



# Ohio

## Maple Heights City School District

REVIEW CONDUCTED FEB. 26 -MARCH 2, 2018

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

# Maple Heights City School District

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# Maple Heights City School District Review Executive Summary

This review carefully considered the effectiveness of system-wide functions using the Ohio Department of Education's six district standards: leadership, governance and communication; curriculum and instruction; assessment; human resources and professional development; student support; and fiscal management. The site visit to the Maple Heights City School District was conducted from Feb. 26-March 2, 2018. The following summary highlights some of the strengths, challenges and recommendations, which are further explained in the report.

## STRENGTHS

### Leadership, Governance and Communication

- The superintendent and board of education collaborate to address student academic needs.
- The district provides opportunities for building administrators to develop instructional leadership skills.
- The district partners with community agencies to meet the diverse needs of students.

### Curriculum and Instruction

- The district provides opportunities for teachers to assume leadership roles.

### Assessment and Effective Use of Data

- The district has data-focused professional learning communities.
- The district uses an online instructional data and assessment management tool to provide student performance data to district and school staff.

### Human Resources and Professional Development

- The district provides support to new teaching staff.

### Student Supports

- The district collaborates with community partners to address students' academic, social-emotional, and health needs.
- The district communicates with families regarding students' academic, social and emotional development.
- The district employs practices, procedures and plans to maintain safe environments for students and staff.

### Fiscal Management

- The district collaborates with external partners for resources and increased efficiency through collaboratives and shared services.
- The district pursues additional external funding resources by acquiring local, state and federal grants.
- The community provides sufficient financial resources to ensure educationally sound programs.

## CHALLENGES

### Leadership, Governance and Communication

- The district does not have an improvement plan that outlines goals and strategies to improve student achievement.
- The district does not collaborate with building administrators to identify instructional needs of their respective schools.
- The district does not have a process in place that allows stakeholders to provide input when developing the budget and the five-year forecast.

### Curriculum and Instruction

- The district lacks a comprehensive curriculum plan for grades K-12 that includes curricular and instructional resources aligned to Ohio's Learning Standards.

- The district does not consistently use evidence-based instructional strategies to promote high achievement for all students.
- The district does not routinely use data to differentiate instruction at all grade levels and content areas to meet the learning needs of all students.

### Assessment and Effective Use of Data

- The district's technology resources are insufficient to support the instruction and assessment process.
- The schools do not have improvement plans aligned to the district goals to monitor and improve student achievement.
- The district does not consistently train educators on the use of high-leverage data to inform instructional practices.

### Human Resources and Professional Development

- The district does not have a comprehensive and collaboratively developed professional development plan.
- The district does not have a consistent process to evaluate the goals, outcomes and effectiveness of professional development and its impact on adult indicators and student achievement gains.

### Student Supports

- The district has a high chronic absenteeism rate.
- The district does not have a consistent multi-tiered system of support for addressing student behaviors.
- The district lacks a consistent model to promote inclusive practices for students with disabilities.

### Fiscal Management

- The district does not include all appropriate stakeholders in the process of developing a clear, current and comprehensive budget.
- The district's forecast and assumptions lack detail to manage resources and allocation decisions.
- The district does not have a comprehensive capital plan to address new and replacement equipment.

## RECOMMENDATIONS

### Leadership, Governance and Communication

- Develop a long-range, focused district improvement plan that outlines goals and strategies to improve student achievement. Identify clear, measurable SMART goals for adult behavior and student achievement that clearly specify targets within each of the three pillars. Determine specific data that is being used to measure attainment of the goals. List action steps needed at the district level to accomplish the goals. Specify who will monitor the plan, how often it will be monitored and what progress is anticipated at each measurement point.
- Develop a process that allows building administrators to determine specific building needs based on their school improvement plans. Based on data from the building leadership teams, walkthroughs and teacher evaluations, establish a process in which the building administrators can access central office resources to support the growth of teachers and increase student achievement. Use the structure of the instructional leadership team meetings to drive actions of the central office staff to support building plans. Establish a method for building administrators to communicate needs across the district to help solve systemic issues, such as attendance and student achievement.
- Create a system that allows building administrators and other stakeholders to develop a budget in support of district- and building-aligned goals. With building administrator input, establish multi-year, long-range resource needs in areas of curriculum, instruction, technology, staffing and professional development. Have building administrators prioritize their needs based on data and submit their budgetary requests. The superintendent and treasurer recommend to the board a budget that is based on the district and building improvement plans to support improved student achievement.

### Curriculum and Instruction

- Develop a comprehensive, cohesive K-12 plan for curriculum and instruction. Form a curriculum committee comprised of K-12 teachers, building administrators and district office administrators to develop district criteria for and ongoing review of all current and potential curricular and instructional resources and materials. Create a curriculum adoption cycle that includes all resources and materials that are district approved, with date of adoption and replacement time table. Provide ongoing professional development for all adopted resources and materials on an ongoing basis.
- Utilize evidence-based instructional strategies in all classrooms. Establish processes and procedures to research, pilot and implement evidence-based, high-leverage instructional practices across the district. Identify and contract providers of high-quality professional development to ensure all staff members have the knowledge and skills necessary to support implementation. Continue to provide professional development and ongoing follow up as needed. Regularly monitor effectiveness of professional development and implementation of evidence-based, rigorous instructional practices.
- Use data to differentiate instructional practices in all grades and content areas. Provide building administrators and teachers with timely, authentic data to inform decisions on differentiated instructional practices. Provide necessary tools and collaborative structures to allow for regular access to data for analysis and use in planning instruction. Provide professional development and ongoing support on effective data-based decision-making for differentiated instructional practices. Evaluate progress on the use of data for decision-making.

### Assessment and the Use of Data

- Ensure that sufficient technological resources with updated applications are available to students and teachers for instruction and assessment. Provide teachers with professional development on the integration of classroom technology into daily instruction. Create a data monitoring and classroom walkthrough process to measure the use of classroom technology by students and teachers and its impact on student growth.
- Revise the format of school improvement plans to reflect the components of a quality-focused plan, as recommended by the Ohio Improvement Process and the Ohio Leadership Advisory Council. Utilize these frameworks to connect the three pillars of district improvement to the respective school improvement plans.
- Provide annual professional development and follow-up sessions to classroom teachers receiving Value-Added data from Ohio's State Tests on the access and analysis of the online reporting features of the Educational Value-Added Assessment System (EVAAS) system that inform student growth and instructional practices. Provide annual professional development and follow-up sessions to all teachers to ensure the regular access and analysis of student performance data provided by the Illuminate Data and Assessment solution.

### Human Resources and Professional Development

- Develop and implement a comprehensive and collaborative district-wide professional development plan aligned to district goals and staff needs. Create a professional learning committee of central office administrators, building administrators, teachers and support staff (independent of the district leadership team) to develop and oversee the implementation of a multi-year professional development plan and calendar. Consult the Ohio Department of Education's Professional Development Standards for guidance and engage State Support Team 3 and the educational service center to assist in the development of a needs assessment and the professional development plan.
- Develop a consistent method for evaluating professional development activities. Create an evaluation committee, comprised of both teachers building administrators and central office administrators, to review and analyze the results of the evaluation from every professional development activity to ensure the intended outcomes are met. Enlist State Support Team 3 to assist in developing effective tools to evaluate the district's professional development activities. Develop a method to analyze the data obtained from evaluations and use to inform future professional development activities to ensure it meets the pre-determined outcomes. Provide each professional development provider with the results of the evaluation to make changes to improve training.

## Student Supports

- Reduce the number of student chronic absenteeism day district-wide. Organize a team of principals, teachers, parents and students to determine systemic root causes for student absences. Formulate a committee to address each of the root causes such as those that surfaced during the district review. Review financial considerations with the treasurer to determine feasibility of solutions.
- Implement Positive Behavioral Interventions and Supports consistently across the district. Assemble building-level teams or a Positive Behavioral Interventions and Supports committee to complete a gap analysis and identify what practices are lacking for program fidelity.
- Consider shifting the district's special education philosophy from a program-based model toward a service delivery model. Map current delivery practices and identify locations of restrictive and inclusion settings. Conduct a district equity audit and pinpoint district and building trends. Use district data and partner with district Ohio Improvement Process stakeholders to develop a three-year plan for implementing a service delivery model. Provide district-wide professional development on the service delivery model framework.

## Fiscal Management

- Collaborate with district administration and building principals to develop a budgetary process that includes input from all areas, specific by building and/or department and detailed for all accounts within the accounting system. Execute the budgetary process to include accurate information on all fund sources, as well as budgetary history and trends including expenditures for all educational purposes.
- Prepare the five-year forecast and consider the immediate and long-term financial implications that could affect the amounts reflected on the forecast, such as expiring levies, the biennial budget, negotiated agreements and real estate considerations including new construction, abatements, etc. Include increases or decreases in staffing for the district.
- Establish committees for a capital plan that includes district staff from all administrative areas that will develop a written plan to outline the needs of the district for equipment, technology, repairs, textbook adoption and curriculum material, both new and replacements, with priorities for the next five years. Review and update the plan as needed.

# Maple Heights City School District Review Overview

## PURPOSE

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

## METHODOLOGY

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

## SITE VISIT

The site visit to the Maple Heights City School District was conducted from Feb. 26-March 2, 2018. The site visit included 46 hours of interviews and focus groups with approximately 146 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted nine focus groups with state support team members, principals, elementary teachers, middle school/high school teachers, elementary students (grades 1-5) middle school students (grades 6-8) and high school students (grades 10 and 12), 16 parents and 11 community members.

A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendix B provides information about enrollment, expenditures and student performance. The team also conducted building observations and observed classroom instructional practices in 62 classrooms in five schools. Appendix C contains the instructional inventory tools used to record observed characteristics of standards-based teaching and the building observation form used to take note of the climate and culture of the district's buildings. Appendix D contains the instructional inventory tools used to record observed characteristics of standards-based teaching and the building observation form to take note of the climate and culture of the district's buildings. Appendix E lists the district documents that were reviewed prior to and during the site visit.

## DISTRICT PROFILE

Maple Heights City School District is located in Cuyahoga County. According to the United States Census Bureau, the estimated population of Maple Heights as of July 1, 2016, was 22,478, which represents a 2.9 percent decrease in population since the 2010 Census.<sup>2</sup> Approximately 89 percent of the population graduated from high school. The median household income in Maple Heights City is \$37,911, with 21.1 percent of the population living below the poverty line. In comparison, the median household income in Ohio is \$50,674 with 15.4 percent living below the poverty line.

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

<sup>2</sup> United States Census Bureau, 2017

The average teacher salary in Maple Heights City School District for 2016-2017 was \$63,839 (see table B-1, Appendix B). Since the 2014-2015 school year, teacher salaries in the district have increased on average by \$4,727. During the same period, the percentage of courses taught by highly qualified teachers and teacher attendance has remained stable (around 99 percent and around 94 percent, respectively) and the percentage of teachers with Masters or Doctorate degrees has increased. It is currently at an all-time high of 68.9 percent in 2017.

According to the Bureau of Labor Statistics, the December 2017 unemployment rate for Maple Heights City was 6.3 percent, which is more than the state of Ohio's unemployment rate of 4.5 percent<sup>3</sup>. The racial makeup of the school district during the 2016-2017 was 2.4 percent White, 92.1 percent Black, 2.4 percent Hispanic and 2.9 percent Multiracial (see figure B-1, Appendix B).

The district's enrollment has decreased since the 2014-2015 school year (-2.1 percent; see figure B-2 in Appendix B). The racial makeup between 2011-2012 and 2016-2017 has experienced a steady decrease for White students (-0.8 percent) and has increased for Hispanic (+1.4 percent) and Multiracial students (+0.6 percent). The share of Black students has remained stable around 92 percent for the last five years.

During this same time span, there have been sharp fluctuations in the share of economically disadvantaged students ranging from 70.4 percent to 98.4 percent. The other subgroups have remained relatively stable at the following percentages in 2017: 0.1 percent limited English proficiency students, 1.9 percent gifted students, and 17.3 percent disabled students (see figure B-3 in Appendix B).

In the 2016-2017 school year, about 23 percent of students chose not to enroll in their district of residence. About one in 10 enrolled in a community school and about 5 percent took advantage of one of the state's scholarship opportunities to attend a private school (see figure B-4, Appendix B). The 2016-2017 enrollment numbers by school, race and special population are included in table C-1, Appendix C.

Maple Heights is composed of the following five schools:

- Abraham Lincoln School;
- Barack Obama School;
- J.F. Kennedy School;
- Maple Heights High School;
- Milkovich Middle School.

## STUDENT PERFORMANCE

Information about student performance includes: (1) the differentiated accountability status<sup>4</sup> of the district; (2) the progress the district is making toward narrowing proficiency gaps as measured by the gap closure component; (3) English language arts performance and student growth; (4) mathematics performance and student growth; (5) Performance Index; (6) annual dropout rates and 4- and 5-year cohort graduation rates; (7) suspension/expulsion rates; (8) prepared for success after high school; (9) attendance information and (10) K-3 literacy. Data is reported for the district, its schools and student subgroups that have at least three years of assessment 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 this section, as well as Appendices B and C, the data reported is the most recent available.

### 1. The district report card summary.

- A. On its 2016-2017 report card, the district received a "D" grade in Graduation Rate, K-3 Literacy and Progress and an "F" grade in Achievement, Gap Closing and Prepared for Success.

### 2. The district is not narrowing the proficiency gaps.

<sup>3</sup> United States Bureau of Labor Statistics, 2017

<sup>4</sup> Accountability defines the roles and expectations of the school district and ODE based upon the performance of the local school district.

- A. None of the district's subgroups met the Annual Measurable Objectives (AMO) for English language arts (77.1 percent), mathematics (72.0 percent) or graduation rate (85.1 percent) in 2016-2017 (see figures B-5A, B-5B, 6, and 7, Appendix B<sup>5</sup>). The economically disadvantaged, Black and students with disabilities subgroups almost reached the graduation goal with rates of 76.1, 78.1 and 80.5 respectively (See figure B-5B, Appendix B). All subgroups showed higher passing rates for mathematics than reading in 2016-2017.
- B. Students with disabilities showed the greatest gap in proficiency, with 8.5 and 18.0 percent passing the English language arts and math assessments, respectively (see figures B-5A, Appendix B).

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

- A. The district did not meet indicators for performance on the English language arts Ohio's State Tests in 2016-2017 (see figure B-8, Appendix B). More than 72 percent of students did not pass their English language arts tests in grades 4, 6, 7 and high school English language arts I. Further, more than 80 percent of students who took the eighth grade English language arts test did not pass the exam (see figure B-8, Appendix B).
- B. No grade level outperformed the state or similar district averages in reading (see figure B-8, Appendix B). The greatest proficiency gaps between the state and the district exist at grade 4 (-35.3 percentage points), grade 5 (-35.0 percentage points) and grade 6 (-36.3 percentage points; see figure B-8, Appendix B). Grades 3, 5 and 7, as well as English language arts I have improved from last year's reading rates, while the other grades have declined or remained stable in performance (see figure B-9, Appendix B).
- C. Only grade 6 has evidence to support that it had made progress similar to the Growth Standard in the 2017 growth measure. All other grades had significant evidence supporting progress less than the Growth Standard (see figure B-10, Appendix B).

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

- A. Maple Heights City School District has not had any subgroup meet the target AMO in 2016-2017 (see figure B-11, Appendix B). Additionally, it has not outperformed similar districts' or the state's averages in any math assessments (see figure B-11, Appendix B). The greatest proficiency gaps between the state and Maple Heights are seen in grade 4 (-39.2 percentage points), grade 5 (-37.3 percentage points) and grade 8 (-44.6 percentage points). The lowest proficiency gap between the state and Maple Heights is seen in grade 3 (-21.0 percentage points, see figure B-11, Appendix B).
- B. The district did not meet any mathematics indicators for performance on the mathematics Ohio achievement assessments in 2016-2017. For all grades, except Geometry, the passage rates in mathematics have decreased in the last year (see figure B-12, Appendix B).
- C. There was significant evidence that students taking fourth, seventh and eighth grade math and Algebra I tests showed less than expected growth in the 2017 growth measure. Additionally, there was moderate to significant evidence that students taking fifth and sixth grade math tests showed expected growth (see figure B-13, Appendix B).

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

- A. Maple Heights City School District's Performance Index score for 2016-2017 was 59.4. The district has had a decline in Performance Index over the past five years. The share of students scoring Limited has increased drastically over the last two years, while the share of students scoring Proficient and above has decreased over the last five years (see figure B-14, Appendix B).

<sup>5</sup> The dotted lines represent the different target AMOs for this year with the corresponding colors.

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

<sup>7</sup> The Performance Index score measures the achievement of every student regardless of their levels of proficiency. Schools receive points for every level of achievement, with more points being awarded for higher passing scores. Untested students also are included in the calculation and schools and districts receive zero points for them. For purposes of assigning the letter grades, a Performance Index score of 120 is considered to be a "perfect" score. Districts and schools will receive one of five letter grades from "A" through "F" based on the percentage of total possible points earned.

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

- A. The five-year graduation rate for the Maple Heights City School District class of 2015 was above the average for similar districts but below the state average. Four-year graduation rates for the class of 2016 are lower than similar districts and the state average (see figure B-15, Appendix B). Approximately 21.4 percent of the district's students did not graduate within four years, as compared to the state average of 16.4 percent. The four-year graduation rates have been hovering around the 70-80 percentage range with a high of 81.5 percent in 2016. The five-year graduation rates follow the same general trend of the four-year graduation rate but at about 4 percentage points above (see figure B-16, Appendix B).
- B. The number of dropouts has increased from 2013 to 2017, reaching a high of 77 in the 2016-2017 school year (see figure B-17, Appendix B).

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

- A. Within Maple Heights City School District, disciplinary actions per 100 students has decreased from 85.8 in 2013 to 52.8 in 2017. In general, Maple Heights has a lower rate of disciplinary actions than its 2017 similar districts aggregated but much higher than the state as a whole (see figure B-18, Appendix B and figure C-1, Appendix C).
- B. The number of out-of-school suspensions has decreased from last year for all schools within the district, except Milkovich Middle School. The Barack Obama School has the largest number of out-of-school suspensions compared to the other schools in the district (see table C-3, Appendix C). As a district, out-of-school suspensions outnumber any other type of disciplinary action (expulsion, emergency removal, in school suspension or discipline). Between the 2014-2015 and 2016-2017 school years, disobedient/disruptive behavior and fighting/violence accounted for 92 percent of the disciplinary instances within the district (see table C-2, Appendix C).

## 8. Prepared for Success<sup>10</sup>

- A. In Maple Heights City School District, 51.1 percent of the class of 2016 participated in the ACT, while 3.5 percent received a remediation-free score on the ACT (see figure B-19, Appendix B). In comparison, 48.7 percent of the class of 2015 participated in the ACT and only 3.4 percent of the class of 2015 received remediation-free scores on the ACT. Further, dual enrollment credit decreased between the graduating classes, from 3.7 percent for the class of 2015 to 0 percent for the class of 2016.
- B. Over the past two years, no students participated in International Baccalaureate. Additionally, the percentage of students in the graduating class earning industry-recognized credentials decreased from 0.4 percent for the class of 2015 to 0.2 percent for the class of 2016. Advancement Placement participation within the district also decreased from 18.2 percent to 17 percent. However, 2.5 percent of the Maple Heights class of 2016 earned honors diplomas compared to 2 percent of the class of 2015.

## 9. Attendance Rates

- A. Maple Heights City School District attendance rates have decreased over the past four years (see figure B-20, Appendix B).

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<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 school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate).

<sup>10</sup> Beginning in 2014, the Ohio Department of Education released additional data about each district's graduates in a component called Prepared for Success. These elements show the extent to which a district's students are prepared for college or a career.

- B. The district’s chronic absenteeism rate<sup>11</sup> ranged between 24.6 percent and 31.3 percent during the same period (see figure B-21, Appendix B). For the 2016-2017 school year, approximately 43 percent of the district’s students showed satisfactory attendance. Another 22 percent of the district’s students fell in the at-risk category (see figure B-22, Appendix B).
- C. The highest absenteeism rate for Maple Heights City School District occurred in the 2016-2017 school year. Figure B-23 in Appendix B shows the percentage of district students in each grade who have missed at least 10 percent of the school year.

**10. K-3 Literacy<sup>12</sup>**

- A. Approximately 57 to 61 percent of students in kindergarten to grade 3 were identified as not on track based on their grade level diagnostic. Year 3 has the highest improvement in students who were off track who have then moved to on track as compared to other years (17.4 percent; see figure B-24, Appendix B).

**11. Financial Data**

- A. In 2016-2017, Maple Heights City School District spent more on non-classroom instruction than the average of similar districts and the state average as a share of total expenditures (see figure B-25, Appendix B). Slightly more than 33 percent of the expenditures are non-classroom based.
- B. More than 55 percent of the district revenue came from the state with local funds making up the second highest at 27 percent (see figure B-26, Appendix B).
- C. During the 2016-2017 school year, Maple Heights City School District spent \$582 less on operating expenses per equivalent pupil as compared to the state average (see figure B-27, Appendix B).

## Maple Heights City School District Review Findings

### STRENGTHS

#### Leadership, Governance and Communication

**1. The superintendent and board of education collaborate to address student academic needs.**

- A. Interviews, agendas and board minutes indicate the board and superintendent work together to stay informed and knowledgeable about the district and its programs.
  - The superintendent and board communicate at least twice per week, including weekends, to review upcoming events or possible urgent situations.
  - Teacher focus groups and administrator interviews showed the board has the “pulse of the community” and recognizes current student and family needs that may hinder achievement gains.
  - Board members described and city officials confirmed significant changes in the community during the interviews, which changed the dynamics of student academic needs.
  - According to board agendas, minutes and handouts, the district conducts a three-day board retreat for board members and central office administrators to stay knowledgeable on district programs, initiatives and progress. At the July 2017 retreat, the board reviewed:
    - Mission and vision statements to provide direction for academic programs;
    - Preliminary test results from spring 2017 to assess progress and needs;

<sup>11</sup> Source: Ohio Department of Education; Students who miss less than 5 percent of school days are identified as having satisfactory attendance. Students who miss between 5 percent and 9.9 percent of school days are identified as at-risk. Students who miss between 10 percent and 19.9 percent of school days are identified as moderately chronic. Students who miss 20 percent or more of school days are identified as severely chronic.

<sup>12</sup> An analysis of Ohio student data found that a student who does not read proficiently by the end of third grade is 3.5 times more likely not to graduate on time than their “on-track” peers. When looking at data from the 2003-2004 third grade cohort tied to the graduating class of 2013, the study found that only 57 percent of the students who scored in the limited range on their 2004 third grade reading test graduated on time, and only two-thirds of those scoring basic graduated on time. Conversely, more than four-fifths of the students scoring proficient or higher graduated on time.

To address reading deficits early, the K-3 Literacy Improvement Measure is used to determine if more students are learning to read in kindergarten through third grade.

- Technology, marketing and graduation rates to determine college and career readiness;
  - Scores for students with disabilities, as a subgroup, for compliance and gap closing.
  - Staffing, professional development, vacancies, resident educators and evaluations to determine staff preparation and continued learning;
  - Building and grounds, cafeteria, and transportation for safety and readiness;
  - Goals and objectives for 2017-2018 to provide direction.
  - The board of education holds meetings every two weeks and includes items to stay informed. For example, on Dec. 18, 2017, the superintendent provided an update on the Third Grade Reading Guarantee.
  - The superintendent and board members create and sustain a collaborative and responsive culture with the staff and community to support student achievement.
    - As stated in board member interviews, the community perceives the board is open to complaints and praise;
    - Parents in a focus group stated, “There is an open-door policy in the district.” They felt the response time was good when they asked a question or brought up an issue and felt they had a voice in in the district;
    - When asked why they stay in the district, teachers in a focus group agreed it was more like “family.” One stated, “Everyone knows you by name”;
    - In administrative interviews, it was stated, “The board is genuinely caring about the community and the kids. The board members advocate for students in the community.
- B. Board policy AK Job Description - Board of Education adopted on Nov. 21, 1985, states: “A Board of Education’s prime responsibility is that of setting policy which the superintendent and staff use in administering the public school. It is important that a job description be understood by each and every board member so that action by individuals does not infringe upon the administration of the district.” Based on board minutes and interviews, the board governs through broad-based policies that provide direction for administration without direct involvement in daily operations of the school system.
- According to board minutes and interviews, every board member is on the policy which allows all members to review and have input into each policy change.
  - According to board policy AEA adopted on March 8, 2004, “Proposed policies of the Board of Education shall be read at two consecutive board meetings before being recommended for adoption by the board, unless by unanimous consent, declares that the two-reading rule be dispensed with for a particular proposed policy.”
  - On Aug. 7, 2017, the board had a first reading for 45 board polices in preparation for adoption in September.
  - The superintendent stated, “The board makes policy with knowledge of the district” referring to program development and student discipline.
  - According to board member interviews, “The mission statement is the biggest thing we’ve used.” The vision/mission statement “Educating our students through expectations of excellence to prepare students for a lifetime of success” is used as a standard when creating policy or programs.
  - Focusing on student achievement policies in an interview, a board member said, “We are good in a lot of things except for the report card. We cannot hide from the “F” though. Now, it’s how to fix it.” Another board member stated, “We all take this personally. It’s all hands-on deck. We take it to heart.”

**IMPACT:** When the board of education and the superintendent have a collaborative relationship focused on student achievement, it may create a culture of shared values throughout the district to improve student performance.

## 2. The district provides opportunities for building administrators to develop instructional leadership skills.

- A. According to documents and interviews, the superintendent ensures that each school has an effective building administrator.

- Documents showed the superintendent annually evaluates each building administrator using the Ohio Principal Evaluation System.
  - According to the final summative evaluation documents, the superintendent identifies two areas of focus for reinforcement and refinement for each building administrator, such as instructional leadership and building operations.
  - The superintendent provides feedback to each building administrator to emphasize teamwork, consistency across the district and being an instructional leader.
  - According to board minutes, building administrators presented updates on building programs and initiatives at board meetings on Nov. 6 and Dec. 4, 2017.
- B. Building administrators shared they focus the work of their staff on student achievement.
- Teacher focus group participants shared building administrators have knowledge in a variety of academic content areas and can support the teacher-based team process.
  - According to teacher and administrator interviews and documents, building and central office administrators conduct monthly walkthroughs, which are focused on instruction and provides data to use in the Ohio Teacher Evaluation System.
  - Interviews with teachers and administrators show building administrators are actively involved in the building leadership team meetings.
- C. According to documents and interviews, the superintendent ensures that opportunities are provided for building administrators to develop and deepen leadership skills through learning-based activities and partnerships.
- The First Ring Superintendents' Collaborative Academy represents the sixteen districts geographically adjacent to Cleveland. The academy developed the First Ring Leadership Academy which is a nine-session cohort model that supports building administrators in improving student achievement. The superintendent nominates building administrators to participate in the academy.
  - During interviews, the superintendent selects building administrators to serve on the Labor/Management committee that meets monthly to discuss labor relations. Labor/Management team members participate in negotiations when the agreement between the Maple Heights Teachers Association and the Maple Heights Board of Education is renewed.

**IMPACT:** When the district provides opportunities for building administrators to develop and serve as instructional leaders, it may strengthen their instructional leadership skills and lead to increased student achievement.

