

# Ohio

## North College Hill City School

REVIEW CONDUCTED FEB. 12-16, 2018

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

# North College Hill School District

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# North College Hill 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 North College Hill City School District was conducted from Feb. 12-16, 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 the board of education members have an effective system of communication and positive working relationship.
- The superintendent creates a culture of collaboration among local business leaders, city officials, the union and community organizations to advocate for the needs of the district.

### Curriculum and Instruction

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

### Assessment and Effective Use of Data

- The district implemented a system to document, track and analyze student discipline data.

### Human Resources and Professional Development

- The district uses a performance-based system to evaluate teachers and building administrators.
- The district provides opportunities for teachers to assume leadership roles.

### Student Supports

- The district partners with community organizations and agencies to address the non-academic, behavioral, social and emotional needs of students.

### Fiscal Management

- The district's Five-Year Forecast shows a positive cash balance for FY17 through FY22.

## CHALLENGES

### Leadership, Governance and Communication

- The district and school stakeholders do not create district and school improvement plans that result in clear priorities that impact student achievement.
- The district does not systematically develop and support principal instructional leadership.

### Curriculum and Instruction

- The district does not have a system in place to develop and align the curriculum to Ohio's Learning Standards.
- The district's instructional practices do not reflect rigorous learning expectations or provide students with opportunities to demonstrate learning in a meaningful way.
- The district does not provide tiered instruction for students performing below grade level in English language arts or mathematics as part of its multi-tiered systems of support.

### Assessment and Effective Use of Data

- The district lacks a full set of balanced assessments aligned to Ohio's Learning Standards to monitor student progress.
- The district does not review state student performance data for accuracy or use that data to inform instructional decisions.

- The district does not have a five-year technology plan to support instruction and assessment.

## Human Resources and Professional Development

- The district does not have systems and practices to ensure a diverse, experienced staff to help students learn.
- The district does not effectively support an educator evaluation process that identifies needs and provides assistance to support educators' professional growth and improvement to eliminate ineffective instruction.
- The district does not select and provide high-quality professional development according to the Ohio Standards for Professional Development (2016) for improving educator performance and student learning outcomes.

## Student Supports

- The district does not have a multi-tiered system of support to efficiently identify at-risk students and provide academic and behavioral interventions and support.
- The district does not provide supports to reduce the achievement gap for students with disabilities in English language arts, mathematics and graduation.

## Fiscal Management

- The district does not have a comprehensive and transparent annual budget process.
- The district does not have a capital plan for the replacement of equipment, curriculum resources or repairs of buildings.

## RECOMMENDATIONS

### Leadership, Governance and Communication

- Develop a district strategic plan to guide improvement planning, align federal and state grant priorities, and focus efforts on student achievement.
- Build the instructional leadership skills of school administrators through a system of district supports.
- Evaluate program and practice effectiveness as part of the strategic planning process.

### Curriculum and Instruction

- Assemble a team of administrators and teachers across all grade levels to develop a curriculum for grades K-12 that is aligned to Ohio's Learning Standards.
- Select and provide professional development that addresses instructional strategies that promote higher-order thinking skills, rigorous learning expectations and opportunities for students to assume responsibility for their own learning.
- Develop a district plan to implement a tiered system of intervention for reading and math that is based on student assessment data and that provides additional time and resources.

### Assessment and the Use of Data

- Consider collecting and reviewing student performance data from teacher-created or an online assessment system of formative assessments to monitor student progress and mastery on critical state learning standards.
- At various times during the school year and again when preliminary report card data becomes available, review reports in the district's Secure Data Center for accuracy.

- Complete the district's five-year technology plan. Choose and implement a structured technology-based instructional program that is closely aligned to Ohio's Learning Standards.

### **Human Resources and Professional Development**

- Develop and implement an educator retention plan based on best staff retention practices and information from district exit interviews.
- Provide professional development for all district and building administrators in the effective use of Ohio evaluation systems.
- In collaboration with all district personnel, develop a high-quality and differentiated professional development plan using the Ohio Standards for Principal and Ohio Standards for Teachers, focused on district, building and individual personnel needs and defined by the Ohio Standards for Professional Development.

### **Student Supports**

- Collaborate with State Support Team 13 to evaluate current district policies, practices and procedures that relate to the identification of at-risk students, interventions and supports available for students and referral for intervention assistance or suspected disabilities.
- Evaluate and revise the district special education continuum of services model and the delivery of services for students with disabilities.
- Develop a strategic plan to address prevention and interventions to reduce absenteeism and increase student engagement for all students by conducting a quarterly analysis of student attendance data at the district and school levels.
- Develop a district career advising policy that meets the requirements of Ohio Law 3313.6020 to engage students in career exploration and planning.

### **Fiscal Management**

- Develop a clear budget process and plan. Align the budget to the goals of the district.
- Develop a clear and concise capital plan.

# North College Hill 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 reviews documentation, data and reports for two days before conducting a five-day district visit that includes visits to individual schools. The team conducts interviews and focus group sessions with stakeholders such as board of education members, teachers' association representatives, administrators, teachers, parents and students. Team members also observe classroom instructional practices. 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 North College Hill City School District was conducted from Feb. 12-16, 2018. The site visit included 50.5 hours of interviews and focus groups with 161 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted seven focus groups with elementary, middle and high school teachers; elementary, middle and high school students representing grades kindergarten through 12; and 23 parents and community members. A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendices B and C provide information about enrollment, expenditures and student performance. The team also conducted building observations and observed classroom instructional practices in 88 classrooms in three school buildings. Appendix D contains the instructional inventory tools used to record observed characteristics of standards-based teaching and the building observation form to take note of the climate and culture of the district's buildings. Appendix E lists the district documents that were reviewed prior to and during the site visit.

## DISTRICT PROFILE

North College Hill City Schools are in Hamilton County. According to the United States Census Bureau, the estimated population of North College Hill City, as of July 1, 2016, was 9,322, which represents less than a 1 percent decrease in population since the 2010 Census.<sup>2</sup> Approximately 92.4 percent of the population graduated from high school. The median household income in North College Hill City is \$41,841, with 19.2 percent of the population living below the poverty line. In comparison, the median household income in Ohio is \$50,674 with 14.6 percent living below the poverty line.

The average teacher salary in North College Hill City School District for 2016-2017 was \$54,043 (see table B-1, Appendix B). The average teacher salary in the district has increased since the 2014-2015 school year by an average of \$7,560. During the same period, the percentage of courses taught by highly qualified teachers has remained stable, and the percentage of teachers with master's or doctorate degrees has decreased. Teacher

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

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

<sup>2</sup> United States Bureau of Labor Statistics 2017

attendance also has fluctuated over this four-year period, with the lowest attendance rate in 2014-2015 at 94.5 percent.

According to the Bureau of Labor Statistics, the December 2017 unemployment rate for the Cincinnati area was 3.8 percent, which is less than the state of Ohio's unemployment rate of 4.7 percent.<sup>2</sup> As of 2016, the racial makeup of the city of Cincinnati is 49 percent Caucasian, 46.6 percent African American, 3.2 percent two or more races, and 1.2 percent other races. The racial makeup of the school district (2016-2017) is 9.3 percent Caucasian, 78.6 percent African American and 9.4 percent multiracial (see figure B-1, Appendix B).

The district's enrollment has decreased since the spike in the 2012-2013 school year (-5.6 percent; see figure B-2 in Appendix B). The racial makeup between 2012-2012 and 2016-2017 has experienced a steady decrease for White students (-8.1 percent) and has increased for African American students (+4.8 percentage points) and Multiracial students (+2.5 percent).

During this same time span, there has been a steady increase in the percent of economically disadvantaged students (+9.9 percentage points) while the other subgroups have remained relatively stable at the following percentages in 2017: 1.1 percent English language learner students, 2.5 percent gifted students and 21 percent students with disabilities (see B-3 in Appendix B).

In the 2016-2017 school year, about 17 percent of students chose not to enroll in their district of residence. About one in 20 enrolled in community schools and almost 3 percent took advantage of one of the state's scholarship opportunities to attend private schools (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.

North College Hill is composed of the following three schools

- North College Hill Elementary School;
- North College Hill Middle School;
- North College Hill High School.

## STUDENT PERFORMANCE

Information about student performance includes: (1) the differentiated accountability status<sup>3</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 and Progress and an "F" grade in Achievement, Gap Closing, K-3 Literacy and Prepared for Success.

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

- A. None of the district's subgroups met the annual measurable objectives (AMO) for reading (77.1 percent), mathematics (72 percent) or graduation rate (85.1 percent) in 2016-2017 (See Figure B-5A, Appendix B<sup>4</sup>). Both economically disadvantaged and African American subgroups almost reached the graduation goal with rates of 78.2 and 82.9 respectively (See Figure B-5A, Appendix B). All subgroups showed higher passing rates for English language arts than mathematics in 2016-2017. As compared to last year, reading

Accountability defines the roles and expectations of the school district and ODE based upon the performance of the local school district.

<sup>4</sup> The dotted lines represent the different target AMOs for this year with the corresponding colors.

passage rates for most subgroups have increased whereas in mathematics, most subgroups passage rates have decreased.

- B. Students with disabilities showed the greatest gap in proficiency, with 10.6 percent passing the reading and math assessments. Students with disabilities also showed the lowest graduation rate (56.5 percent) among subgroups (see figures B-5A, Appendix B).

### 3. The district's English language arts performance and student growth.<sup>5</sup>

- A. Most subgroups have experienced increases in their reading passage rates since last year. The district did not meet indicators for performance on the English language arts Ohio state tests in 2016-2017 (see figures B-6, Appendix B). Approximately 72 percent of students did not pass their reading test in grades 3, 6, and 7. Further, more than 64 percent and 79 percent of students who took English language arts I and II did not pass the exams, respectively (see figure B-9 appendix B).
- B. No grade level outperformed the state or similar district averages in English language arts (see figure B-8, Appendix B). The greatest proficiency gaps between the state and the district are seen at grade 3 (-35.3 percentage points), grade 4 (-30.6 percentage points) and grade 8 (-32.0 percentage points; see figure B-8, Appendix B). Grade 5 has made progress in improving from last year's reading trends, while the other grades have declined or remained stable in performance.
- C. There is significant evidence to demonstrate that the growth made in English language arts I was above the Growth Standard for this year. For grade 7, there was significant evidence that the district's students made less progress than the Growth Standard. However, all other grades had evidence supporting progress similar to the Growth Standard (see figure B-10, Appendix B).

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

- A. North College Hill City School District has not had any subgroup meet the target AMO (see figure B-7, Appendix B). Additionally, it has not outperformed similar districts or state averages in any math assessment (see figure B-11, Appendix B). The greatest proficiency gaps between the state and North College Hill is seen in grade 8 (-37.2 percentage points), grade 6 (-42.3 percentage points) and grade 5 (-36.6 percentage points). The lowest proficiency gap between the state and North College Hill is seen in grade 4 (-20.7 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 most grades, the passage rates in mathematics have decreased in the last five years (see figure B-12, Appendix B).
- C. There was significant evidence that grades 5 and 7 showed less than the Growth Standard in mathematics in 2016-2017, while grades 4,6,8 and algebra made progress similar to the Growth Standard. Geometry had the largest growth measure and had significant evidence that the district made more progress than the Growth Standard (see figure B-13, Appendix B).

### 5. The district's Performance Index<sup>6</sup> scores.

- A. North College Hill City School District's Performance Index score for 2016-2017 was 60.9. The district had a decline in Performance Index over the past five years. The Limited and Basic proficiency groups have increased over time while the proficient and above groups have decreased (see figure B-13A and B-13B, Appendix B).

### 6. Graduation<sup>7</sup> and dropout rates<sup>8</sup>.

- A. Most subgroups have increased their graduation rates from last year (see figure B-5B, Appendix B). The four-year graduation rate for the class of 2016 was above the average for similar districts but below the

<sup>5</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>6</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.

<sup>7</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>8</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.)

state average. Five-year graduation rates for the class of 2015 are lower than similar districts and the state average (see figure B-14, Appendix B). Approximately 16.7 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 75-78 percentage range but this year has reached a high of 83 percent. The five-year graduation rate follows 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 dropout rates have increased from 2013 to 2017 (see figure B-16, Appendix B). The attendance rates have generally remained stable but slightly below the state average attendance rate.

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

A. North College Hill reached an all-time high of 80.9 disciplinary actions last year, which has since decreased; however, the last two years have been much higher than before. In prior years, it had similar numbers of disciplinary actions as similar districts, but this has not been true in the recent two years. In general, North College Hill has much higher disciplinary actions than the state and similar districts aggregated (see figure B-18, Appendix B and figure C-1, Appendix C).

B. The number of out-of-school suspensions has increased in the past three years for all schools within the district. In general, North College Hill Middle School seems to have the largest number of out-of-school suspensions as compared to North College Hill Elementary School and North College Hill High School (see table C-3, Appendix C). As a district, the number of out-of-school suspensions tends to outnumber any other type of disciplinary action (expulsion, emergency removal, in-school suspension or discipline), and the reasons behind these suspensions seem to largely come from disobedient/disruptive behavior or fighting/violence. Disobedient/disruptive behavior and fighting/violence accounts for 93.5 percent of the disciplinary instances within the district (see table C-2, Appendix C).

## 8. Prepared for Success<sup>9</sup>

A. ACT participation for the 2017 graduating class was 62.3 percent. Of the students who participated, 10.1 percent received remediation-free scores (see figure B-19, Appendix B). ACT participation for the previous graduating class was 57.6 percent, making it a 4.7 percentage increase in a year. There was a slight decrease in the percentage of students who received remediation-free scores from 2016 to 2017 (10.9 percent in 2016 and 10.1 percent in 2017). Further, Dual Enrollment credit decreased in 2016-2017 from 23.4 percent in 2016 to 12.1 percent in 2017.

B. Over the past two years, no students participated in International Baccalaureate. Further, participation in the industry-recognized credential program went from 6.5 percent in 2016 to 7.5 percent in 2017. Despite no participation in Advancement Placement in 2016, participation in 2017 was positive at 0.5 percent. Additionally, SAT participation increased 1.4 percent, with an increase of 0.5 percent in remediation-free scores. In addition, 3.5 percent of students earned honors diplomas in 2016, a slight increase from 1.1 percent last year.

## 9. Attendance Rates

A. North College Hill City School District attendance rates were within 1.1 percentage points of the state's rates for the last four school years (see figure B-20, Appendix B).

B. The district's chronic absenteeism rate<sup>10</sup> ranged between 14.6 percent and 19.7 percent during the same period (see figure B-20A, Appendix B). For the 2016-2017 school year, approximately 54 percent of the district's students showed satisfactory attendance. Another 15 percent of the district's students fell in the at-risk category (see figure B-21, Appendix B).

<sup>9</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.

<sup>10</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.

- C. The highest absenteeism rates for North College Hill City School District occurred in the last two school years. Figure B-22 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>11</sup>**

- A. About 19 to 32 percent of students in kindergarten to grade 3 were identified as not on track based on their grade-level diagnostic. Year 1 has the highest improvement in students who were off track who have then moved to on track as compared to other years (see figure B-24, Appendix B).

**11. Financial Data**

- A. In 2016-2017, North College Hill City School District spent more on classroom instruction than the average of similar districts and the state average (see figure B-25, Appendix B). More than 70 percent of the expenditures are classroom based.
- B. More than 63 percent of the district revenue came from the state, with local funds making up the second highest amount at 19 percent (see figure B-25A, Appendix B).
- C. During the 2016-2017 school year, North College Hill City School District spent \$2,519.60 less on operating expenses per equivalent pupil as compared to the state average (see figure B-26, Appendix B).

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<sup>11</sup> An analysis of Ohio student data found that a student who does not read proficiently by the end of third grade is 3 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.

