropriate assessments. Provide staff with training on information to be covered on assessments and how the assessments will be administered and scored. (p. 14)**
1. The status of this recommendation is “In Progress and Ongoing”.
  2. According to one administrator, data is now made available in a “timely fashion.” They have a “quick turn-around time” for receiving their data. He also stated that principals are calling central office to get help interpreting student data. Teacher-based team meeting minutes indicate that benchmark and short cycle assessment results are reviewed and instructional strategies are developed. However, only a limited number of teacher-based team meeting minutes were accessible to the academic distress review team. Furthermore, it could not be determined how quickly the data was received and if the “quick turnaround time” was consistent throughout the year.
  3. One principal expressed that the “real data that principals receive on a daily basis is collected from walk-throughs in their buildings. Walk-through evidence included: “making sure teachers were following pacing guides; there were exit tickets; student work shows they were learning

the standards and following the pacing guides; what the students' assessment results look like over time and in a snapshot." They can see what students are working on and if it is following the pacing guide. Instructional Classroom Rounds Narratives and 4PS Feedback Observation forms received from two principals provided more in-depth details of the walk-throughs.

4. According to the associate director of technology/network, "The philosophy of data use has shifted at Lorain." The associate director also noted the district assessment team helps teachers analyze their data and anticipate questions teachers may have, including how the data will be used. The director further added, "[We are] building their capacity for doing data analysis on their own."

## HUMAN RESOURCES AND PROFESSIONAL DEVELOPMENT

### Ohio Department of Education District Report Recommendations

At the time of the site visit, all recommendations from the Ohio Department of Education's November 2014 spring report were in progress or completed.

### Lorain Academic Distress Commission Academic Recovery Plan Status

- I. **A Human Resource plan will be developed, by the superintendent and administrative team to include, at a minimum, the following items. (p. 14-16)**
  - A. **American Productivity & Quality Center (APQC): Develop and implement a system of operations to support the strategic plan by utilizing the American Productivity and Quality Center for Education. Determine a foundational basis for creating processes, protocols and procedures. (p. 15)**
    1. The status of this recommendation is "In Progress and Ongoing."
    2. The district has developed and implemented a system of operations to support the strategic plan by utilizing the American Productivity & Quality Center knowledge management services. According to the information document provided by the human resources department staff, the American Productivity & Quality Center assists the district with improving productivity and quality by discovering effective methods of improvement.
    3. The human resources department staff stated that 50 district staff members have received American Productivity & Quality training. Training agendas indicate that a district representative group attended the family involvement program on Nov. 7, 2014.
    4. According to the supplement report on goal attainment and success outcomes, on March 13, 2015, the district achieved 100 percent goal attainment as well as impacts to staff and student success. This report was prepared by the senior advisor of the American Productivity & Quality Center and for the stocker foundation, after receiving a formal request to provide evidence that their work attained the established goals. The report provides a summary of the district's first phase of the project, which was to develop capability and capacity for continuous improvement throughout the district.
    5. The district's second phase to develop a proper employee absence reporting system is now in progress. A project chart provided by the human resources staff indicates the problem statement, goal, scope and schedule for this project. The district's treasurer has been identified as the lead of this initiative.
  - B. **Strategic plan: Develop and implement a detailed human resources strategic plan that is directly aligned to the district's plan/mission/vision as well as the goals and recommendations of the Academic Recovery Plan. (p. 15)**
    1. The status of this recommendation is "In Progress and Ongoing."
    2. The district has solicited Rachael Wixey and Associates, a human resources consulting service, to assist with the development of a comprehensive strategic plan for the human resources department. The plan will be directly aligned with the district's plan, mission and vision as well as goal recommendations of the Academic Recovery Plan.
    3. The human resources staff stated that the financial quote from Rachel Wixey and Associates to perform this work has been received by the district and is awaiting board approval.
  - C. **Recruitment/hiring: A process will be developed to ensure that active recruitment and hiring of staff exists to ensure that the district employs diverse, high-quality teachers and administrators to foster increased student achievement. (p. 15)**

1. The status of this recommendation is "In Progress and Ongoing."
2. As of March 1, 2015, new hiring procedures and policies have been developed, approved by the board of education and implemented by the district. Hiring procedures include criteria to recruit and select highly qualified and diverse staff. The human resources department provided new hiring policies and procedures documents and binder.
3. According to the human resources staff, the new processes allow principals, teachers' union, department supervisors and other appropriate personnel to participate in the interview process on a regular basis.
4. The human resource staff has been actively seeking highly qualified teacher candidates through various job fairs and higher education career fairs that are strategically focused to include educational institutions with diverse student populations. A calendar of recruitment and networking events for the 2014-2015 academic year was provided to support this initiative.
5. Various job vacancies were posted on the district's website on Dec. 9, 2014, in anticipation of 40 scheduled retirements for this academic year. Based on the information listed on the new hire spreadsheet provided by the human resources department, nine external candidates have been hired and one internal staff member has been promoted.

**D. Retaining staff: Develop a process to ensure that high-quality staff is retained by the district. (p. 15)**

1. The status of this recommendation is "In Progress and Ongoing."
2. The human resources staff indicated that a teacher retention committee has been formed and is being led by the executive director of human resources. A committee roster provided by the district showed that members include district administration, principals and teachers.
3. According to meeting agendas and email correspondences, the first meeting was held on April 9, 2015, to brainstorm, address issues and create initiatives to more effectively retain highly qualified teaching staff.

**E. New staff orientation: Develop a staff orientation plan to assist new employees with getting acclimated into the district and their assigned positions and to communicate the current vision, strategy and focus of the district. (p. 15)**

1. The status of this recommendation is "In Progress and Ongoing."
2. According to interviews and the documented standard hiring procedures, new staff orientation procedures were developed and updated effective March 1, 2015.
3. According to section H on page 14 of the standard hiring procedures manual, orientation for all new employees will occur prior to their start date. During the scheduling of an orientation appointment, new employees are informed of all new hire paperwork.
4. The policy states that employees hired prior to the start of the school year will participate in the new hire orientation and luncheon. New employees hired after the start of the school year will receive an individual orientation with the human resources department.

**F. Reading instruction: A process will be utilized to ensure that high-quality reading instructors are assigned to the K-3 grade levels to ensure that Ohio Revised Code qualifications are met. This process will include partnering with higher education institutions to provide on-site graduate credit courses for teachers to earn certification for the Reading Endorsement to expand the cadre of teachers who meet the Ohio Revised Code qualifications. (p. 15)**

1. The status of this recommendation is "In Progress and Ongoing."
2. Members of the teaching and learning staff stated that a literacy meeting was conducted on April 8, 2015, with representatives from the Lorain County Educational Service Center, Ohio Department of Education, literacy specialists and principals. As a result, an action plan with a time line was established. Six of 10 elementary schools were chosen to have literacy coaches in the building. According to interviews with teaching and learning staff, the early literacy program with the Lorain County Educational Service Center began on March 13, 2015.
3. Interviews with community partners and the teaching and learning staff revealed that a partnership with the Boys and Girls Club, the Spheres of Proud Achievement in Reading for Kids (SPARK) Early Literacy Program is providing early literacy support to 80 kindergarten to third grade students in two

elementary schools. During the school day, students participate in one-on-one tutoring sessions with highly qualified Spheres of Proud Achievement in Reading for Kids staff.

4. The human resources staff stated that the district is seeking teacher candidates who demonstrate the knowledge, skills and competencies aligned to the Ohio standards for early learning and school readiness and is requiring that all candidates have the reading endorsements.

**G. Staff assignments: A process will be utilized to ensure that professional skills are assigned/reassigned to provide high-quality instruction to best utilize professional staff skills to increase student achievement. This process also will include partnering with higher education institutions to provide on-site graduate credit courses for teachers to improve content knowledge, pedagogy and understanding of a diverse population of students. Meeting with the union should be scheduled to eliminate any barriers to appropriate assignments. (p. 16)**

1. The status of this recommendation is "Not in Progress."
2. No evidence was presented at the time of the review.

**H. OTES/OPES rubric: A district customized Ohio Teacher Evaluation System and Ohio Principal Evaluation System rubric will be developed and implemented for the 2014-2015 school year. The rubric will further define the district expectations for each descriptor of each rating level for each component and domain. (p. 16)**

1. The status of this recommendation is "In Progress."
2. According to district personnel, "The district adopted the ODE recommended OTES/OPES rubric at the inception of OTES. The OTES rubric was negotiated into the teachers' union contract in 2013, as well as the OPES rubric into the Administrators' Association contract. The district will be negotiating a new contract with the teachers union in the late winter/early spring of 2015-2016 school year."

**I. Teacher candidates: A plan will be researched and developed to engage colleges of education to place teacher candidates on Lorain City School District's campus through internship programs (extended student teaching assignments) and AVID tutoring programs. (p. 16)**

1. The status of this recommendation is "In Progress and Ongoing."
2. The district's student intern placement spreadsheet reveals that the district has partnered with colleges of education and placed teacher candidates in the district through internship programs from Ashland University, Akron University, Cleveland State University, Notre Dame College, Kent State University, Lorain County Community College and Jones International University. The spreadsheet indicates the student interns' names, building placement, dates of assignment, the district teacher, grade level, subject area and the respective university. To date, 40 teacher candidates have been placed across the district.
3. The human resources staff stated that this initiative provides additional staff support to the district at no additional cost while enabling the district to develop closer ties with colleges of education.

**II. A professional development plan will be developed, by the superintendent and administrative team to include, at a minimum, the following items. (p. 16-17)**

**A. Quaglia Institute for Student Aspirations (QISA) Professional Development: Implement a Quaglia Institute for Student Aspirations professional development and ensure that all staff is engaged in the professional development. Ensure that principals, teacher leaders and instructional coaches are leading the effort with the support of central office staff. (p. 16)**

1. The status of this recommendation is "In Progress and Ongoing."
2. Summary results of the Quaglia Institute of Student Aspirations survey indicate that staff and students in six secondary schools have completed the survey.
3. According to meeting agendas, the high school principals, staff and office of teaching and learning staff are discussing the Quaglia Institute of Student Aspirations survey results. Several agenda items indicate that staff and student aspiration teams have been developed and are meeting. As noted in an April 2015 newsletter from the office of teaching and learning, a document that illustrates the alignment between Quaglia and Thoughtful Classroom was distributed to high school and middle school staff.

4. According to the district's 2014-2015 professional development summary, trainings occurred on Sept. 16-17, 2014, Oct. 22-23, 2014, Nov. 22-23, 2014, Jan. 14-15, 2015, and Mar. 25-26, 2015. Additional training is scheduled in 2015 on Apr. 22 and 23.
- B. Survey staff: Survey all district staff regarding their individual and collective professional development needs. Develop a yearly professional development plan based upon the needs identified in the survey. Update and share the yearly professional development plan and calendar with staff regularly. (p. 16)**
1. The status of this recommendation is "Not in Progress."
  2. During interviews with the teaching and learning staff, it was stated, "This is forthcoming as a goal for the professional development committee."
  3. No evidence was presented at the time of the review.
- C. Professional development plan: Develop and implement an in-depth professional development plan that encompasses the 2014-2015 school year and extends into the summer. (p. 16-17)**
1. The status of this recommendation is "Not in Progress."
  2. Although a professional development plan has not been developed, a comprehensive professional development summary has been developed for the 2014-2015 school year. This summary indicates dates, meeting titles, focus and audiences that illustrate all 48 professional development initiatives for this academic year.
  3. Harvey Silver's Thoughtful Classroom continues to be the framework for instructional practices in the district. The professional development summary lists eight events with a focus on using Thoughtful Classroom. The Thoughtful Classroom professional development trainings that have occurred since last review include: Dec. 15-16, 2014, with elementary staff and Feb. 17, 2015, with the Kindergarten through 12<sup>th</sup> grade staff during district-wide professional development day.
  4. The teaching and learning staff indicated that professional development opportunities are announced through monthly newsletters from the Office of Teaching and Learning as well as building principals' weekly bulletin.
- D. Professional development committee: Reinstate the professional development committee and include teachers, building administrators and central administration personnel. Create a multi-year professional development plan that strategically considers district priorities. Identify one cabinet level member to take responsibility for leading this initiative. Solicit assistance for the local educational service center, the state support team and/or external consultants as appropriate. (p. 17)**
1. The status of this recommendation is "In Progress and Ongoing."
  2. A district professional development committee has been created and is comprised of 13 members. According to a committee roster, there are seven district administrators and six teachers serving on this committee. A cabinet level member was identified and appointed to lead this initiative.
  3. The professional development committee solicited the assistance of the State Support Team 2 in the professional development planning process. The district professional development committee meetings were held on March 10, 2015, and April 21, 2015. The State Support Team 2 representatives attended the April 21, 2015, meeting, according to meeting agendas.
- E. Ethnic diversity and multi-cultural: Develop a plan to engage staff in celebrating the richness of the diversity of students, the community and staff. The plan will provide all staff with professional development on the value of diversity/multi-culturalism and the understanding and appreciation for all students. (p. 17)**
1. The status of this recommendation is "In Progress."
  2. According to district personnel, "The district has inquired and included diversity/multi-cultural sensitivity training for all employee groups through PublicSchoolWorks (online training modules) effective the first training cycle in September of 2015-2016 school year. The district also has sent staff to diversity-focused job/career fairs and participates in organizations aimed at the recruitment and celebration of diversity and diverse candidates."

**F. Use of student assessments: Provide professional development to assist teaches in effectively utilizing student assessment data (short cycle assessments, benchmark assessments, state assessments) to modify instruction to increase student learning without the need for remediation. (p. 17)**

1. The status of this recommendation is “In Progress and Ongoing.”
2. Based on the professional development summary, Pro-Core webinars provide principals, assistant principals and coaches with training on short cycle and benchmark assessment support. Trainings were held in September, October and November of 2014. According to staff meeting agendas, principals and coaches use the train-the-trainer model to train teachers and staff at various staff meetings on short cycle and benchmark assessments throughout the year.
3. Through interviews with the district administration, it was stated that both the school turnaround data specialist and assistant director of instructional technology provide on-site support and coaching to principals on a weekly basis.