### **3. The district partners with community agencies to meet the diverse needs of students.**

- A. Board of education interviews and minutes confirmed the district has entered into agreements with community agencies to serve as partners to meet diverse needs of students.
- On Dec. 18, 2017, the district approved an interagency agreement with Cuyahoga County, which includes the following agencies that support pre-school and elementary children and their families:
    - Council for Economic Opportunities in Greater Cleveland-Early Head Start & Head Start, Cuyahoga County Board of Developmental Disabilities, Family & Children First Council of Cuyahoga County, Bright Beginnings (formerly known as Help Me Grow), Starting Point for Child Care and Early Education, and the Centers of Families & Children-Head Start and Early Head Start Grantee for Catholic Charities.
  - At the Nov. 20, 2017 board meeting, the district approved an interagency agreement with Cuyahoga County to address closing the achievement gap. The agencies included in the collaborative agreement include the county's office of Health & Human Services, Division of Community Initiatives, Family and Children First council, Closing the Achievement Gap and Amer-I-Can Programs.
  - On Nov. 20, 2017, the district also approved the Proving Ground Collaboration Agreement with the President and Fellows of Harvard College to research and analyze the root cause of the district's chronic absenteeism issue.

- On Jan. 23, 2017, the district approved an agreement with Ivory Educational Consulting Group, LLC to participate in the Students of Promise program, an educational and alternative career advancement program for credit recovery.
- B. According to board minutes, the superintendent uses grant funds to provide programs and services that increase student achievement.
- On Jan. 23, 2017, Nestle made a monetary donation to Barack Obama Elementary to provide school supplies and to provide employee volunteers to read with students.
  - At the Feb. 6, 2017, board of education meeting, the superintendent recommended implementing a Parent Academy Program to offer parenting skills designed to teach highly-effective positive parenting skills and proven strategies, increase parental confidence and improve academic performance.
  - At the March 27, 2017, board of education meeting, the superintendent recommended several summer programs to address elementary literacy and math, middle school enrichment and high school intervention for the Ohio Graduation Tests and end-of-course assessments to increase student achievement throughout the summer.
  - On April 10, 2017, the superintendent acknowledged a grant to Barack Obama Elementary through the Apple Special Project Fund to support ongoing innovative teaching and learning in the classroom.
  - At the May 8, 2017, board meeting, the superintendent informed the board that the district will continue to sponsor a free summer breakfast and lunch program for children 18 years and younger every weekday from June 5 through Aug. 11, 2017.
  - On May 22, 2017, the superintendent stated the district was approved for partial funding through the county for a full-day preschool grant.
- C. Interviews with Maple Heights City officials, board members, parents and administrators confirmed that the district and city have a collaborative partnership that focuses on student and family needs.
- Board members regularly attend city council meetings and city council members routinely attend board meetings to enhance opportunities to collaborate about cost savings and cooperative efforts that may enhance supports for student and family needs.
  - City officials often attend school events to show support of the district.
  - The website for Maple Heights City contains links and phone numbers to the schools and lists school events on its calendar to aid in communication about the district.
  - When the district had a levy on the ballot, the city council members and board members walked the district together to knock on doors and talk to residents in support of renewal.
  - The mayor includes school events in the *Neighborhood News* and *Maple Heights Headlines* publications, which increases communication since there is no local newspaper.
  - The library provides a literacy program for elementary students that provides one-to-one tutoring.
  - The police and fire division partner with the school district for safety and diversion programs.
  - The fire department offers *Safety Town* for young children to help them learn how to safely walk to school.
  - Police officers plan a *You and the Law* event for students to understand what to expect during a police stop when they turn 18.
  - Police officers socialize with young teens during *Hoop It Up* while they referee games.
    - The district allows the city to use its buildings for recreation programs;
    - The city leases a space in its park for the district to park buses for \$1 per year.

**IMPACT:** When the district communicates and collaborates with external stakeholders about academic and non-academic supports to address the diverse needs of students, achievement may be increased.

## Curriculum and Instruction

### 1. The district provides opportunities for teachers to assume leadership roles.

- A. Article VI, section B, item 3 of the agreement between the Maple Heights Teacher Association and Maple Heights Board of Education specifies that, “teachers (high school, middle school, elementary schools) participate in two (2) teacher-based team meetings per month not to exceed 45 minutes.”
  - During the teacher-based team meetings teachers work together in either grade level or subject level meetings, review student data and assessment information to determine areas of student’s strengths and weaknesses, and develop plans to address areas of concern.
  - Teachers also participate on building leaderships teams that meet monthly to address areas of concern reflected in building-wide student performance data as well as review teacher-based team meeting agendas and goals.
- B. Interviews and documents reveal teachers participate on curriculum and leadership committees in the district.
  - According to interviews with district administrators and the president of the Maple Heights Teacher Association, teachers collaborate to create and revise district curriculum pacing guides. The teachers use the curriculum pacing guides to determine what, how and when certain information will be presented in class. Teachers make suggestions for new strategies to be added to the pacing guides yearly.
  - Teachers participate in content area professional learning communities and Positive Behavioral Interventions and Supports (PBIS) committees. Positive Behavioral Interventions and Supports is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. According to interviews, lead teachers train and coach other teachers in Positive Behavioral Interventions and Supports strategies.
- C. The district partners with Kent State University to enroll teachers in the Kent State University Educators Leadership Program. This program focuses on teaching participants methods and strategies for addressing issues of cultural awareness in the classroom. The program also explores the ways classroom climate affects students’ behaviors.

**IMPACT:** Increasingly, educational research is finding one the of the critical factors in teacher success is importance of teacher personal self-efficacy or the teacher’s belief that his or her judgement, capacities and skills can bring about desired outcomes of student engagement and learning no matter the educational challenge.

## Assessment and Effective Use of Data

### 1. The district has data-focused professional learning communities.

- A. According to interviews, focus group meetings and a review of documents, the district implements the Ohio Improvement Process, which is a shared leadership framework designed by the Ohio Department of Education to align the mission, vision and actions of the school district to improve student achievement and growth.
  - An expectation for districts using the Ohio Improvement Process is the establishment of a collaborative data team structure for district, school and teacher teams to make data-focused decisions about instruction.
    - A component of the Ohio Improvement Process is the Ohio 5-Step Process, which is a collaborative structure and protocol that promotes shared accountability for improving student achievement.
- B. According to interviews, focus group meetings and a review of documents, the district leadership team meets for two hours each month during the school day, with a primary focus on district instructional issues, student performance data, and providing feedback and assistance to the building leadership teams.
  - There are 20 members on the district leadership team, with representation from each building. Membership includes five central office administrators, five building administrators, seven classroom teachers, two school psychologists and one representative from the State Support Team 3.
  - The district leadership team uses a standard meeting agenda and discussion protocol each month. Standard discussion items include:

- Welcome, introductions and role assignments;
  - Dashboard data review;
  - 5-step building leadership team process review;
  - Reviewing data calendar;
  - Expectations for next meeting;
  - Meeting reflections.
  - A review of minutes from district leadership team meetings reflects the use of the Ohio 5-Step Process as a meeting protocol.
  - The district leadership team has developed a data calendar to structure the specific monthly dashboard data review. Team members provide building data that include benchmark assessment results, biweekly assessment results, attendance logs, classroom walkthrough notes and/or student behavior data.
- C. According to interviews, focus group meetings, and a review of documents, building leadership teams meet monthly and have a balanced representation of teachers across grade levels and departments.
- Building leadership team meetings typically are held after school, and team members volunteer their time to serve.
  - A review of minutes from building leadership team meetings reflects the use of the Ohio 5-Step Process as a meeting protocol.
  - Building leadership team members enter data discussions and minutes from the meetings into Google classroom for all staff to have access and review.
- D. According to interviews, focus group meetings and a review of documents, teacher-based teams meet twice each month during the teacher work day.
- The certificated negotiated agreement contains contract language stating “a maximum of two (2) TBT meetings may be held per month, not to exceed forty-five (45) minutes in duration.”
  - A review of minutes from teacher-based team meetings reflects the use of the Ohio 5-Step Process as a meeting protocol.
  - Teacher-based teams use Google classroom (referenced as the “Maple Drive”) to submit and disaggregate student performance data prior to their meetings.
  - Instructional coaches attend teacher-based team meetings at the elementary and middle school level.
  - According to the central office administrators, the district has implemented a biweekly common assessment process and the State Support Team 3 consultants provide guidance to teacher-based teams on instructional conversations regarding steps 2, 3 and 4 of the Ohio 5-Step Process. According to the 5-step process rubric:
    - Step 2 – Did the team identify students’ strengths and weaknesses and did they identify urgent needs and priorities for instruction?
    - Step 3 – Are the instructional strategies and activities aligned to the urgent needs and priorities from step 2?
    - Step 4 – Does the implementation describe specifically what will be done and who will be doing it?
- E. According to interviews, focus group meetings and a review of documents, the district has implemented a consistent process for providing two-way communication and feedback from the district leadership team to the respective building leadership teams and from the building leadership teams to the respective teacher-based teams.
- The district leadership team uses the Ohio 5-Step Process protocol to review building leadership team minutes from each building. Feedback is provided for each step of the 5-Step Process and is organized in the form of “strengths/celebrations” and “weaknesses/obstacles.”
  - Each building leadership team has a standard protocol entitled “BLT to TBT Look-fors” to review minutes from their respective teacher-based teams. According to reviewed documents, the building leadership team members provide feedback to the teacher-based team members on each step of the Ohio 5-Step Process.

- According to interviews, central office administrators also review minutes from building leadership teams and teacher-based teams during district leadership team meetings.
- F. According to interviews, focus group meetings and a review of documents, the State Support Team 3 consultants provide support to the district leadership team.
- A consultant attends every district leadership team meeting and debriefs with the district leadership team steering committee, which is comprised of central office administrators.
    - A consultant also attends the building leadership team meetings for Milkovich Middle School as a result of the building’s identification as a “Focus” school;
    - A Focus school is a building that received Title I funds and has one of the state’s largest achievement gaps in student performance. A Focus school receives support and monitoring from the regional state support team to implement a school improvement plan using the Ohio Improvement Process.
  - Comments from the State Support Team 3 consultants about the district’s team process included:
    - “Central office saw the benefit of revamping the district leadership team. It’s all about teams helping teams, and how this is a system of support and not a system of compliance”;
    - “There is a district expectation that each building leadership team does the BLT-TBT feedback protocol”;
    - “The district is really owning the process. They are doing these protocols because they want to”;
    - “They are really starting to look at the standards and assessment.”

**IMPACT:** As a result of having data-focused and structured professional learning communities, the district may effectively use appropriate data to make or revise decisions that impact student performance.

**2. The district uses an online instructional data and assessment management tool to provide student performance data to district and school staff.**

- A. According to interviews, focus group meetings, a review of documents and a technology demonstration, the district uses the Illuminate Data and Assessment solution, an online student information and assessment analysis system, to provide educators with timely student performance data for instructional decision-making.
- Teachers can log in to Illuminate, click on the dashboard and review individual student performance data, classroom performance data and the assessment history of an individual student. Examples of student performance data available for review include:
    - Disaggregated student data by subgroups for schools, grade levels and individual classrooms;
    - The district’s Ohio School Report Card from the Department of Education;
    - Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) benchmark assessment results. NWEA MAP assessments are administered in the fall, winter and spring to students in grades K-12 in reading and mathematics and to students in grades 5 and 8 in science;
    - Teacher-created, biweekly, common assessments;
    - Historical performance measures (e.g., Kindergarten Readiness Assessment, Ohio diagnostic assessments, previous results from Ohio’s State Tests, etc.):
      - Student learning objectives assessments and student growth measure data;
      - Student intervention information.
  - According to reviewed documents, central office administrators created and implemented the use of a four-point rubric entitled “Illuminate Data and Assessment Snapshots” to monitor the levels of usage of Illuminate by teachers, identify strategies for improvement and identify areas of need for professional development.
    - Central office administrators work with building administrators to review usage reports and provide feedback to individual teachers. It is a district expectation that teachers upload their biweekly, common assessments into Illuminate;

- Professional development and personal coaching is available to support teachers who need assistance with the Illuminate product. Instructional coaches, building administrators and teachers who are identified as Illuminate contacts provide coaching in each building.
  - According to central office administrators, the district uses Illuminate to “triangulate data from EVAAS (Ohio Educational Value-Added Assessment System), end-of-course assessments and NWEA MAP tests to get projections of student growth and to create “early warning reports” to guide instruction and intervention.
- B. According to interviews, focus group meetings, a review of documents and a technology demonstration, teachers create and administer biweekly, common assessments to monitor student achievement.
- The biweekly assessments are based upon the released test items from Ohio’s State Tests and Ohio’s high school end-of-course assessments.
    - The students complete the assessments online through the Illuminate solution;
    - The results from these assessments are uploaded into Illuminate and get populated through Google classroom for analysis by teacher-based teams.
  - Central office administrators, building administrators and instructional coaches also have aligned each of the biweekly assessments with the testing blueprints and specification documents for each state assessment provided by the Ohio Department of Education.
    - These testing blueprints include the reporting categories and content statements that are assessed related to Ohio’s Learning Standards and the approximate point range for each reporting category;
    - Teachers are provided with immediate pre- and post-assessment data on student performance on the standards;
    - Teachers stated during focus groups that these standards also are unpacked with the biweekly assessments and that “instructional coaches help design assessments similar to the [Ohio’s end-of-course assessments].”
  - According to central office administrators and building administrators, the creation and use of biweekly assessments is an expectation for all teachers.
    - Instructional coaches state that “biweekly assessments are part of their culture,” and they build capacity because teachers are writing the assessments themselves.”

**IMPACT:** When the district has online access to current student performance data and common assessments, educators may be able to make timely and informed decisions about instruction.

## Human Resources and Professional Development

### 1. The district provides support to new teaching staff.

- A. The district conducted a four-day new teacher orientation program for newly hired teachers on August 15-18, 2017. The orientation agenda included the following topics:
- Lesson design and delivery.
    - In this session, new teachers designed and presented a lesson to other new teachers to demonstrate understanding of the topics;
    - In the lesson, teachers included information from the topics presented during the week: intervention, Positive Behavioral Interventions and Supports (PBIS), formative assessment, and culture and climate.
  - Technology training.
    - The teachers received training using Measures of Academic Progress (MAP) and, Illuminate, the district’s program for data analysis.
  - Culture and climate
    - The teachers received an introduction to Positive Behavioral Interventions and Supports and classroom management.
- B. According to interviews with the instructional coaches and teacher focus groups, teachers who are new to the district or teaching position receive targeted support on course content and instruction. Instructional

coaches provide instructional information to teachers on academic content and delivery on the professional development days and throughout the school year.

- C. According to focus groups and interviews, new teachers can attend small groups with instructional coaches or ask veteran teachers for assistance with data analysis, classroom management or instruction during the professional development days. All teachers can schedule individual meetings with instructional coaches or veteran teachers.
- D. New teachers participate in the Ohio Resident Educator program. The Ohio Resident Educator program is a comprehensive, four-year initiative designed to improve teacher retention, enhance teacher quality and result in improved student achievement. Participants receive mentor teachers and engage in mentoring activities and protocols and receive training in the areas of communication and collaboration according to Maple Heights Resident Educator Task and Expectation Overview, 2017-2018 and interviews with central office administrators and teacher union representatives.
  - As part of the Resident Educator program, new teachers attend monthly meetings that focus on communication, collaboration and professional development.
  - The new teachers made the following comments:
    - “I feel very comfortable speaking with central office administrators about my concerns”;
    - “These are the best teachers to work with. They have school spirit and give me support”;
    - “I have the central office administrators’ phone numbers and can call when I need additional help.”

**IMPACT:** When the district provides variety of supports to aid new educators' professional growth and improvement, teachers may use these resources and supports to increase student academic success.

## **2. The district provides job-embedded professional development for its teaching staff.**

- A. According to interviews, reviewed documents and focus groups, the district hired six instructional coaches to support and enhance the instructional capacity of teachers.
- B. The district hired three instructional coaches to work four days a week to support and enhance the instructional capacity of elementary and middle school teachers. These instructional coaches assist teachers in implementing the content standards, instruction and data analysis.
  - The instructional coaches:
    - Model instructional strategies for teachers;
    - Attend teacher-based team meetings and building leadership team meetings to assist in analyzing student performance data collected from Illuminate. They aid teachers with creating formative assessments to determine student learning and understanding;
    - Provide professional development on the district’s four professional development days on the identified academic topics.
- C. Two instructional coaches support high school teachers in mathematics, English language arts and social studies.
- D. The district has an instructional coach to support K-8 teachers in science, 15 days during the academic year.
  - According to interviews, focus groups and reviewed documents, instructional coaches assist teachers in writing assessments modeled after the format of questions from Ohio’s State Tests and creating units from pacing guides.
- E. According to interviews, focus groups and a review of documents, math coaches instituted a monthly math professional learning community. Some of the topics include:
  - Identifying the components of an effective mathematics classroom that promote students’ understanding of concepts, their ability to reason and successfully apply mathematical thinking;
  - Exploring the use of manipulatives in the classroom;
  - Creating assessments that use depth of knowledge in the creation of questions;
  - Discussing and debating current mathematical issues.

- F. According to focus group and interview participants and a review of documents, the district adopted a “train the trainer” model to deliver professional development on the use of the Illuminate software and analysis of student performance data.
  - Each building administrator selected teachers to be trained as trainers on the Illuminate and Measures of Academic Progress software. These teachers assist other teachers with implementing evidence-based instructional practices, facilitate professional development and provide guidance in reviewing and using data to inform instruction.
  - Selected teachers train their colleagues on Positive Behavioral Intervention and Supports on the professional development days.
- G. According to interviews, district administrators use walkthrough data to determine the needs of the teaching staff.
  - A walkthrough is defined as an organized observation that requires the principal or supervisor to frequently visit classrooms to look for specific instructional practices.
  - Teachers are grouped by learning needs. The cabinet members determine professional development topics to address teachers' learning needs. On professional development days and during the school year, teachers and instructional coaches provide the professional development.
- H. State Support Team 3 consultants shared they provide training to the district upon the request by teachers or administrators. They provide a calendar of the professional learning activities they offer. Examples of training include:
  - Teacher-based teams
    - Teacher-based teams are composed of teachers working together to improve instructional practice and student learning through shared work. They follow a common set of guidelines described in a five-step process connected directly to the focused goals, strategies and actions described in the school improvement plan.
  - Positive Behavioral and Intervention Supports
    - An approach to student discipline that focuses on interventions that promote positive behaviors among students in the system rather than focusing on negative consequences.
  - Ohio Improvement Process
    - A means of aligning processes, structures, tools and people to significantly improve instructional practice and student performance.

**IMPACT:** When the district provides job-embedded professional development, it may encourage teacher collaboration, create a positive work culture and increase student achievement.

## Student Supports

### 1. The district collaborates with community partners to address students' academic, social-emotional and health needs.

- A. According to focus groups and interviews, Cleveland Clinic Children’s Hospital provides community health and wellness services for students in the district.
  - Pediatric and licensed staff from Cleveland Clinic Children’s Hospital supervise the mobile school health clinic, which provides immunizations, sport physicals and health and wellness initiatives.
  - According to focus groups and interviews, students access school health services on a weekly basis via a mobile lab.
  - The district provides parental consent and student health forms for the Cleveland Clinic Children’s Hospital on its webpage.
  - A Cleveland Clinic Children’s Hospital financial counselor advises families on health insurance options.
  - Students can access Cleveland Clinic Children’s Hospital’s health services at any time during the school year.
- B. According to focus groups and interviews, Pisanick Partners, a nutrition and operations consulting firm, supports the district’s food service team with:

- Developing their quarterly school menus.
  - Completing nutrition and wellness compliance reviews, which provide the Ohio Department of Education with a comprehensive evaluation of the district's school meal program.
  - Promoting the Farm to School program to purchase, promote and serve local foods in the cafeteria.
- C. Students of Promise targets academic, social and emotional student needs for closing the achievement gap through offering adult mentors, college and career readiness field trips and tours, and character education to students.
- A full-time Students of Promise linkage coordinator services middle and high school students.
- D. MyCom, a youth advisory program, supports the district's high school students with community programs and resources.
- E. According to focus groups and interviews, the Maple Heights Public Library supports the district through various literacy programs. Public library employees:
- Facilitate LINK, an afterschool creative writing program for students.
  - Assist elementary literacy support with programs such as Book Worms, which is designed for students in grades K-5.
  - Offer free homework help and brown bag lunches to district students after school.
  - Organize out-of-district STEM and Cleveland Museum of Art workshops.
  - Provide elementary students with books that they can read during recess.
- F. According to focus groups, documents and interviews, the district partners with Youth Opportunities Unlimited. Youth Opportunities Unlimited is a nonprofit workforce development organization that serves teens and young adults, ages 14-24. This organization connects the district's students to work experiences by providing employability skills training and finding summer employment.
- G. Applewood Counseling established a school-based mental health counseling service within the district.
- According to focus groups and interviews, each school building houses a professional therapist from the counseling center to address student social and emotional issues.
  - Counselors conduct group therapy sessions after school.
  - The counselors also provide additional services such as crisis and grief counseling and home visits.
- H. The district partnered with four surrounding school districts to develop and expand career-technical education programs.

**IMPACT:** When the district collaborates with community partners to address students' non-academic needs, it may increase the likelihood that students achieve academically.

## 2. The district communicates with families regarding students' academic, social and emotional development.

- A. The district webpage contains announcements and information for students, parents and community members. Web-based documents and information include:
- The 2017-2018 student/parent handbooks and district calendar.
  - A link for Progress Book, an online student data management tool that contains information such as students' grades, class schedules and attendance information.
  - Information on the 2018-2019 preschool program and proposed academic calendars.
  - The superintendent's current and past district Community Connections newsletters.
  - School newsletters, weekly calendar updates, and breakfast and lunch menus.
  - Information on available school guidance counseling services and student support programs.
  - Enrollment forms and schedule for Parent Academy. The Parent Academy teaches district parents positive parenting skills and strategies based on parenting information from The Center for the Improvement of Child Caring, a national parenting educational organization.
  - Links to the district's Facebook page, Twitter account and athletic Facebook page.
  - Cleveland Clinic mobile health unit program information and enrollment documents.
  - Athletic physical exam and emergency medical forms.

- B. According to reviewed documents, the district's printed forms of communication include:
- A district calendar that contains school program descriptions, district financial data, elementary, middle, and high school mission statements and program offerings, and dates of district events for the year.
  - A monthly district newsletter that highlights community partnerships, academic programs and student accomplishments.
  - The Maple Heights Headlines, a community-based newspaper that highlights events in the schools.
  - Alternative education program flyers that describe the district's virtual academy.
  - School-generated flyers that announce event descriptions and dates. Some examples included:
    - School building open house agendas;
    - Math, literacy, science and family fun nights;
    - Academic awards, Festival of Arts, Parent Academy and Dads of Great Students programs.
- C. According to interviews and focus group participants, district personnel communicate directly with students and parents through various mediums. Some ways include:
- Robocalls, a district automated calling system used to notify parents of information including student absences and the mobile health clinic schedule.
  - Handwritten notes, emails, phone calls and text messages regarding student progress from teachers.
  - Informational materials about community-based services distributed to parents during district student/parent events.

**IMPACT:** When the district maintains open lines of communication with families regarding students' academic, social and emotional development, it may increase each family's capacity to promote its student's well-being and academic achievement.

### **3. The district employs practices, procedures and plans to maintain safe environments for students and staff.**

- A. A review of the Ohio Department of Education emergency management plan submission report rated the status of the district's schools and central office plans as compliant.
- B. The district published and distributed a 2017-2018 emergency preparedness guide to district employees and safety services.
- The guide categorized 44 emergency topics, including crisis plans and events that required annual updates as well as missing child and bomb threat checklists.
  - The guide described protocols for bomb threat, food service emergencies, power outages, fire and tornado drills, building evacuations, transportation emergencies and building intruders.
  - The guide listed written emergency protocols and phone numbers for contact information for district personnel.
- C. According to interviews and documents reviewed, the district provided professional development for safety personnel.
- Safety team members learned verbal judo; crisis intervention techniques; and drug, gang and terrorism awareness.
  - The district's attorney trained safety staff on transgender student issues.
  - The police department provided training for staff on signs of opioid abuse.
- D. The district established a school violence risk assessment checklist for determining student propensity for violence.
- A written guideline for threats of student violence described identification of threatening behaviors and procedures to address those behaviors.
  - The checklist contains definitions for low, moderate and high-risk levels.
- E. District athletic coaches, extracurricular advisers and school personnel have mobile access to student emergency medical forms via a computer-based application

- F. According to interviews and focus groups, the district’s community partners participated in district safety practices.
  - District personnel escorts students to and from the mobile health clinic.
  - The cafeteria contractor shared the district’s food bio-terrorism plan.
  - Outside vendors stated the district provided training for entering and exiting school buildings.
  - The district requires background checks for community partners before working with students.
- G. The district provides local fire and police departments with access to school building floor plans, safety plans and video surveillance.
- H. The district’s safety coordinator completed the Federal Emergency Management Agency’s active shooter coursework.

**IMPACT:** When the district establishes safety procedures and protocols, it gives staff guidance on strategies that may be used in emergency situations to maintain safe school environments.

## Fiscal Management

### 1. The district collaborates with external partners for resources and increased efficiency through collaboratives and shared services.

- A. According to interviews with district leaders, the city’s mayor, council and several community partners collaborate with the district on initiatives, which include the following:
  - In November 2016, the district and City of Maple Heights contracted a lease agreement that will save the district \$75,000 annually.
  - The district has exited a contract lease for a local warehouse costing the district \$75,000 annually and replaced it with an agreement with the city to lease property on a different site for an annual cost of \$1.00.
  - Cleveland Clinic provides mobile health services for students including immunizations, sport physicals and health and wellness initiatives.
  - Pisanick Partners, LLC, operates the district’s food service program.
    - The company operates with a positive cash balance and submits rebates;
    - The company provides annual professional standards training for food service staff, as required for federal programs;
    - Pisanick Partners, LLC participates in the Farm to School program, which promotes the purchase of local foods that are served in the school cafeterias. Students participate in education activities related to agriculture, food, health and nutrition.
  - Maple Heights Public Library provides programs and services to students through visits to the preschool, elementary buildings and library. Some of these programs include:
    - Library Table, which provides assistance with homework Monday through Friday;
    - Student summer reading programs;
    - 1-2-3 Reads, which provides support for the Third Grade Reading Guarantee;
    - Imagination Library, a program that provides free, age-appropriate books to preschool children each month.
  - Students of Promise is a community group that works with middle and high school students to improve academic and social skills to close the achievement gap.

**IMPACT:** When the district actively seeks resources and increased efficiencies with external partners, educational collaboratives and shared services, it can direct its resources to other areas of the educational process.