# North College Hill City School District Review Findings

## STRENGTHS

### Leadership, Governance and Communication

- **The superintendent and the board of education members have an effective system of communication and positive working relationship.**
  - A. The superintendent maintains a timely, consistent system of communications with the board of education members, based on document reviews and board of education interviews.
    - According to board of education member interviews, the superintendent sends a weekly electronic newsletter, "We Are NCH," to board members and staff to highlight upcoming events and acknowledgements of district, school and student achievements.
    - The superintendent sends daily electronic communications to the board of education members regarding key issues in the district, per superintendent and board of education member interviews.
    - Comments from board of education members included:
      - "Communications from the superintendent are clear and straightforward";
      - "He is always accessible and makes time if I have a question";
      - "[The] superintendent calls us and sends daily emails to keep us informed."
  - B. Based on document reviews, the board of education policies establish an expectation for communication and positive working relationships between the board of education members and the superintendent.
    - According to North College Hill City School District Policy Manual Section A, File AFB, the superintendent is to "develop harmonious working relationships between the board and the superintendent."
    - According to the Qualifications and Duties of the Superintendent identified in North College City School District Policy Manual Section C, File CBA, the superintendent is to "inform the board about [the] educational system as well as local, state, and national issues affecting education" and "work effectively with others."
  - C. Communications between the superintendent and the school board members about board of education meeting agenda items occur frequently and prior to the official public meetings, according to superintendent and board of education interviews.
    - Based on board of education and superintendent interviews, the school board members are informed of all agenda items in advance of the public meetings.
    - Statements from board members included:
      - "We are not caught off-guard about key issues and priorities";
      - "I have an opportunity to ask questions prior to the board of education meeting."

**IMPACT:** When the superintendent establishes effective communications with school board members and places an emphasis on working together, the board of education and the superintendent can lead as a united team to accomplish district priorities.

- **The superintendent creates a culture of collaboration among local business leaders, city officials, the union and community organizations to advocate for the needs of the district.**
  - A. The superintendent partners with local business leaders and city officials to address district priorities, as evidenced by document reviews and interviews with community leaders.
    - Based on the North College Hill City Schools Policy Manual, School-Community Relations Goals Section K, File KA, “The board and the staff shall use appropriate means to inform the community of the objectives, achievements and needs of the district.”
    - According to interviews with community leaders, the superintendent meets monthly with the North College Hill Business Association to discuss district needs and partnership opportunities.
    - According to the Ohio Department of Education School Improvement Diagnostic Review SIDR Rollup Aggregate – FY2017 report dated April 10, 2017, the district was rated a two out of five in community partnership development.
      - The evaluation rubrics range from zero as the lowest to five as the highest, according to document reviews;
      - A rating of two means “initial implementation is observed”;
      - According to the report, there is initial implementation evidence that “formal systems/processes are in place to work actively with the community to build school community partnership and support student learning.”
    - Community leaders stated, “Because there are only a few service organizations in North College Hill like Rotary or Kiwanis, the superintendent creates his own connections and brings people together for the kids.”
    - The district collaborates with city officials and business leaders to access grant opportunities to benefit the district, according to interviews with community leaders and document reviews.
      - As a result of a joint application by the district, city officials and police department, The Haverkamp Foundation grant funded a K-9 Officer for the North College Hill Police Department to support the School Resource Officer program.
    - Based on the district’s website and interviews with community leaders, the 10-year-old North College Hill Scholarship Foundation receives approximately \$40,000 annually in donations from business community, alumni and alumni association, teachers and staff to support college scholarships for graduating seniors in the district.
    - According to interviews with community and union leaders, the superintendent convenes representatives from community organizations, city officials, business officials and union leaders to jointly problem solve school-based issues.
    - According to the North College Hill High School Board Report #2, 2017-2018, community organizations purchased shirts and ties for the Men of Valor participants at the high school. This is an outreach program sponsored by the faith community to build the character and leadership skills of young men.

- B. The district partners with nonprofit organizations within the community to deliver support services to students, as evidenced in document reviews and interviews with community partners.
  - The YMCA of Greater Cincinnati partnered with the district and received the following 21<sup>st</sup> Century Community Learning Center grants:
    - A \$200,000 per year grant for FY17 to FY19 that supports high-quality out-of-school learning opportunities and related services for the district’s middle school, according to document review and community partner interviews;
    - A \$200,000 per year grant for FY18 to FY20 that supports high-quality out-of-school learning opportunities and related services for the district’s elementary school, according to document review and community partner interviews.
  - Per community partner interviews, Hamilton County Job and Family Services offers child care vouchers to qualified low-income students participating in the before- and after-school programs.
  - The Hamilton County Educational Service Center provides free Head Start preschool services to qualified families and children at the North College Hill Child Development Center located at the district administration building, making it closer to families living in the community.

**IMPACT:** When the district forms partnerships with community stakeholders, gaps in academic and wellness resources and services may be filled.

## Curriculum and Instruction

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

- A. According to documents, interviews with district administrators and teacher focus groups, classroom teachers are members of the district and building leadership teams.
  - The Ohio Leadership Development Framework describes district and building leadership teams as “learning communities centered on improving practices in curriculum, instruction, and assessment.”
- B. According to district administrators, in fall 2017, a team of teachers and administrators created the Reading Achievement Plan as part of the district’s application for the Striving Readers Grant.
  - The Striving Readers Grant is a three-year subgrant that focuses on serving the greatest numbers of students living in poverty, students with disabilities, English language learners and students identified as having a reading disability.
  - The Reading Achievement Plan is a specific eligibility requirement. It must include the following information:
    - A comprehensive needs assessment;
    - A plan for professional development;
    - Interventions and practices supported by moderate or strong evidence;
    - A plan to track learner outcomes.
- C. The district created a new position, an English language arts instructional coach for the elementary, middle school and high school, to support classroom teachers by modeling instruction and providing professional development.

**IMPACT:** When teachers assume leadership roles, they may be able to make direct connections between leadership and classroom instruction that will have a positive impact on student achievement in the district.

## Assessment and Effective Use of Data

### The district implemented a system to document, track and analyze student discipline data.

- A. According to interviews with district and school administrators, teachers and a review of documents, the district adopted Public School Works, a web-based software tool for tracking student discipline incidents in the 2016-2017 school year.
- The district piloted Public School Works in the 2015-2016 school year in the middle school and then implemented it districtwide the following school year;
  - According to the Oct. 23, 2017, district leadership team meeting agenda and minutes, the district administrators reviewed discipline summary statistics collected in Public School Works;
  - The district made modifications to Public School Works data collection guidelines. After realizing that some teachers, mainly at the high school, were coding single discipline events by tagging them with multiple categories, the district standardized the coding practice to ensure each event was not counted more than once. Events are now coded by the most serious category;
  - According to the district's discipline data report summary for the first half of the current school year, the district leadership team noted both positive and challenging trends across discipline referral categories;
  - The district's discipline data generated by Public School Works assisted leadership in determining that Positive Behavioral Interventions and Supports was not being implemented with fidelity and resulted in some personnel reassignments;
  - The district emails parents immediately when student discipline referrals are submitted through the use of Public School Works;
  - The district is using the Public Schools Works data collection system as the first step in addressing the recommendation that the district "utilize data to review the effectiveness of the implemented behavior programs." This recommendation comes from the April 2016-2017 Ohio Department of Education School Improvement Diagnostic Review Final Report.

**IMPACT:** When a district documents and tracks student discipline information, teachers and school leaders are able to discuss and address the most significant problems and trends in order to identify solutions that may decrease disruptions to student learning. Also, the district is able to use these data to review the effectiveness of its behavior programs.

## Human Resources and Professional Development

- **The district uses a performance-based system to evaluate teachers and building administrators.**

A. The board of education has established the Ohio Teacher Evaluation System and Ohio Principal Evaluation System as evaluation models for teachers and principals based on the Ohio Standards for Teachers and Ohio Standards for Principals, respectively.

  - North College Hill City School District-Policy Manual files AFC-1 and GCN-1 and AFC-2 and GCN-2 describe the evaluation models of the Ohio Teacher Evaluation System and Ohio Principal Evaluation System for annual evaluation of professional staff.
  - The Ohio Teacher Evaluation System is used to evaluate teachers according to three components of observation of teacher classroom performance on Ohio Standards for Teachers (50 percent), student growth measure/value-added (35 percent) and an alternative component (15 percent) of

one or a combination of student survey, teacher self-evaluation, peer evaluation, student portfolio or any component determined by the board, in consultation with district teachers;

- The two equal weight components of the Ohio Principal Evaluation System are principal performance on the Ohio Standards for Principals and student academic growth rating;
  - The evaluation process requires the evaluator to use and record evidence gathered in multiple ways (professional growth/goal-setting, formative assessments, observations, conferences, professionalism) to determine a Final Summative Performance Rating.
  - Participants in teacher and principal focus groups shared they were evaluated using the Ohio Teacher Evaluation System and Ohio Principal Evaluation System models.
  - Review of teacher and building principal personnel files included Ohio Teacher Evaluation System and Ohio Principal Evaluation System summary documents.
- B. The district uses Ohio Teacher and Principal Evaluation System (eTPES), the required online accountability system for conducting and documenting educator evaluations and calculating ratings from Ohio Teacher Evaluation System and Ohio Principal Evaluation System evaluations.
- Participants in the teacher focus group shared there are opportunities for teachers to meet individually with district administration to review student growth results of the Ohio Teacher Evaluation System summative rating.
  - A district administrator confirmed that opportunities for teachers to meet individually to review student growth results of Ohio Teacher Evaluation System summative ratings were scheduled.

**IMPACT:** When the district uses performance-based tools to evaluate teachers and building administrators, student achievement rates may increase.

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

- A. Meeting minutes, building schedules, interviews and focus groups confirm teachers have opportunities to work collaboratively on tasks and learn from each other.
- A district committee, including teachers and district administrators, was formed to develop the district's Reading Achievement Plan prior to submitting a Striving Readers Comprehensive Literacy Grant application.
    - The Reading Achievement Plan is required by Ohio Revised Code 3302.13 for each school receiving a D or F on the K-3 Literacy Improvement Measure of the Ohio School Report Cards, and fewer than 60 percent of the district's students scored proficient or higher on the state's grade 3 English language arts test for two consecutive years;
    - The Reading Achievement Plan includes an alignment of the plan with other district improvement efforts, a comprehensive needs assessment, measurable performance goals and strategies to monitor progress;
    - The Ohio Department of Education provides guidance on plan components and a template for the plan;
    - The three-year Striving Readers grant is to improve literacy outcomes for children from birth through grade 12 and focuses on serving students living in poverty, students with disabilities, English learners and students identified as having reading disabilities.

- Teachers participate on building and district leadership teams focused on improving the academic achievement of all students using the Ohio Improvement Process.
- B. According to interviews and a review of the job description, the district created a new position of instructional coach for a teacher to model instructional practices and work collaboratively with peers.
- Essential duties and responsibilities for the instructional coach include:
    - Assisting in providing continuous ongoing staff development related to curriculum, instruction and assessment;
    - Modeling for beginning teachers while assisting other teachers as requested;
    - Collaborating with district administrators or teacher-based teams to ensure effective utilization of assessment data to promote student achievement;
    - Collaborating with instructional teams to facilitate curricular articulation, instructional audits, goal setting, data collection and budgeting.
- C. Board minutes, certified employee contracts and focus groups confirmed mentor teacher opportunities are provided for certified Resident Educator mentors.
- The Resident Educator program is a four-year initiative to assist beginning teachers, known as Resident Educators, with mentoring and professional development in starting their careers.
  - A Resident Educator mentor is a teacher that holds a five-year professional teaching license or permanent license, completes a district’s applicant process and completes Resident Educator Mentor Academy.

**IMPACT:** When the district provides opportunities for teachers to assume leadership roles, it may maximize the impact of effective professional staff.

## Student Supports

- **The district partners with community organizations and agencies to address the non-academic, behavioral, social and emotional needs of students.**
  - A. According to documents, interviews, focus groups and building observations, two mental health agencies provide school-based behavioral and mental health services for district students and their families.
    - The district refers K-12 students to Saint Joseph Orphanage and those counselors provide therapeutic group facilitation, individual counseling and case management at the school and conduct staff trainings. Saint Joseph Orphanage provides a half-day, school-based partial hospitalization program for students needing more intensive support. In addition, according to documents and interviews, it offers community-based counseling and home visits to support families.
    - According to documents and focus group participants, the Counseling Source therapists in each school provide on-site therapy for referred students.
  - B. According to documents and interviews, the YMCA of Greater Cincinnati provides after-school programs for elementary and middle school students. The programs are based at each school and funded by the Ohio Department of Education 21st Century Learning Center Grant.
    - The middle school is participating in the second year of the three-year grant, which provides \$200,000 annually for program implementation at each school. The elementary school is participating in the first year of a three-year grant program. According to a YMCA presentation document, program goals include:

- Promoting academic achievement in reading;
  - Promoting academic achievement in mathematics;
  - Encouraging development of healthy lifestyles outcomes for students and families.
- C. The Hamilton County Educational Service Center sponsors a Head Start Early Learning Program for the district's 3- and 4-year-old children. The center is housed at the Goodman Center.
- D. La Soupe, a nonprofit organization in partnership with Kroger, Jungle Jim's and local organic farms provides free homemade soup, bread and fruit for district families each Thursday.
- E. According to a document reviewed, the UC Smiles program, sponsored by Proctor & Gamble, provides resources for students to attain good oral health.
- F. According to documents and focus group participants, the district teachers shop for free school supplies at the Crayons to Computers store.

**IMPACT:** When the district develops working relationships with community partners and providers to support student's academic and social, emotional and behavior needs, student achievement may improve.

## Fiscal Management

### 1. The district's Five-Year Forecast shows a positive cash balance for FY17 through FY22.

- A. According to interviews with the superintendent, treasurer and board of education members, and a review of the Five-Year Forecast submitted to the Ohio Department of Education in October 2017, the district's cash balance for June 30 of each year of the forecast is greater than \$8.1 million.
- B. The Government Financial Officers Association (GFOA) recommends, at a minimum, regardless of size of organization, maintaining an unrestricted budgetary fund balance in the general fund of no less than two months, 60 days, of regular general fund operating revenues or regular fund operating expenditures.
- A review of the Five-Year Forecast shows that the district has a positive cash balance of true cash days between 169 days and 212 days for the entire forecast.

**IMPACT:** When the district's Five-Year Forecast shows a positive cash balance at the end of each forecasted year, resources may be allocated to directly support district goals to promote student achievement.

## CHALLENGES AND AREAS FOR GROWTH

### Leadership, Governance and Communication

- **The district and school stakeholders do not create district and school improvement plans that result in clear priorities that impact student achievement.**

A. According to Ohio Administrative Code 3301.35.01(A), effective and focused strategic planning is the responsibility of the board of education, superintendent and other key stakeholders to ensure proper governance, leadership, organization, administration and supervision of a school district.

  - Based on Ohio Revised Code 3301.35, "A strategic plan guides the school district or school and key stakeholders in the ongoing measurement of student performance to show acceptable progress is being made toward the strategic goals and objectives. Strategic planning identifies short- and long-range goals with the necessary strategies."
  - Based on a review of North College Hill City Schools Policy Manual, the district lacks a policy that supports the development, monitoring and evaluation of a district strategic plan.