**G. Behavior intervention: Initiate professional development regarding behavioral intervention and RTI (response to intervention) to reduce school and classroom disruptions and to reduce student exclusions, suspensions and expulsions. Require all staff to participate in the ongoing professional development to assure that it is implemented and execute properly and consistently across the district. (p.17)**

1. The status of this recommendation is “In Progress and Ongoing.”
2. The district adopted the Positive Behavioral Intervention and Support model for implementation throughout the district.
3. The professional development summary shows that training for the middle school staff occurred on Nov. 4, 2014, and Mar. 26, 2015. Elementary staff will receive training on June 8-9, 2015.
4. According to interviews with the teaching and learning staff, State Support Team 2 and teachers, plans for implementation in the elementary and middle schools will occur at the beginning of the 2015-2016 school year. Planning and training for the high schools will occur during the 2015-2016 school year with implementation in the 2016-2017 school year.

**H. Professional development assessment: Develop data to evaluate the effectiveness of professional development initiatives to ensure that initiatives are being implemented in the classroom and are positively impacting student achievement. Implement programming that will require implementation of initiatives or eliminate unproductive initiatives. (p. 17)**

1. The status of this recommendation is “In Progress and Ongoing.”
2. Through interviews with teachers, it was stated that Harvey Silver’s Thoughtful Classroom representatives provide progress monitoring and support through site visits with principals and teachers. Principals and teachers are provided with individualized progress sheets from Harvey Silver and staff.
3. It was also mentioned that the Office of Teaching and Learning staff monitors the execution of recommendations made by Harvey Silver and associates. Monitoring includes sharing feedback, providing resources and conducting classroom observations and walk-throughs using the Thoughtful Classroom model and framework.

**I. Professional development data management: Develop a process to monitor all professional development and to ensure that all staff receive appropriate professional development. Work with the union to eliminate any barriers to implementation. (p. 17)**

1. The status of this recommendation is “Not in Progress.”
2. The teaching and learning staff stated, “This is forthcoming as a goal for the professional development committee.”

## STUDENT SUPPORTS

### Ohio Department of Education District Report Recommendations

At the time of the site visit, all recommendations from the Ohio Department of Education’s November 2014 spring report were in progress or completed.

### Lorain Academic Distress Commission Academic Recovery Plan Status

- I. Monitor and promote school safety: Develop school emergency management plans in conjunction with community first responders to provide for student and staff safety and meet the recent requirement of Ohio law. (p.9)**
- A. The status of this recommendation is “In Progress and Ongoing.”
  - B. Information received from the office of the superintendent and the director of operations indicates that each school has a safety binder. A district safety binder for all schools, which comprises school emergency plans, emergency contact information and first responder contacts, is maintained at the central office. It should be noted that implementation of safety protocol occurred at one school earlier in the school year due to a flooding incident. Central administration, building principals and teachers shared how smoothly the transition to another location occurred for students and families.
  - C. According to documents reviewed, the district has a safety/security supervisor who is responsible for district-wide safety and security issues. There are two safety compliance officers who are responsible for ensuring the district is compliant with safety and truancy. They also serve as the court liaisons.
  - D. In a written correspondence, the school resource officer reported that safety plans are reviewed on an annual basis.
  - E. Some principals reported that they have parent volunteers who work as safety guards.
  - F. When interviewed by district review team members, high school students reported that they feel safe at school. This was reported due to the visibility of the school resource officer and school safety officer at the school.
  - G. According to the assistant superintendent and high school counselors, safety officers are bilingual and have good relationships with bilingual students and families.
  - H. The district has an anti-bullying information link on its website where parents and students can refer to the district’s anti-bullying policy. In addition, the district has posted the number of bullying incidents that have occurred at each school to make parents and students aware of the number of district-wide incidents of bullying that have occurred. This is a requirement of the Ohio Revised Code.
  - I. The district has a bullying hotline telephone number that can be used to report bullying and other aggressive behaviors.
- II. Student attendance: Continue the process of monitoring attendance on a quarterly basis and providing clear communication of attendance expectations to all stakeholders, including students, families and guardians. Continue to review barriers to attendance and develop strategies and incentives to improve attendance rates. Continue to collaborate with the Lorain County court system to improve student school attendance and monitor court reports on a monthly basis. Ensure the current attendance rate of 93 percent is maintained and improved. (p. 9)**
- A. The status of this recommendation is “In Progress and Ongoing.”
  - B. In a district leadership team meeting held on Feb. 12, 2015, non-academic barrier data that focused on first quarter and second quarter attendance data by school and discipline were reviewed. There was a slight decrease from first quarter to second quarter in attendance percentages at all schools. The minutes indicate that each building leadership team and teacher-based team will identify and develop a plan on how to address non-academic barriers at school and report back to the district leadership team at the April meeting.
  - C. The district’s 2014-2015 student code of conduct handbook outlines district expectations and interventions pertaining to student attendance and monitoring. It was reported that new court protocol was developed in which three letters are sent to parents of students with excessive absences.
  - D. According to a district personnel, the 2014-2015 student code of conduct handbook is issued to each child that is enrolled in the district. It is also available to all stakeholders on the district’s and schools’ websites.
  - E. The district is part of the Lorain County Court System School Attendance Advisory Committee. According to agenda minutes, the superintendent and assistant superintendent were in attendance at two meetings that were held in November 2014 and February 2015. Several questions were addressed by the district administration, which included:
    - a. Is it possible that half-day unexcused absences be counted toward the 15 days of unexcused absences, which constitute a chronic truant?
    - b. Is it possible that two half-days can be counted as a full day?
    - c. Are there any legal means to address chronic tardiness?
  - F. The central office administrators and the office of teaching and learning staff met in March 2015 with 16 community agencies where one of the agenda topics was attendance and dropout rate. District data was shared and discussions took place around how the school and community can come together to support

Lorain students.

**III. Quaglia Institute of Student Aspirations surveys: Implement the Quaglia Institute of Student Aspirations student and staff surveys. Adjust instruction and student support based upon the survey findings. Provide staff professional development based upon the survey findings. (p. 11)**

- A. The status of this recommendation is "In Progress and Ongoing."
- B. Summary results of the Quaglia Institute of Student Aspirations survey indicate that staff and students in six of the eight secondary schools have completed the survey. Survey results were provided by district administration.
- C. According to meeting agendas, discussions of the Quaglia Institute of Student Aspirations survey results are occurring among the high school principals and staff, and the senior director of teaching and learning of secondary programs. Several agendas minutes indicate that staff and student aspiration teams have also been developed and are meeting.
- D. As noted in an April 2015 newsletter, a document that illustrates the alignment between Quaglia and Thoughtful Classroom was distributed to high school and middle school staff.
- E. According to the district's 2014-2015 professional development summary, trainings occurred on Nov. 22-23, 2014; Jan. 14-15, 2015; and March 25-26, 2015. Additional training is scheduled in 2015 on April 22, April 23, June 4 and June 5.

**IV. Comprehensive behavioral intervention system: Adopt and implement a comprehensive behavioral intervention system to address classroom management challenges. Implement intervention assistance teams in each building to focus on classroom management and behavioral issues. Provide opportunities for teams to collaborate and develop common positive behavior incentive plans for students at all grade levels and in all buildings. (p. 11)**

- A. The status of this recommendation is "In Progress and Ongoing."
- B. As noted by the teaching and learning staff and State Support Team 2, in November 2015, the district adopted the Positive Behavioral Intervention and Support framework to address classroom management challenges in the schools.
- C. State Support Team 2 and the Lorain Educational Service Center have provided Positive Behavioral Intervention and Support training in November 2014 and March 2015 for two middle schools. Elementary Positive behavioral Intervention and Support training will occur in May 2015, June 2015 and August 2015.
- D. According to the State Support Team 2 consultants, a Positive Behavioral Intervention and Support team, comprised of the principals, teachers, paraprofessionals and guidance counselors, was selected from each middle school to attend the training. The Positive Behavioral Intervention and Support team will provide building level professional development to the middle school staff.
- E. According to interviews, plans for implementation in the elementary and middle schools will begin in the 2015-2016 school year. Planning and training for high schools will take place during the 2015-2016 school year with implementation occurring in the 2016-2017 school year.

**V. High academic and non-academic expectations and student support: Establish a process for ensuring high academic and non-academic expectations for students and provide high levels of support to ensure that students have the means to meet the high expectations. Monitor staff support of students that high expectations and high levels of support exist within the classroom and throughout the district. (p. 12)**

- A. The status of this recommendation is "In Progress and Ongoing."
- B. Meetings with teacher-based teams, building leadership teams and district leadership teams are held regularly to execute the Ohio Improvement Five-step Process and review Pro-Core short cycle assessment data and the Northwest Education Association's Measures of Academic Progress data. According to documents reviewed, conversations among district and school personnel are occurring to determine if and how the students are meeting district goals, which are outlined in the Academic Recovery Plan. One administrator stated, "Teachers are clamoring for data to be used to inform instruction at all levels".
- C. Based on interviews with the director of testing and academic coaches, the district is providing differentiated instruction for students and is using a multi-tiered approach to quickly identify and support students with learning needs. Intervention blocks have been increased to 90 minutes to allow teachers to

address deficiencies in identified areas and the tiered process is followed in teacher-based team, building leadership team and district leadership team meetings.

- D.** Central office administrators, principals and teachers indicate that classroom walk-throughs and classroom instructional rounds are conducted weekly to collect data on instructional practices, observe student and teacher engagement, time on task and formative assessments.
- E.** The job description for the academic coach positions was reviewed. Academic coaches are in every building to assist staff with interpreting data, coaching teachers and modeling teaching lessons to support lesson delivery.
- F.** The Silver Strong & Associates Thoughtful Classroom is used as the district's instructional framework to refine classroom practice. When visiting all classrooms in two elementary schools, the instructional framework was posted on the walls. According to district newsletters, building memos and staff bulletins, various dimensions of Thoughtful Classroom were highlighted to focus on specific instructional strategies.
- G.** Family literacy coordinators are located in every school, according to the teaching and learning staff. Four family literacy nights are required to be held for the school year. Each school's family literacy night plan was provided to the district review team members.
- H.** There is a systemic process in place and district forms are used when conducting intervention assistance team meetings for students who need academic intervention support. It was reported by the student services director and special education coordinators that intervention assistance team packets have been distributed to every building and are used at intervention assistance team meetings. A copy of the intervention assistance team packet with district forms was shared with district review team members.
- I.** The district adopted the Positive Behavioral Intervention and Support framework to address classroom management challenges in the schools and is receiving training from State Support Team 2.
- J.** The expectation to prepare students to be career and college ready is demonstrated by the availability of course offerings that focus on career-technical education, college preparatory, Honors and AP courses. This was documented on the high school's website.
- K.** The Walmart mentoring program has been implemented at two middle schools. The Walmart mentoring program, sponsored by Walmart One, is a mentoring program that provides mentors to motivate, engage and empower students who have demonstrated high potential but could easily fall behind in their academic progress due to a personal situation or circumstance. Mentors hold monthly, one-hour sessions at the two middle schools. Each session consists of a mentor-led 15-minute student testimonial about an accomplishment or a challenge and a 45-minute activity that focuses on academics and career exploration.
- L.** The district is partnering with Lorain County Community College to provide courses so that students in grades 7-12 can earn college credit through the College Credit Plus, Titan College and early college programs. School counselors shared that 170 students from the 2014 graduating class received an average of three to six college credits from the Lorain County Community College. Additionally, college entrance exams were waived for those graduates.
- M.** Summer programs and summer camps are listed on the district's website and are provided to families free of charge. Fliers provide a description of summer program options.
- N.** There are school counselors and social workers at each middle school and high school. Social workers are at each alternative school. According to interviews, social workers provide support to students with non-academic barriers to learning but are not qualified to conduct therapeutic counseling. Therefore, the district partners with outside mental health counselors who provide individual and group counseling sessions. A list of community counseling services is listed on a Lorain County resource guide sheet.
- O.** Available scholarships, college visit information and college resources are posted on the high school counselor's Web page.
- P.** According to high school counselors, there is an "I've Been Accepted Program" for first generation children attending college. Counselors indicated that they celebrate first generation students who get accepted into college. They have an academic signing day ceremony, not just for the top ten students, but also for first generation students going to college. The ceremony is modeled after the format of the athletic signing day where high school athletes sign letters of intent to attend one of the colleges that has recruited them. The student's name and picture are displayed on the monitors in the cafeteria and are posted on the school's bulletin board. One counselor said, "We want to focus on changing the culture, [where it is not sufficient to] just complete high school, but [they also] go to college".
- Q.** School-community partnerships enable the provision of comprehensive services for students. The district collaborates with agencies that address academic and non-academic barriers to learning. A Lorain

County resource guide sheet was provided that lists the agencies and community services that are accessible to students and families in the district.

- R. The athletic director indicated that athletes are provided academic support throughout the year and must maintain eligibility based on the Ohio High School Athletic Associations regulations. The athletic director further stated, "When recruiting students for fall, winter and spring sports, there were only two students who were not eligible to try out for a sport due to grades. According to the athletic director, coaches no longer provide study tables for athletes. Instead, they have before and after school tutoring where students get individual help from an adult.

**VI. Transportation supports: Develop a process to annually review student transportation supports, including procedures to determine if additional transportation might increase attendance rates and extracurricular activities involvement to increase attendance rates. (p. 9)**

- A. The status of this recommendation is "Not in Progress."
- B. The district outsources transportation to First Student Bus Services. A school bus transportation handbook for parents and students is provided to parents annually. The handbook explains procedures and regulations for bus riders. In addition to the handbook, parents are annually provided bus pass information. The cost of a yearly bus pass is \$20.00. The operations office provided a copy of the handbook and bus pass information.
- C. The Boys and Girls Club offers van services for students who are participating in the after school tutoring program or are receiving after school care. However, in order to receive van service, the student must be a member of the Boys and Girls Club.
- D. Since transportation is outsourced, no evidence was provided to indicate that the district has developed a process to annually review student transportation supports.