### 2. The district pursues additional external funding resources by acquiring local, state and federal grants.

- A. At the time of the review, the district provided evidence of 16 local and state grants with an allocation totaling \$1,809,017 for Fiscal Year 2018.
  - External grants include:
    - Apple/AT&T provides \$1,238,111 for Apple iPads for all students in grades 2 and 3;

- Knowledge Works awarded the district a \$200,000 grant to support the Maple Heights Schools' Alternative Pathways to Success Initiatives;
- UPK Invest in Children (Cuyahoga County Program) awarded the district a \$110,000 grant for full-day tuition preschool at Lincoln Elementary;
- Ohio EPA Ohio Clean Diesel School Bus Grant awarded the district \$54,000 to retrofit eight school buses;
- The district also was awarded 12 additional grants totaling \$206,400 for FY18
- Grants included through state and federal agencies provide an additional \$3,649,655:
  - Title I-A Improving Basic Programs;
  - IDEA Early Childhood Education, Preschool;
  - IDEA Special Education;
  - Title II-A Supporting Effective Instruction;
  - Title IV-A Student Support and Academic Enrichment;
  - School Improvement 1003;
  - 21<sup>st</sup> Century Grant.

**IMPACT:** When the district acquires local, state and federal grants to provide additional revenue targeted directly to the needs of the district's operational obligations and to the educational and safety needs of students, it may have a positive impact on student learning and achievement.

### 3. The community provides sufficient financial resources to ensure educationally sound programs.

- A. The district receives financial support and resources from the community in the form of an Emergency Levy. The Emergency Levy provides a fixed sum of dollars allocated to the district's general fund to be spent on district day-to-day operations.
- B. On May 2, 2017, the community of Maple Heights supported the 10-year Emergency Levy Renewal. Documents show the Maple Heights voters supported the passage of a 25.96 Mil renewal Emergency Levy generating approximately \$6.7 million annually.

**IMPACT:** When the community supports the district through the passage of levies, it may ensure the stability of programs for students and staff and enhance student achievement.

## CHALLENGES AND AREAS FOR GROWTH

### Leadership, Governance and Communication

#### 1. The district does not have an improvement plan that outlines goals and strategies to improve student achievement.

- A. The district produced a one-page document that contains a "three-prong approach that supports its vision and mission." The superintendent describes them as "the three pillars," which are as follows:
  - Highly Effective Curriculum, Assessment and Instruction.
  - Culture Building through Positive Behavioral Intervention and Supports.
  - College and Career Readiness.
 The overarching theme of the document is: Preparation for a Lifetime of Success - Expectations of Excellence.
- B. A review of the one-page document shows the district lacks a plan with SMART goals and action steps to improve student achievement.
  - The 2012 Ohio Improvement Process Guide defines SMART criteria as Specific, Measurable, Achievable and Attainable, Realistic and Relevant, Timely.
  - It defines "goal" as a broad statement that specifies a desired measurable change in student performance to close a gap or an improvement opportunity or potential for improvement in learning and that identifies the end result to be achieved within a given time.
- C. The three pillars of the document do not:

- Disaggregate data for student sub-groups specifically.
  - Measure what the district will see when it reaches the end goal.
  - Provide achievable and attainable critical areas to focus on improving student performance.
  - Provide realistic and relevant data based on analyses of current achievement level.
  - Provide a timeframe or deadline for determining when the goals are to be met.
- D. Based on interviews, the pillars do not drive adult behavior in the district or set clear student goals for staff.
- E. The one-page document does not contain strategies that address student achievement or adult implementation.

**IMPACT:** When the district does not have an improvement plan that outlines goals and strategies to improve student achievement, the staff may be unable to determine the level of progress in student achievement and adult behavior.

**2. The district does not collaborate with building administrators to identify instructional needs of its respective schools.**

- A. As reported in interviews and various focus groups, building administrators have no input in the decision-making related to their own buildings including budgets, curriculum, professional development, special education, transportation and resources. Central office administrators confirm there is not a process that allows building administrators to develop plans for instructional improvement. Comments from focus group participants included:
- “The central office provides oversight to buildings.”
  - “All teachers are required by the central office to create assessments in Illuminate, but it is not student-friendly at our level.”
  - “Building staff wanted to develop their own reading achievement plan once we knew our kids came in so low.”
  - “Teachers are given some literacy resources but would like a comprehensive reading series.”
  - “The principal sends the agenda for the professional development days to the central office for approval and they dictate what else we should include.”
  - According to a review of documents and interviews, central office administrators direct and monitor the work of building administrators rather than being responsive to the differentiated needs of the buildings.
  - Central office administrators developed plans that direct the work of the building administrators and teachers from December through May testing. Biweekly monitoring is ongoing. Items on the plan include:
    - “The list of students will be sent to central office for monitoring and biweekly meetings with principals for conversations and accountability/data driven decision-making”;
    - “Central office staff will meet biweekly with principals over plan and individual student progress reports moving towards initial goal setting and progress checks starting the week of 1/26.”
 Building administrators email central office administrators when their assigned task is complete.

**IMPACT:** When building administrators are unable to focus time and resources on needs and priorities established at their respective schools, instruction and student achievement may not improve.

**3. The district does not have a process in place that allows stakeholders to provide input when developing the budget and the five-year forecast.**

- A. At the time of the review, at all levels of interviews, there was no evidence the district has developed a process that includes building administrators, central office administrators, program directors, teachers, advisory groups or coaches to develop the budget and the five-year forecast. The following comment is the only one reported where input was given in the budgetary process:
- Central office administrators asked that the technology budget be increased from \$40,000 to \$80,000 in the fall for additional Chromebook or iPad carts, but no plan was in place for building administrators to determine which buildings or students would receive them.

- B. At the time of the review, there was no evidence the district allocated resources based on the ongoing analysis of aggregated and disaggregated student assessment data to promote equity in subpopulations. Interviews with board members included the following comments:
  - Some capital projects were placed on hold to redirect funds to students when the state report card came out.
  - “We appropriated funds towards computers, education and classroom tutors,” but no evidence shows that building administrators were involved in the decision.
- C. At the time of the review, there was no evidence that stakeholders are actively involved in the development of the budget to support schools and students with the greatest needs.
  - As reported in focus groups, lacking a formal budget and purchasing process, staff requests go directly to the central office and are either accepted or denied.
    - Principals would like a technology cart for each teacher. “Now teachers don’t even get a cart twice a week. Non-tested classes never get them”;
    - “We do get supplies but we’d like to get a reading book”;
    - “Advanced placement materials were ordered late – after we already ordered supplies”;
    - “We get a quote and put it through and see if we get it”;
    - “English language arts – they are pretty good at buying trade books but we want a textbook”;
    - “Lots of sharing of carts for content areas. “
  - Interviews and focus groups communicate central office administrators hire and determine staffing levels without input from building administrators.

**IMPACT:** When stakeholders are not directly involved in establishing long-range budgetary priorities, resources may not be allocated to areas with the greatest needs.

## Curriculum and Instruction

### 1. The district lacks a comprehensive curriculum plan for grades K-12 that includes curricular and instructional resources aligned to Ohio’s Learning Standards.

- A. A review of documents and input from focus group participants indicate that curriculum programs in the district are fragmented and inconsistent.
  - According to classroom observations and interviews, the district does not utilize a cohesive set of curriculum resources and instructional materials.
    - A review of documents and classroom observations indicate curriculum resources vary across classes, grade levels and schools;
    - Based on interviews with instructional coaches and building administrators, teachers make curriculum and instructional decisions within individual buildings and individual classrooms;
    - Building administrators and teachers state there is no district curriculum plan for the schools to follow.
  - According to teacher focus group participants, teachers make decisions about what to teach and how they teach in their classrooms.
  - During a teacher focus group, teachers shared they purchase instructional materials or find resources online.
  - According to classroom observations, teachers use basal readers, worksheets and texts that are neither aligned to Ohio’s Learning Standards nor recommended district resources to deliver instruction.
- B. According to the building administrators focus group participants and classroom observations, the district does not have a structured K-12 English language arts program or a consistent, high-quality K-12 math program aligned to Ohio’s Learning Standards.
- C. The district review team conducted classroom observations in all school buildings in the district to examine instruction and student learning. A six-point scale was used to evaluate each setting. The scores range from 0-5, with 0 meaning no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence of adult practice.

- In observations of more than 60 classrooms, on the indicator stating, “Classroom lessons, instructional delivery and assessments are aligned to Ohio’s Learning Standards,” the district received a rating of 1.73 out of a possible score of 5.

**IMPACT:** When the district does not have a comprehensive, cohesive plan for the utilization of curricular resources aligned to Ohio’s Learning Standards, building administrators and teachers may lack guidance to prepare students for academic success.

**2. The district does not consistently use evidence-based instructional strategies to promote high achievement for all students.**

- A. According to district administrators and teachers, the district’s instructional model is based on Phillip Schlechty’s Working on the Work.
- According to a review of the district’s Continuous Improvement Plan, the Schlechty Framework is the foundation for “professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student achievement.”
  - The Continuous Improvement Plan calls for a targeted professional development strategy, “with involvement of staff in the planning process, the district will provide professional development to improve instructional expertise in reading and math, according to individual teacher needs and based on analysis of district assessment data.”
    - According to district administrators and teachers, the district does not consistently provide professional development that is targeted to evidence-based instructional practices to all teachers;
    - According to the Overview of Professional Development document, staff development and training are provided by building administrators and instructional coaches twice monthly. However, an overview of randomly selected agendas revealed that staff development and training is not the focus of the meetings.
- B. Central office administrators shared an instructional framework for English language arts instruction that includes “admit slips/bell work/formative assessment, word work, readers’/writers’ workshop, stations work, mentor texts, content area literacy, formative and summative assessments and love of reading.” However, according to interviews, documents and classroom observations, teachers do not consistently implement the various components of the instructional framework.
- According to a review of curriculum documents and interviews with teachers and building administrators, the district does not have a common plan or program that is utilized in all classrooms and buildings.
    - The elementary school teachers use two different plans for elementary literacy:
      - The Maple Heights Language Arts Block (K-3) promotes mandatory skills and activities for phonemic awareness, phonics, fluency, comprehension, vocabulary and writing.
      - The Maple Heights Literacy Across the Year Plan (K-2) promotes Jan Richardson’s Guided Reading Framework/Skill Groups.
  - According to building administrators, the district makes instructional decisions without their input.
  - The multiple curriculum frameworks for guiding reading instruction are inconsistent and reflect gaps in implementation.
    - According to interviews, some teachers are facilitating one guided reading group daily instead of adhering to the requirement of facilitating three guided reading groups per day.
- C. Classroom observations and interviews with parents, teachers and students revealed students are not engaged in challenging tasks and teachers are not delivering rigorous instructional practices.
- The district review team conducted classroom observations in all school buildings in the district to examine instructional practices and student learning. A 6-point scale was used to evaluate each setting. The scores ranged from 0-5, with 0 representing not evidence to indicate the specific practice is occurring and 5 representing exemplary evidence of adult practice.

- In observations of more than 60 classrooms by review team members, on the item measuring students' engagement in challenging academic tasks, the district received an average rating of 1.16 out of a possible score of 5.
- In observations of more than 60 classrooms by review team members, on the item measuring the extent to which the teacher provides opportunities for students to engage in discussion and activities aligned to Webb's Depth of Knowledge, the district received an average rating of 1.13 out of a possible score of 5.
- Parents, students and teacher focus group participants voiced concerns that instruction is focused only on preparing for "the test" (Ohio's State Tests), not on standards and learning needs of students.
  - For example, the middle school strategic plan and high school math teacher-based team report focus on test preparation;
  - Parents and students voiced concerns about the students not being prepared for college and career opportunities. Comments from focus group participants included:
    - "I worry if my child is being prepared [for college and career opportunities]."
    - "I'm not ready for college writing."

**IMPACT:** When the district does not consistently and systematically use evidence-based instructional strategies district-wide, it may not achieve its goal of improved academic achievement.

**3. The district does not routinely use data to differentiate instruction at all grade levels and content areas to meet the learning needs of all students.**

- A. According to district administrators, individual buildings and classrooms incorporate different methods for analyzing and using data to inform differentiated instructional practices.
- B. District administrators shared that although processes are in place to "collect and look at" student performance data, the data is not informing instructional decisions.
- C. In observations of more than 60 classrooms by review team members, on the item measuring the degree to which the teacher conducts frequent formative assessments to inform instruction, the district received an average rating of 1.28 out of a possible score of 5.
- D. According to district administrators, although teachers and building administrators can access data, they do not know how to use the data to change instruction and then reassess the effectiveness of the instructional strategy.
- E. According to building administrators, although teachers administer biweekly assessments, they do not use results to inform decisions for changing instruction and providing different interventions.
- F. Observations and interviews revealed teachers do not consistently differentiate instruction to meet the diverse learning needs of students.
- G. Teachers and district administrators shared that differentiation is an area for improvement across the district. Comments from teachers and district administrators included:
  - "There isn't even agreement on what differentiation is."
  - "Teachers are afraid to differentiate because they fear it will disrupt classroom management."
  - "Teachers aren't using data to group students for different instruction."
  - "Teachers only use data to group students for intervention."
  - The district review team conducted classroom observations in all school buildings in the district to examine instructional practices and student learning. A 6-point scale was used to evaluate each setting. The scores ranged from 0 to 5, with 0 representing no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence of adult practice.
    - In observations of more than 60 classrooms by review team members, on the item measuring the degree to which the teacher implements appropriate and varied strategies that meet all students' diverse learning needs, the district received an average rating of 0.93 out of a possible score of 5.

- Teachers and instructional coaches stated teachers have students work in small groups using Words Their Way to differentiate instruction. For example, a teacher assembles students in groups to work on word sorts.
- However, based on classroom observations, students were working in groups on word sorts, but all students had the same words instead of words based on their assessment results.
- In observations of more than 60 classrooms by review team members, on the item measuring the degree to which students assume responsibility for their own learning, the district received an average rating of 0.91 out of a possible score of 5.
  - During classroom observations, teachers did not confer with students or advance students' reading skills in other ways. Instead, students choose the books they read.
- Parent focus group members shared their concern that, although the district has been “tracking honor students” since elementary grades, the teachers just “give them more work” instead of providing more challenging assignments.

**IMPACT:** By not using data to differentiate instruction at all grade levels and in all content areas, the district may not address the diverse learning needs of all students.

## Assessment and Effective Use of Data

### 1. The district’s technology resources are insufficient to support the instruction and assessment process.

- A. According to interviews, focus group meetings, a review of documents and classroom observations, there is a lack of a long-term planning process for the technology needs of the district.
- Central office administrators shared that even though all schools were constructed only seven years ago, a majority of the classroom technology in these schools is still from the original construction and installation.
    - Standard classroom technology that was installed when the buildings opened included a teacher desktop computer, data projector, interactive whiteboard, document camera, an interactive student response system and a sound amplification device for the teacher.
  - At the time of the review, there was a lack of evidence of a long-term technology plan, a long-term equipment replacement rotation and a budgetary decision-making process to replace classroom technology in each building.
    - The Departmental Budget Proposal (2017-2022) identified the estimated costs over a five-year period for the replacement of teacher desktop and office computers, technology repairs, technology parts and equipment, and mobile device repairs. However, at the time of the review, there was no evidence of a specific timeline and schedule for completion for the replacement of these items;
    - Central office administrators established a goal of installing 50 new or refurbished workstations each fiscal year under the teacher computer replacement process. However, at the time of the review, there was no evidence of a specific timeline and schedule for completion for these computer replacements;
    - At the beginning of the 2017-2018 school year, building administrators provided central office administrators with a 2017-2018 technology plan identifying needs for their respective buildings; However, at the time of the review, there was no evidence of the implementation of the plan.
    - Proposals for increases in district technology staff were not addressed in the department budget proposal. However, at the time of the review, focus group participants commented about broken computers and the length of time it takes for repairs and that “technology staff are well-meaning, but they are unable to keep up with needs.” Building and classroom observations conducted by district review team members confirmed the existence of classroom computers that were broken or no longer being used.

- According to interviews, focus group meetings, a review of documents and classroom observations, there are insufficient numbers of Chromebook carts in each building to meet the instructional and assessment requirements for the district.
- According to reviewed documents, Chromebook is a laptop computer first introduced by Google in 2011. Google Chromebook is designed to be used primarily while connected to the Internet and stores most of its data in the cloud.
  - The district typically houses the Chromebook in a mobile rechargeable cart and teachers and instructional teams currently use the Chromebook for Ohio's State Tests and classroom instruction.
- The respective 2017-2018 building technology plans indicated that each building often shares a Chromebook cart between four to six classrooms or between instructional teams with multiple teachers.
  - Building administrators and teachers stated that it is a challenge to schedule the Chromebook carts for classroom use, with some teachers having no access to these carts;
  - Building administrators and teachers stated the requirements of the online administration of Ohio's State Tests result in the unavailability of Chromebook carts for other instructional applications, such as the Illuminate Data and Assessment solution that is used for the biweekly assessment process;
  - The Department Budget Proposal (2017-2022) identified several areas for technology replacement. However, this document did not include allocations to increase the number of Chromebook carts in each building.
- Comments made by building administrators and teachers during focus groups regarding the insufficient number of Chromebook carts include:
  - "We have a testing schedule but we don't have enough Chromebooks. We need to share";
  - "Students do not have regular access to technology. We have one cart per four or five teachers";
  - "Mixed platforms are an issue for technology – iPads vs. Chromebooks";
  - "We only get Chromebook carts twice per week";
  - "One of our major challenges is technology [availability] – there are not enough Chromebooks."
- The district review team conducted classroom observations using an instructional inventory tool. Classroom observations revealed inconsistent evidence of the use of instructional technology. The review team members observed 51 classrooms across several school buildings in the district. The following instructional practices were rated:
  - "The teacher uses available technology to support instruction, engage students and enhance learning." The district received an average rating of 1.82 out of a possible score of 5.0;
  - "Students use technology as a tool for learning and/or understanding." The district received an average rating of 1.06 out of a possible score of 5.0;
  - "Students are using technology as part of their classroom instruction." The district received an average rating of 1.57 out of a possible score of 5.0;
  - "The teacher integrates the use of technology in instruction." The district received an average rating of 1.43 out of a possible score of 5.0.

**IMPACT:** Without sufficient and up-to-date classroom technology, teachers may be unable to facilitate 21<sup>st</sup> century instructional strategies, engage students or enhance learning. Furthermore, students may be unable to use technology as a tool to take assessments, conduct research and demonstrate understanding and the teaching and learning process may not be supported.

## **2. The schools do not have improvement plans aligned to the district goals to monitor and improve student achievement.**

- A. According to interviews, focus group meetings and a review of documents, central office administrators developed a document, referred to as the "three pillars" framework for improvement, which identifies three main goals that are the improvement priorities for the district and each school. However, at the time of the

review, there was limited evidence of the alignment and implementation of these school improvement priorities.

- A review of documents identified the “three pillars” as:
  - Highly effective curriculum and instruction;
  - Culture building through Positive Behavioral Interventions and Supports;
  - College and career readiness.
- B. According to interviews, focus group meetings and a review of documents, each school has developed improvement plans through the Comprehensive Continuous Improvement Process (CCIP). However, at the time of the review, these plans were not aligned to the three pillars of district improvement.
  - The Comprehensive Continuous Improvement Plan is an online, unified grants application and verification system through the Ohio Department of Education that consists of two parts: the Planning Tool and the Funding Application.
    - The Planning Tool contains the goals, strategies, action steps and district goal amounts for all grants. The Funding Application contains the budget, budget details, nonpublic services and other related pages.
  - At the time of the review, there was a lack of evidence of individual building improvement plans that included the following components:
    - Alignment to the three pillars of district improvement;
    - Two to three SMART goals (specific, measurable, achievable, rigorous, and targeted);
    - Several strategies for each goal;
    - Adult implementation and student performance indicators for each strategy;
    - Action steps for each strategy that address persons responsible, deliverables and adult implementation timelines;
    - Identification of evidence and percentages of implementation.
  - State Support Team 3 consultants stated “we wish there was a better connection between their district’s Comprehensive Continuous Improvement Plan and the district plan.”
- C. According to interviews, focus group meetings, and a review of documents, building administrators developed short-term improvement plans to identify student achievement strategies and intervention priorities to be implemented prior to the spring 2018 administration of Ohio’s State Tests and end-of-course assessments. However, at the time of the review, these improvement documents were not aligned to the “three pillars” and did not include adult implementation or student performance indicators.

**IMPACT:** When school improvement priorities are inconsistent and misaligned, district and school leaders may be unable to make data-driven decisions about instruction and intervention that may lead to student growth. In addition, district resources and expenditures may not be fully maximized.

### **3. The district does not consistently train educators on the use of high-leverage data to inform instructional practices.**

- A. According to interviews and focus group meetings, administrators and teachers are unable to identify the intentional instructional strategies that lead to student growth.
  - According to data from the progress component of the 2016-2017 Ohio School Report Card issued by the Ohio Department of Education, students made more progress than expected in the following areas:
    - Milkovich Middle School: Component grade – “B,” overall Value-Added – “A,” Value-Added for students with disabilities – “A,” and Value-Added for the lowest 20 percent of achievement – “A”;
    - Maple Heights City Schools District Report Card: Value-Added for the lowest 20 percent in achievement – “B.”
  - However, at the time of the review, central office administrators and building administrators had not conducted a root cause analysis to identify the specific and intentional instructional practices that led to high levels of student growth in the components described above.

- B. According to interviews, focus group meetings and a review of documents, teachers and building administrators are not accessing and utilizing Value-Added data from the Ohio Educational Value-Added Assessment System (EVAAS) for instructional decision-making.
- Central office administrators stated, “we don’t do a lot with value-added professional development.”
    - According to the district’s teacher evaluation guidelines, “the student growth component of a teacher’s evaluation will carry a 50 percent weight in the overall ranking using the Ohio electronic Teacher and Principal Evaluation System (eTPES) and board of education approved evaluation tools. Thirty-five percent will be on state Value-Added scores and 15 percent will be from NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) student growth measures”;
    - Despite the higher emphasis on Value-Added scores in the teacher evaluation process, a review of professional development calendars and agendas verified a lack of professional development on Value-Added analysis and access to the data analysis tools of the Ohio Educational Value-Added Assessment System (EVAAS).
  - Central office administrators stated that building administrators and teachers have access to their building and teacher-level Value-Added reports from the Ohio Educational Value-Added Assessment System (EVAAS). However, at time of review, there was limited evidence of professional development for teachers on the various online reporting features of the EVAAS system contained in these reports that help inform student growth, including:
    - Diagnostic summaries with disaggregated subgroup performance;
    - Decision dashboards;
    - Projection summaries for their respective students.
- C. Central office administrators revealed that although building administrators are provided with testing reports from the secure data center through the Ohio Department of Education website by the district test coordinator, the building administrators do not currently access this online data themselves.
- These reports include results from Ohio’s State Tests, including reports on annual measurable objectives (gap closing), student growth data, student discipline data, student attendance data, and other student performance data.
- D. According to interviews, focus group meetings and a review of documents, the professional development and technology resources for the Illuminate Data and Assessment solution are insufficient to meet the instructional needs of the district.
- Comments made by building administrators and teachers during focus groups regarding insufficient professional development and resources for the Illuminate Data and Assessment solution include:
    - “We think [Illuminate] is a great tool. We’re just lacking the resources”;
    - “We need training on Illuminate”;
    - “We need time to collaborate”;
    - “I enjoy Illuminate. [However,] I had to teach myself”;
    - “Kids can’t use Illuminate because we don’t have the [technology] carts”;
    - “Unified arts teachers don’t have access to Illuminate. I need time to play with it.”

**IMPACT:** Without professional development and online access to student growth measures data, educators may be unable to make data-driven decisions about instructional practices.

## Human Resources and Professional Development

### 1. The district does not have a comprehensive and collaboratively developed professional development plan.

- A. The Ohio Standards for Professional Development state that, to be effective in increasing educator effectiveness and student learning, a system of professional learning must:
- Occur within a collaborative culture in which all share collective responsibility for continuous improvement.

- Be advanced by leaders who prioritize professional learning and develop the capacity and structures to support it.
  - Be supported by resources.
  - Be data-based and use data for planning, assessment and evaluation.
  - Represent best-practice models and theories of adult learning and active engagement.
  - Be research-based, using what is known about change to sustain implementation.
  - Focus on specific goals and align outcomes with existing educator and student standards.
- B. Although the central office administrators created an overview of professional development activities, it does not contain the essential elements of a professional learning system nor meet the needs of all district staff.
- C. According to interviews with central office administrators, it was revealed the district does not have a collaborative process whereby all stakeholders are included in planning the district's professional learning.
- D. Comments from interviewees included:
- “Professional development is reactionary.”
  - “[The district] does not solicit comments or ideas for professional development.”
  - “Professional development is not continuous.”

**IMPACT:** When the district does not have a collaborative, cohesive and research-based professional development plan aligned to district goals, it may miss the opportunity to build capacity in the staff to positively impact student learning.

**2. The district does not have a consistent process to evaluate the goals, outcomes and effectiveness of professional development and its impact on adult indicators and student achievement gains.**

- A. According to research, evaluation is a systematic method for collecting and analyzing pertinent information to determine if the intended subject is meeting the desired outcome, purpose or goal.
- B. Interviews and focus groups revealed the district lacks a process to collect data to evaluate the effectiveness of all professional development offerings and their impact on adult learning.
- C. Based on a reviews of exit slips from professional development activities, the feedback received does not show how the data is being interpreted, analyzed or used to inform decision-making related to professional development offerings.
- The three questions from the district's exit slip from the Feb. 23, 2018, professional development day are:
    - What is one important thing that you learned during today's PD?
    - What is one thing that you need more information about?
    - What would help make today's PD more effective?

**IMPACT:** When a district lacks a consistent method to analyze data to determine the effectiveness of professional learning and programs, it may hinder the district's efforts to improve the quality, content and delivery of professional learning that meet the needs of the participants. When there is no evidence to show the impact of adult indicators or student achievement gains from professional development, it can make it difficult to monitor the progress toward accomplishing a goal or objective.

## Student Supports

**1. The district has a high chronic absenteeism rate.**

- A. The Ohio Department of Education defines chronic absenteeism as missing 10 percent or more of the school year for any reason—excused absence, unexcused absences and absences due to out-of-school suspension.
- B. District historical student attendance data from 2012 through 2017 revealed excused and unexcused student absences increased from 49,130 to 63,350.
- C. The Ohio Department of Education's Office of Accountability reported:

- The district's chronic absenteeism rate increased yearly from 25.6 percent in the 2012-2013 school year to 31.3 percent during the 2016-2017 school year.
  - Nine percent of district students missed more than 20 percent of school days in a year.
  - Forty-three percent of students missed fewer than 5 percent of school days.
- D. District report card attendance data from the 2016-2017 school year indicated:
- Abraham Lincoln Elementary School had a chronic absenteeism rate of 24.5 percent.
  - John F. Kennedy Elementary School had a chronic absenteeism rate of 23.1 percent.
  - Barack Obama Elementary School had a chronic absenteeism rate of 22.6 percent.
  - Milkovich Middle School had a chronic absenteeism rate of 36.6 percent.
  - Maple Heights High School had a chronic absenteeism rate of 40 percent.
  - Maple Heights City Schools had a chronic absenteeism rate of 31.3 percent.
- E. District leadership team minutes 2017-2018 attendance data showed the number of student absences increased each month in all district schools during the school year.
- As of Feb. 26, 2018, the district reported student absences at 34,534.
- F. Based on interviews and comments from focus group participants, student attendance was the district's biggest challenge. Comments included:
- "Attendance data is bad; we make excuses for why it is low."
  - "The district has systemic attendance and tardy issues, and it cannot be fixed at the building level."
  - "The district has not developed a plan to address student attendance and tardy problems as a system."
  - "Staggered start times are a cause for poor student attendance."
- G. It was stated during interviews that the lack of school transportation impacted student attendance.
- Student bus transportation was reduced years ago because the district lost \$6 million in revenue.
  - High school students and students who live within a two-mile radius of the school are not bused.
  - The Regional Transit Authority dropped shuttle transportation services; the district provides a shuttle service to high school students living near the east side of the city.
  - Students living on the west side of town do not have access to a district shuttle service.