- A review of documents and interviews with district administrators confirmed that the district has not developed a strategic plan to guide its schools and key stakeholders in the ongoing identification and measurement of district and school performance goals.
- B. According to Ohio Administrative Code 3302.04, a continuous improvement plan is part of the strategic plan, and districts and schools failing to meet progress for two consecutive years must develop strategic plans, as well as a three-year continuous improvement plan. The code states:
- A “continuous improvement plan” is a document aligned to the vision, mission and goals of the district strategic plan used to guide educators, students and their families, business people and community members in the process of achieving and measuring substantial improvements in the district’s or school’s performance.
  - The district did not develop a continuous improvement plan for 2016-2017 or 2017-2018, based on interviews with the superintendent, district administrators, board of education members and document reviews.
  - North College Hill Elementary, a “Watch” school, did not develop continuous improvement plans for 2016-2017 or 2017-2018 to guide the building leadership team or teacher-based teams in academic and non-academic improvement efforts, based on document reviews and teacher and principal focus groups.
    - Watch Schools in Ohio’s accountability system include schools that have a “D” or “F” on the Annual Measurable Objective (AMO) measures for two years or are receiving state funding for subgroups and those subgroups are not making adequate achievement and progress, per Ohio Department of Education guidance;
    - According to Ohio Department of Education guidance, Watch Schools must “implement an improvement plan to close gaps among low-achieving subgroups by targeting resources and interventions beginning in the 2015-2016 school year.”
  - North College Hill Middle School, a “Focus” school, did not develop continuous improvement plans for 2016-2017 or 2017-2018 to guide the building leadership team or teacher-based teams in academic and non-academic improvement efforts, based on document reviews and teacher and principal focus groups.
    - Focus schools in Ohio’s accountability systems include schools that receive Title 1 funds and have one of the state’s largest achievement gaps in student-performance and graduation rates;
    - According to Ohio Department of Education guidance, Focus schools must receive support and monitoring from their regional state support teams to implement school improvement plans using the Ohio Improvement Process.
      - Based on an interview with State Support Team 13, the middle school did not create a school improvement plan using the Ohio Five-Step Improvement Process.
  - North College Hill High School did not develop continuous improvement plans for 2016-2017 or 2017-2018 to guide the building leadership team or teacher-based teams in academic and non-academic improvement efforts, based on document reviews and teacher and principal focus groups.
  - Based on the Ohio Department of Education School Improvement Diagnostic Review (SIDR) Final Report April 2017 for North College Hill School District, “the focus for central office is to create the needed plans to move the district forward.”

- At the time of the review, the district and schools have not created or revised school improvement plans as recommended in the April 2017 SIDR Final Report.
- C. North College Hill district and schools completed Comprehensive Continuous Improvement Plan (CCIP) requirements to acquire federal and state competitive and noncompetitive grant funds, per document reviews and district administrator interviews.
- According to Ohio Department of Education guidance, districts and schools must submit all required information in CCIP to qualify for federal and state competitive and noncompetitive grant funds.
    - The CCIP serves as a web-based planning and grants management tool that connects district goals for improvement to budgeted activities in the grants, according to Ohio Department of Education guidance;
    - The CCIP consists of: (1) a Planning Tool and (2) a Funding Application, according to Ohio Department of Education guidance;
    - The Planning Tool in the CCIP contains the goals, strategies, action steps and district goal amounts for all grants in the application, based on Ohio Department of Education guidance;
    - The Funding Application contains the budget, budget details, nonpublic services and other related pages, per Ohio Department of Education guidance.
  - According to district administrator interviews and document reviews, the 2016-2017 and 2017-2018 CCIP Planning Tool goals, strategies and actions steps do not align with practices in place in the district or schools.
  - According to interviews with the superintendent, district administrators and principal focus group participants, the district's and schools' submissions in CCIP for 2016-2017 and 2017-2018:
    - "Represents the work of a few central office administrators";
    - "Rolls over from year-to-year";
    - "Isn't utilized to measure school district or school performance";
    - "Doesn't guide the work of the district or schools."
  - Based on document reviews and district administrator interviews, the CCIP Planning Tools do not consistently mirror how grant funds are used, monitored or evaluated to support school improvement efforts in the district or schools.
  - At the time of the review, the district and school CCIPs have not been revised for 2017-2018, as recommended in the April 2017 SIDR Final Report.
- D. According to the SIDR Final Report April 2017, there was no evidence that "district and school administrators are focused on school improvement priorities."
- According to district and school administrator interviews and a review of documents — although literacy and mathematics goals are identified in CCIP as 2017-2018 priorities — the district and school improvement efforts are not consistently focused on the stated goals.

- According to principal walkthrough data, district leadership team meeting agendas and minutes dated Oct. 23, 2017, Nov. 27, 2017, and Jan. 22, 2018, the district is not focused on stated CCIP literacy and mathematic performance goals.
- A review of professional development agendas show that the district has not focused on CCIP literacy and mathematics goals. Instead, district and building administrators presented on topics included:

Conscience Discipline

- Race Related Stress in the Classroom;
- Differentiation in Content Courses;
- Engaging Students with Technology;
- Positive Behavioral Interventions and Supports.

**IMPACT:** When the district and key stakeholders do not systematically develop school improvement plans with a focus on learning goals, high achievement for all students may not be realized.

**2. The district does not systematically develop and support principal instructional leadership.**

A. According to principal focus groups and document reviews, the district does not emphasize the instructional roles and responsibilities of building administrators.

- Based on Ohio Department of Education guidance, Ohio Standards for Principals delineate five standards of effectiveness for school leaders as follows:
  - Standard 1 - Continuous Improvement;
  - Standard 2 – Instruction;
  - Standard 3 – School Operations;
  - Standard 4 – Collaboration;
  - Standard 5 – Parent and Community Engagement.
- A review of documents showed that the district has not revised principal job descriptions to consistently address standards 1 and 2 of the Ohio Standards for Principals.
- The district’s principal job descriptions support multiple management duties rather than instructional leadership tasks as listed:
  - “Maintains discipline and order”;
  - “Maintains records and prepares reports”;
  - “Manages building staff”;
  - “Coordinates management of certificated staff”;
  - “Assigns teachers to classroom and students to classes”;
  - “Maintains records and prepares reports.”

- The district utilizes the Ohio Principal Evaluation System, an online educator evaluation system used by Ohio districts and schools, based on document reviews and principal focus groups.
    - Based on Ohio Department of Education guidance, two standards in the Ohio Principal Evaluation System are tied to instructional leadership; Standard 1 – Continuous Improvement and Standard 2 – Instruction.
    - Based on school and district administrator interviews and document reviews, school administrators are not consistently evaluated on Standards 1 and 2.
- B. The district does not have systems and processes in place for developing the instructional leadership capacity of school administrators.
- At the time of the review, the district did not have comprehensive professional development goals or plans to support school administrators, based on district administrator interviews, document review and principal focus group participants.
  - According to principal focus group participants:
    - “We access professional development through the Educational Service Center”;
    - “The superintendent conducted a book study on Above the Line”;
    - “We took a course on Conscious Discipline”;
    - “Our training this year has been on Positive Behavior Interventions and Supports, Trauma Informed Teaching, and Nonviolent Crisis Intervention”;
    - “There is the Midwest Leadership Summit sponsored by the Hamilton County Education Service Center.”
  - The high school and the middle school administrators, recently placed, were not provided professional development specific to their new roles and responsibilities, based on principal focus group interviews. Principal focus group participants stated:
    - New principal training support was not offered by the district, based on principal focus group interviews;
    - According to a principal focus group participant, “I can attend new principal trainings at the Educational Service Center on the next round.”
  - The superintendent has not included instructional leadership topics on the Administrative Leadership Team Meeting agendas, as evidenced by the Aug. 28, 2017, and Oct. 9, 2017, meeting notes.
  - The district has not developed instructional supports for school administrators through partnerships with universities and nonprofits, based on district leadership interviews and document reviews.
  - The district has not built the capacity of district administrators to support school administrators in developing instructional leadership skills, based on district leadership interviews, document reviews and principal focus group interviews.

**IMPACT:** When districts do not implement well-designed plans to support instructional leadership, school administrators may not be prepared to address instructional improvement needs in their schools.

### 3. The district does not systematically evaluate programs and practices for effectiveness.

- A. The district and schools do not consistently conduct reviews of programs and practices to determine effectiveness in meeting instructional improvement goals in accordance with Ohio law and district policy guidelines, based on document reviews.
- According to Ohio Revised Code 3301-35-11(B)(1), “Educational program reviews shall be conducted periodically and scheduled to generate timely data.”
  - According to Ohio Revised Code 3301-35-11(B)(2), “School districts that have developed and implemented a continuous improvement plan shall use that plan as a framework for conducting the review.”
  - Based on a review of North College Hill City School District Policy Manual, the district is to evaluate program and instructional practices systemically.
    - According to Policy File AFE, Evaluation of Program Effectiveness, “The Board directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the instructional program against the goals established by the Board”;
    - According to Policy File AFE, Evaluation of Program Effectiveness, a purpose of the evaluation is to “identify strengths and weaknesses of existing instructional programs”;
    - According to Policy File AFE, Evaluation of Program Effectiveness, a purpose of the evaluation is to “provide data for decision making regarding additions to, modification of or deletions from the existing instructional programs.”
  - Based on district administrator interviews and document reviews, the district has not conducted timely evaluations of instructional programs and practices.
    - The Reading Mastery program and direct instruction practices have been in place for a minimum of 15 years, according to district administrator interviews;
    - Although walkthroughs are conducted to determine if teachers are implementing the program and practices successfully, the district does not conduct evaluations to determine if the implemented programs and practices improve student performance, according to document reviews;
    - According to district administrator interviews, the Reading Achievement Plan Committee conducted an evaluation of the Reading Mastery program and direct instruction practices in the fall of 2017 based on need to adopt a new textbook series and to develop a reading intervention plan which was due to Ohio Department of Education in Dec. 2017.
  - According to district administrator interviews and document reviews, the district and school administrators do not have access to specific tools, processes or training to conduct evaluations on the impact of programs and practices on student improvement goals.
    - The Reading Achievement Plan Committee did not utilize a specific evaluation tool or process to determine the effectiveness of textbooks or instructional practices, based on district administrator interviews.
  - The district has not developed a school improvement planning process that includes evaluation of programs and practices using the Ohio Five-Step Improvement Process, based on interviews with the superintendent, document reviews, and principal and teacher focus groups.

- Based on a review of job descriptions, district administrators are not assigned responsibility for the evaluation of program and practice effectiveness.
  - The superintendent’s job description does not include responsibility for determining the effectiveness of district programs and practices on school improvement goals, based on document review;
  - According to document reviews and district administrator interviews, tasks related to determining program and practice effectiveness are not included in the roles and responsibilities of district administrators;
  - Based on document reviews and interviews with district administrators, a designated evaluator or evaluation lead is not assigned.
- The board of education, superintendent and district administrators do not consistently use evaluation data to modify, add or delete instructional programs and practices, based on document reviews and board of education interviews.
- According to a review of board of education regular minutes from Jan. 9, 2017, to Jan. 8, 2018, the superintendent did not provide periodic evaluation reports on program and practice effectiveness to the board, as directed in policy.
- Based on a review of board of education regular minutes from Jan. 9, 2017, to Jan. 8, 2018, the superintendent did not systematically make recommendations to the board for improvements, modifications of or deletions from existing instructional programs based on evaluation data.
- According to a review of leadership planning meeting notes, the district administrators do not make decisions about the improvements, modifications of or deletions from instructional programs and practices based on data from systematic evaluations.
  - The Executive Cabinet did not use data on the effectiveness of “positive feedback and direct instruction practices” in making the decision to “increase” the practices as outlined in the Executive Cabinet meeting minutes dated Oct. 23, 2017, Nov. 17, 2017, and Jan. 2017;
  - Based on district leadership team meeting notes dated Nov. 27, 2017, and Jan. 30, 2018, the leadership team did not implement program or practice evaluations based on discussions of a continued decline in Ohio School Report Card results.

**IMPACT:** When districts do not systematically evaluate programs and practices for effectiveness in meeting instructional goals, students may not have access to the most successful tools and high-yield strategies to impact learning.

## Curriculum and Instruction

- **The district does not have a system in place to develop and align the curriculum to Ohio’s Learning Standards.**
  - A. A review of documents, interviews with district leaders, focus groups, and classroom observations, revealed the district has not followed the board policy stated in the North College Hill City District Policy Manual to develop an aligned curriculum.
    - Section I: Education, File: IAA Instructional Objectives states, “A standards-based curriculum is developed and implemented according to State Academic Content Standards and the requirements established by the Ohio Administrative Code.”

- According to the Ohio Department of Education, the 2017 Ohio's Learning Standards, the state's academic content standards, identify what students should know and be able to do. The standards emphasize skills such as critical thinking and problem-solving.
  - Section I: Education, File: IF Curriculum Development states, "[Curriculum] planning must also take into consideration the legal requirements for students in basic areas."
    - The April 2017 School Improvement Diagnostic Review (SIDR) summary stated, "Throughout the North College Hill City School System, grades K-12, there seems to be little curriculum alignment to Ohio's Learning Standards";
    - During interviews and focus groups, participants stated instructional materials were aligned to the 2010 Common Core State Standards;
    - Teachers and principals stated they have not received professional development on the shift from the Common Core State Standards to Ohio's Learning Standards that impact curriculum development, instruction and Ohio's state tests.
- B. A review of documents and interviews with district administrators showed that the district has not developed curriculum maps or pacing guides aligned to Ohio's Learning Standards for all content areas that include objectives, resources, instructional strategies and measurable outcomes.
- The April 2017 School Improvement Diagnostic Review summary recommended that "the district office, with input from administrators and staff, will focus on the development of a comprehensive curriculum plan in all subject areas. The plan will be aligned to Ohio's Learning Standards."
  - At the time of the review, the district's pacing guides were aligned to the Common Core State Standards.
  - There is no evidence that the district used available crosswalk tools to identify potential instructional gaps or misalignment to standards-based assessments.
  - Curriculum leaders and teachers were unable to verify that curriculum materials were vertically aligned to Ohio's Learning Standards.
    - Vertical alignment ensures that content being taught is based on what has been taught in previous grade levels and precedes content to be taught at the next grade level.
  - Documents, focus groups and classroom observations showed textbook materials are used as pacing guides. Teachers use textbook manuals and student worksheets to guide instruction rather than a curriculum map driven by standards.
  - Teachers in focus groups stated they had not received professional development to create curriculum maps.
  - According to reviewed documents and interviews, pacing guide formats varied across grade levels and subjects.
- C. In interviews with district administrators and teacher focus groups, it was stated that the district does not have a curriculum review and revision process that includes valid research, assessment results and addresses identified students' needs.
- The North College Hill City District Policy Manual, Section I, File: AFE Evaluation of Instructional Programs states, "The Board directs the Superintendent to develop and implement a systematic plan

for the continuous evaluation of the instructional program. The purposes of the evaluation process include:

- Monitoring the progress of individual students;
- Identifying strengths and weaknesses of existing instructional programs;
- Providing data for decision-making regarding additions to, modifications of or deletions from the existing instructional programs.
- Despite the requirement of the board policy around the continual evaluation of instructional program, district administrators and teachers stated, “We’ve had the same reading series for the last 18 years without a new adoption.”
- The North College Hill City District Policy Manual, Section I, File: IIAA Textbook Selection and Adoption states, “The Superintendent establishes textbook and/or curriculum committees that include representation of teachers who use the texts, administrators and other staff members.”
  - Despite the board policy, district administrators revealed that one district administrator chose the previously adopted reading series for the 2018-2019 school year without input from a committee.
- The North College Hill City District Policy Manual, Section I, File: IF Curriculum Development states, “It is expected that the professional staff play an active role in curriculum development.”
  - At the time of the review, documents and district leader interviews revealed a group of teachers met once in October 2017 to discuss curriculum topics, but there has not been a follow-up meeting or a formal committee formed to complete this work.

**IMPACT:** When the district does not have a system to develop a cohesive and usable set of curricular materials aligned to Ohio’s Learning Standards, teachers may be unaware of gaps in the curriculum, and students may not be able to demonstrate true evidence of learning.