**VII. Alternative School Program: Investigate and develop a plan to redesign the alternative school programs, providing a program with improvements and enhancements to ensure students are on target to graduate from high school within five years, (preferably within four years) and obtain the potential to attend college. (p. 13)**

- A. The status of this recommendation is "In Progress and Ongoing."
- B. Credit Recovery, New Beginnings and Digital Academy are the district's alternative schools. The principal of New Beginnings said, "Students transition back to their high school after being successful at New Beginnings. In the 2013-2014 school year, 11 students transitioned back to their high school. Some students requested to remain at the [alternative] school, however, the goal is to get them back to the traditional school setting."
- C. In March 2015, district administrators and the principal of the Credit Recovery Program met with agencies to discuss the new "Lorain Educational Village program," an alternative option in which the school district and community agencies are working together to improve learning outcomes for students. According to the meeting agenda, discussions focused on developing satellite site programs where students, who are serving suspensions, expulsions or have been assigned to do community service, can access high school content courses through online curriculum so that they are on target to graduate. A sign-in sheet indicates that 17 out of 29 agencies attended the March meeting.
- D. Based on interviews with the assistant superintendent, counselors, social workers and alternative school teachers, the district satellite site programs are now in place and are located in the public library, Boys and Girls Clubs, El Centro de Servicios Sociales and several other agencies. The assistant superintendent stated, "Community partners allow students to log on to their computers to access the online curriculum. The technology director has provided tutorial sessions to agencies to demonstrate how to access the online programs for students assigned to their agencies."

**VIII. Academic support plan: Develop and implement an academic support program to include wrap-around social services and an enhanced counseling program. Review options for additional extended-day academic and non-academic learning opportunities and additional extracurricular and co-curricular opportunities. Review options for site-based health services. Review the school breakfast and school lunch programs to determine improvements that would expand the participation rates and further encourage full student participation. (p. 13)**

- A. The status of this recommendation is "In Progress and Ongoing."
- B. The Lorain city school district is collaborating with social service agencies, according to interviews with

district administrators, principals, district counselors, social workers and teachers as well as written communication from the agencies and school districts. Several mental health agencies provide support for students by conducting in-school group counseling sessions for anger management, conflict resolution, social skills, self-esteem, grief healing and coping with divorce/separation. These agencies are listed on a Lorain County resource guide sheet.

- C. The district leadership team met in February 2015 to address non-academic barriers impacting student achievement.
- D. Noted on the agenda of the Lorain County Children and Family Council first meeting, the assistant superintendent accepted the nomination to be the 2015 vice chair of the council. The council comprises representatives from 16 agencies in the city of Lorain.
- E. Social service agencies are collectively and individually providing support to students and families. Documents listing community agencies, agency brochures, agency flyers, as well as conversations with district administrators, principals and student services staff confirm the community partnerships. Wrap-around social service agencies that partner with the district include:
  - 1. **Boys and Girls Club of Lorain County** provides after school academic tutoring and counseling to address socio-emotional needs of students. The Supporting Partnerships to Assure Ready Kids Early Literacy Program is implemented in the elementary schools for students in grades kindergarten through three that are struggling readers. Lorain teachers identify students for the program. Participation in the program allows students to receive a free membership to the Boys and Girls Club.
  - 2. **Bellefaire JCB** provides services for children ages six through 17 and their families. Bellefaire JCB partners with the Lorain City Schools to conduct individual and group counseling in the school.
  - 3. **Lorain Urban Minority Alcoholism & Drug Abuse Outreach Program** serves the Hispanic and African American communities in Lorain County. They provide substance abuse prevention, intervention and parenting and family services to students and families.
  - 4. **Alcohol and Drug Addiction Services of Lorain County** provides substance abuse prevention, intervention and parenting and family services to students and families.
  - 5. **Lorain County Early Start/Help Me Grow Program** is an Ohio Family and Children First Initiative that provides health and developmental services to expectant parents, newborns, infants and toddlers to ensure that children in Lorain County start school healthy and ready to learn.
  - 6. **The Nord Center** is a private, nonprofit agency that provides comprehensive behavioral and mental health services to children, adolescents and adults in the greater Lorain County area. Students and families are referred to the Nord Center to receive mental health services.
  - 7. **El Centro de Servicios Sociales, Inc.**, provides supportive services to Spanish-speaking students and families in Lorain County. Such services include interpretation and translation, advocacy and assisting students to develop the necessary skills to become productive citizens.
  - 8. **Catholic Charity Services** provides comprehensive, community-based social services to students and families. They also provide shelter and emergency assistance to families in need.
  - 9. **Big Brothers Big Sisters of Lorain County** provides one-to-one mentoring that takes place in the school. Mentors come to the school to develop friendships with and provide guidance to students.
  - 10. **100 Men of Lorain County** work to improve the quality of life and enhance opportunities for young men with an emphasis on the success of African American males and other minorities.
  - 11. **Gaining Early Awareness and Readiness for Undergraduate Programs** provides services that are designed to help students succeed in high school and be successful in college. Such services are: (1) providing academic tutoring and mentoring; (2) assisting students and their parents in preparing for college entrance examinations, (3) making students and parents aware of college visits and financial aid workshops; and (4) assisting students with completing college applications. A social worker from the program is located at Lorain High School.
  - 12. The following recommendations were not addressed by district review team members during the April 2015 site visit: Review options for site-based health services. Review the School Breakfast and School Lunch Programs to determine improvements that would expand the participation rates and further encourage full student participation.

- I. **Survey the parents of Lorain City School District students that left the district to enroll in other districts and schools to determine what changes, if any, would encourage them to re-enroll their children in the district. Based upon the survey results, prepare a cost and benefit analysis to determine what the impact of the different proposed changes would be to the district finances. (p. 31)**
  - A. The status of this recommendation is “Not in Progress.”
  - B. The superintendent stated that “surveys do not work in Lorain,” therefore, at the time of the review, there was no evidence that a survey was conducted.
  - C. The district did not prepare a cost and benefit analysis to determine the financial impact of students leaving or returning to the district.
    - A discussion on the enrollment of students with the treasurer revealed that his office is not responsible for collecting information on why students leave the district and entering it into the Education Management Information System.
    - There was no evidence that showed the treasurer’s office cross-referenced student enrollment between the state funding payment report and the Education Management Information System report to determine the number of students that leave the district and the effect on district funding.
  
- II. **Prepare an analysis for Fund 034 on an annual basis and determine when required resources will be insufficient to meet the district’s capital plan. Prepare a plan of options to address future unfunded capital needs to present to the board. The Ohio School Facilities Commission recognizes that many districts are unable to fully fund their capital plan with only one-half of a mill of taxation on an annual basis. This would be especially true for districts that have a very low assessed tax value per pupil, which is the case for Lorain City School District. (p.32)**
  - A. The status of this recommendation is “In Progress.”
  - B. The district continues to maintain Fund 034, the half-mill levy funds designated for the maintenance of facilities.
  - C. A memo dated April 6, 2015, from the treasurer to the superintendent indicated that the district has begun to implement a plan that will cover the expenditures of Fund 034.

#### **Lorain Academic Distress Commission Academic Recovery Plan Status**

- I. **Parent Survey: Survey the parents of Lorain City School District students that left the district to enroll in other districts and schools to determine what changes, if any, would encourage them to re-enroll their children in the district. Based upon the survey results, prepare a cost and benefit analysis to determine what the impact of the different proposed changes would be to the district finances. Build parent responses into potential marketing plan. (p.19)**
  - A. The status of this recommendation is “Not in Progress.”
  - B. No evidence was presented at the time of the site visit.
  - C. Tools for Schools, a public relations program, is being used for marketing, which can be utilized for this plan.
  
- II. **Financial Management Plan: A Financial Management Plan will be developed by the treasurer, with the support of the superintendent and administrative team, to include at a minimum the following items: (p.20)**
  - A. **Lorain Academic Distress Commission quarterly reports: Provide quarterly reports to ensure that expenses aligned with the priorities of the Academic Recovery Plan. (p. 20)**
    1. The status of this recommendation is “In Progress and Ongoing.”
    2. The monthly monitoring reports were provided, however the reports do not show that they are aligned with priorities within the Academic Recovery Plan.
  
  - B. **Financial Reports: Provide the Lorain Academic Distress Commission with copies of all financial reports supporting documentation for purchases, contracts, etc. (p. 20)**
    1. The status of this recommendation is “In Progress and Ongoing.”

2. The academic district commission was provided with the financial summary report; however, it did not contain supporting documentation for purchases, contracts, etc.

**C. Financial reports, annual appropriations: Provide the Lorain Academic Distress Commission with a review of fiscal reports, annual appropriations and the five-year forecast related to allocation/expenses/costs as they relate to student achievement. (p. 20)**

1. The status of this recommendation is “In Progress and Ongoing.”
2. The October 2014 submission of the five-year forecast was provided by the treasurer at the time of the review; however, he indicated that the required May update had not yet been completed.
3. At the time of the review, there was no evidence provided that exhibited how the appropriations and five-year forecast relate to student achievement.
4. There was no evidence presented that the district could accurately determine that the enrollment within the School Funding Payment Reports related to the correct allocations or expenditures for community school students for the average daily membership for the district.

**D. Fiscal Oversight Commission: Ensure that the district complies with 100 percent fidelity recommendations of the auditor of state as presented by the fiscal oversight commission. (p. 20)**

1. The status of this recommendation is “In Progress and Ongoing.”
2. The district continues to file monthly financial reports with the fiscal oversight commission and at the time of the review, continues to be in compliance.
3. The Fiscal Oversight Commission will continue to monitor the district’s finances as long as it remains in fiscal caution.

**E. Academic monitors/content specialists: Identify funding to allow for the January 2015 employment of content specialists/academic monitors, reporting directly to the academic distress commission to assist monitoring and support of best practice instructional practices. (p. 20)**

1. The status of this recommendation is “Completed.”
2. The board of education approved the hiring of academic monitors at the April 2015 board meeting, as referenced in the meeting minutes.

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

### **Review Team Members**

The following team of Ohio Department of Education staff members and independent consultants conducted the review at Lorain City School District April 13-17, 2015.

1. Edward Bernetich, Leadership, Governance and Communication
2. Joyce E. Smith, Curriculum and Instruction
3. Connie Solano, Assessment and Effective Use of Data
4. Mari Ellen Phillips, Student Supports
5. Autumn Russell, Human Resources and Professional Development
6. Cindy Ritter, Fiscal Management

### **District Review Activities**

The following activities were conducted during the review:

#### **Pre-site visit documents review**

#### **Interviews**

- Curriculum and Instruction staff
- Middle school principals
- Teachers' Union
- Support Staff

#### **Focus Groups**

- Parents
- High School students
- Elementary School Teachers
- High School Teachers
- Middle School Teachers

#### **On-site School Visits**

1. Admiral King Elementary School
2. Credit Recovery Academy\*
3. Frank Jacinto Elementary
4. Garfield Elementary School
5. General Johnnie Wilson Middle School
6. Helen Steiner Rice Elementary School
7. Longfellow Middle School
8. Lorain High School
9. K-12 Digital Alternative School\*
10. New Beginnings\*
11. Palm Elementary School
12. Stevan Dohanos Elementary School
13. Toni Wofford Morrison Elementary School
14. Washington Elementary School

## Spring Review Site Visit Schedule

### Site Visit Schedule

#### Day 1—Monday, April 13

Location 1:	Team workroom (Kitchen Room)	Location 2:	Meeting room at central office (Conf. Room 2)	Location 3:	Large Meeting room at central office (Room 10)
Time	Activity	Time	Activity	Time	Activity
8:00-8:30	DRT Team Meeting (Room 10)				
8:30-9:15	Orientation Meeting with Lorain Central Office Administrators Superintendent's Conference Room				
9:30-11:00	Assessment & Data Interview 1 Testing Director	9:30-11:00	Leadership & Governance Interview 1 Superintendent	9:30-11:00	HR & PD Interview 1 (focusing on OTES/OPES) HR Director, Senior Director for School Improvement, Executive Director, Elementary School Improvement
11:00-12:15	DRT Meeting/Working Lunch				
12:45 - 2:00	Fiscal Interview 1 with Treasurer @ Treasurer's office				
12:15-1:45	Leadership & Governance 2 Elementary Principals	12:15-1:45	Assessment & Data Interview 2 Testing Director and staff	12:15-1:45	Curriculum & Instruction Interview 1 Curriculum Coordinators
1:45-2:15	Document Review				
2:15-3:30	Focus Group 1 Teachers Union President and teachers (elementary and secondary) @Room 10	2:15-3:30	Student Support Interview 1 (SPED Coordinator and some Principals) @ Conf. Room 2	2:15-3:30	PD Interview 2 - Curriculum Office
3:30-4:30	Review Team Meeting/Discussion of the day's interviews/changes to schedule/additional documentation needed				
4:30-5:30	Review of Documents (including randomly selected personnel files)				

### Site Visit Schedule Day 2—Tuesday, April 14

Time	District Review Team members to visit School Buildings				
8:30 - 10:00	Gen. Johnnie Wilson	Lorain HS	Longfellow	Garfield	Lorain HS
10:30 - 11:45	Washington	Rice	Larkmoor	Toni Morrison	Lorain HS Annex
11:45 - 12:45	Lunch	Lunch	Lunch	Lunch	Lunch

Time	District Review Team members to visit School Buildings				
1:00 - 2:30	Admiral King	Palm	Stevan Donahoe	New Beginnings	Hawthorne
3:00 - 4:30	Meeting @Board Office	Meeting @Board Office	Meeting @Board Office	Meeting @Board Office	Meeting @Board Office

Time	
9:00 - 11:00	Fiscal Interview 2 (staff) (Assistant Treasurer, Accounting Manager, Asst. Treasurer's office staff)

**Site Visit Schedule  
Day 3—Wednesday, April 15**

Location 1:	Team workroom (Kitchen Room)	Location 2:	Meeting room at central office (Conf. Room 2)	Location 3:	Meeting room at central office (Room 10)
Time	Activity	Time	Activity	Time	Activity
8:00-8:45 Review Team	DRT Meeting – Discussion of previous day's notes/follow up questions for the day's interviews				
9:00-10:15	Focus Group 2 High School Students	9:00-10:15	Student Support Interview 2 (HS/MS Counselors)	9:00-10:15	
10:15-10:30	Travel time, if needed				
10:30-12:00		10:30-12:00	Assessment Interview 3 Technology Director and technology staff	10:30-12:00	PD Interviews 3 SST and ESC reps
12:00-1:00	DRT Meeting/Working Lunch				
1:15 – 2:15	Curriculum and Instruction 2 HS and MS Principals	1:15 – 2:15	HR/PD Interview 4 Focus on Prof Dev Executive Committee members	1:15 – 2:15	Assessment Interview 4 Some Coaches, Athletic Director, Some Instructional Support, Paraprofessional Staff, Tutors
2:15 – 3:30	Curriculum & Instruction Interview 3 Academic Coaches	2:30 – 3:30	Leadership Interview 3 Supervisors - Food Services/Transportation/Building & Grounds	2:30 - 3:30	Focus Group 3 Parents & Community Members
4:00 – 4:30	Principals' Meeting Room 10				
4:30 -5:30	Board of Education Interview Board Members	4:30 -5:30	Board of Education Interview Board Members	4:30 -5:30	Board of Education Interview Board Members