**IMPACT:** When students inconsistently attend school, student academic performance and graduation rates may decline and student drop-out rates may escalate.

## 2. The district does not have a consistent multi-tiered system of support for addressing student behaviors.

- A. According to the Ohio Department of Education, the definition of multi-tiered system of support, Positive Behavioral Intervention and Supports means:
- A school-wide systematic approach to embed evidence-based practices and data-driven decision-making to improve school climate and culture to achieve improved academic and social outcomes and increase learning for all students.
  - Encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behavior to students.
- B. According to documents and interviews, the district does not provide an organized structure to ensure consistent implementation of Positive Behavioral Interventions and Supports. During the 2016-2017 school year:
- Eight staff members out of more than 240 attended professional development on Positive Behavioral Intervention and Supports.
  - At the time of the review, there was no evidence that one school had written a Positive Behavioral Interventions and Supports plan.
  - According to interviews, changes in building-level administration causes the implementation process of Positive Behavioral Interventions and Supports to continuously be restarted.

- Interviews with district staff revealed that school buildings lack supports for addressing student behavior needs at Tiers II and III.
  - According to district labor management minutes, staff requested additional training for Positive Behavioral Interventions and Supports.
  - According to focus group participants, the district looks at behavioral data but does not address the underlying behavioral causes.
- C. The district conducted a Positive Behavioral Interventions and Supports climate survey for high school students in 2016 that indicated:
- Twenty-five percent of students believe the district does not set clear rules for behavior.
  - Forty-four percent of students indicate behaviors affect a teacher's ability to teach.
  - Fifty-four percent of students believe students are not frequently recognized for good behavior.
- D. The Ohio Department of Education's Office of Accountability reported the district's student discipline trends were higher than state and similar district occurrences between 2013 and 2017.
- The district averaged 61.5 disciplinary actions per 100 students. The state averaged 22.38 disciplinary actions per 100 students. Similar districts averaged 24.4 disciplinary actions per 100 students.
- E. According to 2016-2017 Ohio School Report Card data:
- Student fighting/violence and disobedient behaviors were cited 1,146 times as reasons for out-of-school and in-school suspensions. According to the district's student handbook:
    - A student shall not engage in any fight or other act of violence or force that causes harm or threatens to cause harm to another person;
    - A student shall not show disrespect to faculty and staff members. A student shall not behave or act in such manner that the faculty or staff member interprets it as disrespect. This includes verbal and non-verbal actions;
    - A student shall not refuse to comply with reasonable requests, orders and directions of teachers, substitute teachers, teacher aides, administrators, volunteers or other authorized personnel during any period of time when the student is properly under the authority of school personnel. Insubordination includes, but is not limited to:
      - i. Disobedience or disrespect toward any staff member;
      - ii. Not serving assigned detentions;
      - iii. Not following school rules or proper procedures;
      - iv. Not following assigned schedule/being in unauthorized area;
      - v. Chronically tardy to class;
      - vi. Repeated misbehavior after warning;
      - vii. Sexually suggestive actions.
  - District schools reported the following data on out-of-school suspensions per 100 disciplinary actions:
    - Barack Obama Elementary School reported 54.3;
    - J.F. Kennedy Elementary School reported 43.2;
    - Milkovich Middle School reported 38.5;
    - Maple Heights High School reported 40.
  - The district reduced out-of-school suspensions by 26.2 percent.
  - The high school reduced out-of-school suspensions by 23.9 percent and in-school suspensions had a zero percent change.

**IMPACT:** When the district does not have a multi-tiered system of support to improve student behaviors, it may negatively affect school climate and student achievement.

**3. The district lacks a consistent model to promote inclusive practices for students with disabilities.**

- A. The Office for Exceptional Children at the Ohio Department of Education produced the 2017-2018 Ohio Special Education profile report for the district. This report notifies districts of their performance on 17 key indicators set forth by Individuals with Disabilities Education Improvement Act of 2004. Profiles also inform districts of any activities they must complete based on these indicators. According to the profile, the district did not meet 11 of 17 indicators.
- The district was cited for missing state benchmarks in:
    - The percent of children ages 3-5 with individualized education programs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program;
    - The percent of children ages 3-5 with individualized education programs attending separate special education classes, schools or facilities;
    - The percent of preschool children with individualized education programs who were functioning within age expectations by the time students turned 6 years of age or exited the program;
    - The percent of preschool children with individualized education programs who demonstrated improved use of appropriate behaviors to meet their needs;
    - The percent of students with disabilities who scored at or above the proficient level on statewide math and reading assessments;
    - Discrepancies in expulsion rates between students with learning disabilities and their non-disabled peers;
    - Discrepancies in suspension rates between students with learning disabilities and their non-disabled peers;
    - The percent of children ages 6-21 with individualized education programs served inside the regular class 80 percent or more of the day;
    - The percent of children ages 6-21 with individualized education programs served inside the regular class less than 40 percent of the day;
    - The percent of students with disabilities ages 6 through 21 served in separate schools, residential facilities or homebound hospital placements;
    - Percent of students with disabilities graduating from high school with a regular diploma within four years.
- B. According to interviews and focus group participants, the district has not developed a comprehensive plan to address the needs of students with disabilities.
- The district's board of education policy, adopted on Aug. 24, 2000, and published on the website, Policy FO Maple Heights City Schools Special Education Policy states: "It shall be the policy of this school district that the education of children with disabilities shall occur in the least restrictive environment; special education programs and services shall be appropriate and designed to meet the unique needs of each child with a disability; to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who do not have disabilities; special classes, separate schooling, or other removal of children with disabilities from the regular educational environment, shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."
  - During the 2016-2017 school year, the district's students with disabilities population was 17.3%.
  - Interviewees stated that intervention specialists were spread thin, and a multi-tiered system of supports put more responsibility on general education teachers and paraprofessionals.
    - During the 2017-2018 school year, the district enrolled 200 students with disabilities and hired six intervention specialists to support their needs.
  - Transient students and high caseloads were cited as challenges for meeting all special education student needs.
  - An inclusion classroom example discussed in a district labor management meeting indicated there were 16 students with disabilities out of 21 students.
    - Participants stated:

- A variety of models and a shortage of common planning time in certain grade levels made co-teaching difficult.
- The district lacked Tier I academic interventions for all kids.
- Block scheduling impacted inclusive practices because newly enrolled special education students had limited course offerings and placement increased special education class size.
- One elementary school pushed toward inclusion thinking it was the district plan.
- Another view was that the district needed to pick a model and follow it.
- The district used a push-in, pull-out model to improve core instruction.
- Fourth and fifth grade staff tried inclusion but went back to pull-out practices; however, they were working toward a pure inclusion model again.

**IMPACT:** The district's focus on compliance and meeting state special education regulations may limit teacher, non-disabled and special education student access to educational opportunities that might improve instructional practices and student achievement.

## Fiscal Management

### 1. The district does not include all appropriate stakeholders in the process of developing a clear, current and comprehensive budget.

- A. A review of the appropriation document and board minutes revealed that the district does not include central office and building administrators in developing the district budget.
- Interviews confirmed that the central office and building administrators, teachers and other staff members are not invited to provide input on budgetary decisions.
  - At the time of the review, there was no evidence presented to show that performance data is used to make budget decisions at the department and building levels.
  - According to interviews, administrators and principals do not receive budgets for technology, supplies, purchased services and equipment.
  - Interview participants stated purchases are approved on a case-by-case basis through submitting a purchase order and not tied to any department budget or appropriation.
  - The appropriation document does not include an explanation of goals and objectives to be achieved through the budget at the building and department levels.
  - The district does not provide a budget presentation that reflects district goals and priorities, department and building-level budgets, changes in programs, operations nor costs associated with those changes.
  - The district does not track and compare budgeted and actual revenues and expenditures to ensure the district spends within budgeted limits.
- B. The district does not effectively communicate essential financial information and data with all stakeholders.
- According to interviews, the district does not provide monthly financial reports to activity and athletic advisors to financially manage their programs.
  - Interviews confirmed district administrators are not provided with budget reports to track their department spending.

**IMPACT:** When the district does not include all appropriate stakeholders in the process of developing a clear, current and comprehensive budget, resources may not be allocated in a cost-effective manner to support district financial and educational goals for students.

### 2. The district's forecast and assumptions lack detail to manage resources and allocation decisions.

- A. The five-year forecast and its assumptions provide a three-year history of the financial position of the district and an estimate of the next five years of revenues and expenditures. The five-year forecast and

assumptions are a key resource to taking a proactive approach to managing future district finances and identifying financial challenges in advance.

- B. The district's five-year forecast and assumptions, adopted at the Oct. 23, 2017, board of education meeting, was filed in October 2017 with the Ohio Department of Education. A review of the district's five-year forecast and assumptions showed the district does not prepare the forecast and assumptions to accurately manage its resources and allocation for short-term and long-term financial needs.
- Line 3.030 of the five-year forecast reflects the portion of district expenditures for purchased services. The Actual Expenditures for years 2015, 2016 and 2017 show growth in spending of more than \$1.8 million annually. The estimated forecast lines for years 2018 through 2022 do not show any increase in purchased services over the estimated five years.
    - The assumptions to the line of purchased services address the fact that more than “50 percent (approximately \$6 million) of the district's purchased service expenditures are going to community schools, EdChoice Scholarships and students attending other public schools in other districts,” but do not address a remedy to rectify the \$1.8 million annual growing cost to the district nor the approximate \$6 million for students attending elsewhere.

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

### **3. The district does not have a comprehensive capital plan to address new and replacement equipment.**

- A. A comprehensive capital plan provides a detailed, long-term plan to manage the costs of technology, maintenance, classroom equipment and capital improvements. This includes bus and vehicle purchases and building maintenance and replacement needs.
- At the time of the review, central office administrators did not provide a capital plan that addressed immediate or long-term needs in the areas of curriculum, technology, transportation and replacement costs.
  - Interviews with central office administrators confirmed the district does not have an organized long-term financial capital plan that clearly and accurately reflects anticipated future capital development and improvement needs.
  - Interviews with central office administrators and staff concluded the district does not have a method to determine where the funds would come from to pay for emergency repairs or replacements of building equipment or vehicles.

**IMPACT:** When the district does not have a written long-term capital plan that is reviewed and updated as needed to address future and possible unforeseen expenditures, unexpected capital costs may have a negative impact on the district budget, thus causing the five-year forecast and annual appropriations to be misleading.

# Maple Heights City School District Review Recommendations

## Leadership, Governance and Communication

1. Develop a long-range, focused district improvement plan that outlines goals and strategies to improve student achievement. Identify clear, measurable SMART goals for adult behavior and student achievement that clearly specify targets within each of the three pillars. Determine specific data that is being used to measure attainment of the goals. List action steps needed at the district level to accomplish the goals. Specify who will monitor the plan, how often it will be monitored and what progress is anticipated at each measurement point.

**BENEFIT:** Creating a long-range, focused district plan that communicates priorities and provides a framework for aligned school plans may help guide the district toward improving student achievement.

2. Develop a process that allows building administrators to determine specific building needs based on their school improvement plans. Based on data from the building leadership teams, walkthroughs and teacher evaluations, establish a process in which the building administrators can access central office resources to support the growth of teachers and increase student achievement. Use the structure of the instructional leadership team meetings to drive actions of the central office staff to support building plans. Establish a method for building administrators to communicate needs across the district to help solve systemic issues, such as attendance and student achievement.

**BENEFIT:** When building administrators set clear priorities and have support for their school needs from central office administrators, student achievement may increase.

3. Create a system that allows building administrators and other stakeholders to develop a budget in support of district- and building-aligned goals. With building administrator input, establish multi-year, long-range resource needs in areas of curriculum, instruction, technology, staffing and professional development. Have building administrators prioritize their needs based on data and submit their budgetary requests. The superintendent and treasurer should recommend to the board a budget that is based on the district and building improvement plans to support improved student achievement.

**BENEFIT:** Intentionally allocating resources to buildings and students with the greatest need may help improve student achievement.

## Curriculum and Instruction

1. Develop a comprehensive, cohesive K-12 plan for curriculum and instruction. Form a curriculum committee comprised of K-12 teachers, building administrators and district office administrators to develop district criteria for and ongoing review of all current and potential curricular and instructional resources and materials. Create a curriculum adoption cycle that includes all resources and materials that are district approved, with date of adoption and replacement time table. Provide ongoing professional development for all adopted resources and materials on an ongoing basis.

**BENEFIT:** A comprehensive and cohesive curriculum plan that includes district-approved resources and materials provides clear direction to teachers and may lead to increased student achievement.

2. Utilize evidence-based instructional strategies in all classrooms. Establish processes and procedures to research, pilot and implement evidence-based, high-leverage instructional practices across the district. Identify and contract providers of high-quality professional development to ensure all staff members have the knowledge and skills necessary to support implementation. Continue to provide professional development and ongoing follow up as needed. Regularly monitor effectiveness of professional development and implementation of evidence-based, rigorous instructional practices.

**BENEFIT:** The implementation of evidence-based, rigorous instruction in all classrooms may increase student achievement.

3. Use data to differentiate instructional practices in all grades and content areas. Provide building administrators and teachers with timely, authentic data to inform decisions on differentiated instructional

practices. Provide necessary tools and collaborative structures to allow for regular access to data for analysis and use in planning instruction. Provide professional development and ongoing support on effective data-based decision-making for differentiated instructional practices. Evaluate progress on the use of data for decision-making. Define and establish differentiation as a district-wide focus for professional development and instructional delivery. Provide professional development and ongoing classroom support of practices associated with differentiation: instructional strategies, student grouping, tiered lesson design, lesson planning, classroom management, etc. Monitor implementation of differentiation across the district through observations, walkthroughs, feedback and minutes from teacher-based-teams.

**BENEFIT:** Using data for informed decision-making to provide instruction that is differentiated for the needs of all students may increase student achievement and decrease the achievement gap.

## Assessment and the Use of Data

1. Ensure that sufficient technological resources with updated applications are available to students and teachers for instruction and assessment. Provide teachers with professional development on the integration of classroom technology in daily instruction. Create a data monitoring and classroom walkthrough process to measure the use of classroom technology by students and teachers and its impact on student growth.

**BENEFIT:** By having access to instructional technology as part of their daily classroom instruction, students may be engaged in rigorous learning opportunities to build 21<sup>st</sup> century skills, such as critical thinking and digital literacy to thrive in today's world.

2. Revise the format of school improvement plans to reflect the components of a quality-focused plan, as recommended by the Ohio Improvement Process and the Ohio Leadership Advisory Council. Utilize these frameworks to connect the three pillars of district improvement to the respective school improvement plans.

**BENEFIT:** School improvement plans with a clear vision, focused goals and strategies, adult implementation indicators and student performance indicators may ensure aligned acts of improvement across the school district.

3. Provide annual professional development and follow-up sessions to classroom teachers receiving Value-Added data from Ohio's State Tests on the access and analysis of the online reporting features of the Educational Value-Added Assessment System (EVAAS) system that inform student growth and instructional practices. Provide annual professional development and follow-up sessions to all teachers to ensure the regular access and analysis of student performance data provided by the Illuminate Data and Assessment solution.

**BENEFIT:** By providing teachers with full access to online instructional data tools, Value-Added data, student assessment reports and other student growth measures data, a culture and foundation of data literacy and intentional instructional decision-making may be established throughout the school district. With the changes in accountability and expansion of Value-Added measures in the high school, teachers may be able to use technology to access and analyze student performance data on a regular basis to inform their instruction.

## Human Resources and Professional Development

1. Develop and implement a comprehensive and collaborative district-wide professional development plan aligned to district goals and staff needs. Create a professional learning committee of central office administrators, building administrators, teachers and support staff (independent of the district leadership team) to develop and oversee the implementation of a multi-year professional development plan and calendar. Consult the Ohio Department of Education's Professional Development Standards for guidance and engage State Support Team 3 and the educational service center to assist in the development of a needs assessment and professional development plan.

**BENEFIT:** The development and implementation a multi-year professional development plan aligned to the district's goals may assist in meeting the instructional needs of the staff. The district staff may have a greater impact on meeting the needs of the students. Creating a professional development committee would ensure all stakeholders have opportunity to voice their needs for ongoing professional growth.

2. Develop a consistent method for evaluating professional development activities. Create an evaluation committee, comprised of teachers, building administrators and central office administrators, to review and analyze the results of the evaluation from every professional development activity to ensure the intended outcomes are met. Enlist State Support Team 3 to assist in developing effective tools to evaluate the district's professional development activities. Develop a method to analyze the data obtained from evaluations and use to inform future professional development activities to ensure they meet the pre-determined outcomes. Provide each professional development provider with the results of the evaluation to make changes to improve training.

**BENEFIT:** Creating a systematic method to review and analyze evaluation data can show direct impact of adult learning and student achievement gains and ensure professional development decisions are driven by staff needs, student achievement data and assessment of instructional practices. Providing professional development trainers with evaluation data may improve their ability to deliver high-quality training to meet the instructional needs of the educators.

## Student Supports

1. Reduce student chronic absenteeism district-wide. Organize a team of principals, teachers, parents and students to determine systemic root causes for student absences. Formulate a committee to address each of the root causes, such as those that surfaced during the district review. Review financial considerations with the treasurer to determine feasibility of solutions.

**BENEFIT:** Eliminating root causes and addressing absenteeism systemically may improve student attendance.

1. Implement Positive Behavioral Interventions and Supports consistently across the district. Assemble building-level teams or a Positive Behavioral Interventions and Supports committee to complete a gap analysis and identify what practices are lacking for program fidelity. Periodically monitor progress of implemented behavioral interventions practices and use specific data to determine why progress or desired results are not being met. Model universal, targeted and tertiary interventions for buildings, classrooms and individual students. Seek and document teacher feedback on Positive Behavioral Interventions and Supports implementation and results. Share teacher feedback with teacher-based teams and building and district leadership teams. Provide support to teachers based on teacher feedback and district student behavioral data.

**BENEFIT:** Consistent implementation with fidelity of Positive Behavioral Interventions and Supports may lead to fewer disciplinary issues.

3. Consider shifting the district's special education philosophy from a program-based model toward a service delivery model. Map current delivery practices and identify locations of restrictive and inclusion settings. Conduct a district equity audit and pinpoint district and building trends. Use district data and partner with district Ohio Improvement Process stakeholders to develop a three-year plan for implementing a service delivery model. Provide district-wide professional development on the service delivery model framework.

**BENEFIT:** A service delivery model may meet the needs of all classroom students and reduce the number of restrictive special education environments while increasing least restrictive settings.

## Fiscal Management

1. Collaborate with district administration and building principals to develop a budgetary process that includes input from all areas, specific by building and/or department and detailed for all accounts within the accounting system. Execute the budgetary process to include accurate information on all fund sources, as well as budgetary history and trends including expenditures for all educational purposes. Review and adjust the budget document on a timely basis to reflect changes in resources and expenses as they occur. Use a method to track budget vs. actual revenues and expenditures to ensure revenues are meeting what has been anticipated and to ensure expenditures are within spending limits set within the appropriations on a monthly basis. Communicate the budget vs. actual information with district leaders monthly. Distribute

monthly financial reports to the various departments and activity advisors so they can have the tools necessary to make sound financial decisions relating to their activities or departments.

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

2. Prepare the five-year forecast and consider the immediate and long-term financial implications that could affect the amounts reflected on the forecast, such as expiring levies, the biennial budget, negotiated agreements and real estate considerations including new construction, abatements, etc. Include increases or decreases in staffing for the district. Detail assumptions to support the forecast to give the reader the justification behind the amounts reflected in the forecast. Focus on the root cause of high spending increases to determine what programs should be addressed to correct the trend. Check reported data for accuracy. Verify the students leaving the district. Consider alternative programs to improve efficiencies that will bring resources back into the district. Form a leadership committee and prepare a survey to parents to determine the root cause of students leaving the district, and look at ways to provide those programs to give them a pathway to return to the district.

**BENEFIT:** General Fund levy expirations can be followed by district leaders and stakeholders when making financial decisions if they are part of the five-year forecast and assumptions. District leaders and stakeholders will have more accurate and timely information when making financial decisions affecting the school district in areas of spending, contracted services, negotiations, staffing and tracking. Addressing and verifying the root cause of large increases in identified spending may reduce the trend in spending in the identified area. Reducing these expenses will allow the district to direct spending in areas to benefit students.

3. Establish committees for a capital plan that include district staff from all administrative areas that will develop a written plan to outline the needs of the district for equipment, technology, repairs, textbook adoption and curriculum material, both new and replacements, with priorities for the next five years. Review and update the plan as needed.

**BENEFIT:** A capital plan may be a tool for the district to utilize when determining funds needed in both the current year and long term. The capital spending plan can be included in the five-year forecast. This may prevent unforeseeable expenditures that could result in shortfalls of the academic and safety needs of students.

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

The review was conducted from February 26 to March 2, 2018 by the following team of Ohio Department of Education staff members and independent consultants.

1. Dr. Claire Huff-Franklin, Director, Administration, Center for Accountability and Continuous Improvement
2. Dr. Joanne Kerekes, Leadership Governance and Communication
3. Bernadine Burchett, Curriculum and Instruction
4. Dr. Craig Phillips, Assessment and Effective Use of Data
5. Judy L. Wright, Human Resources and Professional Development
6. Dr. Phillip Latessa, Student Supports
7. Rhonda Zimmerly, Fiscal Management

### District Review Activities

The following activities were conducted during the review:

#### Interviews

- The site visit included 46 hours of interviews and focus groups with approximately 146 stakeholders, including board members, district administrators, school staff and teachers' association representatives.

#### Focus Groups

- State support team members
- principals
- elementary teachers
- middle school/high school teachers
- elementary students (grades 1-5)
- middle school students (grades 6-8)
- high school students (grades 10 and 12)
- 16 parents
- 11 community members.

#### Onsite Visits

- Building Observations
- Classrooms observations at all school levels

## Maple Heights City School District

**5740 Lawn Avenue, Maple Heights, Ohio 44137**

### Official District Review Schedule – February 26- March 2, 2018

(Please be sure that interviewees selected for each interview block can answer questions about each grade level.)

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

#### Day 1—February 26, 2018

<i>Time</i>	<i>Activity</i> <i>Room Location – Room 7</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Room 15</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Room 11</i>
7:30-8:00	<b>ODE DRT Team Meeting – Room 27</b> <b>ALL DRT Members</b>				
8:00-8:15	<b>Orientation with District Leaders – Administration Building Room 7</b> <b>ALL DRT MEMBERS</b>				
8:30-2:30	<b>Classroom Observations will be conducted by the Classroom/Building Observers (High School Only)</b>				
8:30-9:25	<b>Assessment &amp; Data Interview</b>	<u>8:30-9:55</u>	<b>Leadership /Fiscal Interview</b>	8:30-9:25	<b>Student Supports Interview</b>
	Instructional Technology Tech Support Accountability Coordinator  <b>A&amp;D, HR/PD</b>		Community Leaders Mayor City Council  <b>LG&amp;C, FM</b>		Spec Ed Specialist Dir. Spec Ed and Gifted Program  <b>SS, C&amp;I</b>
9:30-11:00	<b>Student Supports Interview</b>	10:00-11:00	<b>Leadership Interview</b>	9:30-11:00	<b>HR/PD Interview</b> <b>(focusing on OTES/OPES)</b>
	Director, Pupil Services Registration Truancy Officer  <b>SS, A&amp;D</b>		Superintendent Treasurer  <b>LG&amp;C, FM</b>		Director, Human Resources Teachers Union President Asst. Supt. of C&I  <b>HR/PD, C&amp;I</b>

<b>Time</b>	<b>Activity</b> <i>Room Location – Room 7</i>	<b>Time</b>	<b>Activity</b> <i>Room Location – Room 15</i>	<b>Time</b>	<b>Activity</b> <i>Room Location – Room 11</i>
11:00-12:10	<b>DRT Meeting/Working Lunch ALL DRT MEMBERS</b> Team Workroom - <b>Room 27</b>				
12:15-1:45	<b>Student Supports Interview</b>	12:15-1:45	<b>Assessment &amp; Data Interview</b>	12:15-1:45	<b>HR-PD Interview (Focus on PD)</b>
	Psychologists Speech Therapists Physical Therapists Occupational Therapists  <b>SS, C&amp;I (12:15-1:00)</b>		EMIS Coordinator  <b>A&amp;D, FM</b>		Director of Curriculum Director of Personnel  <b>HR/PD, LG&amp;C, C&amp;I (1:00-1:45)</b>
<u>1:15-2:10</u>	<b>Fiscal Interview</b>				
	Treasurer  <b>FM</b>				
1:45-2:10	<b>Document Review-Team Workroom ALL DRT Members</b>				
2:15-3:25	<b>Student Supports Interview</b>	2:15-3:25	<b>Leadership Interview</b>	2:15-3:25	<b>Assessment &amp; Data Interview</b>
	Spec Ed Specialist Dir. Spec. Ed and Gifted Program  <b>SS, C&amp;I (2:15 - 2:50)</b>		Director, Business Affairs  <b>FM, LG&amp;C</b>		District OIP Facilitator  <b>A&amp;D, HR/PD, C&amp;I (2:50 – 3:25)</b>

<b>Time</b>	<b>Activity</b> <i>Room Location – Room 7</i>	<b>Time</b>	<b>Activity</b> <i>Room Location – Room 15</i>	<b>Time</b>	<b>Activity</b> <i>Room Location – Room 11</i>
3:30-4:25	<b>Board of Education Interview</b>	3:30-4:25	<b>HR/PD Interview</b>	3:30-4:25	<b>Board of Education Interview</b>
	Board President  Board Member  <b>LG&amp;C, FM</b>	3:30-3:55  4:00-4:25	New Hires - certified & classified  New Hire Teachers  New Administrators  <b>HR/PD, C&amp;I</b>		Board Member  <b>A&amp;D, SS</b>
4:30-5:25	<b>Student Supports Interview</b> <i>Room Location Room 6</i>	4:30-5:00	<b>HR/PD Interview</b> <i>Room Location – Room 15</i>	4:30-5:25	<b>Location – Team Workroom 27</b>
	ECAC supervisor  <b>SS</b>		Human Resources Generalist  <b>HR/PD (C&amp;I CBO)</b>		<b>OPEN / Evidence Review &amp; Triangulation</b>  <b>A&amp;D, C&amp;I</b>
4:30-5:25	<b>Board of Education Interview</b> <i>Room Location Room 8</i>	5:30-6:30	<b>Leadership Interview</b> <i>Room Location Room 15</i>	5:30-6:30	<b>Assessment &amp; Data Interview</b> <i>Location – Team Workroom</i>
	Vice President  Board Member  <b>LG&amp;C, FM</b>		Communications Coordinator Tech Support  <b>LG&amp;C, FM</b>		Instructional Coaches  <b>A&amp;D, SS, HR/PD</b>
6:40	<b>Review Team Debrief</b> Team Workroom - <b>Room 27</b> <b>ALL DRT MEMBERS</b>				