## **2. The district’s instructional practices do not reflect rigorous learning expectations or provide students with opportunities to demonstrate learning in a meaningful way.**

- A. The district review team conducted classroom observations in all school buildings in the district to examine instruction and student learning. A 6-point scale was used to evaluate each setting. The scores range from 0-5, with 0 meaning no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence of adult practice.
- B. Classroom observations indicated that fewer than 20 percent of the teachers observed provided opportunities for students to engage in discussion and activities aligned to higher levels of thinking. Some indicators include:
  - “The teacher provides opportunities for students to engage in discussion and activities aligned to Webb’s Depth of Knowledge.” The district received a rating of 1.06 out of a possible score of 5.
  - “The teacher demonstrates knowledge of subject and content.” The district received a rating of 1.58 out of a possible score of 5.
  - “The teacher helps students make connections to career and college preparedness and real-world experiences.” The district received a rating of 0.67 out of a possible score of 5.
  - Classroom observations indicated fewer than 45 percent of students were using higher-order thinking skills verbally or in written work. Some indicators include:

- “Students articulate their thinking or reasoning verbally or in writing either individually, in pairs or in groups” The district received a rating of 0.95 out of a possible score of 5;
  - “Students are engaged in challenging academic tasks.” The district received a rating of 1.10 out of a possible score of 5;
  - “Students assume responsibility for their own learning whether individually, in pairs, or in groups.” The district received a rating of 0.95 a possible score of 5.
- C. Classroom observations confirmed the district has technology available for all teachers and students, however, there is inconsistent use of it by teachers and students during instructional time. Some indicators include:
- “The teacher uses available technology to support instruction, engage students, and enhance learning.” The district received a rating of 1.30 out of a possible score of 5.
  - “Students use technology as a tool for learning and/or understanding.” The district received a rating of 0.81 out of a possible score of 5.
- D. The 2017 School Improvement Diagnostic Review Rollup Aggregate rates specific instructional practices observed in classrooms during the review. The practices are rated on a 0-5 scale with 0 being no evidence found to indicate the specific practice occurring to 5 being exemplary evidence of adult practice.
- E. The district received a rating of 1.5, “rarely found evidence of adult practice and/or is poor quality as it engages a limited number of students,” out of a possible score of 5 for the following instructional practices.
- Student tasks require higher-order thinking skills;
  - Small-group strategies are used;
  - Flexible grouping strategies are used;
  - Cooperative learning strategies are used.

**IMPACT:** When a district does not implement and monitor evidence-based instructional practices for all students, the students may not be prepared to meet college and career readiness expectations.

- **The district does not provide tiered instruction for students performing below grade level in English language arts or mathematics as part of its multi-tiered systems of support.**
  - A. Multi-tiered systems of support are a comprehensive framework that provide levels of support through coordinated, research-based practices, strategies and structures to meet the academic as well as the social-emotional and behavioral needs of all learners. Students’ scores on benchmark assessments identify the level of support needed. Multi-tiered systems of support generally involve multiple tiers of increasingly intensive intervention. The tiers are described as:
    - Tier 1 refers to the whole classroom and the instruction all students receive in a core reading and math curriculum aligned to state standards.
    - Tier 2 consists of students who fall below the expected levels of achievement (benchmarks) and are at some risk for academic failure. In smaller groups, these students are provided with instructional programs that focus on their specific needs.
    - Tier 3 instruction is for students who are at high risk for failure. These students receive additional intensified and individualized instruction to target the deficits in their skills. These students may later be assessed to receive special education services.

- B. A review of documents, interviews, focus groups and classroom observations showed instructional practices are not matched to students' diverse learning needs.
- C. According to classroom observations and focus group participants, the district uses direct instruction as a method to teach reading to whole groups.
  - Curriculum leadership and teachers stated, "We do not have Tier 2 and Tier 3 instructional programs."
  - Teachers stated, "At risk students do not receive additional time or different materials."
  - The district received a rating of 0.90 out of a possible score of 5 on the classroom inventory indicator;
    - "The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that makes learning accessible and challenging for the group."

**IMPACT:** When the district does not provide its students performing at all levels with appropriate support mechanisms and the necessary time to effectively access the district curriculum, students may not achieve at high levels.

### Assessment and Effective Use of Data

- **The district lacks a full set of balanced assessments aligned to Ohio's Learning Standards to monitor student progress.**
  - A. According to interviews with district and school administrators, teacher focus group participants and document reviews, the district does not use a system of formative assessments that allow teachers and district administration to track learning progress aligned to Ohio's Learning Standards.
    - The district uses both AimsWeb and AimsWeb Plus assessments in grades K-8 and Northwest Education Association's (NWEA) MAP assessments at grade 3 to provide benchmarking data of student progress. However, these assessments do not provide teachers and school administrators a means to track student mastery of specific learning standards.
      - AimsWeb and the Northwest Education Association's MAP are web-based assessment systems. Results are used as predictors for reading proficiency but information about student mastery on specific learning standards is not provided by these assessments.
    - There are no benchmark assessments used at the high school.
      - The district does not have guidelines for developing common formative assessments for teachers to monitor progress toward learning standards nor a means for this information to roll up to school administration for review. A common statement heard from focus group participants was, "We don't have enough specific data."
  - B. District personnel indicated that the Third Grade Reading Guarantee diagnostic used under-identified not on-track students.
    - The Department of Education requires districts to determine at the beginning of each school year which K-3 students are on track to being proficient readers by the end of grade 3 and those who are not on track. Students not on track must be provided Reading Intervention Monitoring Plans (RIMPS) for the school year.
    - For the current school year, the district placed additional third-grade students on RIMPs because they were not confident that the diagnostic results accurately predicted which students would pass the third grade English language arts assessment.

- The district was unable to verify the accuracy of the diagnostic cut scores used to determine on-track and not-on-track status for all K-3 students.
- C. According to the 2016-2017 Ohio School Report Card, 77.6 percent of the district’s grade 3 students were determined to be on track toward reading proficiency, but in the same school year, only 28.5 percent of third-graders earned a proficient score or higher on the state’s English language arts assessment.
- D. The district has not shown evidence of following through on the recommendation to review its “assessments to ensure that they are tightly aligned with the Ohio Learning Standards.” This recommendation comes from the April 2016-2017 Ohio Department of Education School Improvement Diagnostic Review Final Report.

**IMPACT:** When a district does not track student performance on learning standards throughout the school year, teachers and building administrators may not be able to use the data to modify instruction and address student learning deficits.

**The district does not review state student performance data for accuracy or use that data to inform instructional decisions.**

- A. According to interviews with district and building administrators and document reviews, the district did not review data submitted in the Secure Data Center.
- The Secure Data Center is where districts review school- and district-level data they have reported to the Ohio Department of Education. The reported data are used for creating each district’s Ohio School Report Card.
  - In 2016-2017, the district did not review for accuracy Third Grade Reading Guarantee data in the Secure Data Center prior to the final reporting deadline.
    - According to interviews with district administrators, the count of students on RIMPS in 2016-2017 was reported to the state inaccurately. After the RIMP status of K-3 students was submitted in the Education Management Information System (EMIS), district administration did not review for accuracy this data in the Secure Data Center;
    - In 2016-2017, the district received an F on its report card for K-3 Literacy because the data were reported inaccurately. The district believed that had the data been submitted accurately, the K-3 Literacy report card grade would have been a C.
- B. Administrators were unaware that student performance on state standards is available in the Test Information Distribution Engine (TIDE). TIDE is an online service provided by the American Institutes for Research to manage Ohio’s testing events and retrieve student test scores.
- District administrators acknowledged there has been a lack of planning on how to improve the district’s Ohio School Report Card. A comment from district administrators included, “The district overlooks state testing data too much.”

**IMPACT:** When the district does not review data, it submits to the state and data received from the state, it misses the opportunity to identify inaccuracies in reporting and gaps in student learning.

**The district does not have a five-year technology plan to support instruction and assessment.**

- A. According to the Ohio Department of Education, a district’s technology plan should:
- Communicate how the district is using, or plans to use, technology to enhance student learning.
  - Plan for curriculum alignment to technology academic content standards.

- Integrate, assess and plan as it pertains to instructional practices supporting Ohio's academic content standards.
  - Lead the district from the planning phase to full implementation.
- B. According to interviews with district administrators and document reviews, the district does not have a five-year technology plan.
- Written at the beginning of the district's technology plan is the first statement, "North College Hill is in the process of developing a five-year technology plan." Comments from interviews included:
    - "There is no plan";
    - "There is no technology budget";
    - "The district does not use its technology for systematically delivering supplemental instruction, tracking instruction, or tracking mastery of learning standards."
- C. Although the district has technology available to students and teachers and the district does provide a few subscription services for teachers, there is no district plan for their use. There also is no alignment of technology to the district's curriculum and instructional practices. Teachers are left to use free applications available on the internet.

**IMPACT:** When a district lacks a long-term technology plan, administrators cannot identify instructional and equipment needs to improve student achievement. When a district does not align its technology to its instructional needs, it fails to take advantage of the most powerful use of technology in schools.

## Human Resources and Professional Development

- **The district does not have systems and practices to ensure a diverse, experienced staff to help students learn.**
  - A. Although the district utilizes multiple online application avenues to advertise open positions and develops a pool of potential teacher candidates, the district is challenged by lack of extensive teaching experience.
    - District Profile Reports, also known as Cupp Reports, provide comparison data values for each district in the state.
    - The North College Hill City School District FY17 District Profile Report comparing the district to similar districts and state averages provides the following personnel data:
      - 58.49 percent of North College Hill teachers had 0-4 years' experience as compared to 29.30 percent in similar districts and a state average of 26.06 percent;
      - 11.32 percent of North College Hill teachers had 4-10 years' experience as compared to 18.48 percent in similar districts and a state average of 17.90 percent;
      - 30.19 percent of North College Hill teachers had 10+ years' experience as compared to 52.23 percent in similar districts and a state average of 55.95 percent.
    - As part of the U.S. Department of Education's Every Student Succeeds Act, Ohio districts demonstrate how they will ensure that poor and minority students have access to excellent educators, including experienced teachers, using district data.

- The district’s Equitable Access to Excellent Educators component of its Comprehensive Improvement Plan (CCIP) states, “The district reflects a 40.8 percent inexperience factor with the elementary recording 42.5 percent”;
  - In analyzing the root cause for the gap in experience, the district states in its Equitable Access component “lower than average salaries impacts on our ability to employ more experienced teachers”;
  - At the time of the review, salary comparison of similar districts for 2016-2017 school year provided at the time of the review showed North College Hill teacher salaries to be nearing the middle in rankings. Teacher salary schedules for bachelor’s and master’s degrees for North College Hill respectively ranked 21 and 20 out of 30 for starting salaries. With 10 years of experience, North College Hill teacher salary schedules for bachelor’s and master’s degrees respectively ranked 11 and 17 out of 30;
  - Despite comparable salaries to similar districts, district administrators stated in interviews that salaries offered are too low for attracting and retaining teachers.
  - Although the district does provide an electronic survey to exiting employees, there is no evidence data is compiled and analyzed for developing retention strategies.
    - The district states in its Equitable Access to Excellent Educators component of the CCIP section outlining a strategy to address documents gap(s) and root-cause findings it will continue “the approach to hiring experienced teachers,” but does not identify a retention strategy to alleviate its equity gap.
  - According to a focus group of parents, North College Hill teachers are “too young” and not prepared to deal with the challenges of the district’s scholars.
- C. The district does not have a system of support for teachers and principals new to the education profession or district.
- According to building principals, a job description was provided for their position but there is no structure or system for mentoring.
    - District administrators confirm the district does not have a building principal leadership program.
  - Although mentor teachers are assigned to Resident Educators, there is no evidence of program administration and leadership comprehensively based on the Ohio Resident Educator Program Standards:
    - Standard 1 – Program Administration and Leadership. The program has a vision of effective support and a framework and tools for implementation;
    - Standard 2 – Principal Role and Engagement. Principals establish a positive culture of support for Resident Educators and coordinate efforts to help Resident Educators become actively engaged in their school community;
    - Standard 3 – Systems Alignment and Linkages. Program leaders establish formal linkages with regional education program faculty and staff to foster the enhanced growth of Resident Educators and professional development for mentors;

- Standard 4 – Mentor Quality. Mentors are selected based on demonstrated knowledge, experience and quality that are consistent with the responsibilities of mentoring and the Mentor Standards for the Ohio Resident Educator Program;
- Standard 5 – Resident Educator Professional Development and Learning Communities. The program provides Resident Educators with formal and informal professional development opportunities that are responsive to the development needs of beginning teachers and district priorities;
- Standard 6 – Resident Educator Performance Assessment. The program includes a standardized performance assessment based on Ohio Standards for the Teaching Profession and Resident Educators may move forward in their professional practice in a variety of ways, developing at different rates in different areas of teaching.
- At the time of the review, three Resident Educators should be in the final year of the program but did not pass the Resident Educator Summative Assessment (RESA) at the end of their third year.
  - Resident Educators, based on a timeline for submitting evidence during the program’s third year, are evaluated on their reflection and instructional practices decision-making.
  - Resident Educators must successfully complete the RESA before being eligible to receive a five-year professional teaching license.

**IMPACT:** Without a high priority on retaining and maximizing the impact of effective instructional staff, the district may not be able to build and develop a diverse, experience staff to help students learn.

**The district does not effectively support an educator evaluation process that identifies needs and provides assistance to support educators’ professional growth and improvement and eliminate ineffective instruction.**

- A. The documentation for the performance-based systems of the Ohio Teacher Evaluation System and Ohio Principal Evaluation System is incomplete.
  - At the time of the review, building principal Ohio Principal Evaluation summary documents do not provide consistent rating of performance on all Ohio Standards for Principals.
    - Not all principal evaluation summary documents include ratings on Standard 1 – Continuous Improvement (*Principals help create a shared vision and clear goals for their school and ensure progress toward achieving goals*) and Standard 2 – Instruction (*Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students*).
  - Although the district did provide aggregate rating final summary reports for 2016-2017, a random review of 20 teacher personnel records revealed that Ohio Teacher Evaluation System summary pages for were not included 100 percent of the time.
  - An interview with educator association representatives revealed the association deals with inconsistencies in the implementation of the evaluation systems, such as lack of evidence to support evaluation ratings.
- B. In a review of personnel records for district administrators, evidence of evaluations for all positions in 2016-2017, including the superintendent, assistance superintendent and pupil personnel director, were not found.
- C. The use of the Ohio Teacher Evaluation System and Ohio Principal Evaluation System does not provide evidence of growth-oriented supervision and evaluation in the district.

- There is no evidence of the district taking effective steps to ensure that all educators are appropriately rated using the Ohio Teacher Evaluation System and Ohio Principal Evaluation System.
  - The North College Hill 2016-2017 Ohio School Report Card provides component grades of “F” in achievement (percentage of students passing state test and how well they performed), “F” in gap closing (vulnerable student populations meeting expectations), “D” in progress (student growth), “D” in graduation rate (students receiving diplomas in four or five years), and “F” in prepared for success (how well students are prepared for all future opportunities);
  - Eighty-one percent of teachers receiving accomplished or skilled 2016-2017 Ohio Teacher Evaluation System summative ratings is inconsistent with the district’s composite grades for achievement and progress;
  - In a review of building principal evaluations available in personnel records found, no principal received a 2016-2017 Ohio Principal Evaluation System summative rating lower than “Skilled.”
- Although the district’s Ohio Teacher Evaluation System evaluation policy states “each teacher must develop either a professional growth plan or professional improvement plan,” at the time of the review, there was no evidence of such plans in personnel records to support Ohio Teacher Evaluation System summative rating results.
- According to district administrators, Ohio Teacher Evaluation System and Ohio Principal Evaluation System results are not used for differentiating professional development for skill and knowledge development throughout various stages of educators’ careers.

**IMPACT:** When the district does not effectively support an educator evaluation process that identifies needs and provides assistance to support educators’ professional growth and improvement and eliminate ineffective instruction, the district may miss opportunities to improve instructional leadership and teaching practices that increase student achievement.

**The district does not select and provide high-quality professional development according to the Ohio Standards for Professional Development (2016) for improving educator performance and student learning outcomes.**

- A. Professional development opportunities are not consistently aligned to the district’s goals.
  - At the time of the review, although professional development agendas include district goals of Positive Behavioral Intervention Supports (PBIS) and engagement, example topics include:
    - Defined STEM;
    - Technology resources;
    - Vocabulary;
    - Combatting race-related stress in the classroom;
    - Brain research on memory and planning lessons.
  - According to interviews with district administrators and intervention specialists, their monthly meetings for professional development focus on special education compliance.
- D. At the time of the review, there was no evidence of systems and structures for developing capacity for professional learning.
  - District administrators confirmed that a comprehensive professional development plan does not exist.