**Site Visit Schedule  
Day 4—Thursday, April 16**

Location 1:	Team workroom (Room 10)	Location 2:	Meeting Room at Central Office (Room 4)	Location 3:	Meeting room at central office (Room 2)
Time	Activity	Time	Activity	Time	Activity
8:00-11:00	HR & PD Interview 5 <i>Secretaries, Custodians</i>	8:00-11:00	Classroom visits or follow up interviews	8:00-11:00	Classroom visits or follow up Interviews
11:00-2:00	DRT/ Working Lunch – doc review & synthesis of observations/meetings/interviews				
2:00-3:00	Final Review of Documents			2:00-3:00	Focus Group 4 - <i>Parents</i>
3:00-4:00	DRT Final Team Discussions				

## Appendix B: Enrollment, Expenditures, Performance

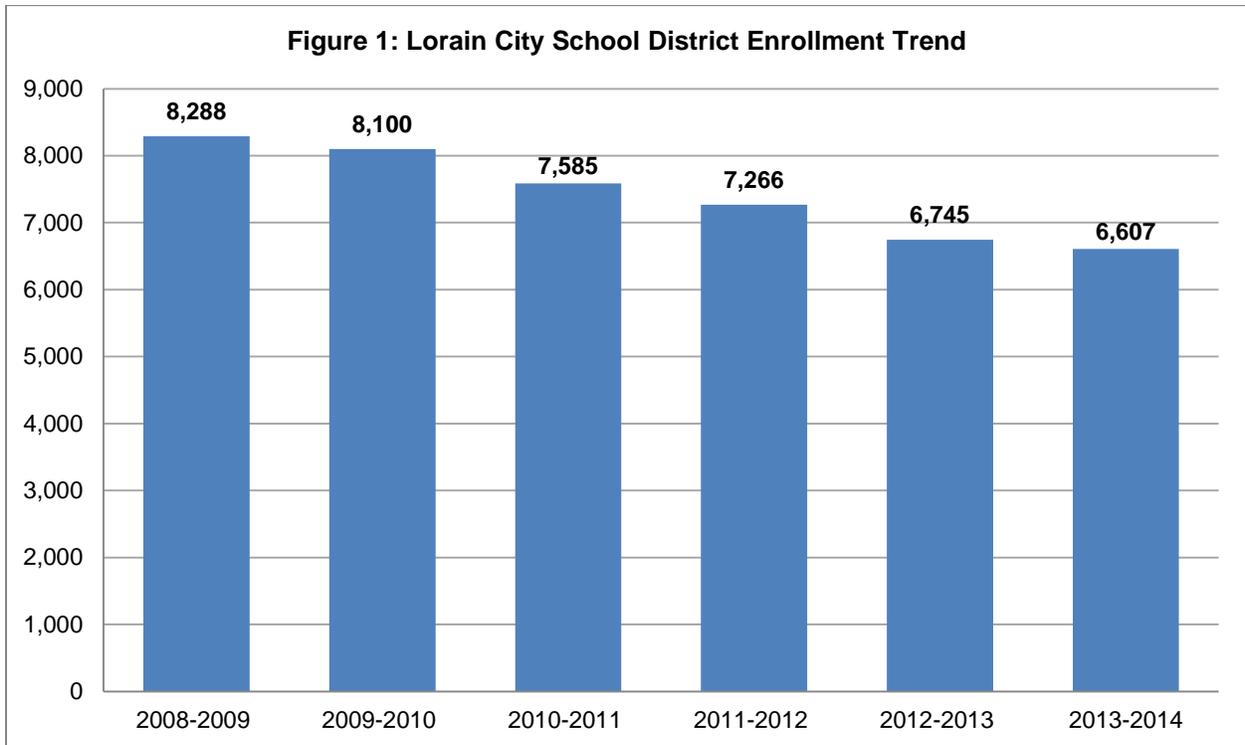


Figure 1 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

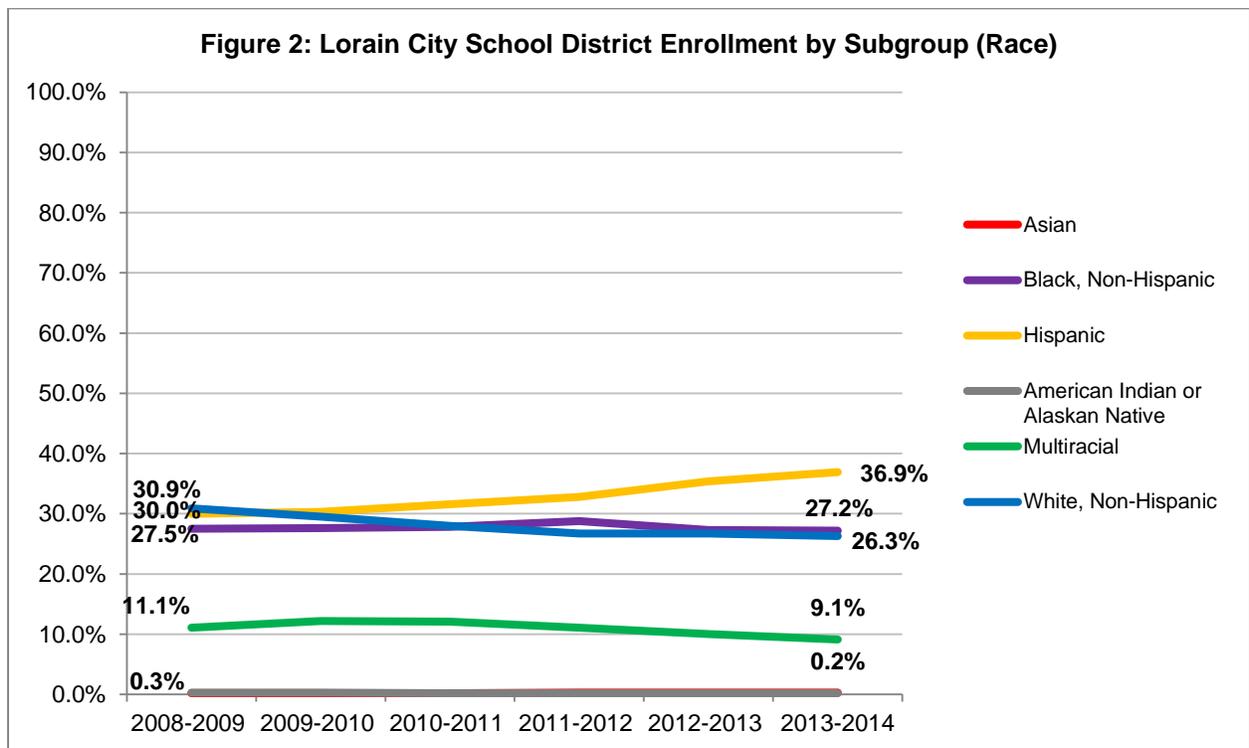


Figure 2 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

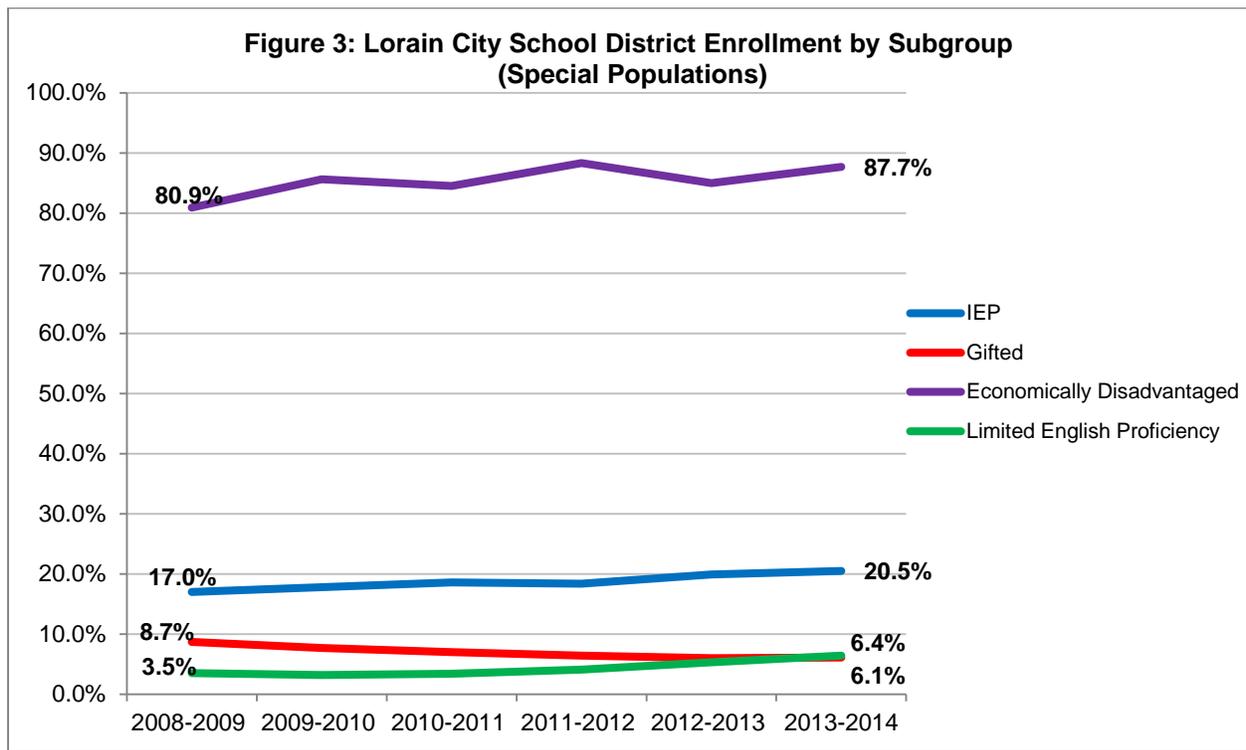


Figure 3 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

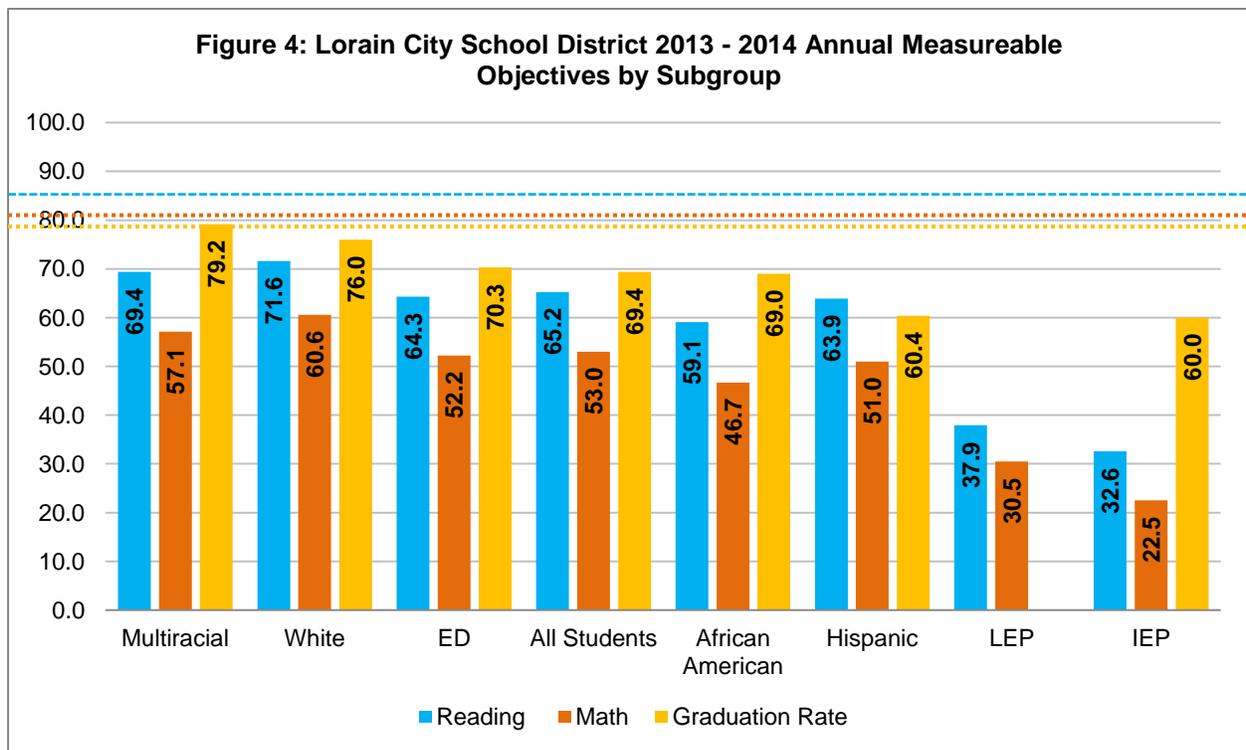


Figure 4 Source: Lorain City School District Ohio School Report Card

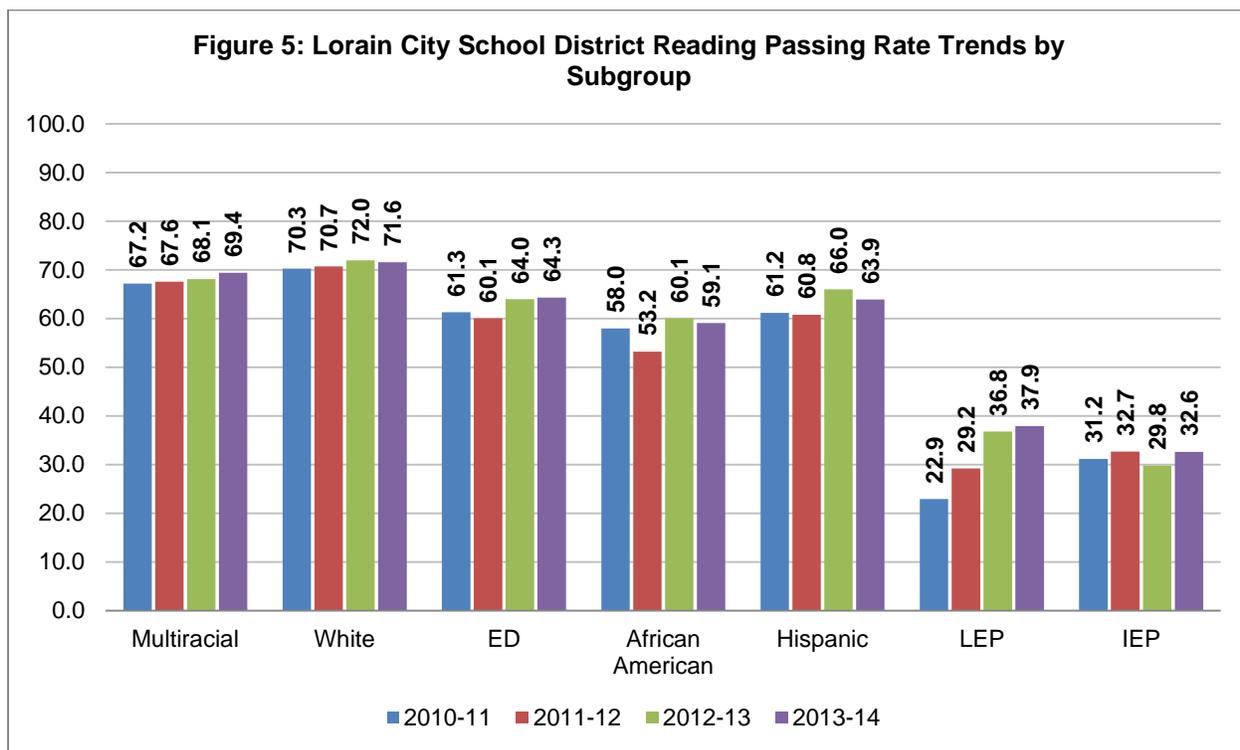


Figure 5 Source: Lorain City School District Ohio School Report Card; Archived Report Cards

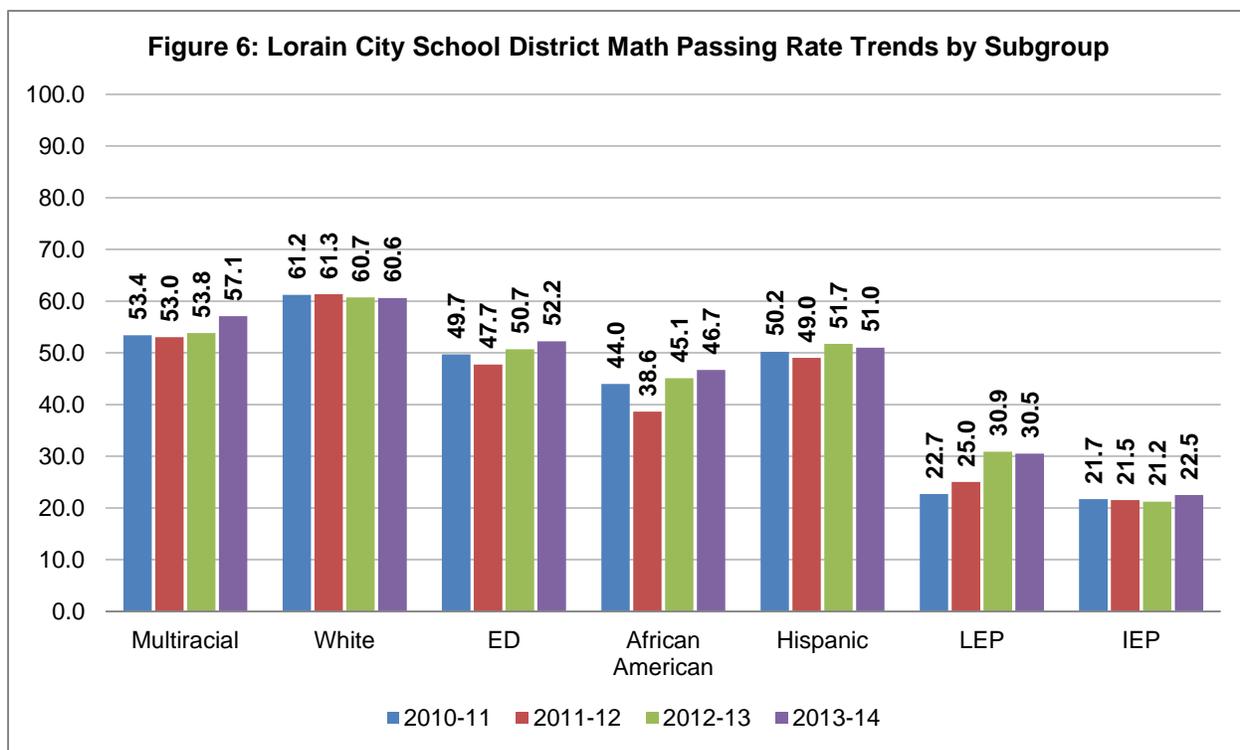


Figure 6 Source: Lorain City School District Ohio School Report Card; Archived Report Cards