## District Review Schedule Day 2—February 27, 2018

<i>Time</i>	<i>Activity</i> <i>Room Location – 7</i>	<i>Time</i>	<i>Activity</i> <i>Room Location –15</i>	<i>Time</i>	<i>Activity</i> <i>Room Location –11</i>
8:00-8:25	<b>DRT Meeting ALL DRT MEMBERS</b> Team Workroom - <b>Room 27</b>				
<u>8:30-9:25</u>	<b>Leadership, Governance &amp; Communication Interview</b>	8:30-9:25	<b>Curriculum &amp; Instruction Interview</b>	8:30-10:25	<b>HR Review of Personnel Files:</b> Location (HR Office)
	Police Chief (confirmed) Security Chief Fire Chief  <b>LG&amp;C, FM</b>		School Counselors  <b>C&amp;I, A&amp;D, SS</b>		<b>HR/PD</b>
8:30-4:00	<b>Classroom Observations will be conducted by the Classroom/Building Observers (Middle and Elementary Only)</b>				
9:30-10:30	<b>Leadership Interview</b> <b>Room 11</b>			9:30-10:30	<b>Student Supports Interview</b> <b>Room 15</b>
	Coordinator, Accountability & Federal Programs  <b>LG&amp;C, FM, A&amp;D (9:30-10:00)</b>				Intervention Specialists Tutors/ 21 <sup>st</sup> Century  <b>SS, C&amp;I, A&amp;D (10:00-10:30)</b>
10:30-10:45	<b>Travel Time to Schools</b>				

<b>Time</b>	<b>Activity</b> <i>Room Location – 7</i>	<b>Time</b>	<b>Activity</b> <i>Room Location –15</i>	<b>Time</b>	<b>Activity</b> <i>Room Location –11</i>
10:45-11:30  (see maps & directions)	<b>Middle School Student Focus Group (10-15)</b> Location –Media Center 19800 Stafford  <b>FM, SS</b>	10:45-11:30	<b>Elementary Student Focus Group (10-15)</b> Location Media Center Barack Obama ES 5933 Glenwood  <b>LG&amp;C, HR/PD</b>	10:45-11:30	<b>High School Student Focus Group (10-15)</b> Location – HS Media Center 1 Mustang Way  <b>A&amp;D, C&amp;I</b>
11:45-12:45	<b>State Support Team SST #3</b> Location – <b>Room 11</b>  <b>ALL DRT MEMBERS</b>				
12:45-1:55	<b>DRT Meeting/Working Lunch ALL DRT MEMBERS</b> Team Workroom – <b>Room 27</b>				
2:00-3:10	<b>Student Supports Interview</b> Location – <b>Room 7</b>				
	Community Partners (10 organizations) (e.g., Non-profit organizations, for-profit organizations, etc.):  <b>ALL DRT MEMBERS</b>				
3:15-4:10	<b>Teacher Focus Group Middle and High School</b>  <b>ALL DRT MEMBERS</b>  <b>Location – Room 7</b>			4:15-5:10	<b>Teacher Focus Group Elementary</b>  <b>ALL DRT MEMBERS</b>  <b>Location 15</b>
5:15-6:15	<b>Parent Focus Group (20-25 parent cap)</b>  Location – <b>Room 7</b> <b>ALL DRT MEMBERS</b>				
6:30	Review Team Debrief: <b>ALL DRT MEMBERS</b> Location - Team Workroom - <b>Room 27</b>				

## District Review Schedule

<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>
8:00-10:15	<b>Classroom Visits</b> TBD	8:45-10:15	<b>Classroom Visits</b> TBD	8:45-10:15	<b>Classroom Visits</b> TBD
10:15-10:30	<b>Travel time, if needed</b>				
10:30-12:30	<b>Classroom Visits</b> TBD	10:30-12:30	<b>Classroom Visits</b> TBD	10:30-12:30	<b>Classroom Visits</b> TBD
12:30-1:30	<b>DRT Lunch ALL DRT MEMBERS</b>				
1:40-2:50	<b>Technology Staff Demonstration – Student Information, illuminate, NWEA, Progress Book, Instructional Technology etc.</b> Location – <b>Room 15</b>  <b>ALL DRT MEMBERS</b>				
2:55-3:55	<b>Student Supports Interview</b> Location – <b>Room 15</b>  Dir. Curriculum & Instruction, Assistant Superintendent  <b>SS, C&amp;I</b>	2:55-3:55	<b>Fiscal Interview</b>  Fiscal Support Staff Secretaries  <b>FM, A&amp;D</b>	2:55-3:55	<b>Leadership Interview</b>  Human Resources Director  <b>LG&amp;C, HR/PD</b>
4:00-5:00	<b>Principals Focus Group</b> (Include Assistant Principals if possible)  <b>Location Room 15</b>  <b>ALL DRT MEMBERS</b>				
5:10-6:10	<b>Review Team Debrief</b> <b>Location-Team Workroom</b> <b>ALL DRT MEMBERS</b>				

**Day 3—February 28, 2018**

## District Review Schedule Day 4—March 1, 2018

<b>Time</b>	<b>Activity</b> <i>Room Location 7</i>	<b>Time</b>	<b>Activity</b> <i>Room Location 15</i>	<b>Time</b>	<b>Activity</b> <i>Room Location 11</i>
8:00-8:25	<b>DRT Meeting ALL DRT MEMBERS</b> Location: Team Workroom - <b>Room 15</b>				
<u>8:30-9:15</u>	<b>Student Supports Interview</b>  School Nurse  <b>SS, A&amp;D</b>	8:30-9:55  9:15–9:55  <b>Location-</b> Superintendent's Office  <b>LG&amp;C, FM (8:30-9:15)</b>  <i>(At least 2 of each of the following)</i> Custodians Building and Grounds Staff Food Services staff Transportation staff  <b>Location</b> – Room 15  <b>FM, SS</b>	<b>Leadership Interview</b>  Follow-up with Superintendent  <b>Location-</b> Superintendent's Office  <b>LG&amp;C, FM (8:30-9:15)</b>  <i>(At least 2 of each of the following)</i> Custodians Building and Grounds Staff Food Services staff Transportation staff  <b>Location</b> – Room 15  <b>FM, SS</b>	8:30-9:55  <b>Curriculum &amp; Instruction Interview</b>  Instructional Coaches  <b>C&amp;I, HR/PD</b>	
10:00-11:00	<b>Leadership Interview</b>  Athletic Director  <b>FM, SS</b>	10:00-11:00  <b>Assessment &amp; Data Interview</b>  District Test Coordinator  <b>A&amp;D, LG&amp;C</b>	10:00-11:00  <b>HR/PD Interview – Follow-up</b>  Human Resources Director  <b>HR/PD, C&amp;I</b>		
11:00-12:00	<b>OPEN / Evidence Review &amp; Triangulation</b> <b>Location – Team Workroom 27</b>  <b>A&amp;D</b>	11:00-12:00  <b>Student Supports Interview</b>  Directors  <b>SS, FM</b>	11:00-12:00  <b>Leadership Interview</b> Superintendent's Office Staff Exec Assistants  <b>LG&amp;C, HR/PD</b>		

<b>Time</b>	<b>Activity</b> <i>Room Location 7</i>	<b>Time</b>	<b>Activity</b> <i>Room Location 15</i>	<b>Time</b>	<b>Activity</b> <i>Room Location 11</i>
11:30 – 12:00	<b>Curriculum &amp; Instruction Interview</b>  Director of Special Education and Gifted Program  <b>C&amp;I, HR/PD</b>				
12:00-2:00	<b>DRT Working Lunch - ALL DRT MEMBERS</b>				
2:15-6:00	<b>Emerging Themes Meeting</b> Location – <b>ESC of Cuyahoga County, Independence, OH</b>  <b>ALL DRT MEMBERS, EDITING TEAM</b>				

## District Review Schedule Day 5—**March 2, 2018**

<b>Time</b>	<b>Activity</b>
9:00-10:00	<b>DRT Final Morning Meeting</b> Location – Team Workroom - <b>Room 27</b> <b>ALL DRT MEMBERS</b>
10:00-10:45	<b>Meeting with Superintendent - Emerging Themes</b> Location – <b>Superintendent’s Office</b> <b>CACI Representative</b> <b>DRT Member</b>
11:00-11:45	<b>District Debriefing Meeting with leadership team re Emerging Themes</b> Location - <b>Room 15</b> <b>ALL DRT MEMBERS</b>
11:45-2:00	<b>Working Lunch/ Q &amp; A/ Compliance Tracking System</b> Location - Team Workroom – <b>Room 27</b> <b>ALL DRT MEMBERS</b>

### Key

**CACI = Center for Accountability and Continuous Improvement**

**DRT = District Review Team**

**A&D = Assessment & Effective Use of Data**

**C&I = Curriculum & Instruction**

**FM = Fiscal Management**

**HR/PD = Human Resources/Professional Development**

**LG&C = Leadership, Governance & Communication**

**SS = Student Supports**

## Appendix B: Figures and Tables Related to Accountability

### Figure B-1: Maple Heights City SD Enrollment Percentages by Subgroup (Race)

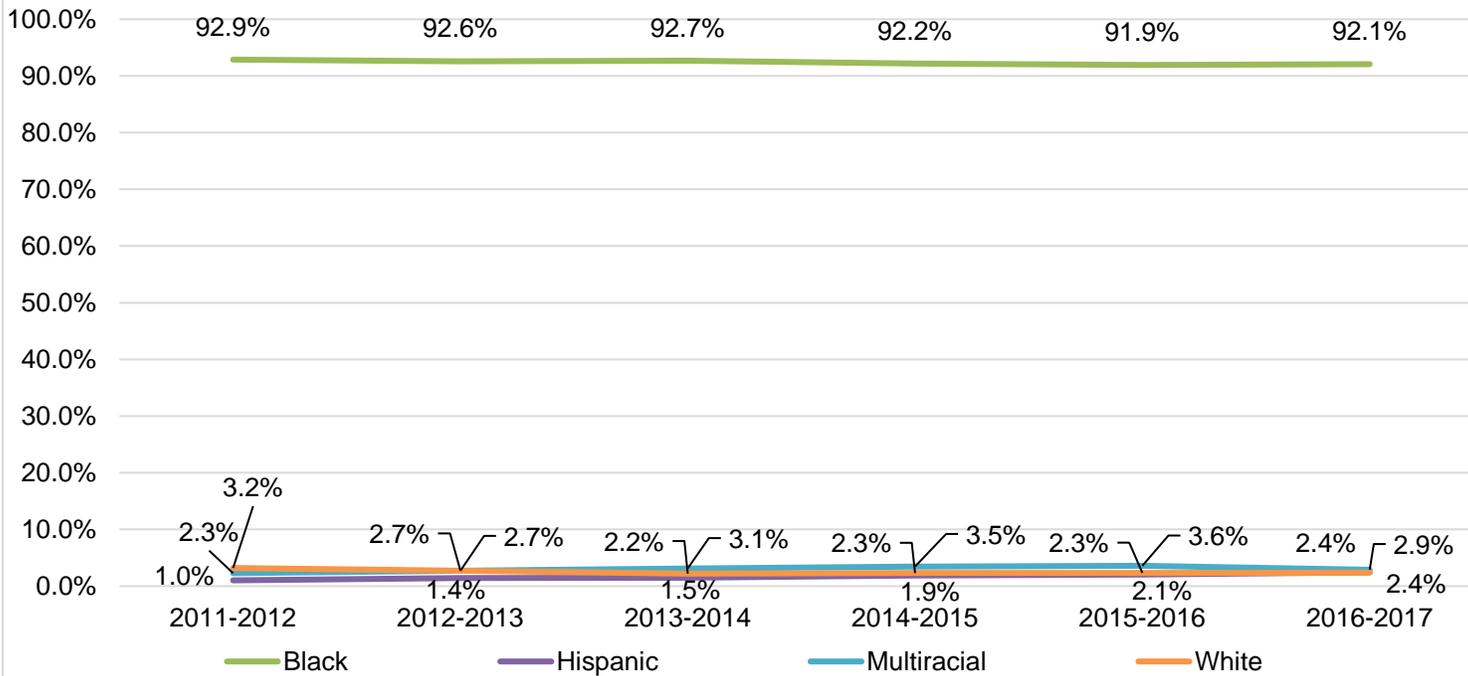


Figure B-1: Source: Ohio Department of Education Office of Accountability

### Figure B-2: Maple Heights City SD Enrollment Trend

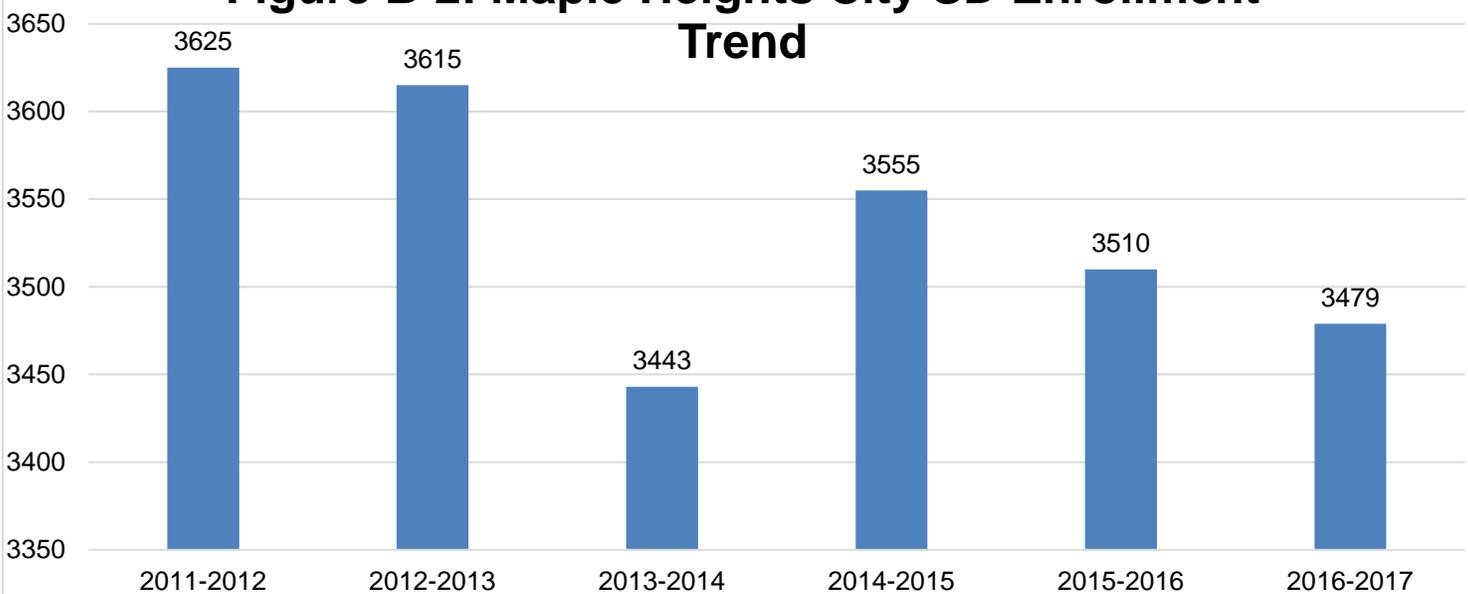


Figure B-2: Source: Ohio Department of Education Office of Accountability

### Figure B-3: Maple Heights City SD Enrollment by Subgroup (Special Populations)

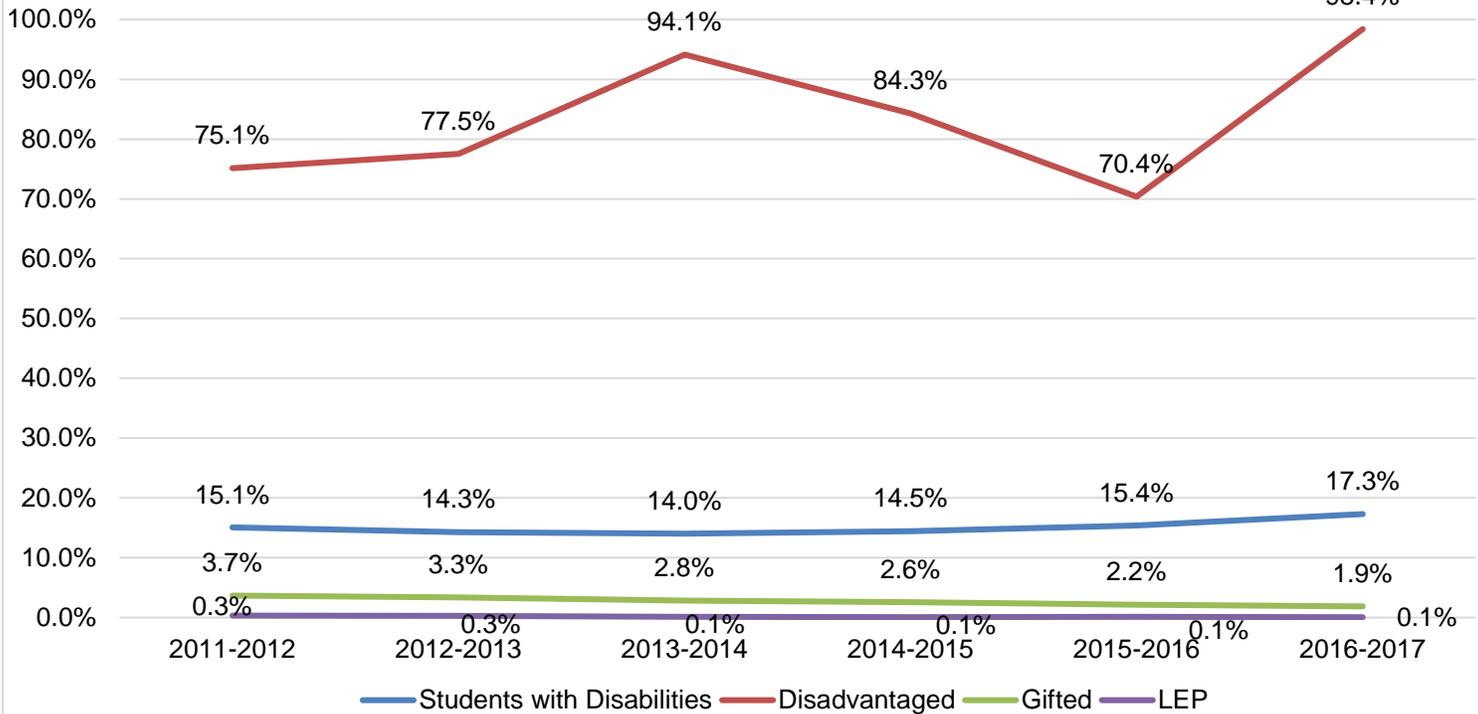


Figure B-3: Source: Ohio Department of Education Office of Accountability

### Figure B-4: 2016 - 2017 Enrollment Location for Students Who Reside in the Maple Heights City SD Attendance Area

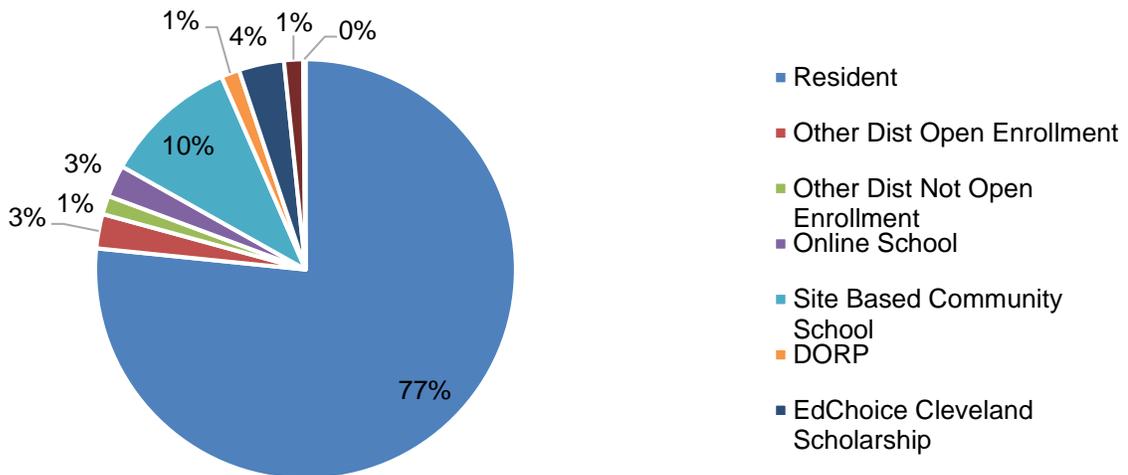


Figure B-4 Source: Ohio Department of Education Office of Accountability

### Figure B-5A: Maple Heights City SD Annual Measurable Objectives by Subgroup

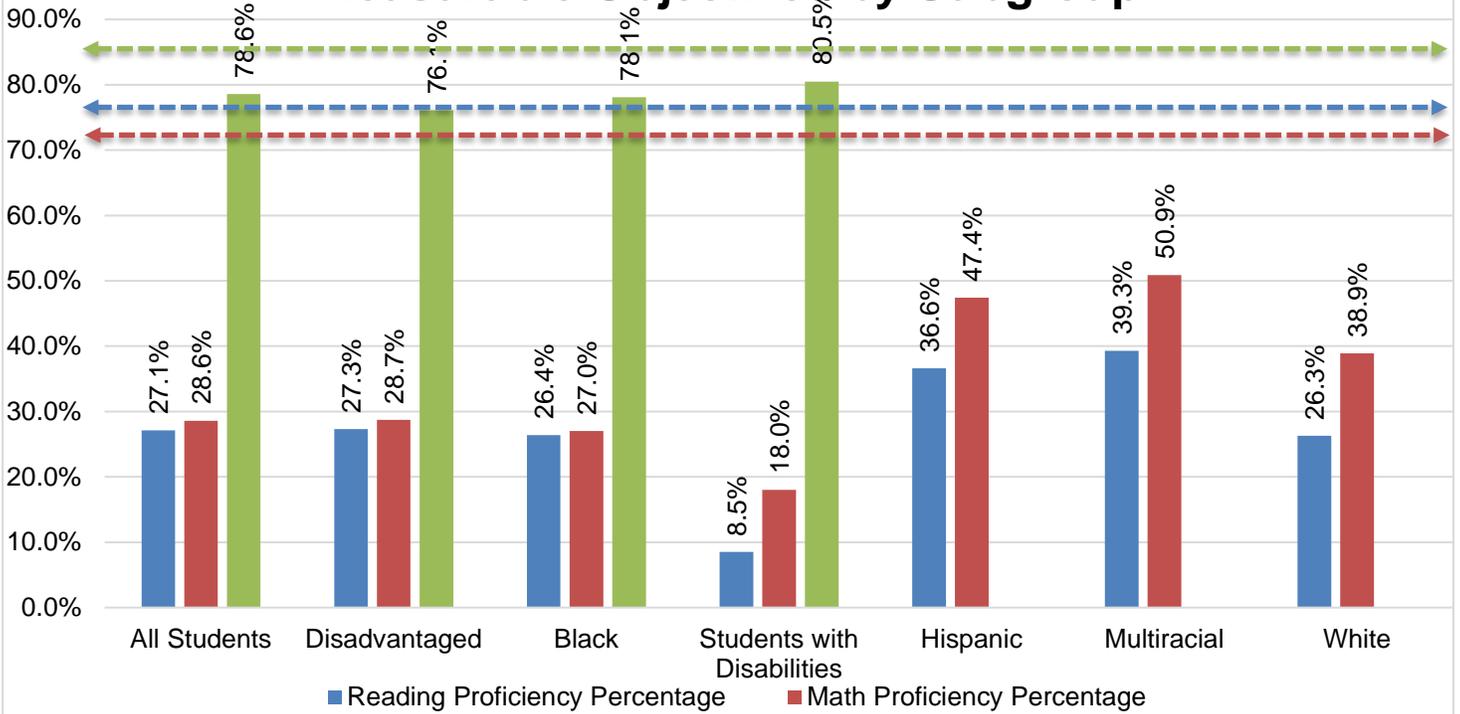


Figure B-5 Source: Ohio Department of Education Office of Accountability

### Figure B-5B: Maple Heights City SD Subgroup Graduation Trends

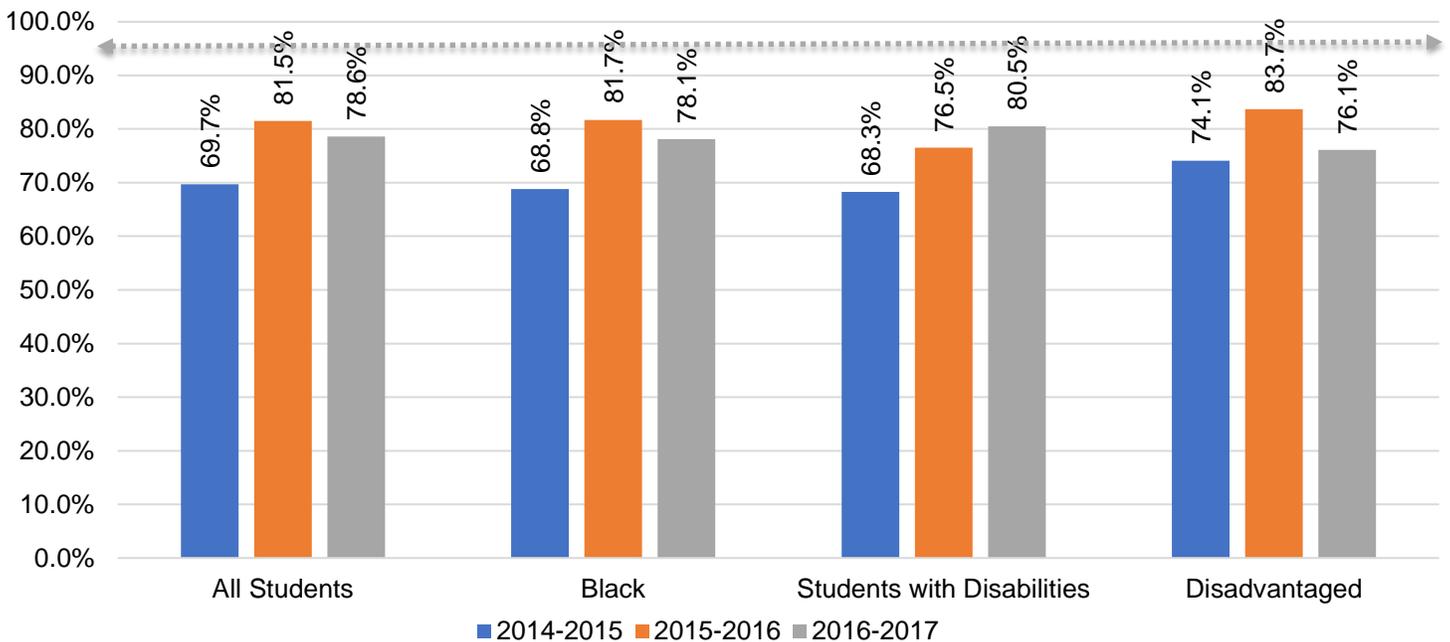
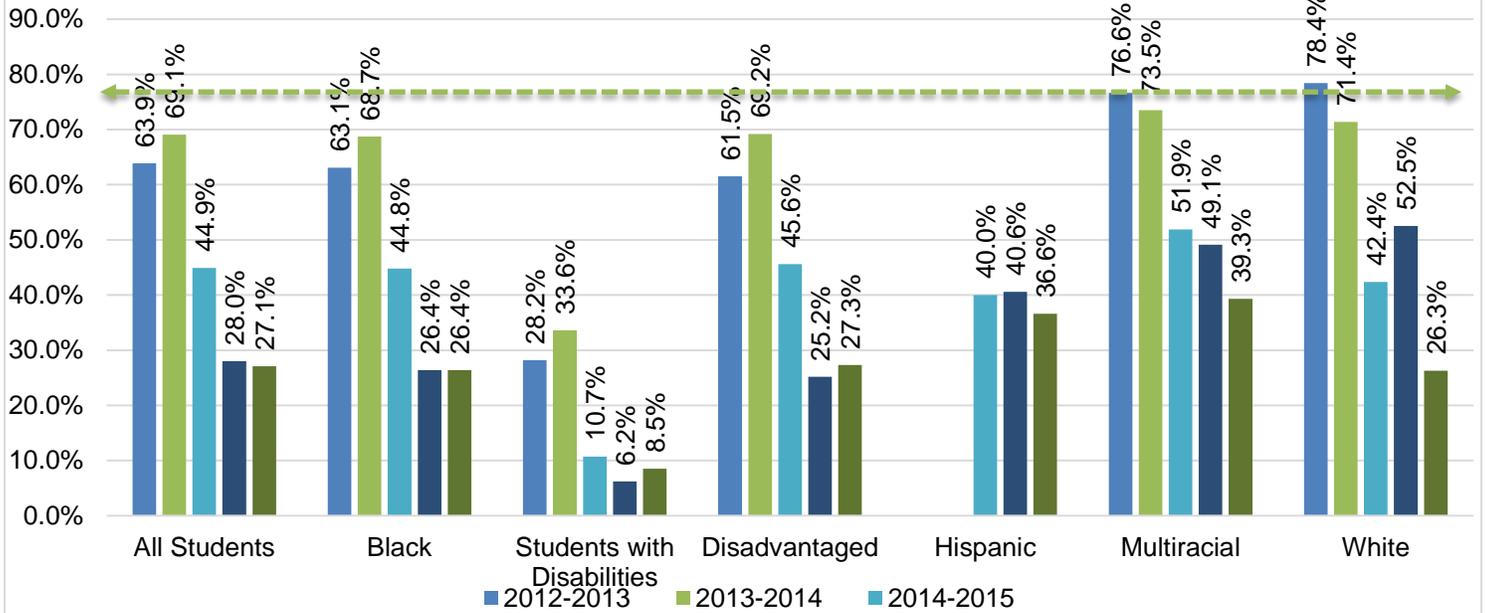