- At time of the review, a district administrator stated sole responsibility for development of professional development agendas.
- E. At the time of the review, there is no evidence of prioritizing, monitoring and coordinating resources for professional development.
- F. Multiple sources and types of student, teacher and system data are not used to plan, assess and evaluate professional development.
- There is no record of how post-professional development survey results are analyzed and used for informed decision-making related to professional development offerings.
  - School Improvement Diagnostic summary report from February 2017 included the following recommendation:
    - “Provide professional development to BLT and TBT on gathering, reviewing, and analyzing student performance data”;
    - According to teachers, building principals and district administrators, no professional development has been offered on data analysis to support improvement processes.
- G. Professional development opportunities are not focused on learning to achieve intended outcomes.
- A review of post-professional development staff surveys confirms that new learning or understandings to increase educator effectiveness are not captured. Survey examples include:
    - “What did you like about the format, information, the presenters, the environment, etc.?”;
    - “What did you not like about the format, the information, the presenters, the environment, etc.?”;
    - “How would you rate the overall value of the professional development on Jan. 16?”;
    - “Share one thing that would have made the PD more valuable for you.”
- H. There is no evidence that meaningful changes in professional practice results from professional development.
- The district does not use information and data from processes and programs, such as classroom walkthroughs, the Local Professional Development Committee, the Resident Educator Program or the Ohio Teacher Evaluation System, to ensure constructive feedback and opportunities for educator reflection or to evaluate professional development.
- I. Professional development does not link educator performance with student learning.
- According to district administrators in interviews, the district is focused on PBIS and engagement for professional development.
  - According to building principals, the district does not formally provide professional development and coaching of principals, especially regarding instructional leadership.
  - School Improvement Diagnostic summary report from February 2017 included the following recommendation:
    - “Establish a job-embedded, ongoing professional development plan for the year that focuses on research-based instructional practices and support the curriculum. Include professional development on instructional practices that include co-teaching, project-based learning, cooperative learning, small group instruction, differentiation of instruction and higher-order thinking skills.”

**IMPACT:** When the district does not establish a professional development plan focused on district goals and based on best-practices outlined by Ohio Standards for Professional Development, professional development may not result in improved educator performance or improved student academic outcomes.

## Student Supports

- **The district does not have a multi-tiered system of support to efficiently identify at-risk students and provide academic and behavioral interventions and support.**
  - A. A multi-tiered system of supports (MTSS) framework is used by district and school teams to create a continuum of supports and interventions that are differentiated in nature and intensity in order to match student academic, social, emotional and behavior needs. Following the three-tiered model of prevention and intervention, multi-tiered systems of supports use a range of systemic prevention and intervention strategies to meet the needs of all students. The tiers of intervention are described as:
    - Tier 1 - Universal supports for all students.
    - Tier 2 - Targeted interventions and support for identified students.
    - Tier 3 - Intensive interventions and support for identified students.
  - B. Although, the North College Hill City Schools Policy manual student section, file JP states, “the Board directs the Superintendent/designee to develop a PBIS system that is consistent with the components set forth in the State Board of Education’s policy on positive behavior interventions and supports,” documents reviewed, district and building administrators and focus group participants revealed the implementation of positive behavioral interventions support is inconsistent in all schools.
    - According to the Ohio Department of Education Policy on Positive Behavioral Interventions and Support, and Restraint and Seclusion adopted by the State Board of Education, Jan. 15, 2013, describes Positive Behavioral Interventions and Support as:
      - A “decision-making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students”;
      - “A school-wide systematic approach to embed evidence-based practices and data-driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes and increase learning for all students”;
      - “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.”
    - A Positive Behavioral Interventions and Support plan is defined as “the design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in behavior through skill acquisition and the reduction of problematic behavior.”
    - Components of a system of Positive Behavioral Interventions and Support listed in the State Board of Education policy include:
      - Trained school staff to identify conditions such as: where, under what conditions, with whom and why specific inappropriate behavior may occur;

- Preventative assessments [which] should include a review of existing data, interviews with parents, family members and students and examination of previous and existing behavioral intervention plans; with the analysis of these data, schools shall develop and implement preventative behavioral interventions and teach appropriate behavior;
  - Modify the environmental factors that escalate the inappropriate behavior;
  - Support the attainment of appropriate behavior;
  - Use of verbal de-escalation to defuse potentially violent dangerous behavior;
  - Schools must establish a system that will support students' efforts to manage their own behavior; implement instructing techniques in how to self-manage behavior, decrease the development of new problem behaviors; prevent worsening of existing problem behaviors; redesign learning/teaching environments to eliminate triggers and maintainers of problem behaviors;
  - The system should include family involvement as an integral part of the system.
- C. There is no evidence of a district professional development plan for the implementation of the Positive Behavioral Interventions and Support or tiered academic intervention system of support.
- D. There is no evidence of an evaluation process to determine the impact of district instructional or social, emotional and behavioral support programs and services.
- E. Although district policy “encourages family involvement as an integral part of its PBIS system,” there is no evidence of consistent communication with parents about Positive Behavioral Interventions and Support, nor evidence of parental involvement with planning for its implementation.
- F. According to the 2017-2018 November principal walkthrough data report, less than 20 percent of teachers are using Positive Behavioral Interventions and Support common language.
- G. According to documents, interviews and focus groups, a district team attended a three-day Positive Behavioral Interventions and Support training sponsored by the Hamilton County Educational Service Center during the summer of 2017. There is no evidence of a plan to train additional staff to implement the framework or how to use the behavior matrix created by the team.
- H. According to the 2016-2017 Ohio Department of Education, Center of Accountability and Continuous Improvement School Improvement Diagnostic Review report, the district received the following ratings:
- Item number two of the report reads: The district has a Positive Behavioral Intervention and Support System (PBIS) which has some impact on instruction and learning. According to the SIDR Rollup Aggregate Report, the indicator, “Student Behavior Expectations is high” received a rating of 1.67 out of 5. The 5-point scoring rubric describes a rating of 1 as “rarely found evidence of adult practice and/or is of poor quality as it engages a limited number of students.”
  - The indicator, “Effectiveness of intervention programs are reviewed annually,” received a rating of 0.50. The rubric describes a zero rating as “there is no evidence found to indicate the specific practice is occurring.”
- I. According to documents reviewed and interviews with district and school administrators and focus group participants, the district has adopted the Conscious Discipline classroom management framework as a district initiative. The program is described as a multiyear, multicomponent, school-based intervention that teaches administrators, teachers and other staff the social-emotional learning skills to change the school culture, including discipline strategies and self-regulation skills for children, parents and other adults.

- A one-page Conscious Discipline three-year implementation plan draft presented at the time of the review does not include specific timelines or measurable goals for implementation.
  - A document reviewed indicated a “Conscious Discipline 101- Introduction” professional development opportunity was offered on Jan. 31, Feb. 7, Feb. 21 and March 7, 2018. However, no record of attendance was presented at the time of the review.
- J. At the time of the review, there was no evidence of a formal process to refer a student for a suspected disability. Teachers referred to a green folder kept by the school psychologist with students who “may need to be tested.”
- K. According to documents reviewed, interviews and focus group participants, there are no standardized district forms, processes, procedures, practices or tiered behavior or academic interventions and resources available across the district to identify and support at-risk students.
- L. District and school administrators and focus group participants confirmed the inconsistencies in implementation of district initiatives. Some concerns included:
- “PBIS works for average students but not for extreme behaviors.”
  - “It’s hard to get subs due to behavior,” “[we] end up with split classes,” “IS (intervention specialists) or aides cover classes.”
  - “[There is no standard forms or process... informal system” to refer students for interventions or suspected disability.”
  - “A test for special education is the only way to get interventions.”
  - “[There are] varying degrees of [the implementation] of RTI.”
  - “[We] need more tier 2 and 3 interventions.”
  - “[Unfortunately], teachers must be creative within their own teams to provide interventions.”
  - “There is title I reading intervention at the middle school but not math.”

**IMPACT:** When the district does not have standard procedures and practices in place to identify students’ academic, social, emotional and behavioral needs and does not provide supports to address those needs, student engagement and academic achievement may decline.

**The district does not provide supports to reduce the achievement gap for students with disabilities in English language arts, mathematics and graduation.**

- A. According to the district’s 2016-2017 Ohio School Report Card:
- 10.6 percent of students with disabilities in the district scored proficient or higher on the Ohio State Tests in reading and math. The 2017 Annual Measurable Objective set for the state of Ohio in English language arts is 77.1 percent and math is 72 percent. The Annual Measurable Objective compares the performance of student groups to a state goal to emphasize any achievement gaps that exists in student groups.
  - The percentage of students with disabilities that scored proficient or higher on the English language arts Ohio State Tests declined over the last three years from 15.3 percent in 2014-2015 to 10.6 percent in 2016-2017.

- The percentage of students with disabilities that scored proficient or higher on the mathematics Ohio State Tests declined from 13.4 percent in 2014-2015 to 10.6 percent in 2016-2017.
- B. The Ohio Special Education Profiles are annual reports that notify districts of their performance on key indicators related to kindergarten readiness, achievement levels, preparedness for life beyond high school and services for children with disabilities. According to the district 2016-2017 Ohio Special Education Profile, the district did not meet the target goal for indicator 2.
- In the Ohio Special Education Profile, indicator 2 refers to the percent of students with disabilities dropping out of high school. The dropout rate for students with disabilities within the district is 34.62 percent compared to the state target rate of 21.8 percent.
- C. According to documents reviewed and interviews, the district selected co-teaching as one of the service delivery models to support students with disabilities. According to district documents, teacher schedules and interviews, teachers and intervention specialists are assigned to co-teach in the general education classroom with limited training, common planning time and resources needed to address student needs.
- D. According to district and school administrators and focus group participants:
- “There is no planning time at high school for co-teaching.”
  - “The general education teacher is not always willing to co-teach.”
  - “[intervention specialists] are pulled to sub and handle discipline.”
  - “[We] need more [support and training on how to effectively co-teach].”
  - “This year’s focus for special education is compliance.”

**IMPACT:** When districts provide limited professional development on the selected service delivery model and resources and supports necessary to meet the instructional and behavioral needs of students with disabilities, the achievement gap may widen.

**The district does not provide support for students to come to school on time daily or engage them in planning for success in school and career.**

- A. According to the 2016-2017 district’s Ohio School Report Card:
- Chronic absenteeism increased the past three years from 14.6 percent in 2014-2015 to 17.5 percent in 2015-2016 and 19.7 percent in 2016-2017.
  - The district’s chronic absenteeism rate is higher than Ohio’s chronic absenteeism rate of 16.4 percent.
  - The highest rates of chronic absenteeism by grade levels are kindergarten and 12th grades.
- B. District and school staff shared the following comments about student absenteeism:
- “We send pamphlets for parents about attendance with the attendance letter.... [but] we can’t get families to talk to us.”
  - “High school students come to school first...so [older] students cannot walk [younger] siblings to school.”
  - “We are a walk to school district.”

- C. According to the 2017-2018 district attendance summary for the first quarter of the school year, tardiness to date is 1759 tardy at the elementary school, 2342 at the middle school and 1814 at the high school.
- D. According to a 2017-2018 district Public School Works Student Behavior Management System report dated Feb. 9, 2018:
  - Out-of-school suspensions to date are 303 at the elementary, 187 at the middle school and 179 at the high school.
  - There were 227 alternative classroom assignments (in-school suspension) at the elementary school, 183 alternative classroom assignments at the middle school and 201 alternative classroom assignments at the high school through Feb. 9, 2018.
- E. At the time of the review, there was no evidence presented of an individualized approach to engage students in seeing a connection between what they learn in school and future careers.
  - There is no evidence of a district career advising policy (mandated by Ohio Law 3313.6020 beginning with the 2015-2016 school year). Career advising is described as an integrated process that helps students understand how their personal interests, strengths and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals. According to Ohio law, a district career advising policy, “shall specify how the district will do the following:
    - Identify students who are at risk of dropping out of school using a method that is both research-based and locally-based and that is developed with input from the district's classroom teachers and guidance counselors. If a student is identified as at-risk of dropping out of school, the district shall develop a student success plan that addresses the student's academic pathway to a successful graduation and the role of career-technical education, competency-based education and experiential learning, as appropriate, in that pathway;
    - Prior to developing a student success plan for a student, the district shall invite the student's parent, guardian or custodian to assist in developing the plan. If the student's parent, guardian or custodian does not participate in the development of the plan, the district shall provide to the parent, guardian or custodian a copy of the student's success plan and a statement of the importance of a high school diploma and the academic pathways available to the student in order to successfully graduate;
    - Following the development of a student success plan for a student, the district shall provide career advising to the student that is aligned with the plan and the district's plan to provide career advising;
    - Provide students with grade-level examples that link their schoolwork to one or more career fields;
    - Create a district plan to provide career advising to students in grades 6-12.

**IMPACT:** When the district does not provide support for students to come to school on time daily or engage them in planning for future careers, student engagement and achievement may decline.

## Fiscal Management

### 1. The district does not have a comprehensive and transparent annual budget process.

- A. A review of the North College Hill City Schools Policy Manual Section D: File DA Fiscal Management Goals states:
  - The board seeks to achieve the following goals to:

- Engage in thorough advance planning, in order to develop budgets and to guide expenditures to achieve the greatest educational returns for the dollars expended;
- Establish levels of funding which provide high-quality education for the district's students;
- Use the best available techniques for budget development and management;
- Provide timely and appropriate information to all staff with fiscal management responsibilities;
- Establish effective procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors and contractors and all other areas of fiscal management.
- According to interviews with the superintendent, treasurer, building and district administrators, the district does not have a formal process to develop a comprehensive and transparent budget by district, building or department. Comments from interviews included:
  - "Principals can [randomly] ask for what they need";
  - "[We] don't do building budgets";
  - "Never [saw] a tech budget or plan."
- The district and building administrators revealed that they are not aware of funds allocated for building or department related expenses.
- District staff ask the treasurer about available funds to expend before items are purchased, however, at the time of the review, no manual or written documents explain the process of how district and building budgets are completed, to include staff input and consideration of federal grant funds.
- Evidence indicates that, the previous years' expenditures are increased by a percentage, when updating the amounts for the next fiscal year, without using a process that makes other considerations.
- Interviews and documents indicate that the goals for the district were not taken into consideration when preparing the budget. The district goals are not stated in a manner that aligns to a budget document.
- District administrators stated that the Comprehensive Continuous Improvement Plan (CCIP) for federal dollars is not aligned with district goals or needs and stated that the "plan has been rolled over from one year to the next."
- According to federal guidelines, CCIP funds are to be used as supplemental to the general fund for programs outlined within the guidelines for the federal grants. During the review, there was no evidence provided that the district discussed how the funds could supplement the general budget.

**IMPACT:** When the district does not have a comprehensive and transparent annual budget process, it may decrease budget efficiency and effectiveness.

**2. The district does not have a capital plan for the replacement of equipment, curriculum resources or repairs of buildings.**

- A. A comprehensive capital plan describes the needs for repairs within the district including, but not limited to, heating and air conditioning, roofing, security systems and asphalt repairs. It also denotes a plan for district equipment and curriculum replacement for the next five years including, but not limited to, classrooms, technology, textbooks, educational computer programs, other curriculum needs and vehicles.