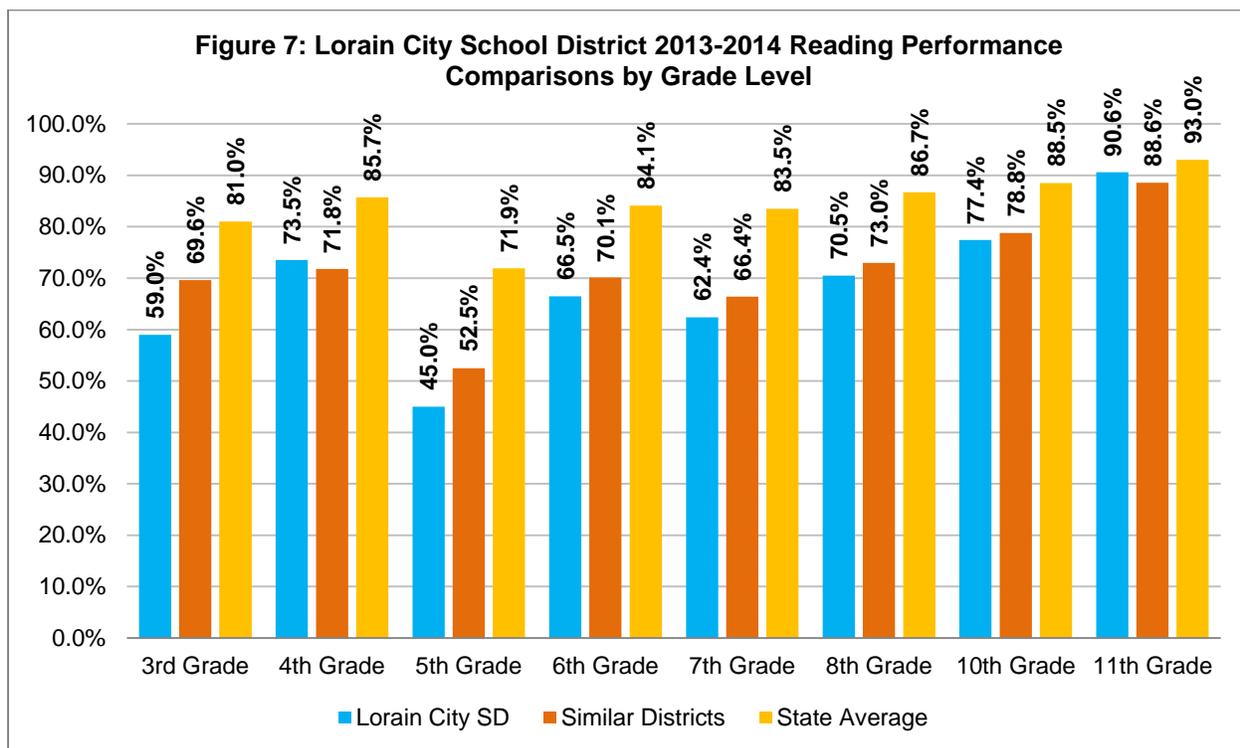


Figure 7 Source: Lorain City School District Ohio School Report Card

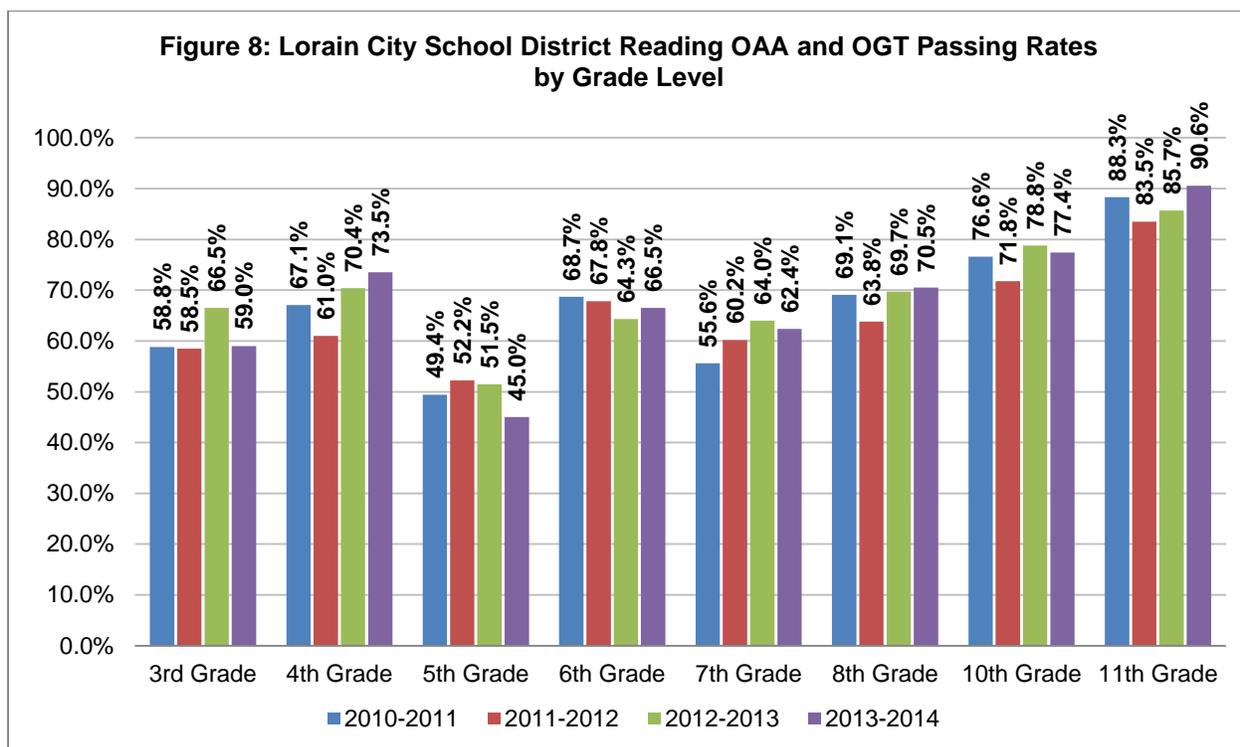


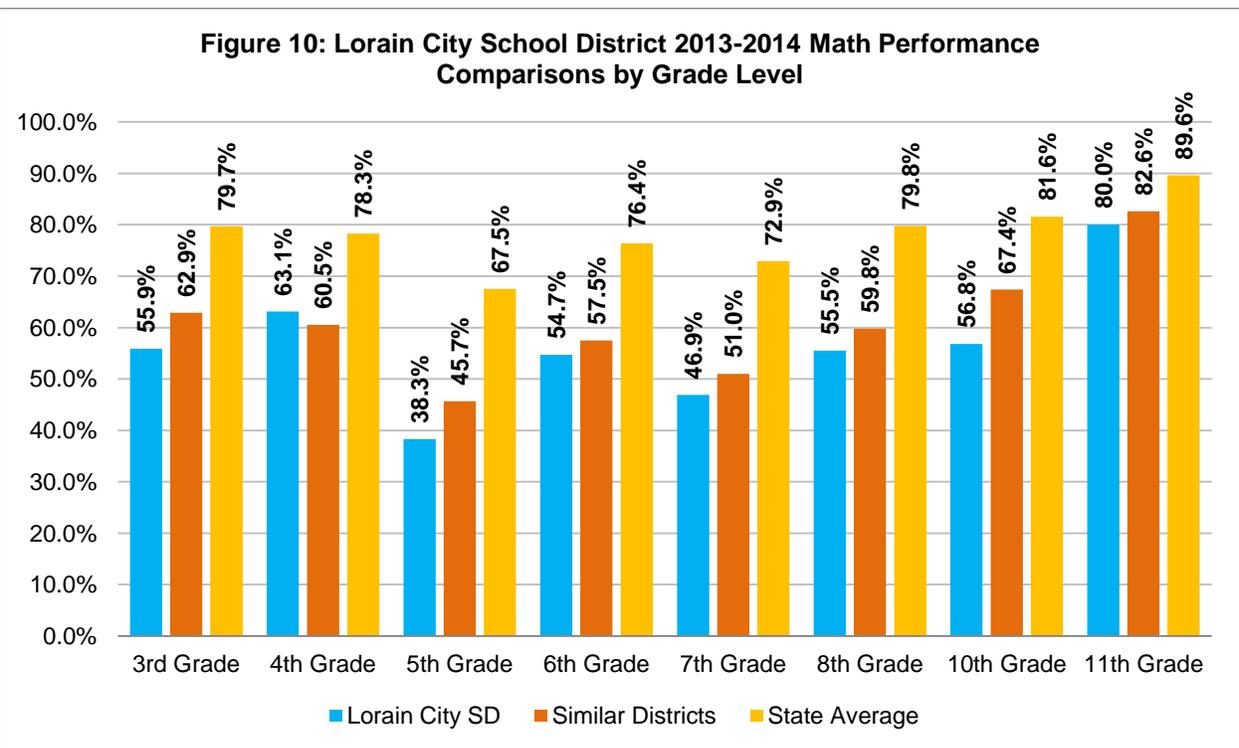
Figure 8 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

**Figure 9: Lorain City School District Fall 2014 Reading OAA Value-Added Report**

Estimated District Mean NCE Gain						
Grade	3	4	5	6	7	8
Growth Standard		0.0	0.0	0.0	0.0	0.0
State 3-Yr-Avg		0.7	0.1	-0.0	-0.4	0.8
2012 Mean NCE Gain		0.5 Y	0.5 Y	-0.2 Y	0.2 Y	0.4 Y
Std Error		0.6	0.6	0.6	0.6	0.6
2013 Mean NCE Gain		1.0 LG	0.3 Y	1.1 LG	0.9 LG	2.2 DG
Std Error		0.7	0.6	0.6	0.6	0.6
2014 Mean NCE Gain		0.9 LG	-0.1 Y	3.1 DG	-0.8 O	1.7 DG
Std Error		0.7	0.7	0.6	0.6	0.6
3-Yr-Avg NCE Gain		0.8 DG	0.2 Y	1.3 DG	0.1 Y	1.4 DG
Std Error		0.4	0.4	0.4	0.4	0.4

<b>DG</b>	Estimated mean NCE gain is greater than the growth standard by at least 2 standard errors.
<b>LG</b>	Estimated mean NCE gain is above the growth standard by at least 1 standard error but less than 2 standard errors above it.
<b>Y</b>	Estimated mean NCE gain is at most 1 standard error below the growth standard but less than 1 standard error above it.
<b>O</b>	Estimated mean NCE gain is more than 1 standard error below the growth standard but by 2 standard errors or less.
<b>R</b>	Estimated mean NCE gain is below the growth standard by more than 2 standard errors.