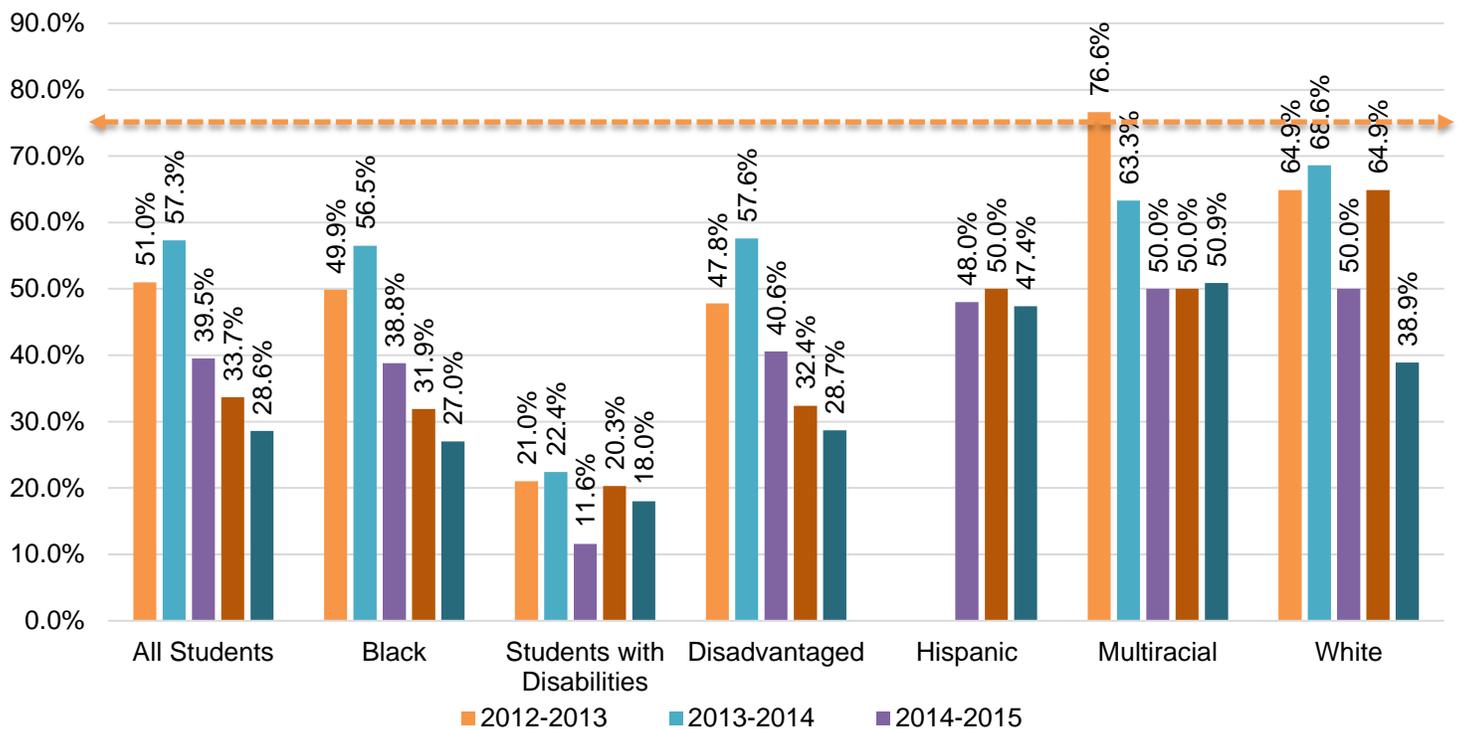
Figure B-5 Source: Ohio Department of Education Office of Accountability

### Figure B-6: Maple Heights City SD English Language Arts Passing Rate Trends by Subgroup



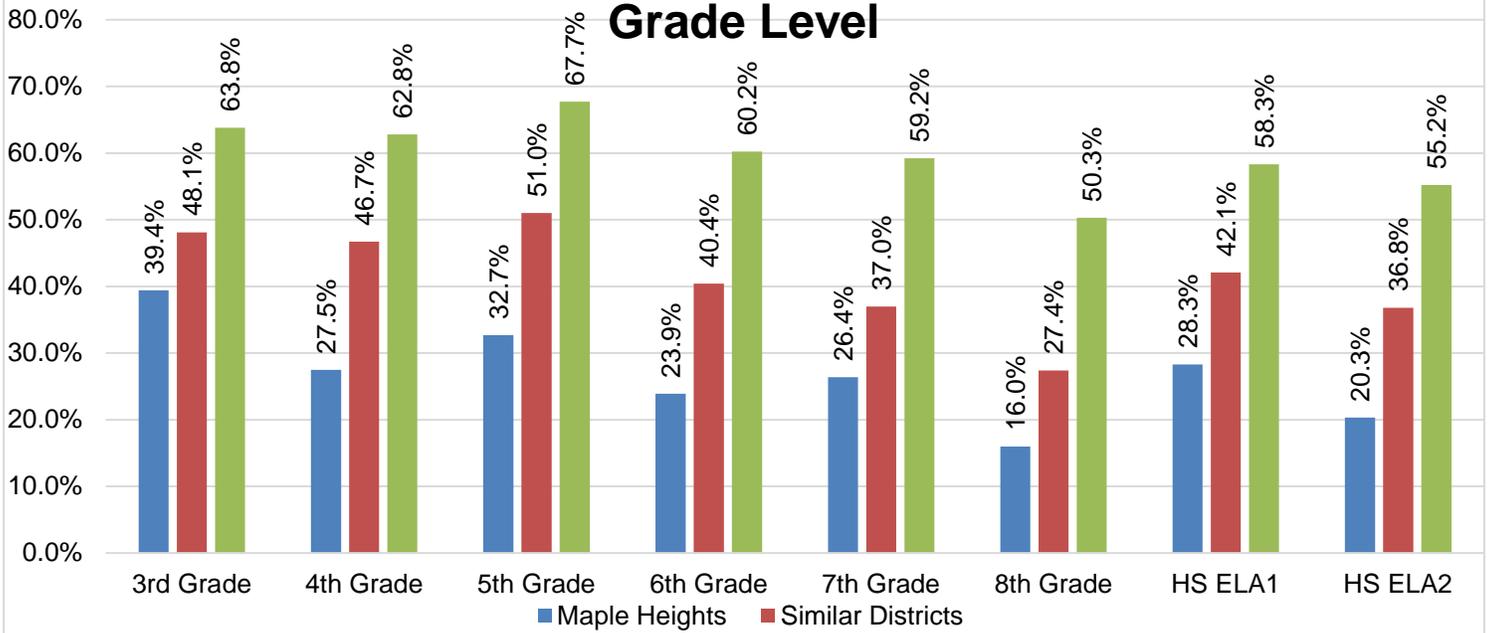
Figured B-6 Source: Ohio Department of Education Office of Accountability

### Figure B-7: Maple Heights City SD Mathematics Passing Rate Trends by Subgroup



Figured B-7 Source: Ohio Department of Education Office of Accountability

## Figure B-8: Maple Heights City SD English Language Arts Performance Comparisons by Grade Level



**Figure B-8 Source: Ohio Department of Education Office of Accountability**

## Figure B-9: Maple Heights City SD English Language Arts Performance Trends by Grade Level



Figured B-9 Source: Ohio Department of Education Office of Accountability

## Figure B-10: Maple Heights City SD Fall 2016-2017 English Language Arts Value-Added Report

Estimated District Growth Measure								
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard	
Growth Standard		0.0	0.0	0.0	0.0	0.0		
2015 Growth Measure								
Standard Error								
2016 Growth Measure		-1.0 O	0.0 Y	6.2 DG	6.2 DG	9.7 DG	4.1	
Standard Error		0.9	0.9	0.8	0.8	0.9	0.4	
2017 Growth Measure		-2.7 R	-2.6 R	-0.2 Y	-3.8 R	-2.9 R	-2.5	
Standard Error		0.8	0.9	0.9	0.8	0.8	0.4	
3-Year-Average Growth Measure								
Standard Error								
Estimated District Average Achievement								
Grade	3	4	5	6	7	8		
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0		
2014 Average Achievement								
2015 Average Achievement	38.8	36.9	34.1	28.9	31.3	35.0		
2016 Average Achievement	36.3	37.2	36.6	39.7	36.5	40.9		
2017 Average Achievement	37.4	33.7	33.1	34.4	34.8	32.8		
Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2016	24	678.2	19	679.7	20	-0.9 Y	2.3
	2017	313	687.6	24	691.2	28	-3.3 R	0.8
English Language Arts II	2016	214	684.3	25	687.7	28	-3.2 R	1.0
	2017	271	681.4	22	684.1	24	-2.5 R	0.9

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

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

### Figure B-11: Maple Heights City SD Mathematics Performance Comparisons by Grade Level

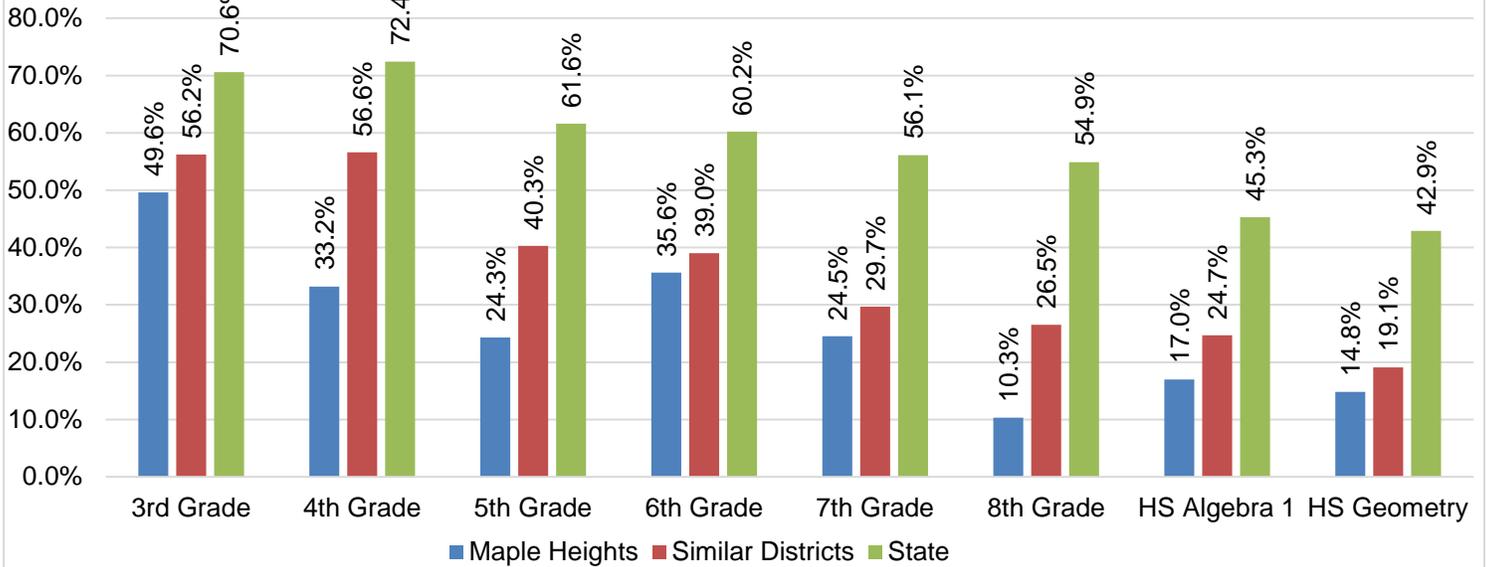


Figure B-11: Source: Ohio Department of Education Office of Accountability

### Figure B-12: Maple Heights City SD Mathematics Performance Trends by Grade Level

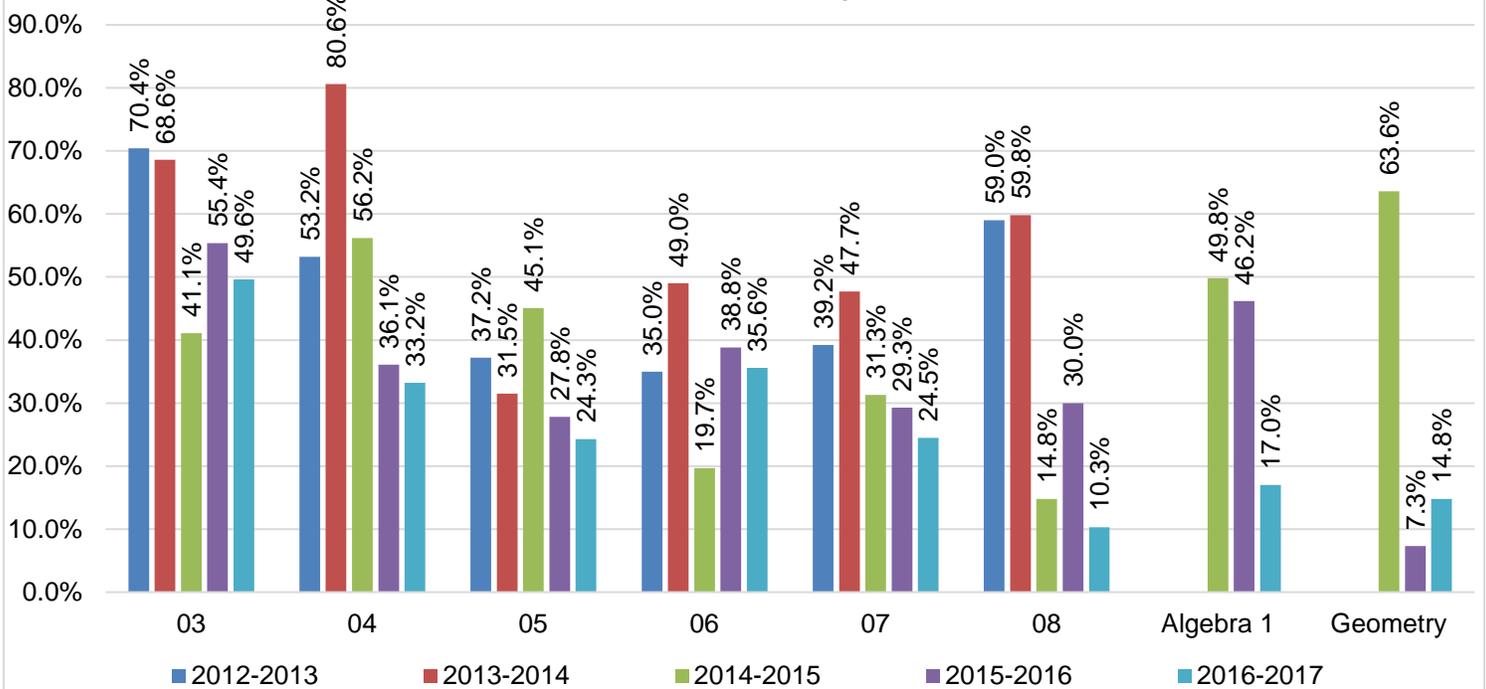


Figure B-12: Source: Ohio Department of Education Office of Accountability

## Figure B-13: Maple Heights City School District Fall 2016-2017 Mathematics Value-Added Report

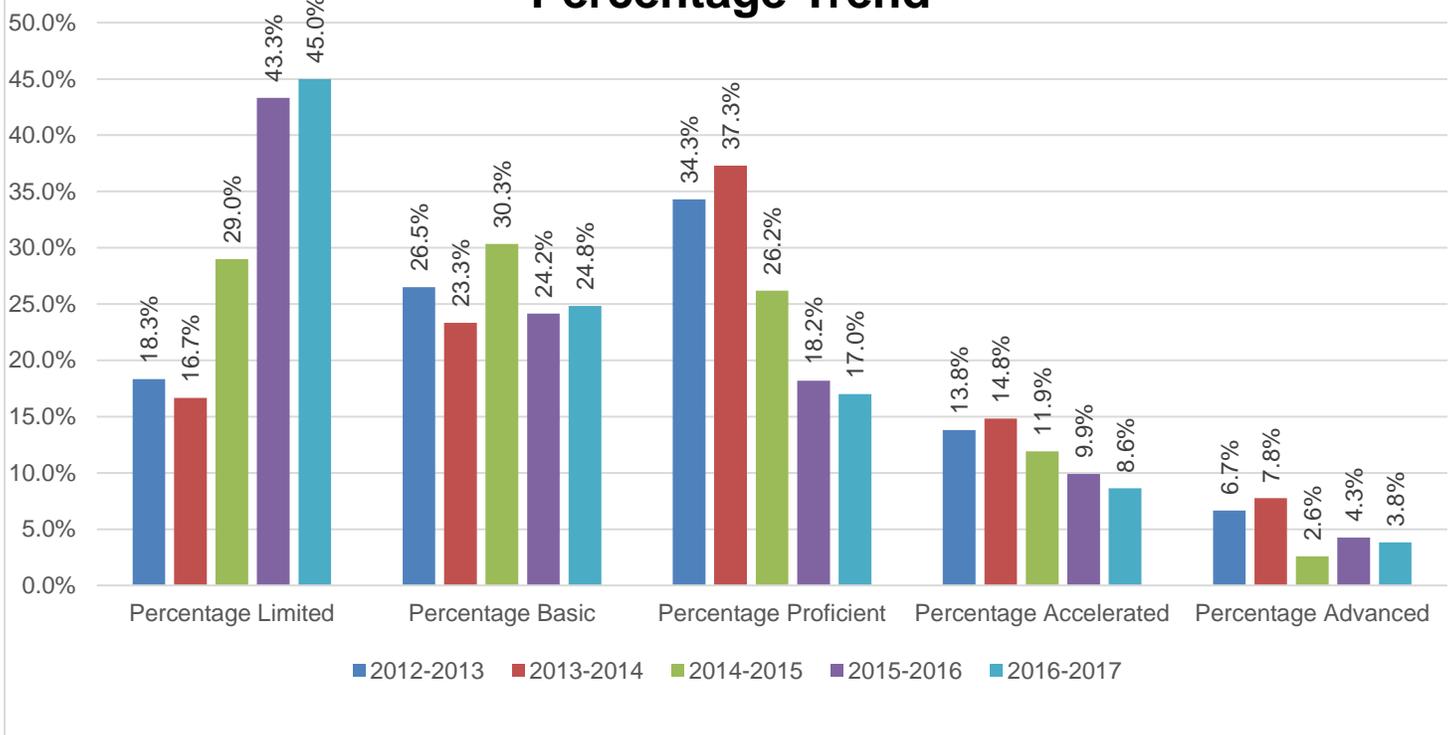
Estimated District Growth Measure								
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard	
Growth Standard		0.0	0.0	0.0	0.0	0.0		
2015 Growth Measure								
Standard Error								
2016 Growth Measure		-3.2 R	-7.5 R	3.5 DG	7.2 DG	4.0 DG	0.5	
Standard Error		0.8	0.7	0.7	0.7	0.9	0.3	
2017 Growth Measure		-7.5 R	1.3 LG	5.4 DG	-2.4 R	-4.5 R	-1.6	
Standard Error		0.7	0.7	0.7	0.7	0.8	0.3	
3-Year-Average Growth Measure								
Standard Error								
Estimated District Average Achievement								
Grade	3	4	5	6	7	8		
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0		
2014 Average Achievement								
2015 Average Achievement	36.5	44.3	39.2	27.9	34.7	30.6		
2016 Average Achievement	42.9	33.1	34.6	40.2	36.3	39.2		
2017 Average Achievement	38.1	33.7	33.1	37.6	35.7	30.1		
Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	76	696.1	46	695.4	45	0.7 Y	1.8
	2017	332	678.9	24	683.6	30	-4.5 R	0.8
Geometry	2016	175	675.9	21	676.6	22	-0.7 Y	1.1
	2017	226	671.4	22	671.5	22	0.2 Y	1.1

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

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

### Figure B-14: Maple Heights City SD Proficiency Percentage Trend



Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Score	78.78	81.827	69.265	61.68	59.435

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

### Figure B-15: Maple Heights City SD Graduation Rate Comparison

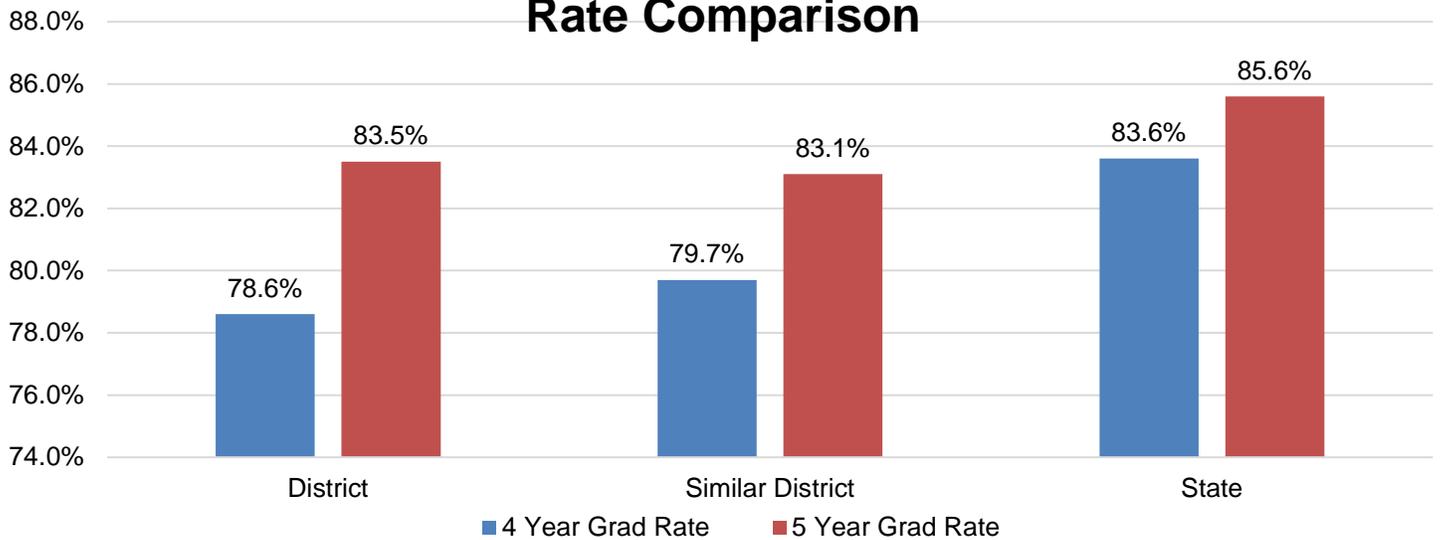


Figure B-15 Source: Ohio Department of Education Office of Accountability

## Figure B-16: Maple Heights City SD Graduation Cohort Rates

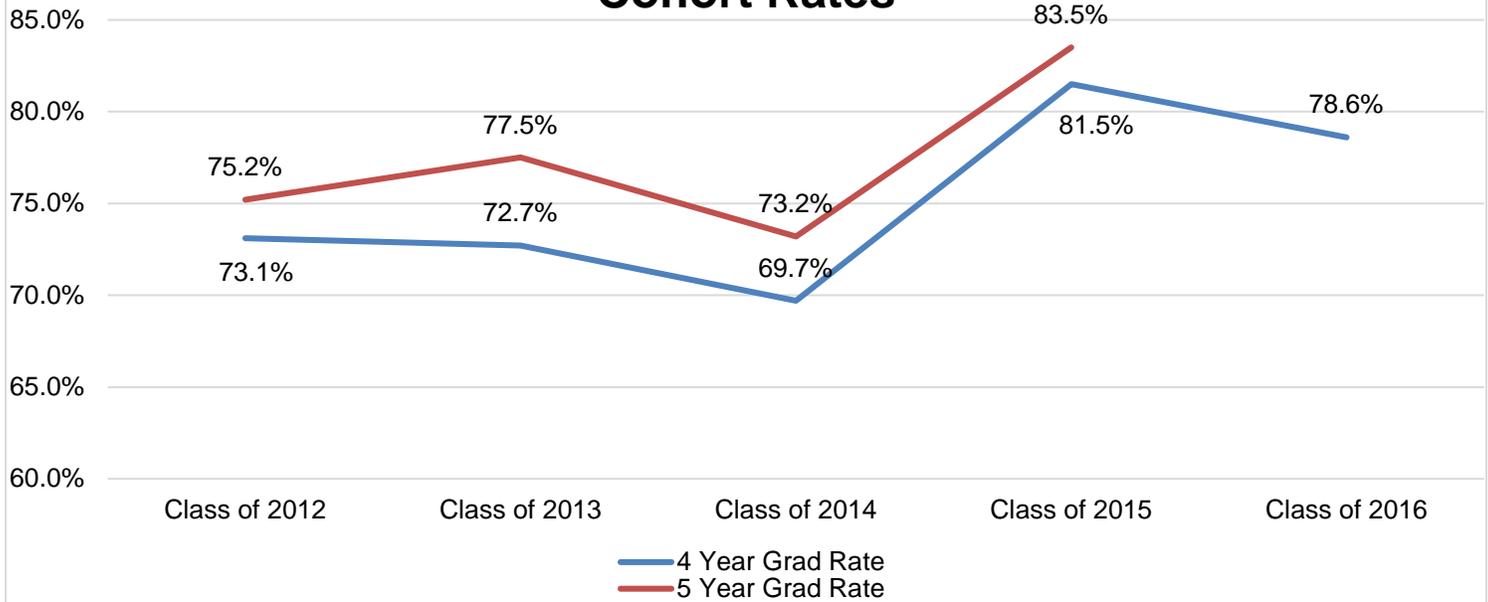


Figure B-16 Source: Ohio Department of Education Office of Accountability

## Figure B-17: Maple Heights City SD Number of Dropouts in Grades 7 - 12

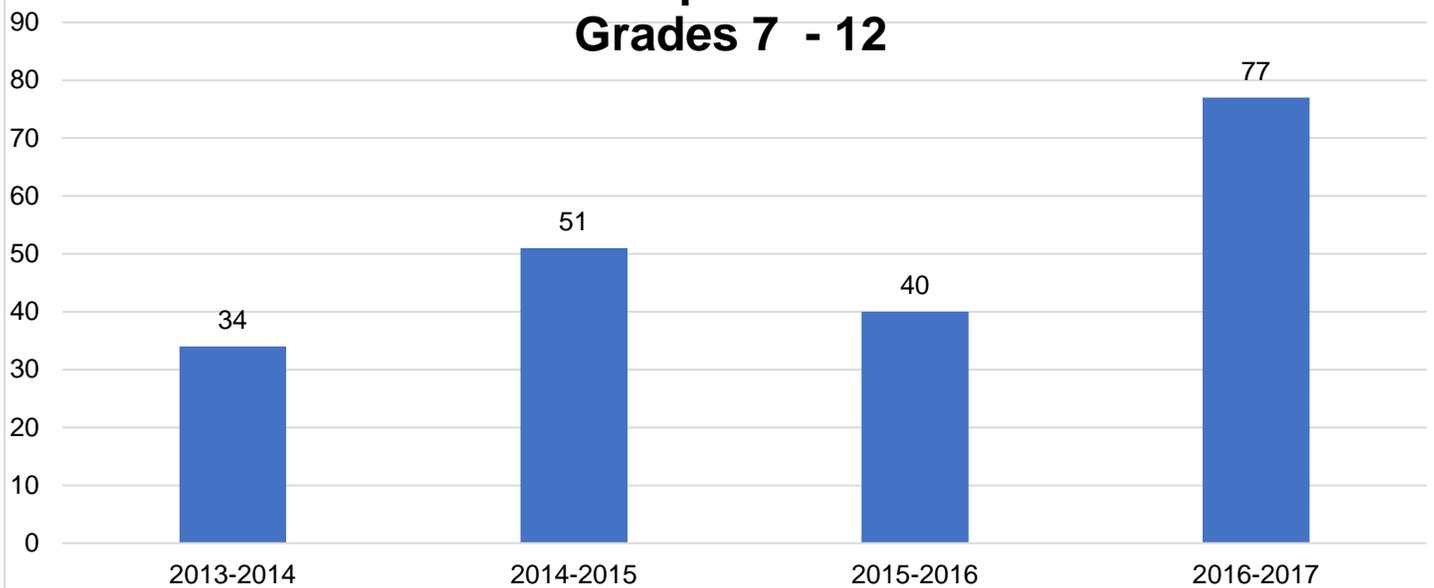


Figure B-17 Source: Ohio Department of Education Office of Accountability

## Figure B-18: Maple Heights City SD Trends in Disciplinary Actions per 100 Students As Compared to State and Similar Districts