- B. According to interviews with the superintendent, treasurer and district administrators, there is no written capital plan except for the Ohio School Facilities Commission plan that was presented to the district when the buildings were constructed in 2010.
- An appropriation report separates all the lines within the budget by fund, which includes the Permanent Improvement Fund 003, a fund provided to account for all transactions related to the acquiring, constructing or improving of such permanent improvements as authorized by Chapter 5705 of Ohio Revised Code; and a Classroom Facilities Maintenance Fund 034, a fund used to account for the proceeds of a levy for the maintenance of facilities. A review of the Feb. 13, 2018, Appropriation Report showed that the district expended the appropriations by 96.29 percent and 99.75 percent respectively for the year.
    - The district has less than five months, or 38 percent, of the fiscal year remaining to address any emergency expenditures;
    - A review of the Feb. 1, 2018, Financial Summary Report of the Permanent Improvement Fund 003, Classroom Facilities Maintenance Fund 034, Improvement Fund 003 and Classroom Facilities Maintenance Fund 034 showed that the district over-expended the cash funds at the time of the review. The district uses these funds for capital expenditures that would be used for items within a Capital Plan.
- C. According to interviews with district administrators, the district does not have written plan for curriculum replacement or replacement and repair of technology equipment.

**IMPACT:** When the district does not have a written capital plan in place, the ability to fiscally address unanticipated repairs and events may be compromised.

# North College Hill City School District Review Recommendations

## Leadership, Governance and Communication

1. Develop a district strategic plan to guide improvement planning, align federal and state grant priorities, and focus efforts on student achievement. Adopt a strategic planning policy that addresses the Ohio Revised Code strategic planning statutes and rules. Develop a data collection process to identify the district strengths and areas in need of improvement. Engage stakeholders in the identification and development of a district vision, mission and priorities for strategic action, based upon collected data. Ensure district and school administrators are skilled in leading, monitoring and evaluating district and school improvement planning through support from the Hamilton County Educational Service Center and organizations such as the Ohio Leadership Advisory Council ([www.ohioleadership.org](http://www.ohioleadership.org)).

**BENEFIT:** The adoption of a district strategic plan designed to impact student achievement may strengthen coherence of goals, strategies and action steps to support school and district success.

2. Build the instructional leadership skills of school administrators through a system of district supports. Clarify and update the roles and responsibilities of school administrators using the Ohio Standards for Principals and the standards from the National Policy Board for Education Administration (<http://npbea.org/psel/>) as starting points.

**BENEFIT:** Building the instructional leadership capacity of school administrators can prepare them to elevate achievement in classrooms and schools.

3. Evaluate program and practice effectiveness as part of the strategic planning process. Measure the impact of priority programs and practices on student achievement goals using a timely and systematic method for collecting, analyzing and using information to answer questions about effectiveness. Incorporate the practice into the Ohio Five-Step Improvement Process that guides the strategic plan development, monitoring and evaluation.

**BENEFIT:** Strategically evaluating programs and practices for effectiveness may assure that tools and strategies are frequently modified, added or deleted and students have access to the highest quality instruction.

## Curriculum and Instruction

1. Assemble a team of administrators and teachers across all grade levels to develop a curriculum for grades K-12 that is aligned to Ohio's Learning Standards. Review the North College Hill City District Policy Manual for policies related to curriculum development. Provide professional learning opportunities for all instructional staff on the development of curriculum materials aligned to Ohio's Learning Standards. Refer to the Ohio Department of Education's website for curriculum resources.

**BENEFIT:** By crafting and using a curriculum that is aligned to Ohio's Learning Standards, teachers in the district may have the necessary tools to set learning targets, deliver instruction and monitor the progress of student learning.

2. Select and provide professional development that addresses instructional strategies that promote higher-order thinking skills, rigorous learning expectations and opportunities for students to assume responsibility for their own learning. Provide ongoing professional development on levels of critical thinking to deepen teachers' understanding of lesson planning that develops students' higher-order thinking skills. Provide ongoing professional development on instructional strategies, such as flexible grouping and cooperative learning strategies to implement higher-order thinking skills and challenging academic tasks. Provide ongoing professional development for using technology as a learning tool for students.

**BENEFIT:** By providing professional development focused on improving instruction, teachers may be able to effectively prepare students for college and careers.

3. Develop a district plan to implement a tiered system of intervention for reading and math that is based on student assessment data and that provides additional time and resources. Provide ongoing professional development on differentiated instruction to principals and all teachers. Research evidence-based intervention programs on databases such as What Works Clearinghouse. Utilize walkthrough data to monitor implementation of differentiated instruction. Monitor lesson plans for inclusion of differentiated teaching strategies. Examine current building schedules to maximize learning.

**BENEFIT:** By providing differentiated interventions and additional time to at-risk students, teachers may be able to match instructional practices to the diverse learning needs of students.

### Assessment and the Use of Data

1. Consider collecting and reviewing student performance data from teacher-created or an online assessment system of formative assessments to monitor student progress and mastery on critical state learning standards. At the beginning of the school year, download the item/content reports in TIDE for each state assessment. Monitor teacher teams as they identify the weakest standards on each test and then guide them in developing intervention plans for these standards using the Five-Step Ohio Improvement Process.

**BENEFIT:** When the district reviews student performance by learning standards on state summative assessments, teachers and school leaders are able to identify and address weaknesses in student performance to close the achievement gap.

2. At various times during the school year and again when preliminary report card data becomes available, review reports in the district's Secure Data Center for accuracy.

**BENEFIT:** When district leadership reviews its submitted data located in the Secure Data Center throughout the school year and especially when preliminary performance data becomes available, it ensures the accuracy of data reported on the state report card.

3. Complete the district's five-year technology plan. Choose and implement a structured technology-based instructional program that is closely aligned to Ohio's Learning Standards. The program also should allow school leaders to monitor both instruction delivered and student progress made by standard. Select a program that can be used for whole-group instruction, diversified small-group instruction and individual/home instruction. The district should assist families in accessing technology-based student instruction at home.

**BENEFIT:** When a district develops and implements a long-term technology plan, administrators can identify instructional and equipment needs. When a district uses technology to provide supplemental instruction, it takes advantage of its ability to deliver systematic leveled instruction aligned to standards appropriate for the individual student and uses its ability to track student progress toward mastery of grade-level learning standards.

### Human Resources and Professional Development

1. Develop and implement an educator retention plan based on best staff retention practices and information from district exit interviews. Utilize the Resource Guide for Equitable Access to Educators Component, the resource guide's Appendix C: Determining and Outlining Strategies to Alleviate Gaps and the Local Equitable Access Strategies document available on Ohio Department of Education's website. Consider research studies from the Institute of Education Sciences' Education Resources Information Center (ERIC) and its Regional Education Laboratory program.

**BENEFIT:** Retaining quality educators and developing their leadership skills could fortify instructional efforts and keep staff invested in district improvement initiatives.

2. Provide professional development for all district and building administrators in the effective use of Ohio evaluation systems. Develop a strategic action plan to assist district administrators in monitoring evaluation practices and ensure evaluations are used as a tool to support educator growth. Schedule time for calibration by building principals using the Ohio Teacher Evaluation System.

**BENEFIT:** Focusing on implementation of evaluation systems with fidelity may result in effective supervision practices to identify strengths and needs of all staff, proficiency to develop implementation plans for district and building initiatives, and competence to assess the application of skills and practices learned from professional development.

3. In collaboration with all district personnel, develop a high-quality and differentiated professional development plan using the Ohio Standards for Principal and Ohio Standards for Teachers, focused on district, building and individual personnel needs and defined by the Ohio Standards for Professional Development.

**BENEFIT:** Concentrating on building capacity of all district employees to continuously improve will strengthen the effectiveness of staff and increase student learning.

## Student Supports

1. Collaborate with State Support Team 13 to evaluate current district policies, practices and procedures that relate to the identification of at-risk students, interventions and supports available for students and referral for intervention assistance or suspected disabilities. Develop a three-tiered system of student support including universal prevention that targets the entire school population and is designed to promote and enhance prosocial behaviors, emotional well-being, skill development and positive mental health; secondary interventions for targeted groups of students who need additional supports beyond (yet in combination with) universal-level interventions; and tertiary interventions that are intensive, individualized interventions for students demonstrating severe or persistent academic or behavioral challenges.

**BENEFIT:** When a district applies a multi-tiered system of support model of service delivery, teachers may efficiently differentiate academic, social, emotional, behavioral and attendance interventions to match student need, which may improve student engagement and achievement.

2. Evaluate and revise the district special education continuum of services model and the delivery of services for students with disabilities. Analyze student data to identify achievement gaps for students with disabilities. Select and implement evidence-based strategies to close the achievement gaps for students with disabilities. Review student and teacher class schedules to determine if students with disabilities are being served in the least restrictive environment according to their individualized education plans.

**BENEFIT:** When districts implement professional development for instructional staff on special education service delivery models and provide resources and supports to meet the instructional and behavioral needs of students with disabilities, gaps in the achievement of students with disabilities may increase.

1. Develop a strategic plan to address prevention and interventions to reduce absenteeism and increase student engagement for all students by conducting a quarterly analysis of student attendance data at the district and school levels. Refer to the Ohio Resource Guide to Reduce Chronic Absenteeism published by the Ohio Department of Education as a guide to strategically plan and implement prevention and intervention universally and at the student-level to reduce absenteeism.
2. Develop a district career advising policy that meets the requirements of Ohio Law 3313.6020 to engage students in career exploration and planning.

**BENEFIT:** When districts provide support and appropriate interventions to address non-academic barriers that impact student attendance and engage them in making connections between school and future careers, achievement may improve.

## Fiscal Management

1. Develop a clear budget process and plan. Align the budget to the goals of the district. Provide opportunities for building and district administrators to communicate with the superintendent and treasurer regarding the needs of the building or departments. Provide financial data that includes the previous year's expenditures for the building and district administrators to review so that the administrators understand future budgeting needs. Provide training on proper accounting and budgeting procedures for district and building administrators and their staff.

**BENEFIT:** When the budget includes past expenditures and future needs, it provides administration with a clear understanding of the comparative financial expenditures that impact student achievement and services.

2. Develop a clear and concise capital plan. Include items from the Ohio School Facilities Commission plan that still are relevant, along with current needs for repair maintenance, new equipment and curriculum resources.
  - a. Involve building and district administrators in the development of the plan.
  - b. Review the plan annually.

**BENEFIT:** A capital plan that includes input from district stakeholders will facilitate better financial forecasting to support student learning.

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

The review was conducted from Feb. 12-16, 2018, by the following team of Ohio Department of Education staff members and independent consultants.

1. Dr. Claire Huff-Franklin, Director, Office of Administration, Center for Accountability and Continuous Improvement
2. Dr. Delores Morgan, Leadership, Governance and Communication
3. Bonnie Sickinger, Curriculum and Instruction
4. Dr. Jerry Moore, Assessment and Effective Use of Data
5. Carolyn Sue Mash, Human Resources and Professional Development
6. Karen Hopper, Student Supports
7. Cynthia Ritter, Fiscal Management

## District Review Activities

The following activities were conducted during the review:

### Interviews

- Accountability & Federal Programs Consultant
- Accountants Payable Clerk
- Administrative Assistant to the Superintendent and Recruitment Coordinator
- Assistant Superintendent
- Association President
- Association Vice President
- Board of Education Members
- Board of Education President
- Board of Education Vice President
- City Administrator
- Community Partners
- Councilman
- Dining Services Supervisor
- Director of Student Services
- Director of Teaching and Learning
- District Nurse
- Elementary, Middle, and High School Testing Coordinators
- Elementary, Middle and High School Intervention Specialists
- EMIS Coordinator
- Fire Chief
- Region #13 State Support Team Director
- Region #13 State Support Team/Special Education Compliance/School Improvement
- Counselors
- Human Resources Administrative Assistant
- Instructional Coach
- New Hires
- North College Hill Business Association President
- Occupational Therapists
- Payroll Clerk

- Physical Therapists
- Police Chief
- Positive Behavior and Interventions Supports Coordinator
- Psychologists
- Pupil Personnel Administrative Assistant
- Pupil Personnel Director
- School Health Aid in the Elementary
- School Health Aid in the Middle and High Schools
- School Social Worker/Truancy Support
- Special Education/Gifted Program Director
- Speech Therapists
- Superintendent
- Superintendent - Brand Development/Retention
- Superintendent - Facilities, Transportation, Safety
- Superintendent/Business Affairs
- Technology Coordinator
- Title I Staff
- Treasurer
- Treasurer's Staff

#### **Focus Groups**

- Elementary, middle and high school teachers
- Building principals and assistant principals
- Students
- Parents
- External partners of the district that included behavior and mental health partners, county foundations, local community college representatives, local business partners, and government officials

#### **Onsite Observations**

- 6 building observations
- 88 classrooms observations at all school levels

**North College Hill School District**

**1731 Goodman Ave, Cincinnati, OH 45239**

**Official District Review Schedule – February 12-16, 2018 (Revised 2/28/2018)**

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

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

**Day 1 - February 12, 2018**

<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>
7:15-7:55	<b>ODE DRT Team Meeting – Board Room- Team Workroom – ALL DRT Members</b>				
8:00-8:15	<b>Orientation with District Leadership Team</b>  Superintendent Assistant Superintendent Treasurer  Director of Student Services Director of Teaching and Learning  Executive Cabinet  Location- Board Room <b>ALL DRT MEMBERS</b>				
8:30-9:25	<b>Assessment &amp; Data Interview</b> <i>Room Location – #2 BO</i>	8:30-9:25	<b>Leadership Interview</b> <i>Room Location – #3 BO</i>	8:30-9:25	<b>Student Supports Interview</b> <i>Room Location – # 1 BO</i>
	Director of Teaching and Learning Instructional Coach  Technology Coordinator <b>A&amp;D, HR/PD</b>		Superintendent  Treasurer  <b>LG&amp;C, FM</b>		School Social Worker/Truancy   <b>SS, C&amp;I</b>

<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>
9:30-10:55	<b>Student Supports Interview</b> <i>Room Location – # 1 BO</i>	9:30-10:55	<b>Leadership /Fiscal Interview</b> <i>Room Location – #3 BO</i>	9:30-10:55	<b>HR &amp; PD Interview</b> <i>Room Location – #2 BO</i>
	Special Education/Gifted Programs  Director of Teaching and Learning  <b>SS (9:30-10:00)</b> <b>A&amp;D</b>		Community Leaders: Police Chief Fire Chief City Adm. Councilman Business Association  <b>LG&amp;C</b> <b>SS (10:05-10:55)</b>	9:30-10:10       10:15-10:55  10:55-11:25	(HR) Administrative Assistant  <b>HR/PD, C&amp;I</b>  Association President <b>HR/PD, C&amp;I, FM</b>  <b>FM, HR/PD</b>
11:00-12:05	<b>DRT Meeting/Working Lunch ALL DRT MEMBERS</b> Team Work Room				
12:15-1:45	<b>Student Supports Interview</b> <i>Room Location – #3 BO</i>	12:15-1:45	<b>Assessment &amp; Data Interview</b> <i>Room Location – #1 BO</i>	12:15-1:45	<b>Curriculum &amp; Instruction Interview</b> <i>Room Location – #2 BO</i>
	Psychologists Speech Therapists Physical Therapists Occupational Therapists <b>SS</b>		EMIS Coordinator  Director of Student Services (12:15-1:00) <b>A&amp;D, FM</b>		Director of Teaching and Learning  <b>LG&amp;C, HR/PD, C&amp;I</b>

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
1:45-2:10	<b>Document Review-Team Workroom ALL DRT Members</b>				
2:15-3:25	<b>Student Supports Interview</b> <i>Room Location – #2 BO</i>	2:15-3:25	<b>Leadership Interview</b> <i>Room Location – #3 BO</i>	2:15-3:25	<b>Assessment &amp; Data Interview</b> <i>Room Location – #1 BO</i>
	Instructional Coach  <b>C&amp;I</b>		Superintendent/Business Affairs  <b>FM, LG&amp;C</b>		Director of Teaching and Learning  <b>A&amp;D, SS</b>
3:30-4:25	<b>Leadership Interview</b> <i>Room Location – #1 BO</i>	3:30-4:25	<b>Student Support Interview</b> <i>Room Location – #2 BO</i>	3:30-4:25	<b>HR/PD Interview</b> <i>Room Location – #3 BO</i>
	Technology Facilitator Communications  <b>LG&amp;C, FM, A&amp;D</b>		PBIS Coordinator  <b>SS</b>		New Hires (certified & classified) Including Resident Educators  <b>HR/PD, C&amp;I</b>