**Figure 10: Lorain City School District 2013-2014 Math Performance Comparisons by Grade Level**



**Figure 10 Source: Lorain City School District Ohio School Report Card**

**Figure 11: Lorain City School District Math OAA and OGT Passing Rates by Grade Level**

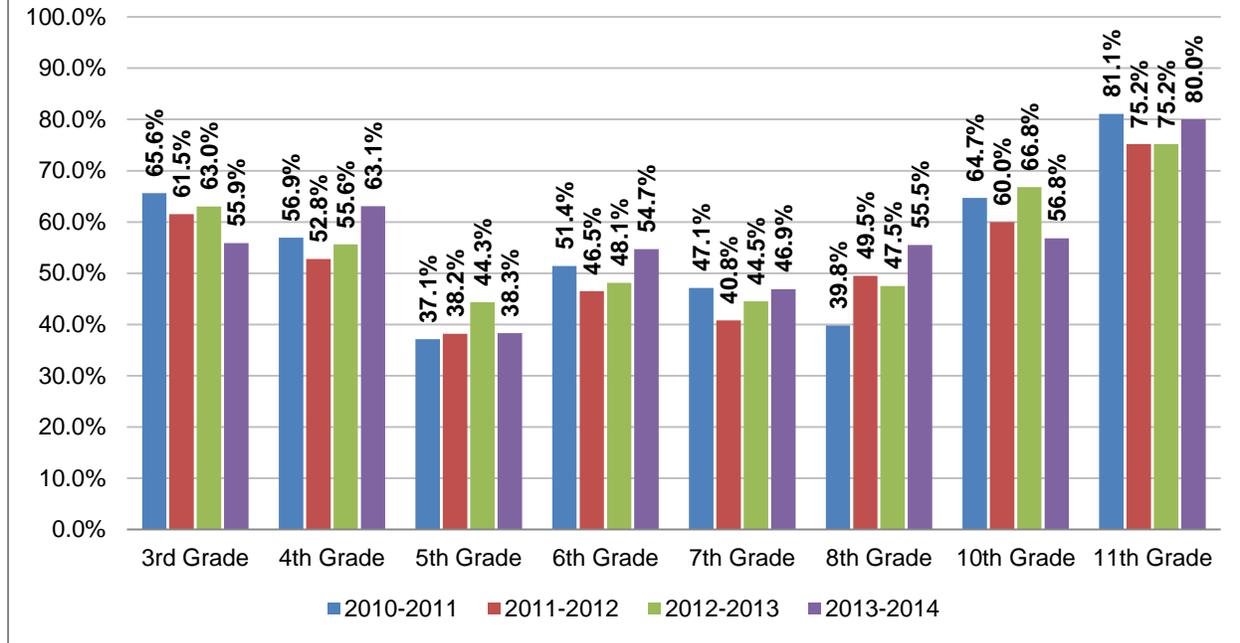
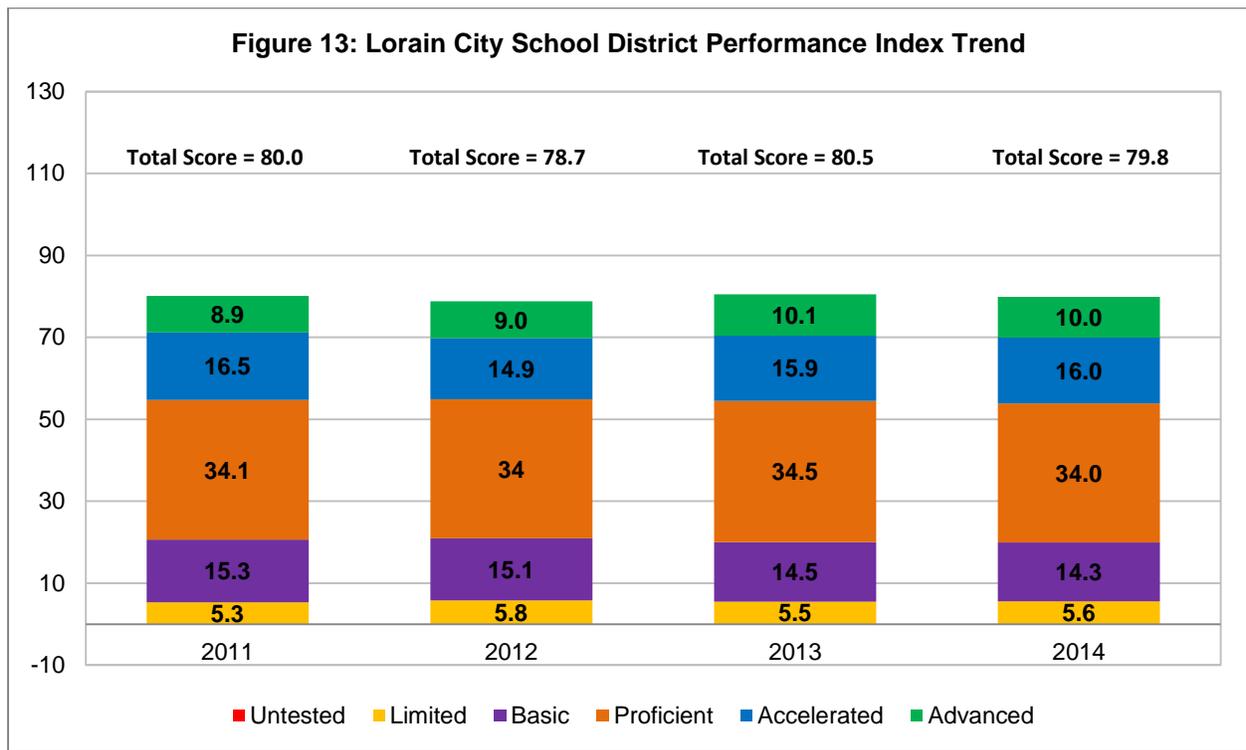


Figure 11 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

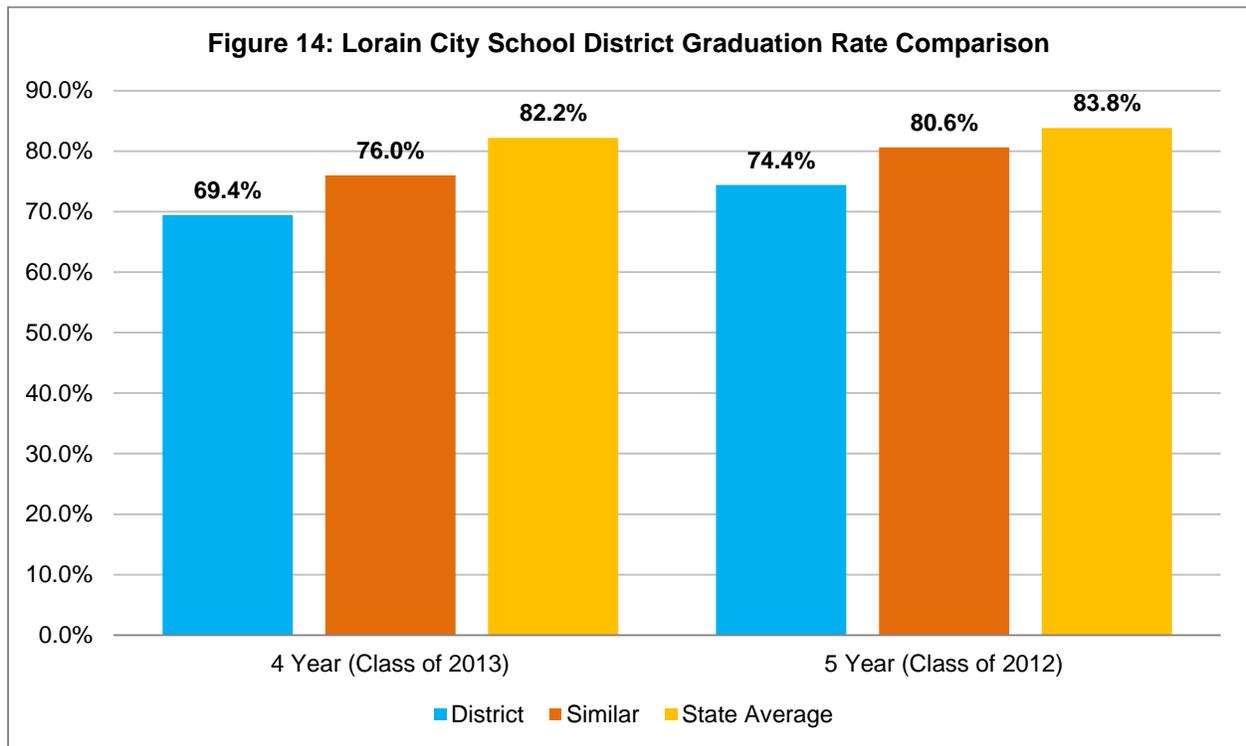
**Figure 12: Lorain City School District Fall 2014 Math OAA Value-Added Report**

Estimated District Mean NCE Gain						
Grade	3	4	5	6	7	8
Growth Standard		0.0	0.0	0.0	0.0	0.0
State 3-Yr-Avg		0.2	-0.1	-0.3	0.8	0.8
2012 Mean NCE Gain		-2.2 R	-1.8 R	-4.3 R	0.6 LG	-1.8 R
Std Error		0.6	0.5	0.5	0.5	0.5
2013 Mean NCE Gain		-1.5 R	1.8 DG	2.3 DG	4.1 DG	2.9 DG
Std Error		0.6	0.5	0.5	0.6	0.5
2014 Mean NCE Gain		-1.3 O	0.0 Y	-0.0 Y	0.0 Y	0.1 Y
Std Error		0.6	0.6	0.5	0.5	0.5
3-Yr-Avg NCE Gain		-1.6 R	0.0 Y	-0.7 R	1.6 DG	0.4 LG
Std Error		0.4	0.3	0.3	0.3	0.3

<b>DG</b>	Estimated mean NCE gain is greater than the growth standard by at least 2 standard errors.
<b>LG</b>	Estimated mean NCE gain is above the growth standard by at least 1 standard error but less than 2 standard errors above it.
<b>Y</b>	Estimated mean NCE gain is at most 1 standard error below the growth standard but less than 1 standard error above it.
<b>O</b>	Estimated mean NCE gain is more than 1 standard error below the growth standard but by 2 standard errors or less.
<b>R</b>	Estimated mean NCE gain is below the growth standard by more than 2 standard errors.