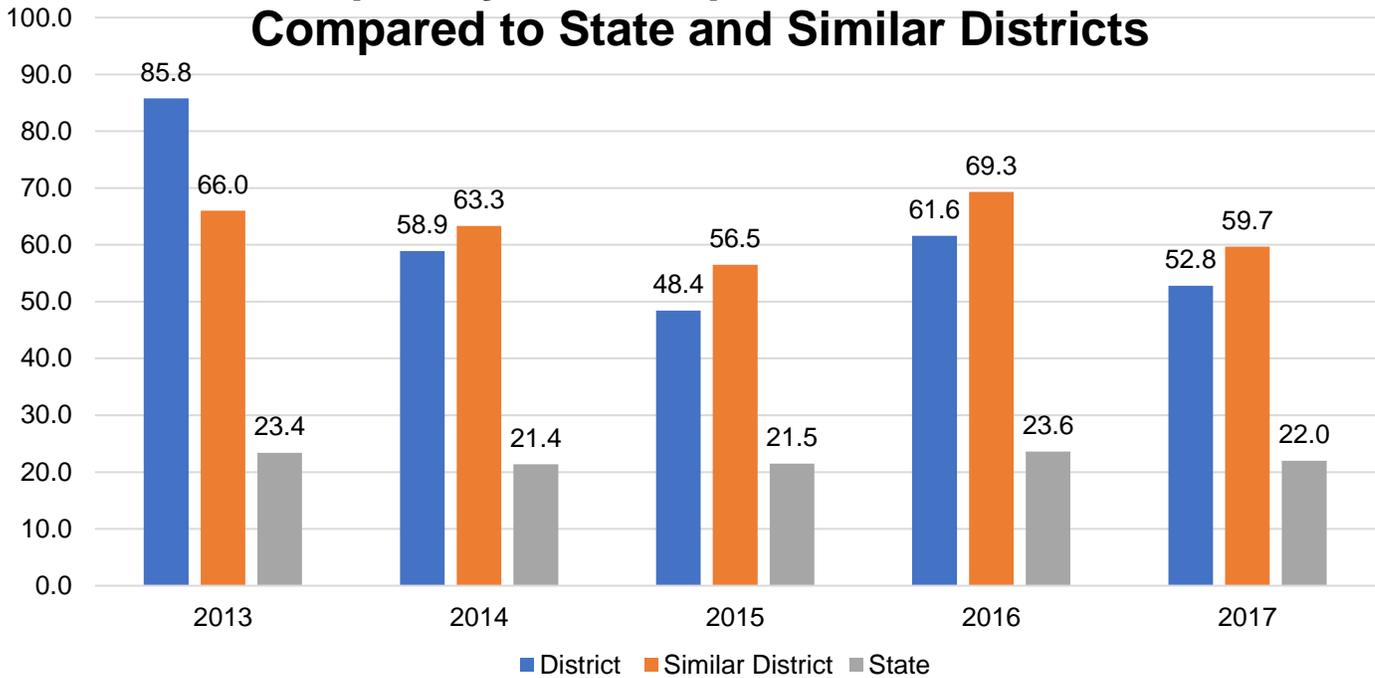


Figure B-18 Source: Ohio Department of Education Office of Accountability

## Figure B-19: Maple Heights City SD Prepared for Success 2-Year Comparison

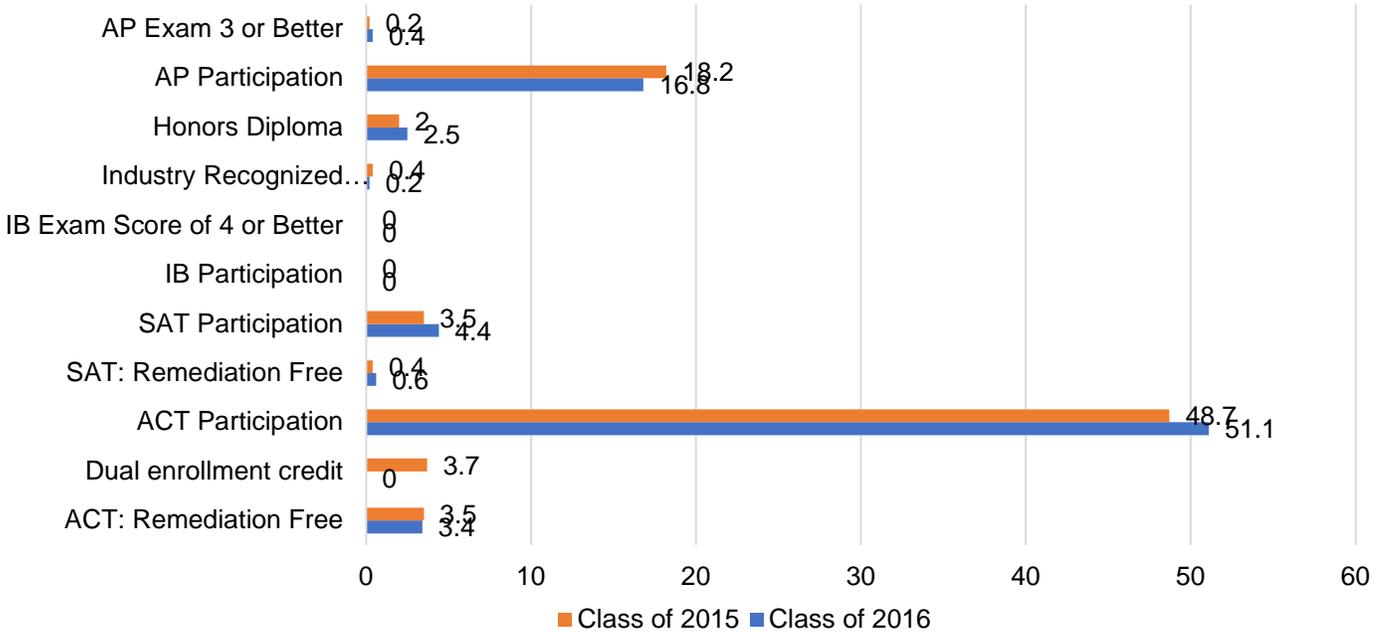


Figure B-19 Source: Ohio Department of Education Office of Accountability

## Figure B-20: Maple Heights City SD Attendance Rates Compared to the State

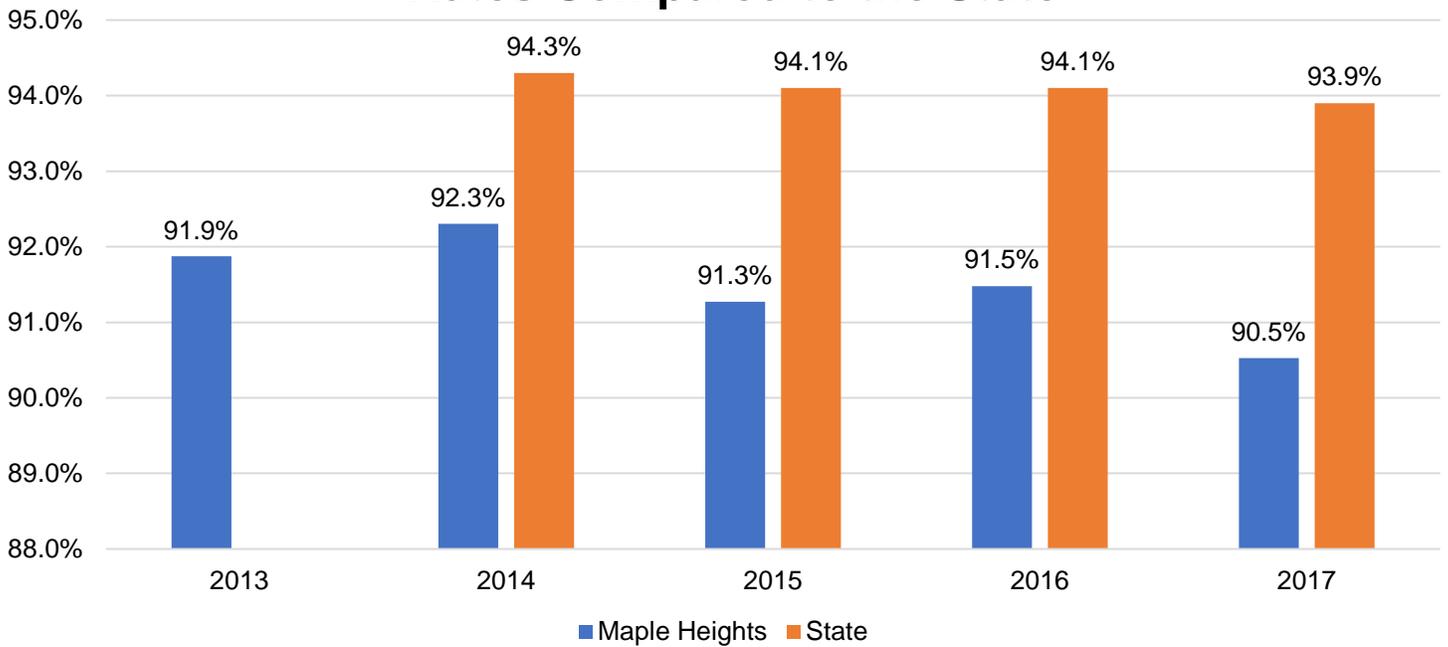


Figure B-20 Source: Ohio Department of Education Office of Accountability

## Figure B-21: Maple Heights City SD Chronic Absenteeism Rate Over Time

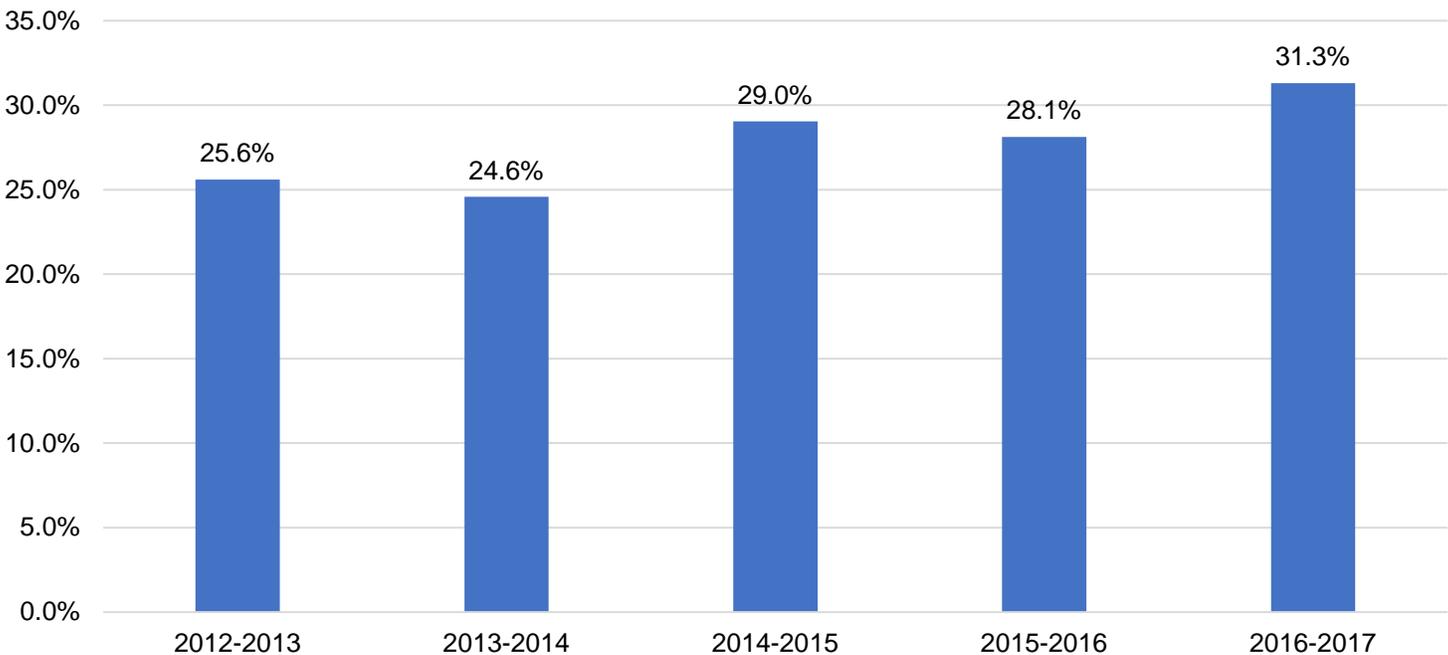


Figure B-21 Source: Ohio Department of Education Office of Accountability

### Figure B-22: Maple Heights City School District Absenteeism

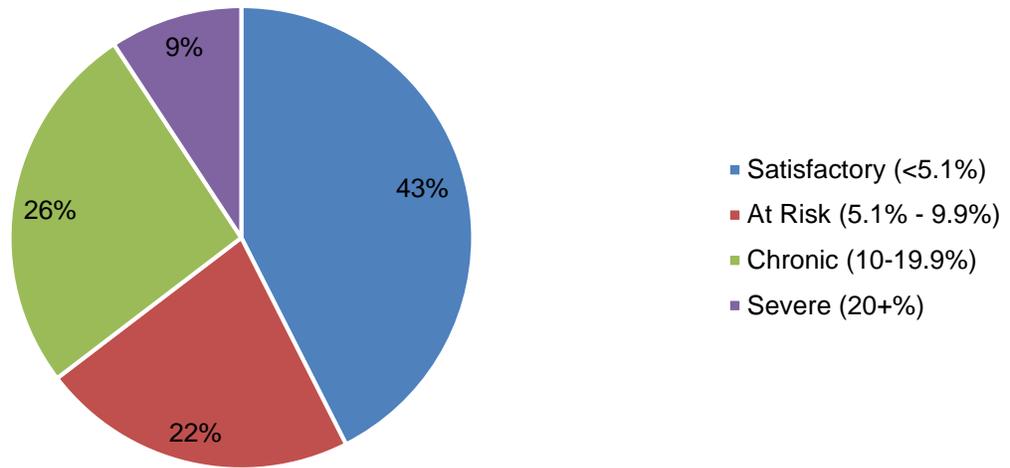


Figure B-22 Source: Ohio Department of Education Office of Accountability

### Figure B-23: Maple Heights City SD Absenteeism Rate By Grade Level Over Time

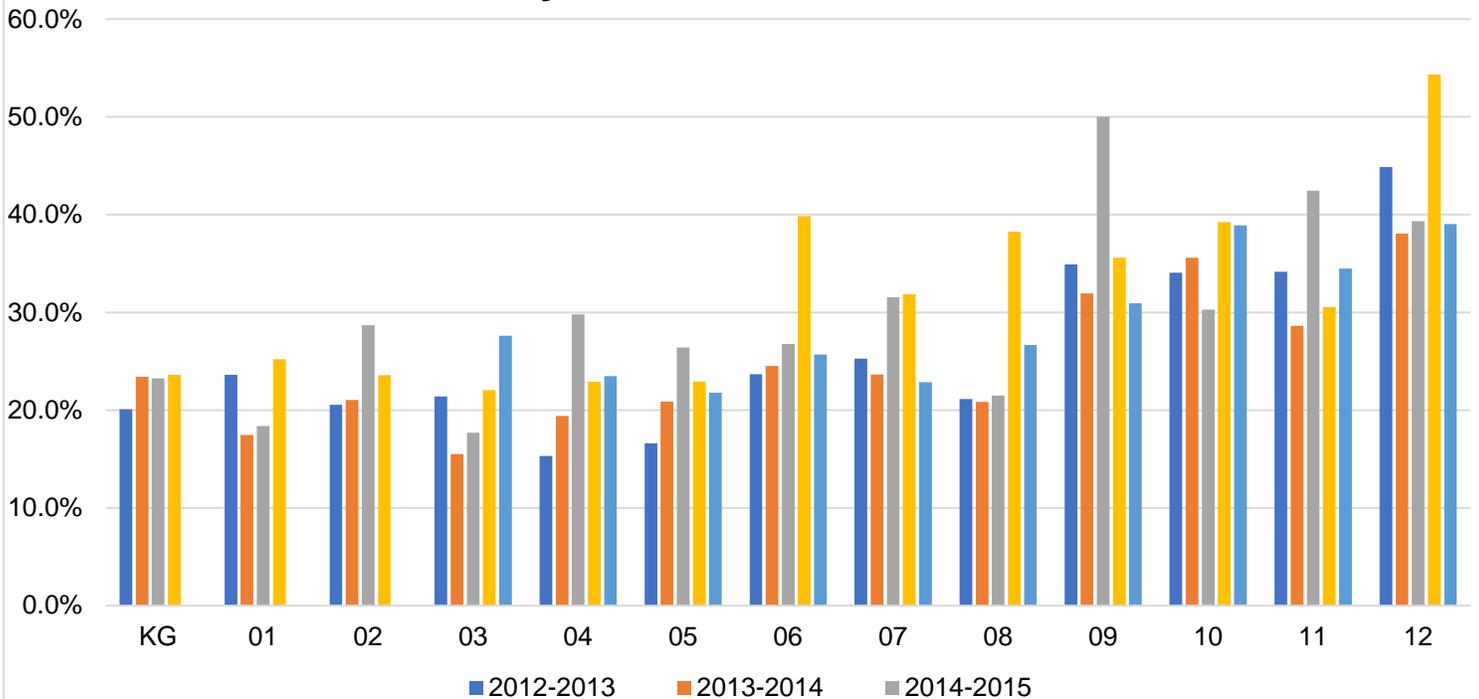


Figure B-23 Source: Ohio Department of Education Office of Accountability

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

- Overview
- Achievement
- Progress
- Gap Closing
- Graduation Rate
- K-3 Literacy**
- Prepared for Success

## K-3 Literacy



The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

**COMPONENT GRADE**

**D**

**GRADE**

**D**

*K-3 Literacy Improvement*

In your district...  Details of Measure

70 Students Moved to On Track - 22 RIMP Deductions

÷

465 Students Started Off Track



**= 10.3%**

*RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.*

- A = 74.7 - 100.0%
- B = 49.3 - 74.6%
- C = 23.9 - 49.2%
- D = -1.5 - 23.8%
- F = <= -1.6%



• Remained Off Track • Moved to On Track

- 3rd Grade Reading Guarantee
- On-Track by Grade Level

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

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

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **91.4%**

How many third graders scored proficient on the state Reading test? **39.4%**

## 2016 - 2017 Report Card for Maple Heights City School District

[View Printable PDF](#)

- Overview
- Achievement
- Progress
- Gap Closing
- Graduation Rate
- K-3 Literacy**
- Prepared for Success

## K-3 Literacy



The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

**COMPONENT GRADE**

**D**

**GRADE**

**D**

*K-3 Literacy Improvement*

- In your district...
- Details of Measure



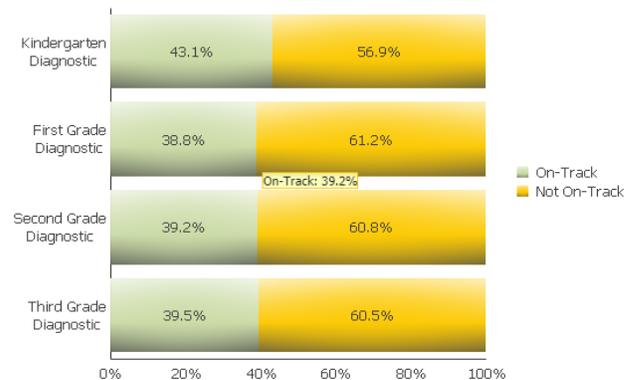
- A = 74.7 - 100.0%
- B = 49.3 - 74.6%
- C = 23.9 - 49.2%
- D = -1.5 - 23.8%
- F = <= -1.6%



• Remained Off Track • Moved to On Track

- 3rd Grade Reading Guarantee
- On-Track by Grade Level

### Percentage On-Track in Reading Diagnostic

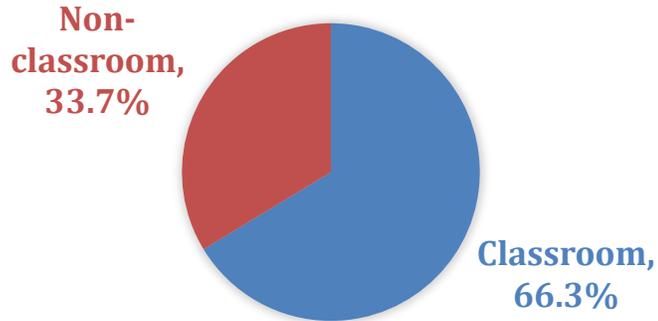


This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2016-2017.