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
4:30-5:25	<b>Fiscal Interview</b> <i>Room Location – #2 BO</i>	4:30-5:25	<b>HR/PD Interview</b> <i>Room Location – #3 BO</i>	4:30-5:25	<b>Assessment &amp; Data Interview</b> <i>Room Location – #1 BO</i>
			Assistant Superintendent <b>HR/PD</b>		Elementary, Middle, and High School Testing Coordinators <b>A&amp;D, C&amp;I (4:30-5:00)</b>
4:30-5:25	<b>STUDENT SUPPORTS</b> <i>Room Location - #2 BO</i> Title 1 Staff <b>SS, C&amp;I (5:00-5:25)</b>				
5:00-5:30		5:00-5:30	<b>Board of Education Interview</b> <i>Room Location – #1 BO</i> Board Members (2) <b>LG&amp;C, FM</b>		
5:30-6:30	<b>Board of Education Interview</b> <i>Room Location - #3 BO</i> <i>Board President</i> <i>Board Vice President</i> <b>LG&amp;C, FM, SS</b>	5:30-6:30	<b>Board of Education Interview</b> <i>Room Location - #1 BO</i> <i>Board Members (2)</i> <b>C&amp;I, A&amp;D, HR/PD</b>		
6:35-8:00	<b>Review Team Debrief</b> <i>Room Location - #1 BO</i> <b>ALL DRT MEMBERS</b>				

**Site Visit Schedule Day 2 -  
February 13, 2018**

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
7:30-8:00	<b>DRT Meeting ALL DRT MEMBERS</b> Team Workroom				
8:30-9:25	<b>Leadership, Governance &amp; Communication Interview</b> <i>Room Location – #1 BO</i>	8:00-9:00	<b>Curriculum &amp; Instruction Interview</b> <i>Room Location – #3 BO</i>	8:30-9:30	<b>HR Review of Personnel Files:</b> Location (HR Office)
	School Resource Officer <b>LG&amp;C</b>		School Counselors <b>SS</b>		HR Office <b>HR/PD</b>
		8:00-9:15	<i>Location - Treasurer's Office</i> <i>Treasurer</i> <b>FM</b>		
	<b>Elementary School RIMP Review – A&amp;D (8:00 – 9:30)</b>				
8:30-12:30	<b>Classroom and Building Observations will be conducted by the Team Classroom/Building Observers</b>				
9:30-9:35	Travel Time to Schools <b>ALL DRT MEMBERS</b>				
9:40-10:40	<b>Middle School Student Focus Group #12 students</b> <i>Location – Middle School</i> <b>FM, SS</b>	9:40-10:40	<b>Elementary Student Focus Group #12 students #1 staff</b> <i>Location - Elementary</i> <b>LG&amp;C, C&amp;I</b>	9:40-10:40	<b>High School Student Focus Group #12 students</b> <i>Location - High School</i> <b>A&amp;D, HR/PD</b>

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
10:45-10:55	Travel Time From Schools- <b>ALL DRT MEMBERS</b>				
11:00-12:00	<b>Leadership Interview</b> <b>Room –#1 BO</b> Assistant Superintendent Director of Teaching and Learning Accountability & Federal Programs Consultant  <b>LG&amp;C, FM, A&amp;D, C&amp;I</b>	11:00-12:00	<b>Document Review</b> <b>Team Workroom</b>  <b>SS, HR/PD</b>		
12:00-1:00	<b>Assessment and Data Interview</b> <b>Room Location – Director of Teaching and Learning Office</b>  Instructional Coach Director of Teaching and Learning  <b>A&amp;D</b>				
12:05-2:00	<b>DRT Meeting/Working Lunch ALL DRT MEMBERS</b> <b>Team Workroom –</b>				
2:00-2:55	<b>Student Supports Interview</b> <b>Location- #3</b>				

	Community (External) Partners <b>ALL DRT MEMBERS</b>				
2:00-4:00	<b>Classroom and Building Observations conducted by the Classroom/Building Observers</b>				
3:00-3:15	Travel Time to Schools <b>ALL DRT MEMBERS</b>				
3:15-4:00	<b>Teacher Focus Group Elementary School (10 teachers)</b> <b>Location- Elementary School</b>  <b>C&amp;I, LG&amp;C, SS</b>			3:30-4:30   <b>Teacher Focus Group High and Middle School #6 teachers &amp; #6 teachers</b> <b>Location – High School</b>  <b>FM, HR/PD, A&amp;D</b>	
4:05-4:35	Travel Time from Schools <b>C&amp;I, LG&amp;C, SS (4:05-4:10) FM,HR/PD, A&amp;D (4:30-4:35)</b>				
4:10-5:00	<b>DRT Meeting ALL DRT MEMBERS</b> <b>Location -Team Workroom</b>				
5:00-6:00	<b>Parent Focus Group (include those who may have left district; please, no district personnel at this meeting)</b> ****please limit the number of attendees (first 25 parents will be admitted) <b>Location –Board Room/Team Workroom</b>  <b>ALL DRT MEMBERS</b>				
6:05-7:05	Review Team Debrief: <b>ALL DRT MEMBERS</b> <b>Location -Team Workroom</b>				

**Site Visit Schedule Day 3 - February 14, 2018**

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
7:00-8:15	<b>Assessment &amp; Data Interview</b> <i>Location - High School Office</i>  <i>Elementary, Middle and High School Testing Coordinators</i>  <b>A&amp;D</b>				
8:30-12:00	<b>Classroom Visits</b>  <b>ALL DRT MEMBERS</b>				
12:00-1:55	Working/Lunch <b>ALL DRT MEMBERS</b>				
1:00-2:00	<b>State Support Team</b>  <i>Location – #1</i> <b>ALL DRT MEMBERS</b>				
2:00-2:55	<b>Leadership Interview</b> <i>Room Location – #1</i>  Director, Special Education Coordinator <b>LG&amp;C</b>	2:00-2:55	<b>Fiscal Interview</b> <i>Room Location – #3</i>  Treasurer's Staff  <b>FM</b>	2:00-2:55	<b>Student Support Interview</b> <i>Room Location – #2</i>  Director of Teaching and Learning  <b>SS, A&amp;D, C&amp;I, HR/PD</b>
3:00-3:25	<b>DRT Meeting ALL DRT MEMBERS</b> Team Workroom				
3:25-3:30	Travel Time to Schools  <b>ALL DRT MEMBERS</b>				

3:30-5:00	<p><b>Elementary, Middle, and High School Principals/Assistant Principals Focus Group</b></p> <p><b>Location – Middle School Office ALL DRT MEMBERS</b></p>
5:00-5:05	<p>Travel Time From Schools</p> <p><b>ALL DRT MEMBERS</b></p>
5:05-5:30	<p><b>Review Team Debrief Location – Team Workroom ALL DRT MEMBERS</b></p>

**Site Visit  
Schedule Day 4 February 15, 2018**

<b>Time</b>	<b>Activity</b> <i>Room Location 308A</i>	<b>Time</b>	<b>Activity</b> <i>Room Location 308B</i>	<b>Time</b>	<b>Activity</b> <i>Room Location Auditor's Room</i>
8:00-8:30	<b>DRT Meeting ALL DRT MEMBERS</b> Location : <b>Team Work Room</b>				
8:30-9:55	<b>Leadership Interview</b> <i>Room Location – #3</i>  Superintendent - Facilities, Transportation, Safety Plan  Dining Services Supervisor  <b>FM, SS</b>	8:30-9:00	<b>A&amp;D Interview</b> <i>Room Location - High School</i>  High School Counselor   <b>A&amp;D</b>		
		9:00-9:30	<b>A&amp;D Interview</b> <i>Room Location - Elementary School</i>  Elementary Principal & Title I Teacher  <b>A&amp;D</b>		
10:00-10:55	<b>Leadership Interview</b>  Union Vice President   <b>LG&amp;C, SS</b>	10-10:30	<b>Fiscal Interview</b>  Treasurer  <b>FM</b>	10:00-10:55	<b>HR/PD Interview</b> <i>Room Location – #3</i>  Human Resources Administrative Assistant  Superintendent - Brand Development/Retention and Recruitment Coordinator  <b>HR/PD, A&amp;D, C&amp;I</b>

11:00-12:00	11:00-12:00	<b>Student Supports Interview</b> <i>Room Location – #3</i>  Elementary, Middle and High School Intervention Specialists  <b>SS, C&amp;I</b>	11:00-12:00	<b>Leadership Interview <i>Location – #2</i></b>  Superintendent’s Exec Assistant  <b>LG&amp;C, FM</b>	
12:00-2:00	<b>Working Lunch/Document Review: ALL DRT MEMBERS</b> <i>Location - Team Workroom</i>				
2:00-5:00	<b>Emerging Themes Meeting (Team Workroom)</b> <b>ALL DRT MEMBERS</b>				

## Site Visit Schedule Day 5- February 16, 2018

Time	Activity
9:00-10:00	<b>DRT Final Morning Meeting</b> Location - <b>Team Workroom</b>  <b>ALL DRT MEMBERS</b>
10:00-10:45	<b>Meeting with Superintendent re Emerging Themes</b> Location – <b>Superintendent’s Office</b>  <b>Dr. Stacey Brinkley, Dr. Dee Morgan</b>
11:00-11:45	<b>District Debriefing Meeting with leadership team re Emerging Themes</b> Location - <b>Team Workroom</b>  <b>ALL DRT MEMBERS</b>
11:55-2:00	<b>Working Lunch/ Q &amp; A/ Compliance Tracking System</b> Location - <b>Team Workroom</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**

**Board Office Room Locations**

- BO #1 - Prairie's Office
- BO #2 - 2nd Floor Office
- BO #3 - Blalock's Office
- Team Workroom - Board Room