**Figure 13 Source: Lorain City School District Ohio School Report Card**



**Figure 14 Source: Lorain City School District Ohio School Report Card**

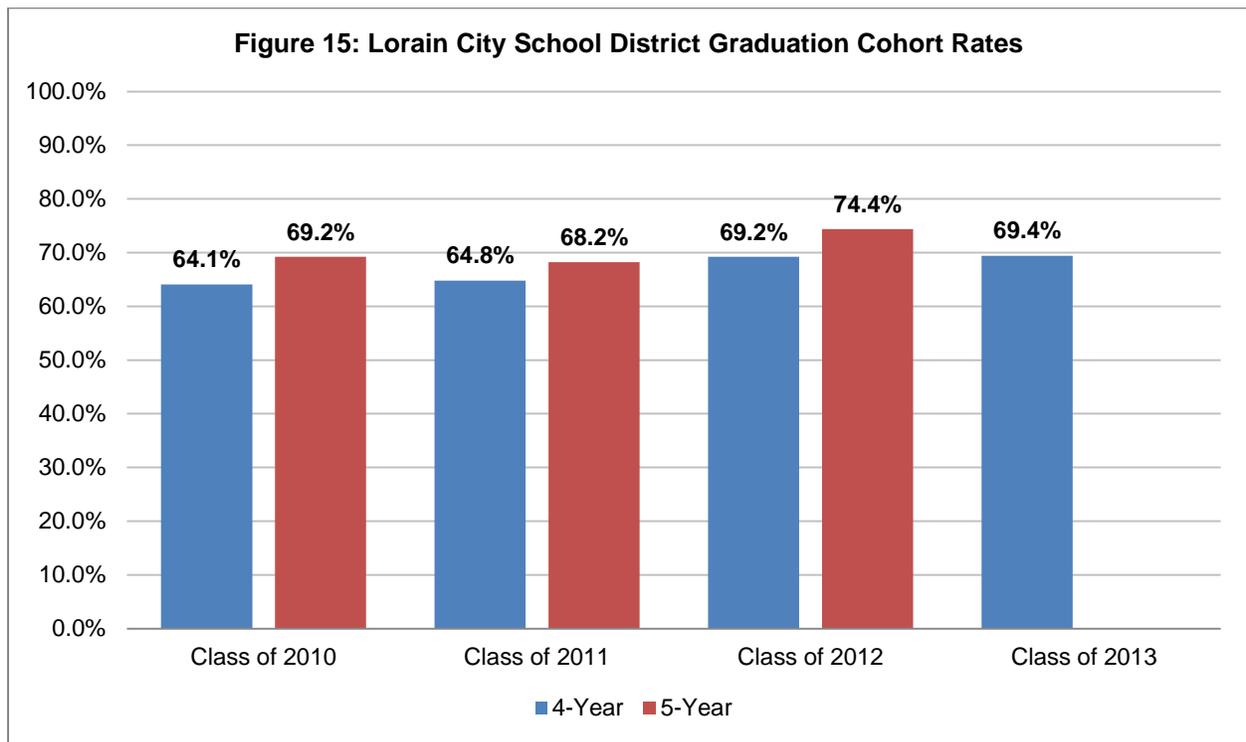


Figure 15 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

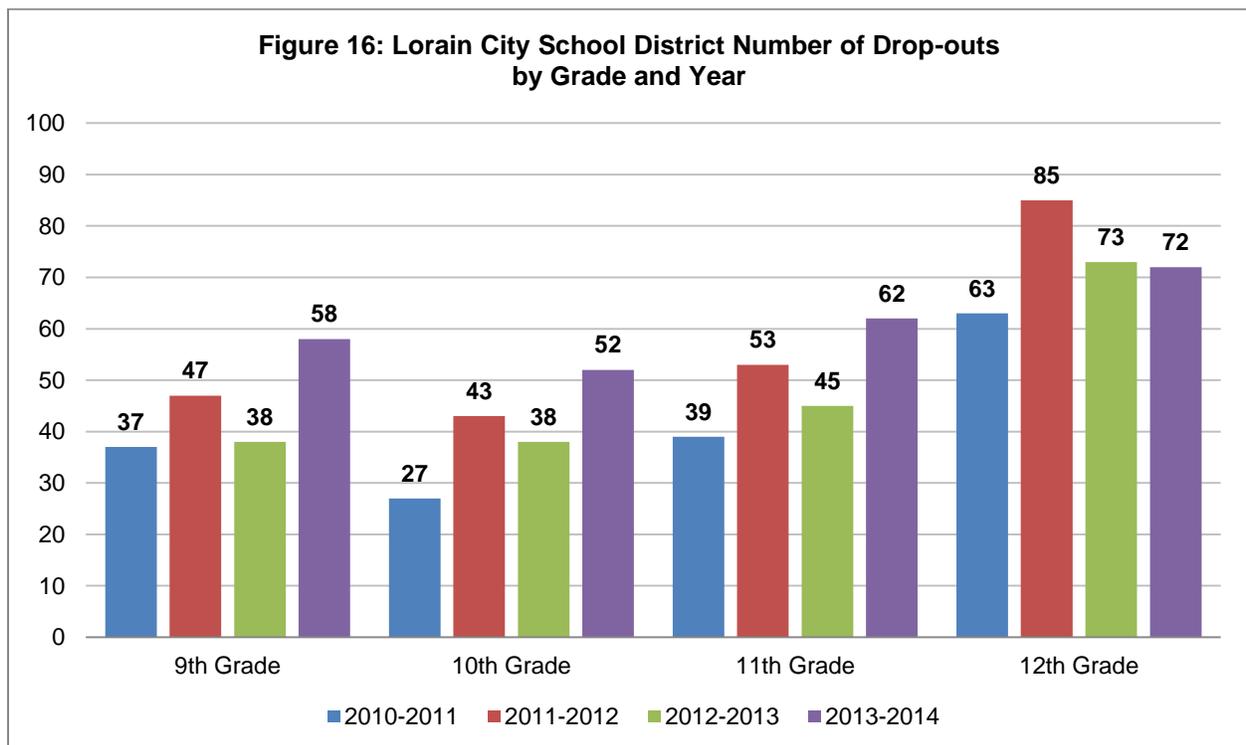
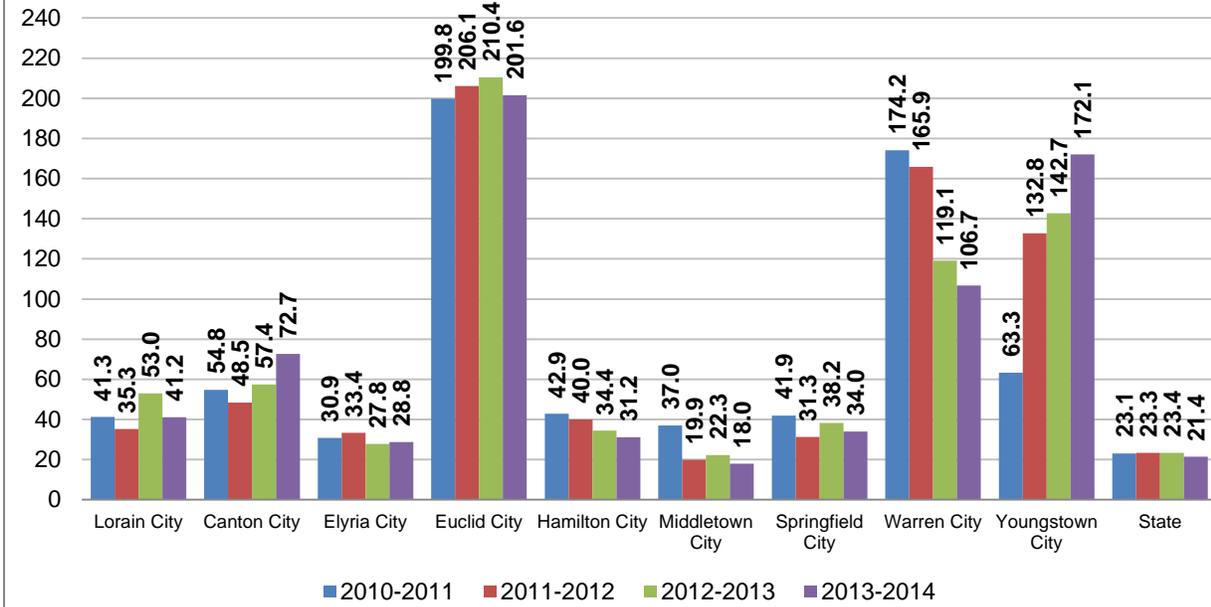


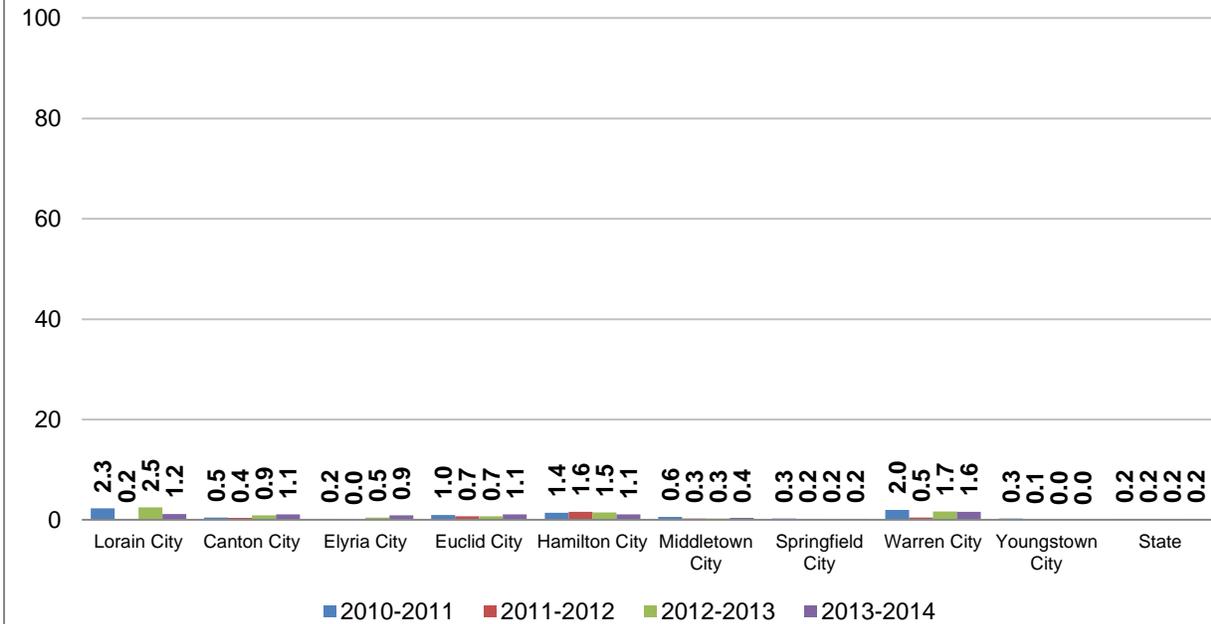
Figure 16 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

**Figure 17A: Lorain City School District Disciplinary Actions Per 100 Students Compared to Similar Districts - All Discipline Types**



**Figure 17A Source: Ohio Department of Education Interactive Local Report Card (iLRC): Ohio Department of Education Similar District Methodology**

**Figure 17B: Lorain City School District Disciplinary Actions Per 100 Students Compared to Similar Districts - Expulsions**



**Figure 17B Source: Ohio Department of Education Interactive Local Report Card (iLRC): Ohio Department of Education Similar District Methodology**

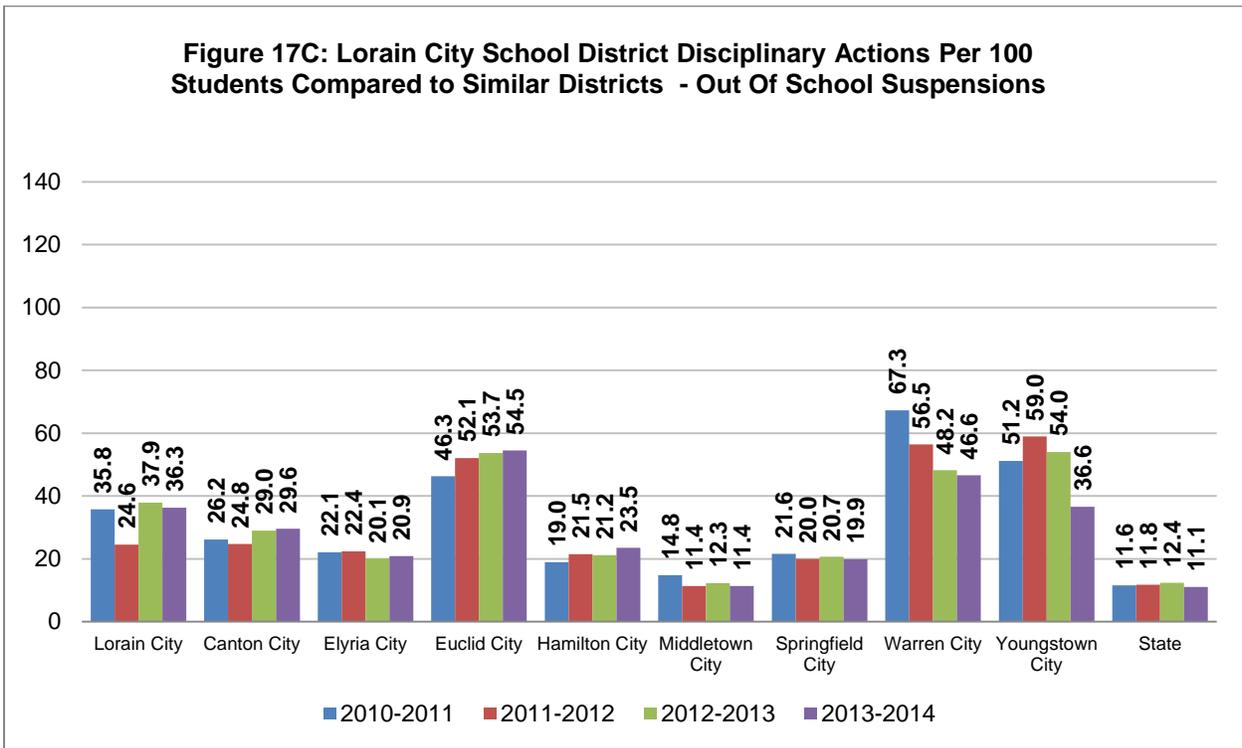


Figure 17C Source: Ohio Department of Education Interactive Local Report Card (iLRC): Ohio Department of Education Similar District Methodology

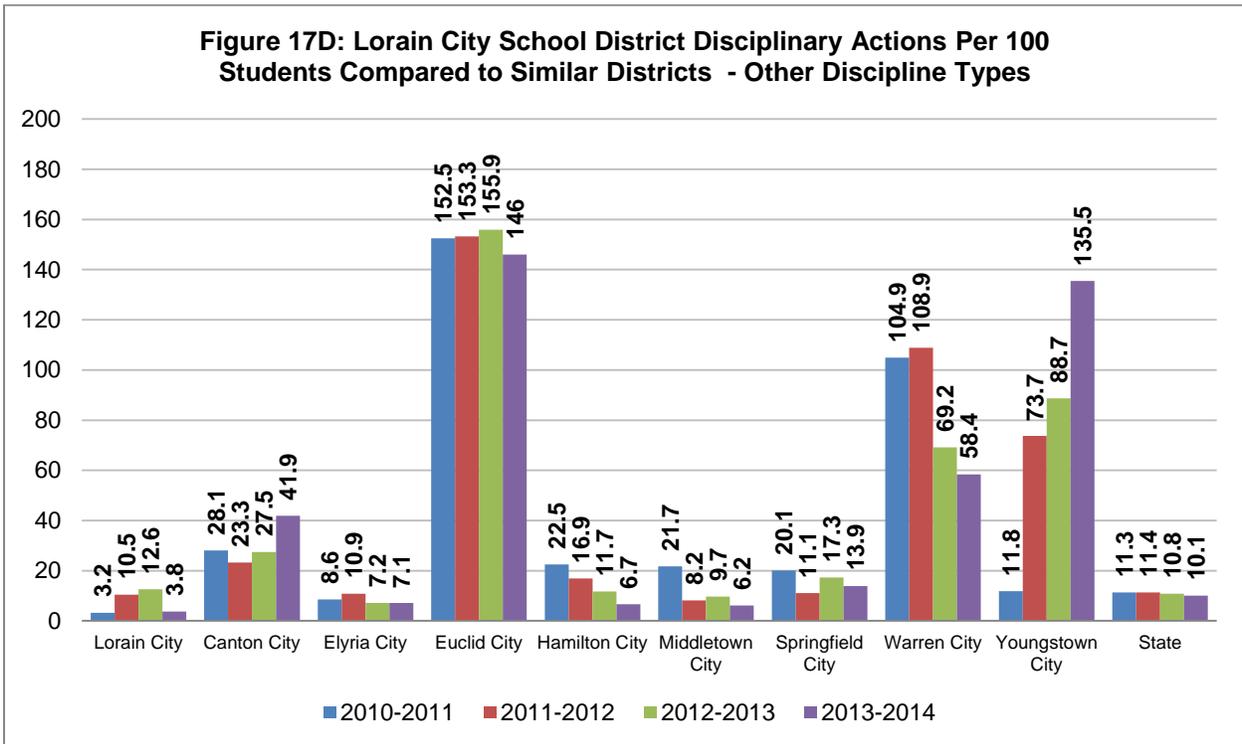


Figure 17D Source: Ohio Department of Education Interactive Local Report Card (iLRC): Ohio Department of Education Similar District Methodology