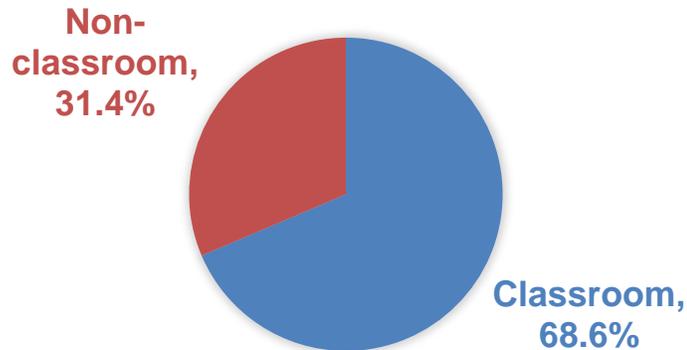
Figure B-24 Source: Ohio Department of Education Office of Accountability

## Figure B-25: Maple Heights City School District 2016-2017 Percent of Funds Spent on Classroom Instruction Compared to Similar Districts and the State

### DISTRICT EXPENDITURES IN 2017



### SIMILAR DISTRICT EXPENDITURES IN 2017



### STATE AVERAGE EXPENDITURES IN 2017

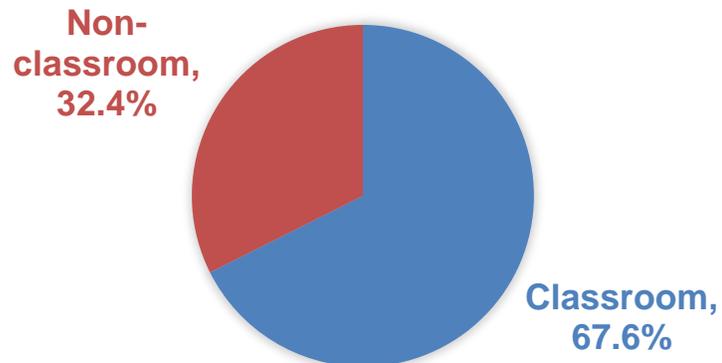


Figure B-25 Source: Ohio Department of Education Office of Accountability

## Figure B-26: Maple Heights City SD Sources of Revenue in 2017

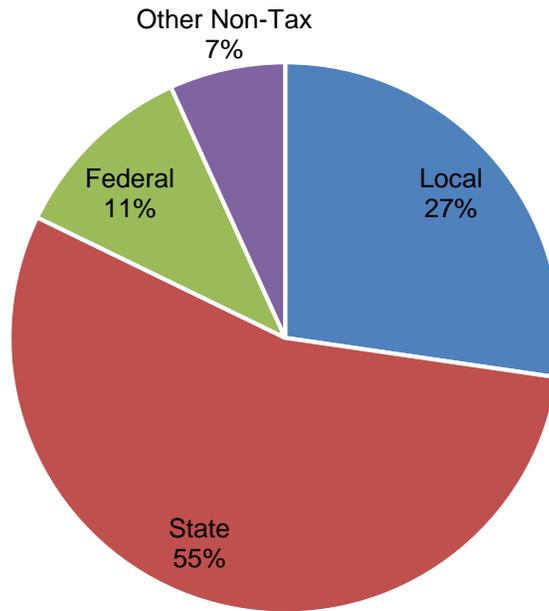


Figure B-26 Source: Ohio Department of Education Office of Accountability

## Figure B-27: Maple Heights City SD Operating Spending Per Equivalent Pupil Compared to the State

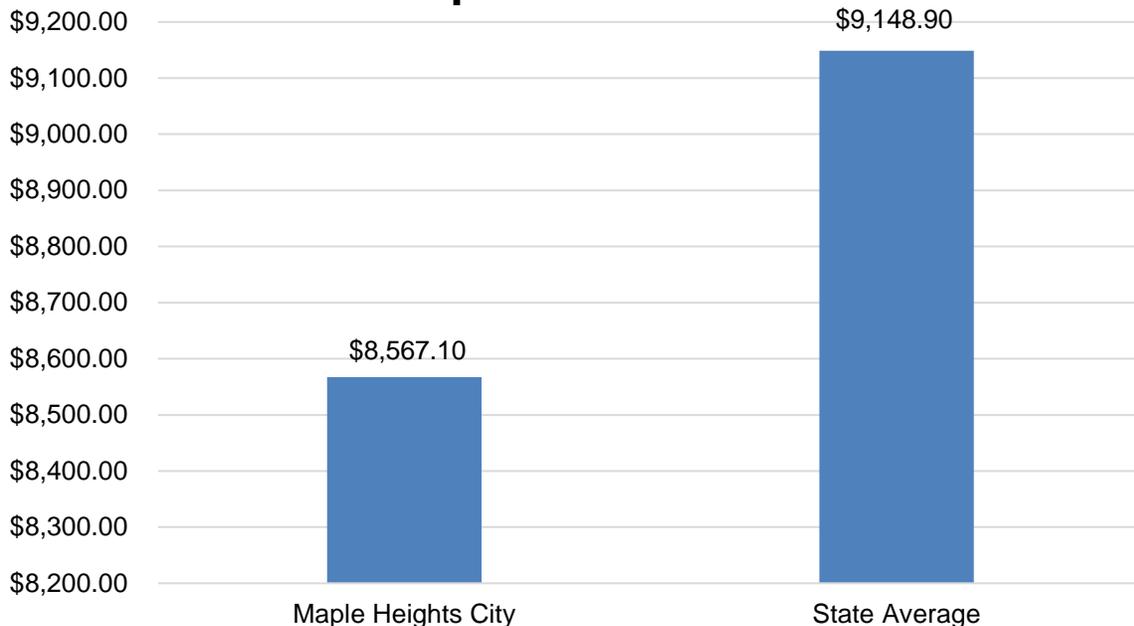


Figure B-27 Source: Ohio Department of Education Office of Accountability

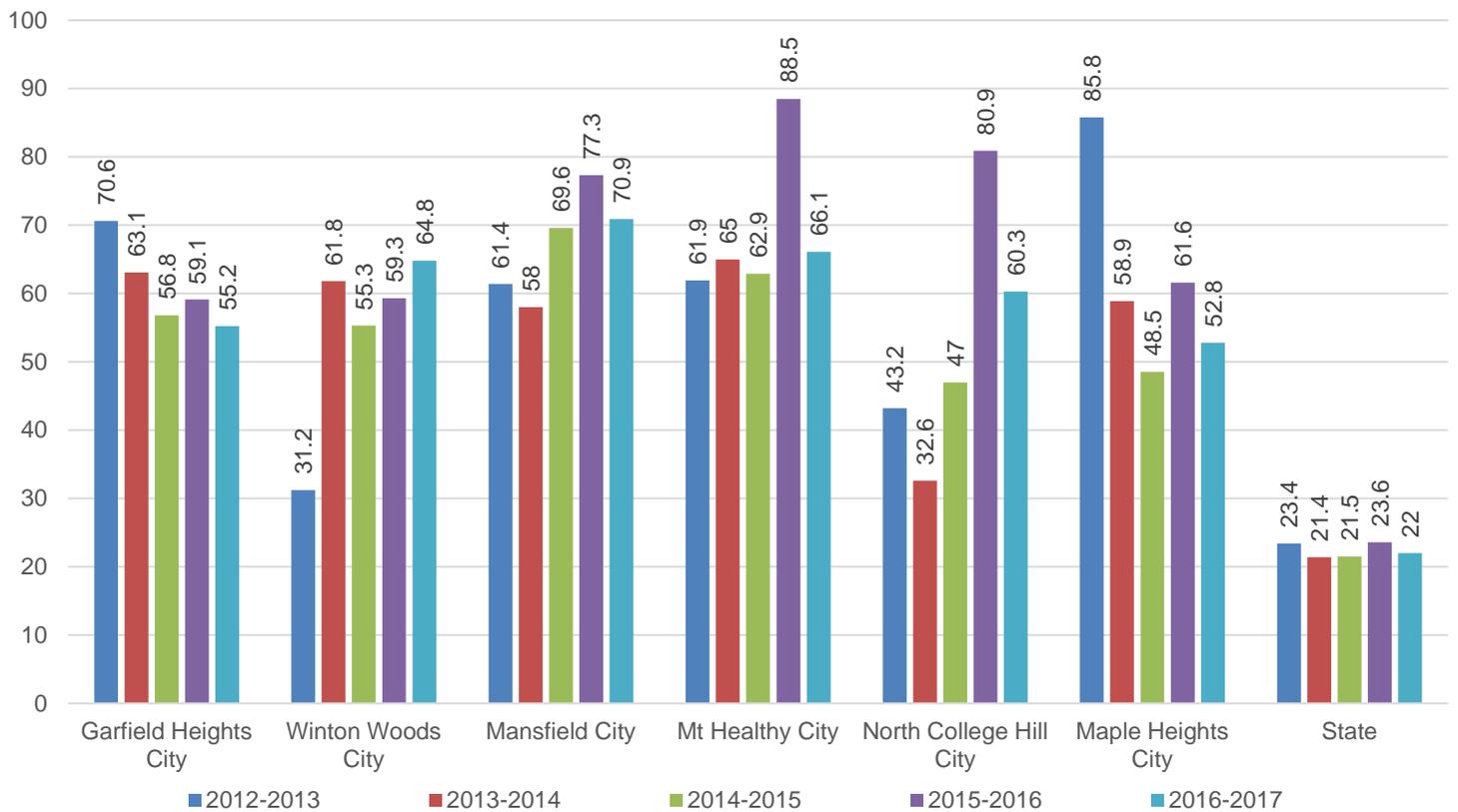
**Table B-1: Maple Heights City School District Teacher Demographic Data**

<b>Year</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Average Teacher Salary</b>	\$63032	\$60866	\$60080	\$59112	\$61277	\$63839
<b>Highly Qualified Teacher %</b>	100	99.7	99.1	99.4	99.1	99.3
<b>Teacher Attendance</b>	7.4	93.9	94	94.3	94.2	94.4
<b>Percent of Teachers with Masters or Doctorate</b>	45.1	42.9	42.5	41.1	42.7	68.9

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

## Appendix C: Additional Figures and Tables

**Figure C-1: Maple Heights City School District Disciplinary Actions Per 100 Students Compared to Some Similar Districts - All Discipline Types**



**Figure C-1 Source: Ohio Department of Education Office of Accountability**

**Figure C-2: Maple Heights City School District Disciplinary Actions Per 100 Students Compared to Similar Districts - Out of School Suspensions**

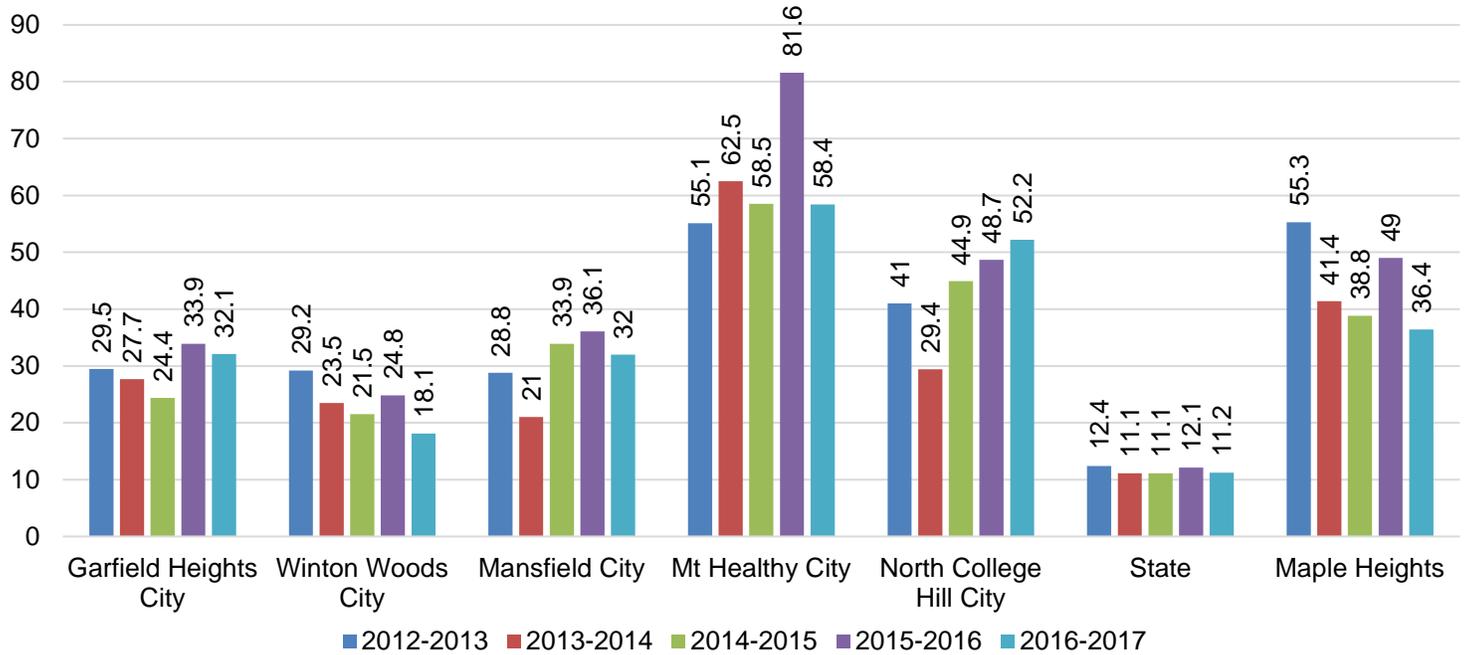


Figure C-2 Source: Ohio Department of Education Office of Accountability

**Table C-1: 2016-2017 Maple Heights City School District Enrollment by Race and Special Populations**

Name of Building	Total Number of Students by Race				Total Number of Students by Special Populations		
	African American	Hispanic	Multi-Racial	White	Special Education	Economically Disadvantaged	English Language Learners
Barack Obama School	516	17	20	10	115	559	0
Abraham Lincoln School	506	20	13	24	78	555	0
J.F. Kennedy School	497	16	26	0	73	538	0
Milkovich Middle School	731	17	20	24	154	778	0
Maple Heights High School	955	15	21	16	182	994	0

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

**Table C-2: Maple Heights City School  
District Discipline Occurrences (District Level)**

Discipline Reason	2014-2015						2015-2016						2016-2017			
	Emergency removal by district	Expulsion	In-School Alternative Discipline	In School Suspension	Out of School Suspension	Removal by a hearing office	Emergency removal by district	Expulsion	In-School Alternative Discipline	In School Suspension	Out of School Suspension	Removal by a hearing office	Emergency removal by district	In School Suspension	Out of School Suspension	Expulsion
Disobedient / Disruptive Behavior	83	12	5	149	627	1	35	3	5	315	862	1	31	494	673	.
False alarm/ Bomb threats	.	.	.	.	3	.	.	.	.	.	2	.	.	.	2	.
Fighting/ Violence	33	7	2	27	635	.	32	9	.	16	697	.	15	20	473	1
Harassment / Intimidation	.	.	.	.	5	.	.	1	.	.	9	.	.	2	12	.
Serious Bodily Injury	.	1	1	1	31	.	.	.	.	.	29	.	.	1	6	.
Theft	.	4	.	1	32	.	1	0	.	2	40	.	.	.	18	.
Truancy	1	.	.	1	4	.	.	.	.	5	13	.	.	2	3	.
Unwelcome Sexual Conduct	.	.	.	2	7	.	.	.	.	3	5	.	.	.	14	.
Use/Possession of a Gun	.	.	.	.	1	.	.	.	.	1	.	.	.	.	.	.
Use/Possession of other drugs	.	1	.	.	7	.	.	2	.	.	17	.	.	.	37	0
Use/Possession of tobacco	.	.	.	2	1	.	.	.	1	.	3	.	.	.	1	.
Use/Possession of weapon other than gun/explosive	2	7	.	.	19	.	.	4	.	.	26	.	.	.	16	.
Vandalism	.	.	.	1	7	.	.	1	.	4	18	.	1	1	13	.

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

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

<b>Building</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Barack Obama School	56.5	62.9	60.3	89.3	54.3
Abraham Lincoln School	31.4	8	0.5	3.8	2.8
J.F. Kennedy School	53.3	43	69.6	69.6	43.2
Milkovich Middle School	33.3	60.3	16.2	28.9	38.5
Maple Heights High School	86.4	28.5	49.1	56.6	40

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

## Table C-4: Maple Heights City School District-FY 2017 Profile Report/Cupp Report Expenditure per Student Comparison

Expenditure	Maple Heights City SD Expenditure per Student	Comparable District Average	State Average
Administration	\$1,710.64	\$1,776.26	\$1,548.26
Building Operations	\$2,373.75	\$2,438.91	\$2,200.71
Instruction	\$6,787.61	\$6,955.39	\$6,739.46
Pupil Support	\$748.77	\$814.27	\$701.24
Staff Support	\$389.18	\$555.30	\$413.45

**Table C-4 Source: FY 2017 CUPP Report**

*Expenditure Data (Adapted from ODE District Profile explanation)*

*Administration Expenditure per Pupil* covers all expenditures associated with the day to day operation of the school buildings and the central offices as far as the administrative personnel and functions are concerned. Items of expenditure in this category include salaries and benefits provided to all administrative staff as well as other associated administrative costs. Data Source: Report Card 2017

*Building Operation Expenditure per Pupil* covers all items of expenditure relating to the operation of the school buildings and the central offices. These include the costs of utilities and the maintenance and the upkeep of physical buildings. Data Source: Report Card 2017.

*Instructional Expenditure per Pupil* includes all the costs associated with the actual service of instructional delivery to the students. These items strictly apply to the school buildings and do not include costs associated with the central office. They include the salaries and benefits of the teaching personnel and the other instructional expenses. Data Source: Report Card 2017.

*Pupil Support Expenditure per Pupil* includes the expenses associated with the provision of services other than instructional that tend to enhance the developmental processes of the students. These cover a range of activities such as student counseling, psychological services, health services, social work services etc. Data Source: Report Card 2017.

*Staff Support Expenditure per Pupil* includes all the costs associated with the provision of support services to school districts' staff. These include in-service programs, instructional improvement services, meetings, payments for additional trainings and courses to improve staff effectiveness and productivity. Data Source: Report Card 2017.

Note: The expenditure figures provided in the report only pertain to the public school districts and do not reflect expenditures associated with the operation of start-up community schools or other educational entities. Only the expenditures of community schools that are sponsored by public school districts (conversion schools) are included in these figures as these community schools are the creations of the sponsoring public school districts and as such the public school districts are responsible for their operations. Traditionally, the calculation of the expenditure per pupil has been predicated on dividing the total cost of a category of expenditure by the total yearend ADM of the district. In recent years a second approach to this calculation has also been developed in which the ADM base of the calculation is first adjusted based on various measures of need of the students involved. In this manner students who are economically disadvantaged or have special needs or participate in additional educational programs are weighted more heavily than regular students based on the notion that these students require higher levels of investment to be educated. Depending on the context, one of these calculations may be preferred over the other. Historically we have included the unweighted calculation of the per-pupil revenue on the District Profile Report and to keep the report consistent over time the updates reflect the same per-pupil calculations. Users can consult the Report Card source on ODE website if they wish the both of these calculations. This situation also applies to the Revenue by Source information also provided on this report.

## Table C-5: Maple Heights City School District-FY 2017 Profile Report/Cupp Report District Financial Status from Five-Year Forecast Data

Expenditure	Maple Heights City SD	Comparable District Average	State Average
Salaries	47.64%	47.28%	53.07%
Fringe Benefits	19.53%	18.76%	21.06%
Purchased Services	29.75%	29.87%	21.10%
Supplies and Materials	2.06%	2.75%	3.07%
Other Expenditures	1.03%	1.34%	1.70%

**Table C-5 Source: FY 2017 CUPP Report**

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

*Salaries as Percent of Operating Expenditures* indicates the percent of the total operating expenditure of the districts that goes to personnel salaries. Source: Fiscal year 2017 Five Year Forecast file.

*Fringe Benefits as Percent of Operating Expenditures* shows the percent of the total operating expenditure of the districts that goes to provision of fringe benefits such as health insurance and retirement benefits. Source: Fiscal year 2017 Five Year Forecast file.

*Purchased Services as Percent of Operating Expenditures* shows the percent of the total operating expenditure devoted to the purchase of various services such as food services. Source: Fiscal year 2017 Five Year Forecast file.

*Supplies and Materials as Percent of Operating Expenditures* shows the percent of the operating expenditures devoted to the purchase of supplies and materials. Source: Fiscal year 2017 Five Year Forecast file.

*Other Expenses as Percent of Operating Expenditures* shows the percent of the total operating expenditures devoted to other expenses not categorized above. Source: Fiscal year 2017 Five Year Forecast file.



# Standards I, II and V: Instructional Inventory

Date: \_\_\_\_\_ Time in: \_\_\_\_\_ Total time: \_\_\_\_\_ Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_

District IRN: \_\_\_\_\_ School: \_\_\_\_\_ Building: Pre-K ES MS HS Alternative School

# Students: \_\_\_\_\_ #Teachers: \_\_\_\_\_ #Assistants: \_\_\_\_\_

Class: Gen ED EL SWD Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: \_\_\_\_\_

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
<b>CLASSROOM ENVIRONMENT</b>								
1. The tone of interactions between teacher and students and among students is positive and respectful.								
2. Behavioral standards are clearly communicated and disruptions, if present, are managed effectively and equitably.								
3. The physical arrangement of the classroom ensures a positive learning environment and provides all students with access to learning activities.								
4. Classroom procedures are established and maintained to create a safe physical environment and promote smooth transitions among all classroom activities.								
5. Multiple resources are available to meet all students' diverse learning needs.								
<b>TEACHING</b>								
6. Classroom lessons and instructional delivery are aligned to Ohio's Learning Standards.								
7. The teacher communicates clear learning objectives aligned to Ohio's Learning Standards.								
8. The teacher demonstrates knowledge of subject and content.								
9. The teacher provides opportunities for students to engage in discussion and activities aligned to Webb's								

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
Depth of Knowledge.								
10. The teacher helps students make connections to career and college preparedness and real-world experiences.								
11. The teacher implements appropriate and varied strategies that meet all students' diverse learning needs.								
12. The teacher conducts frequent formative assessments to check for understanding and inform instruction.								
13. The teacher uses available technology to support instruction, engage students, and enhance learning.								
<b>LEARNING</b>								
14. Students are engaged in challenging academic tasks.								
15. Students articulate their thinking or reasoning verbally or in writing either individually, in pairs, or in groups.								
16. Students use technology as a tool for learning and/or understanding.								
17. Students assume responsibility for their own learning whether individually, in pairs, or in groups. [Please provide examples.]								

## Standard III: Assessment and Effective Use of Data Inventory

Date: \_\_\_\_\_ Time in: \_\_\_\_\_ Total time: \_\_\_\_\_ Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_

District IRN: \_\_\_\_\_ School: \_\_\_\_\_ Building: ES MS HS

# Students: \_\_\_\_\_ #Teachers: \_\_\_\_\_ #Assistants: \_\_\_\_\_

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: \_\_\_\_\_

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

## Standard VI: Fiscal Inventory

Date: \_\_\_\_\_ Time in: \_\_\_\_\_ Total time: \_\_\_\_\_ Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_

District IRN: \_\_\_\_\_ School: \_\_\_\_\_ Building: ES MS HS

# Students: \_\_\_\_\_ #Teachers: \_\_\_\_\_ #Assistants: \_\_\_\_\_

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: \_\_\_\_\_

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

## Fiscal Inventory – General Building and Facilities Review

**Warm, Dry, Safe =**

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

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

# Building Observation Report

Date(s): \_\_\_\_\_

Time In: \_\_\_\_\_

District: \_\_\_\_\_

Time Out: \_\_\_\_\_

Building: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Six Standards											
Leadership, Governance and Communication	Curriculum & Instruction	Assessment/ Use of Data	Human Resources & Professional Development	Student Support	Fiscal Management						
ITEM	0	1	2	3	4	5	NDC	Evidence			
<b>General Description and Layout of Building</b>											
Appearance of Grounds											
Building Entrance - Clean											
Classroom Groupings											
Meeting Spaces											
<b>General Description of Hallway Space: (Displays of: )</b>											
Mission Statement											
Student Recognitions											
Student Performance											
Visible Directional Signage											
Family and Community Activities											
<b>General Description of Library Spaces</b>											
Environment											
Organization											
Shelved Items											
Leveled											
Grade Appropriate											
<b>General Description of Special Space (Cafeteria, Gym, Music, Art):</b>											
Office space											
Storage space											
Scheduled Spaces											
Maintenance											
Relationships to regular classrooms											
<b>Student/Class Transitions</b>											
Movement in hallways											
Monitoring of hallways											
Noise levels											
Obstacles											
<b>Safety/Security Provisions</b>											
Greetings											
Visitors and volunteers											
Storage issues											
Health and Safety Practices posted											
<b>Playground (Elementary Schools ONLY)</b>											
Appearance of Grounds											
Ratio of Students to Teachers											
Teacher Attentiveness to Students											

ITEM	0	1	2	3	4	5	NDC	Evidence
<b>Cafeteria</b>								
Appearance of Area								
Ratio of Students to Teachers								
Teacher Attentiveness to Students								
Noise Level								
<b>Presence of External Stakeholders</b>								
Parent Liaison								
Volunteer(s) (activities)								
Parents/Guardians								
Engagement with Students								
<b>Interruptions to Instruction</b>								
Announcements								
Fire Drill/Actual Incident (Please include details in "Additional Comments section)								
Calls for Teachers								
Calls for Students								
Fight/Security Issues (Please include details in "Additional Comments section)								
<b>Additional Comments:</b>								

## Appendix E: List of Documents Reviewed

21st Century 2016 Compliance  
21st Century Attendance Sheet  
21st Century Budget and Letter of Award 2016  
21st Century Daily Schedule  
21st Century Description and Form  
21st Century Incentives  
21st Century Learning Tutor Job Description FY16  
21st Century Organizational Chart  
21st Century Postcard  
21st Century Program December Updates  
21st Century Program Parent Survey  
21st Century Project Cash Request  
21st Century Review December 2017  
21st Century Survey  
Activity Calendars  
Administrator Evaluations 2017-2018  
Aggregate Ratings OPES  
Amended Certificate JAN 22 2018 ODE  
Applewood Centers Referral  
Application with Transportation Policy  
Appropriations JAN 22 2018 ODE  
Assessment Matrix  
Attendance Documentation FY16  
Audit Management letter FY 2016  
Audit Maple Heights  
BUDLED  
BUDWRK  
Building Budgets 2017  
Building Leadership Team protocol  
Building Maps  
Building Parent Meeting Agenda and Sign-Ins  
Building Principal Attestation Forms  
Calendar Showing Family Nights  
Class Size Sheet  
Combined Factsheet for Identification  
Community Connections Newsletter  
Completed Parent Survey FY16  
Comprehensive Continuous Improvement Plan  
Curriculum Revisions  
District 17-18 Professional Development Calendar  
District Leadership Team Agendas and Minutes  
District Monthly Activities Calendar  
Elementary Handbook 2017-18  
Elementary Highly Qualified Teacher Attestation Forms  
Employee Handbook  
Evaluation Plan  
Evaluation Ratings OTES  
Family Meal Program Information  
Final Evaluation Report  
Final Expenditure Report Policy

FINSUM  
Fiscal Tracker  
Five Year Forecast and Assumptions OCT 2017  
General Fund Activity Report 2017 and 2018  
Gifted Eligibility Criteria  
Gifted Notice for Parents  
Grant Policy  
Highly Qualified Teacher Semi-Annual Certification - Maple Heights  
Homeless Policy  
Illuminate Dashboard  
Instructional Leadership Team Agenda and Minutes  
Instructional Staff Attendance  
Internal Facilitator Plan  
Job Descriptions - District and Schools  
K-3 ELA Block Plan  
Maple Heights City Schools District Professional Development Plan  
Maple Heights City Schools Organizational Chart  
Maple Heights College and Career Readiness Plan  
Maple Heights District Improvement Plan  
Maple Heights Federally Funded Highly Qualified Teacher list  
Maple Heights High School Student Supports  
Maple Heights Internet Acceptable Use Policy  
Maple Heights Parent Academy  
Maple Heights Professional Development Overview 17-18  
Maple Heights School Building Safety Plans  
Maple Heights Tutoring Flyer  
Maple Heights Various Curriculum Tools  
Math Professional Development Agenda  
Math Professional Learning Community Agenda  
Mustang Communication Flow  
New Teacher Orientation Agenda  
Observation Form  
Ohio Graduation Test Tutoring  
Ohio Graduation Test Tutoring Results  
Parent Compact Letter  
Parent Involvement Policy  
Parent Meeting Dates - Title I Building Plans  
Parent Survey FY16  
Parent Teacher Handbook  
PLATO Curriculum Description from Publisher  
Principal Professional Development  
Reading Plus Technical Information  
Recruiting Postcard  
School Board Meeting Agendas and Minutes  
School Building Improvement Plans  
School Building Maps  
School Building Parent Engagement and Involvement items  
School Building Professional Development Day Agendas  
School Building Schedules  
School Building Walkthrough Forms  
School Building Walkthrough Forms  
Schools Highly Qualified Teacher & Parent's Right to Know  
Staff Roster 2016-2017

State Audit Report FY 2016  
State Auditor GAP Maple Heights CSD - 2017  
State Foundation Reports 1-18 and 6-30-17  
Student Attendance Data  
Student Data from Stride  
Student Handbook  
Student Records Submission Form  
Student Supports by building  
Student Survey Data  
Study Island Certificate  
Study Island Curriculum Description from Publisher  
Summit POA  
Sustainability FY16  
Tax Settlements County JAN 2017-JAN-2018  
Teacher Based Team Agendas and Minutes  
Teacher Cert. & Training  
Teacher Survey  
Technology Plan 2017 2018  
Tiered Intervention Strategies Maple Heights  
Title 1 - Building Eligibility  
Title 1 - School Allocation - PPA List - 100% Rule  
Title 1 - Semi-Annual Certification - Maple Heights  
Title 1 - Set Asides - 100% Rule  
Training Certificates  
Tutor Handbook 2016-2017  
Value Added Report  
Writing Professional Learning Community Agendas