**Table 1: Lorain City School District Teacher Demographic Data**

Year	Teacher Average Salary	Teacher Median Salary	% Core Courses Taught by Highly Qualified Teachers	Teacher Attendance	% of Teachers with Masters or Doctorate Degrees
2010-2011	\$58,108	\$63,678	97.3%	93.4%	71.6%
2011-2012	\$59,398	\$64,604	97.2%	93.0%	73.3%
2012-2013	\$63,807	\$65,930	100.0%	92.5%	75.5%
2013-2014	\$65,028	\$67,693	100.0%	94.2%	77.3%

Table 1 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

**Table 2: 2013-2014 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/Latino	White	Multi-Race	Economically Disadvantaged	English Language Learners	Special Education
Admiral King Elementary School	108	105	133	54	397		51
Credit Recovery Academy	91	80	44	17	195		23
Frank Jacinto Elementary	98	97	63	19	275	13	91
Garfield Elementary School	78	80	65	23	246		53
General Johnnie Wilson Middle School	143	156	103	45	446	42	118
Hawthorne Elementary School	119	94	77	27	317	11	87
Helen Steiner Rice ES	64	142	99	36	342	16	88
Larkmoor Elementary School	84	125	158	43	408		37
Longfellow Middle School	109	194	158	56	521	27	97
Lorain High School	489	620	474	160	1,193	95	395
Lorain K-12 Digital Academy	35	62	61	19			29
New Beginnings	61	38	17		112		42
Palm Elementary School	54	164	85	26	331		59
Stevan Dohanos Elementary School	108	170	64	16	356	32	51
Toni Wofford Morrison ES	70	90	96	28	285		72
Washington Elementary School	84	225	45	21	373	152	64

Table 2 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

**Table 3 - Lorain City School District Discipline Occurrences (District Level)**

Discipline Reason	2013-2014 School Year			2012-2013 School Year				2011-2012 School Year				2010-2011 School Year		
	Expulsion	Out of School Suspension	Emergency removal by district personnel	Expulsion	Out of School Suspension	In-School Suspension	Emergency removal by district personnel	Out of School Suspension	In School Suspension	In School Alternative Discipline	Emergency removal by district personnel	Expulsion	Out of School Suspension	Emergency removal by district personnel
Truancy		139	19	88	197			58					149	
Fighting/Violence	36	399	44	22	458		23	331			21	92	702	19
Vandalism					13			15					26	
Theft		21			39			26					16	
Use/Possession of weapon other than gun/ explosive		14										12	13	
Use/Possession of tobacco					16								26	
Use/Possession of other drugs	11			10	16			10						
False alarm/Bomb threats					11									
Disobedient/Disruptive Behavior	15	1654	170	28	1646	514	286	1171	458	15	215	37	1722	204
Harassment/Intimidation		124			129			120	10		14		19	
Firearm Look-a-likes								11						
Unwelcome Sexual Conduct								13				10	22	

**Table 3 Source: Ohio Department of Education Interactive Local Report Card (iLRC)**

**Table 4: Lorain City School District Out of School Suspensions per 100 Students (Building Level)**

Building	2013-2014 Grade Span	2013-2014	2012-2013	2011-2012	2010-2011
Admiral King Elementary School	K-6	12.8	13.5	5.6	8.3
Credit Recovery Academy	9-12	118.5	84.7	5.9	82.3
Frank Jacinto Elementary	Pre K-6	31.8	34.2	26.2	17.5
Garfield Elementary School	K-6	7.3	6.9	8.1	6.1
General Johnnie Wilson Middle School	7-8	34.8	54.9	49.0	59.7
Hawthorne Elementary School	K-6	11.9	35.8	50.1	35.8
Helen Steiner Rice ES	Pre K-6	15.8	17.8	14.9	22.6
Larkmoor Elementary School	K-6	23.5	19.7	2.3	8.6
Longfellow Middle School	7-8	32.4	35.3	58.1	63.6
Lorain High School	9-12	50.6	55.3	9.2	19.4
Lorain K-12 Digital Academy	9-12	0.0	0.0		0.0
New Beginnings	6-12	333.3	291.3	227.7	386.7
Palm Elementary School	K-6	12.1	9.7	1.0	8.1
Stevan Dohanos Elementary School	K-6	16.8	11.4	9.4	3.1
Toni Wofford Morrison ES	K-6	5.6	7.6	9.7	3.1
Washington Elementary School	K-6	7.7	9.5	10.0	10.2

**Table 4 Source: Ohio Department of Education Interactive Local Report Card (iLRC)**

# Appendix C: Instructional Inventory and Sample Informal Survey

## Instructional Inventory

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

0 = No Evidence 1 = Partial Evidence (with comments) 2 = Clear and Consistent Evidence N/A = Not Applicable

O	1	2	N/A	Inventory Item	Evidence
<b>LEARNING ENVIRONMENT</b>					
				1. The tone of interactions between teacher and students and among students is positive and respectful.	
				2. Behavioral standards are clearly communicated and disruptions, if present, are managed effectively and equitably.	
				3. The physical arrangement of the classroom ensures a positive learning environment and provides all students with access to learning activities.	
				4. Classroom procedures are established and maintained to create a safe physical environment and promote smooth transitions among all classroom activities.	
				5. Multiple resources are available to meet all students' diverse learning needs.	
<b>TEACHING</b>					
				6. The teacher demonstrates knowledge of subject and content.	
				7. The teacher plans and implements a lesson that reflects rigor and high expectations.	
				8. The teacher communicates clear learning objective(s) aligned to Ohio's New Learning Standards.	
				9. The teacher implements appropriate and varied strategies that meet all students' diverse learning needs.	
				10. The teacher uses appropriate modifications for ELL and SPED students such as explicit language objective(s); direct instruction in vocabulary; presentation of content at multiple levels of complexity; and, differentiation of content, process, and/or products.	
				11. The teacher uses questioning techniques and provides multiple opportunities for students to engage in higher order thinking such as use of inquiry, exploration, application, analysis, synthesis, and/or evaluation of concepts. [Circle all that apply.]	

O	1	2	N/A	Inventory Item	Evidence
				12. The teacher implements teaching strategies that promote a learning environment where students can take risks such as make predictions, judgments and investigate.	
				13. The teacher paces the lesson to match content and meet students' learning needs.	
				14. The teacher conducts frequent formative assessments to check for understanding and inform instruction.	
				15. The teacher makes use of available technology to support instruction and enhance learning.	
<b>LEARNING</b>					
				16. Students are engaged in challenging academic tasks.	
				17. Students articulate their thinking or reasoning verbally or in writing either individually, in pairs or in groups.	
				18. Students remember, understand, apply, analyze, evaluate and/or create concepts (Bloom's Taxonomy). [Please circle all that apply and provide examples.]	
				19. Students make connections to prior knowledge, real world experiences, or can apply knowledge and understanding to other subjects.	
				20. Students use technology as a tool for learning and/or understanding.	
				21. Students assume responsibility for their own learning whether individually, in pairs, or in groups. [Please provide examples.]	
				22. Student work demonstrates high quality and can serve as examples.	
				23. Students are engaged in productive learning outcomes.	

**A Checklist for Standard III:  
Assessment and Effective Data Use**

Building \_\_\_\_\_ Grade \_\_\_\_\_

"Where We Are"			
Indicator I	Just Getting Started	Almost There	Accomplished! (Evidence)
<b>Technology</b>			
1. The district has an effective Student Information System.			
2. I have the data I need to make decisions about effective instruction and intervention.			
<b>Data Collecting and Sharing</b>			
1. The district has in place an accurate, balanced (formative and summative) set of assessments that can be easily used.			
2A. The district and schools have policies and practices in place to ensure regular collection and distribution of data?			
2B. I know who is responsible for data analysis and distribution at the school level? At the district level? <i>Please Circle.</i>	No No	Yes Yes	School Level District Level
	Just Getting Started	Almost There	Accomplished! (Evidence)
3. Organized, user-friendly and timely student achievement data and reports are readily available to all staff, especially to teachers, to measure progress.			
4. There is regular and ongoing discussion among staff and other stakeholders of reports concerning student achievement and other topics.			
<b>Indicator II A</b>			
<b>Data Teams/PLCs</b>			
1. Individual teachers and data teams use data to inform decision-making in their classrooms.			
2. Data teams are organized at our school. Give an example/evidence of how their work has changed instructional practice.			
3. Our district uses data to identify and provide intervention for at-risk students and low performing schools. Describe one of these interventions.			
	Just Getting Started	Almost There	Accomplished! (Evidence)

4. Our teacher and building based teams are well organized.			
<b>Indicator II B</b>			
1. The district has established a culture and system for using student assessment results for school and educator improvement and to improve student achievement.			
2. The district initiates, modifies, or discontinues resources/programs following the review of data.			
3. Goals are established or adjusted to address challenges revealed by data monitoring and/or analysis.			
4. Give an example of effective staff training and support regarding the use of student achievement data to improve performance.			

<b>Indicator III</b>			
<b>Balanced Assessment</b>	<b>Just Getting Started</b>	<b>Almost There</b>	<b>Accomplished! (Evidence)</b>
1. The assessments in place represent a balanced system of formative (short cycle) and benchmark assessments to guide instruction.			
2A. Remedial and enrichment initiatives are in place to address the results of the balanced system of assessments.			
B. We monitor the effectiveness of these initiatives and adjust them as necessary.			
3. Give an example of how the results of benchmark and formative assessments used at the school and grade levels.			

## Appendix D: List of Documents Reviewed

1. Agenda from a meeting when roles and responsibilities for instructional coaches were discussed district-wide
2. Agenda from OIP training session
3. Agendas from monthly instructional coaches staff meetings
4. Analysis data of the current HR operation (SWOT or any other method)
5. Any media articles relating to Lorain City Schools' ODE Report Card
6. Aspirations Student Voice Reports: Staff and Student Surveys
7. Assessment samples
8. Benchmark Assessments 2014-2015
9. Building Leadership Team, District Leadership Team and Teacher Based Team
10. Schedule of 2014-15 meetings
11. Meeting Agendas
12. Attendance Lists
13. Minutes
14. Calendar with dates for in-service trainings on new curriculum programs and initiatives
15. Community Outreach Plan
16. Comprehensive district-wide Professional Development Plan
17. Comprehensive District-Wide Professional Development Plan 2014-2015 Professional Development Calendar for the district
18. CTC Committee Meeting Agendas
19. Current Budget Documents
20. Current fiscal year LADC Quarterly Report
21. Data binder rubric
22. District OIP Plan
23. District Technology Plan
24. Documents outlining the roles and responsibilities of Instructional Coaches
25. Educational Service Center (ESC) or State Support Team (SST) Training Session Notes and agenda
26. Emergent Literacy Assessment (Completed Model Answer)
27. Family Communication Plan/ Schedule of implementation Analysis of when shortfall will occur in Fund 34
28. Formalized procedures and processes including specific criteria for recruiting diverse and high quality teachers and administrators
29. Grade 7&8 Math and Language Arts Pacing Guide
30. Human Resources hiring policy/protocol
31. Human Resources Strategic Plan
32. Instructional Framework
33. Job description for high school principal
34. Job Description for Instructional Coaches and Race to the Top Coaches
35. Lesson plans or lesson unit samples
36. Lorain Assessment Calendar
37. Lorain City Schools Professional Development Summary
38. Most current Month End Budget Report - March
39. My Voice Survey data
40. New/Updated onboarding process/orientation/training including updated materials and information for new employees
41. Office of Teaching and Learning Monthly Newsletters
42. Parent Satisfaction survey /Results of survey with number/percentage of respondents
43. Plan to review Fund 34
44. Positive Behavior training Schedules and Training Agendas
45. Posted notice of high school principal vacancy.

46. Press releases or formal announcements by the Superintendent or Principals to parents or staff regarding the Report Cards
47. Professional Development Minutes/notes from PD committee meetings,
48. Program data from Community Partners
49. Program evaluations for Community Partnerships
50. Resource officer intervention data
51. Roster of PD committee team members, sign-in sheets
52. Staff Recognition Plan/Schedule for implementation Student Recognition Plan/ Schedule for implementation
53. State Test Results (Current)
54. Strategies to fix short fall in fund 34
55. Student Learning Objectives (SLO) template
56. Superintendent's or Central Office weekly update or memos to principals or building level staff
57. Survey instrument for professional development needs and results
58. Survey of Expected/Planned Retirements between 2015-2020 20.Documented human resources goals
59. Teacher Based Teams Ohio Improvement Process Progress Monitoring Plan
60. Teacher webpages, links on website Samples of formative assessments and TBT minutes showing how these assessments were developed-scored-and influenced instruction/intervention
61. The Thoughtful Classroom Training Agendas
62. Thoughtful Classroom Observation Form (2013 Silver and Strong)
63. Thoughtful Classroom support materials - Instructional framework, walk through forms, teacher effectiveness framework