## Appendix B: Figures and Tables Related to Accountability

### Figure B-1: North College Hill City SD Enrollment Percentages by Subgroup (Race)

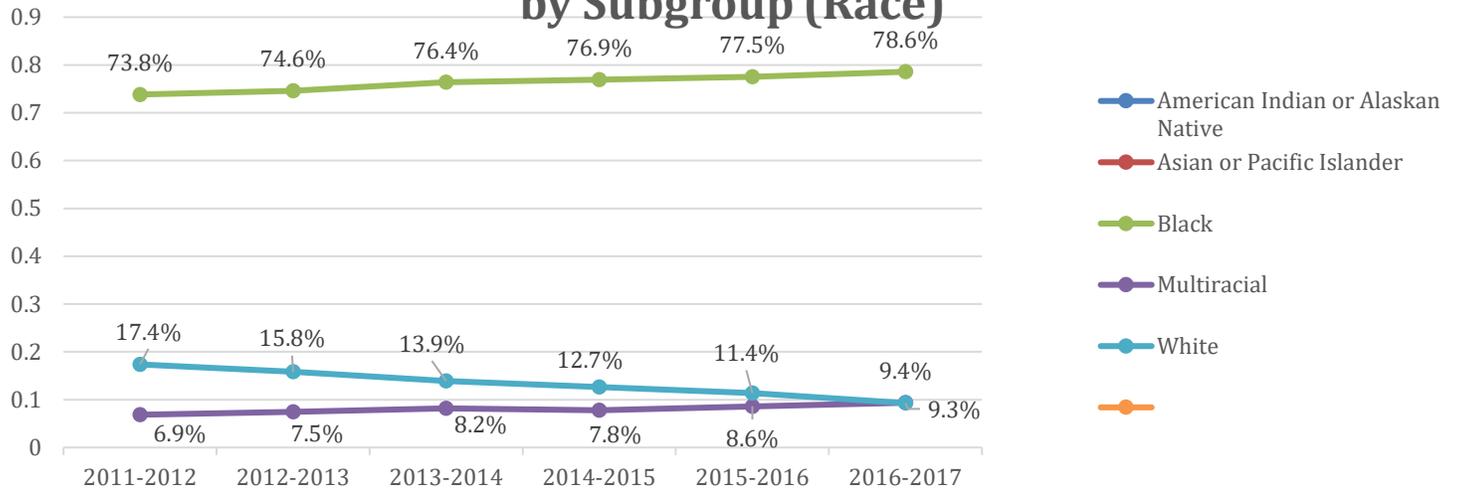


Figure B-1 Source: Ohio Department of Education Office of Accountability

### Figure B-2: North College Hill City SD Enrollment Trend

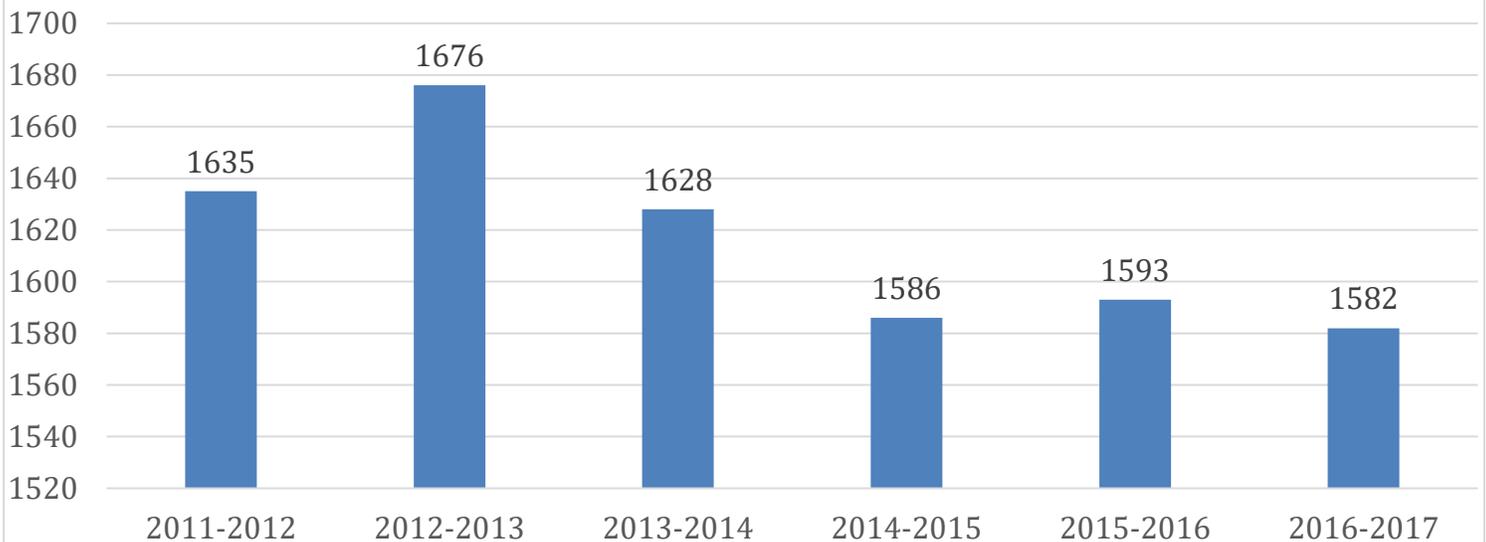


Figure B-2 Source: Ohio Department of Education Office of Accountability

### Figure B-3: North College Hill City SD Enrollment by Subgroup (Special Populations)

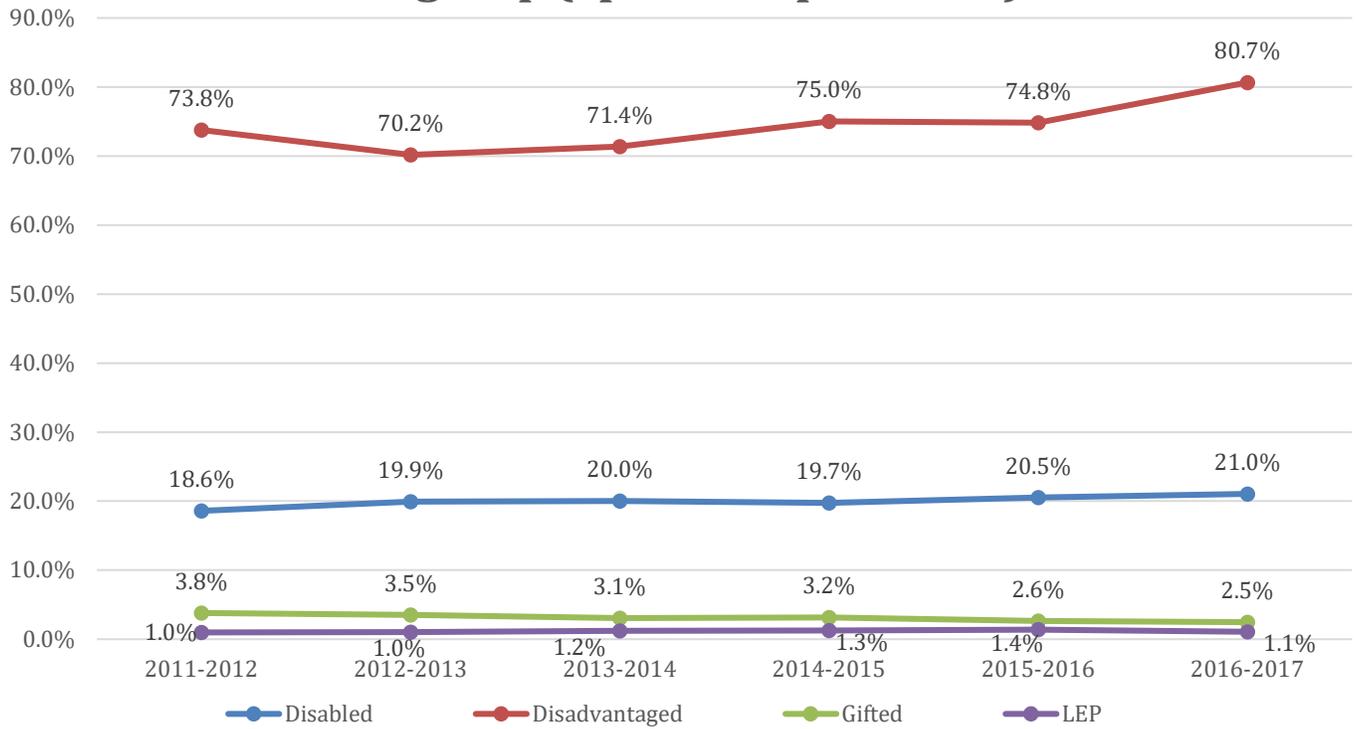
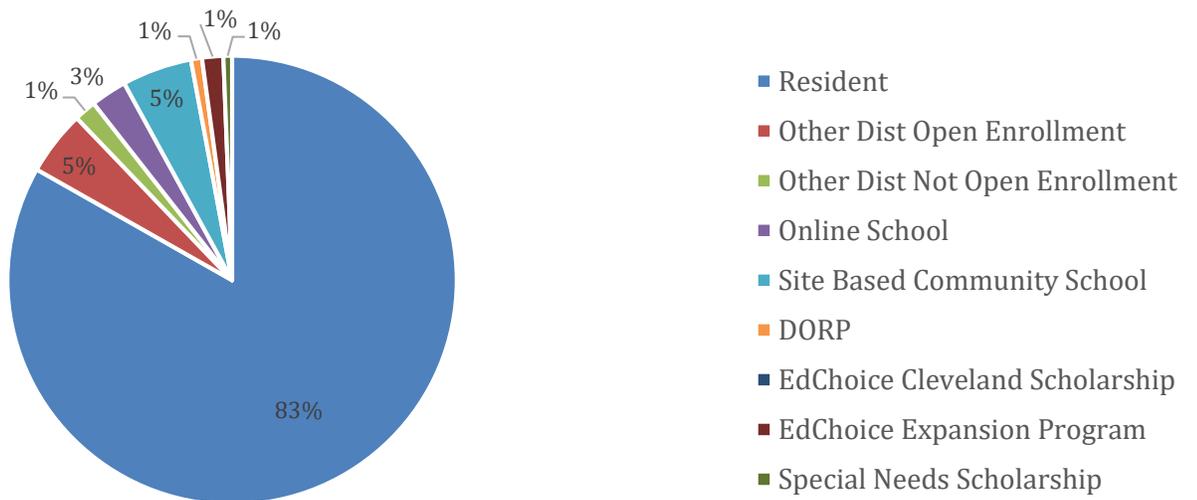
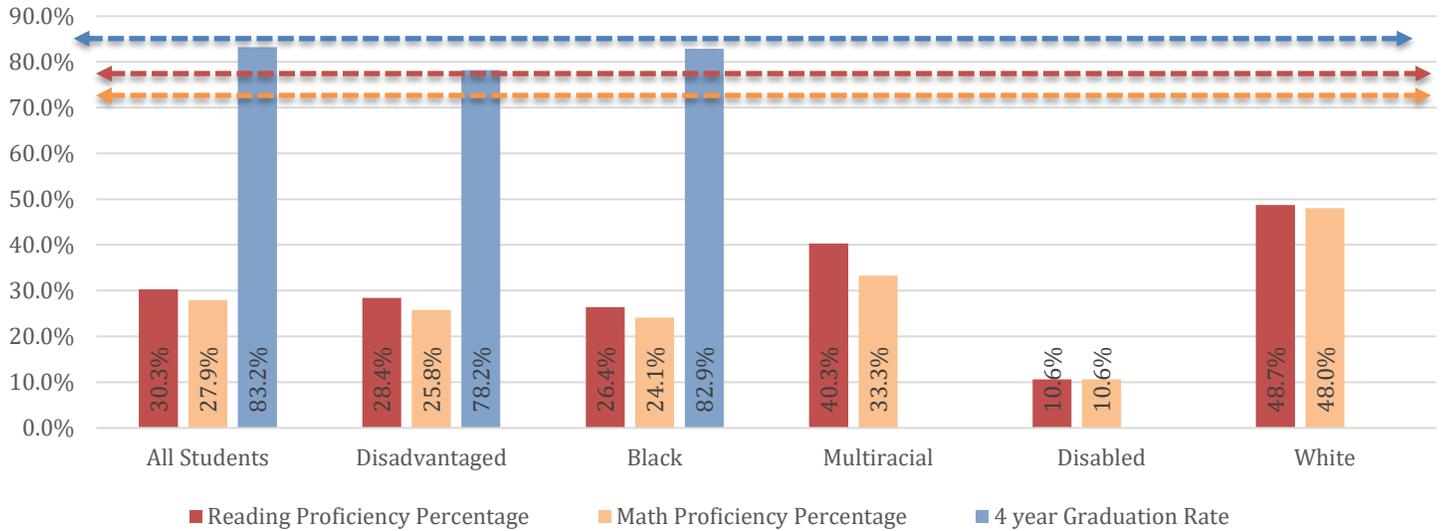


Figure B-3 Source: Ohio Department of Education Office of Accountability

### Figure B-4: 2016 - 2017 Enrollment Location for Students Who Live in the North College Hill City School District Attendance Area

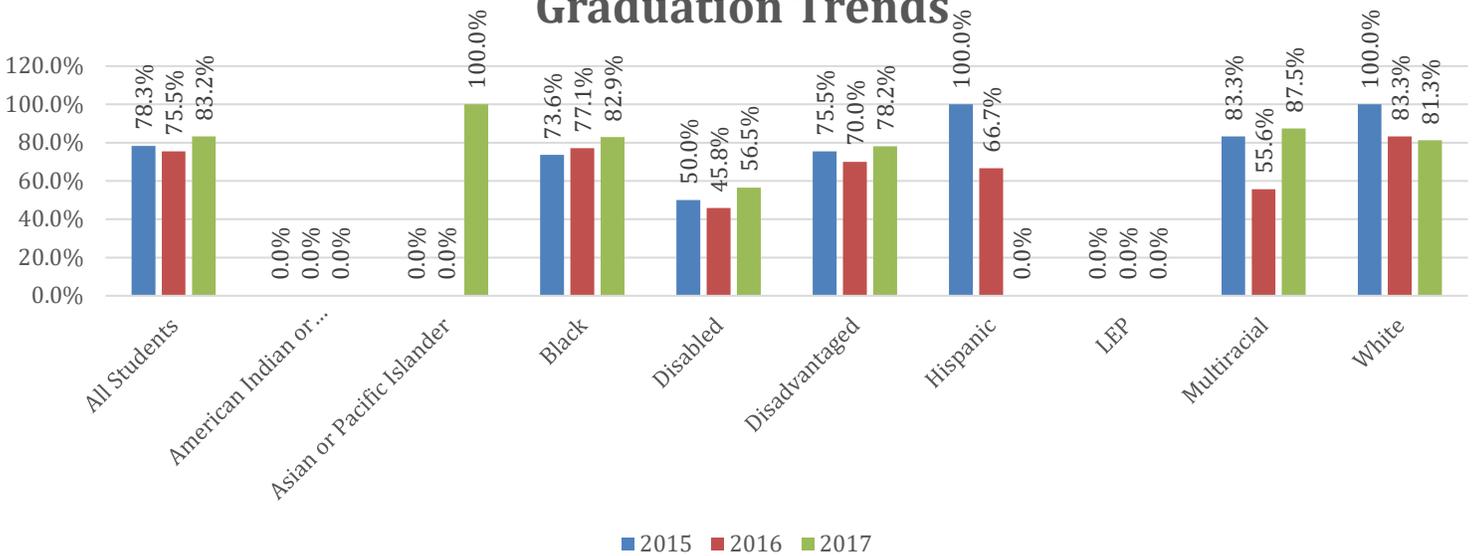


## Figure B-5A: North College Hill City SD Annual Measurable Objectives by Subgroup in 2016-2017



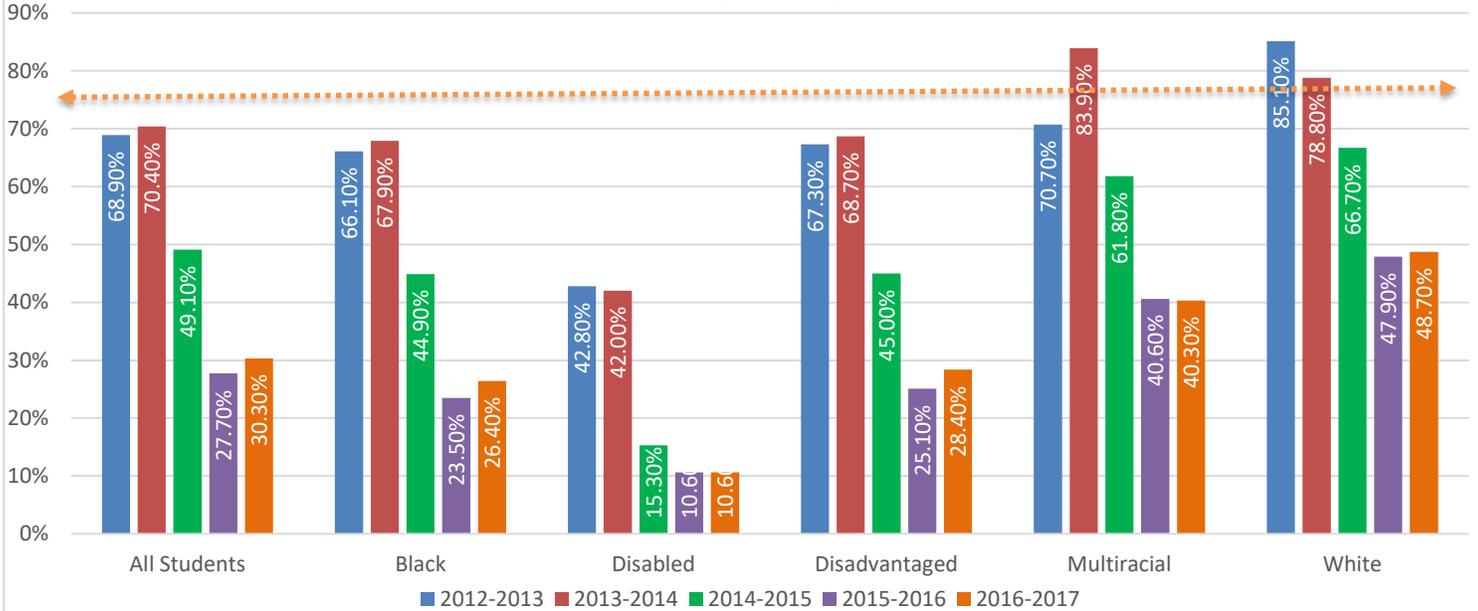
**Figure B-5 Source: North College Hill City SD Ohio School Report Card; Archived Report Cards**

## Figure B-5B: North College Hill City SD Subgroup Graduation Trends



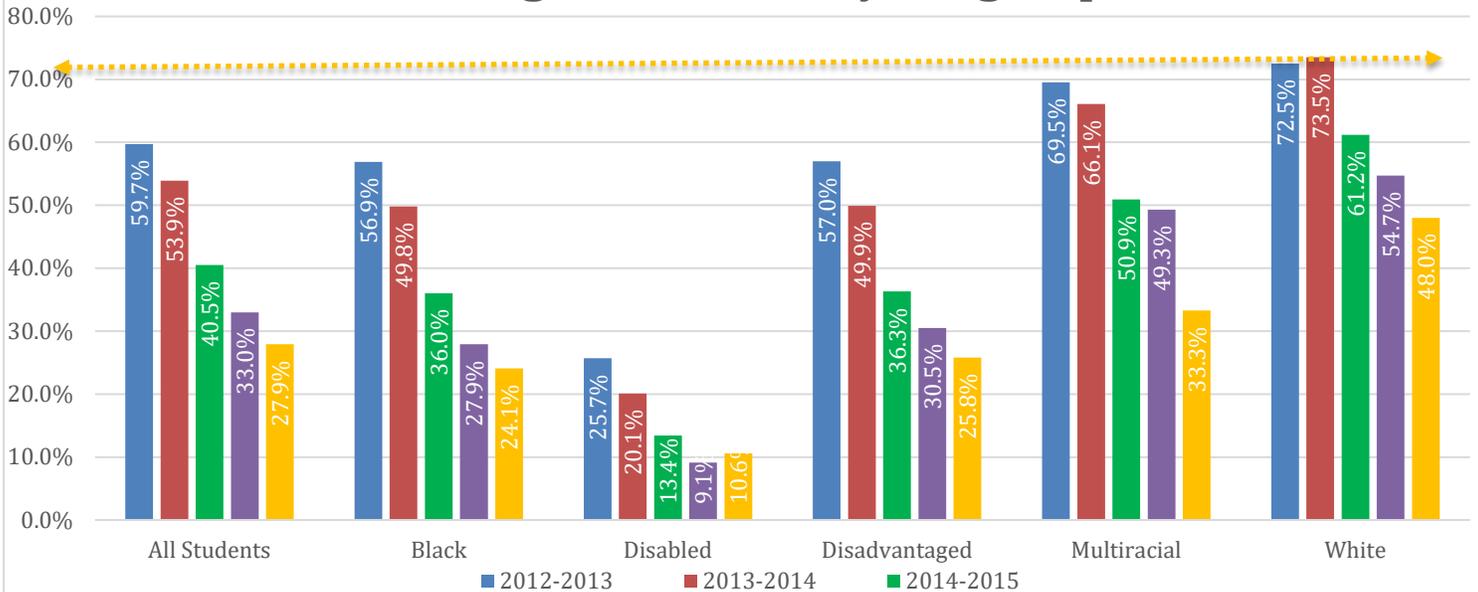
**Figure B-5 Source: North College Hill City SD Ohio School Report Card; Archived Report Cards**

### Figure B-6: North College Hill City SD Reading Passing Rate Trends by Subgroup



Figured B-6 Source: North College Hill City SD Ohio School Report Card; Archived Report Cards

### Figure B-7: North College Hill City SD Mathematics Passing Rate Trends by Subgroup



Figured B-7 Source: North College Hill City SD Ohio School Report Card; Archived Report Cards

Figure B-8: North College Hill City SD Reading Performance Comparisons by Grade Level

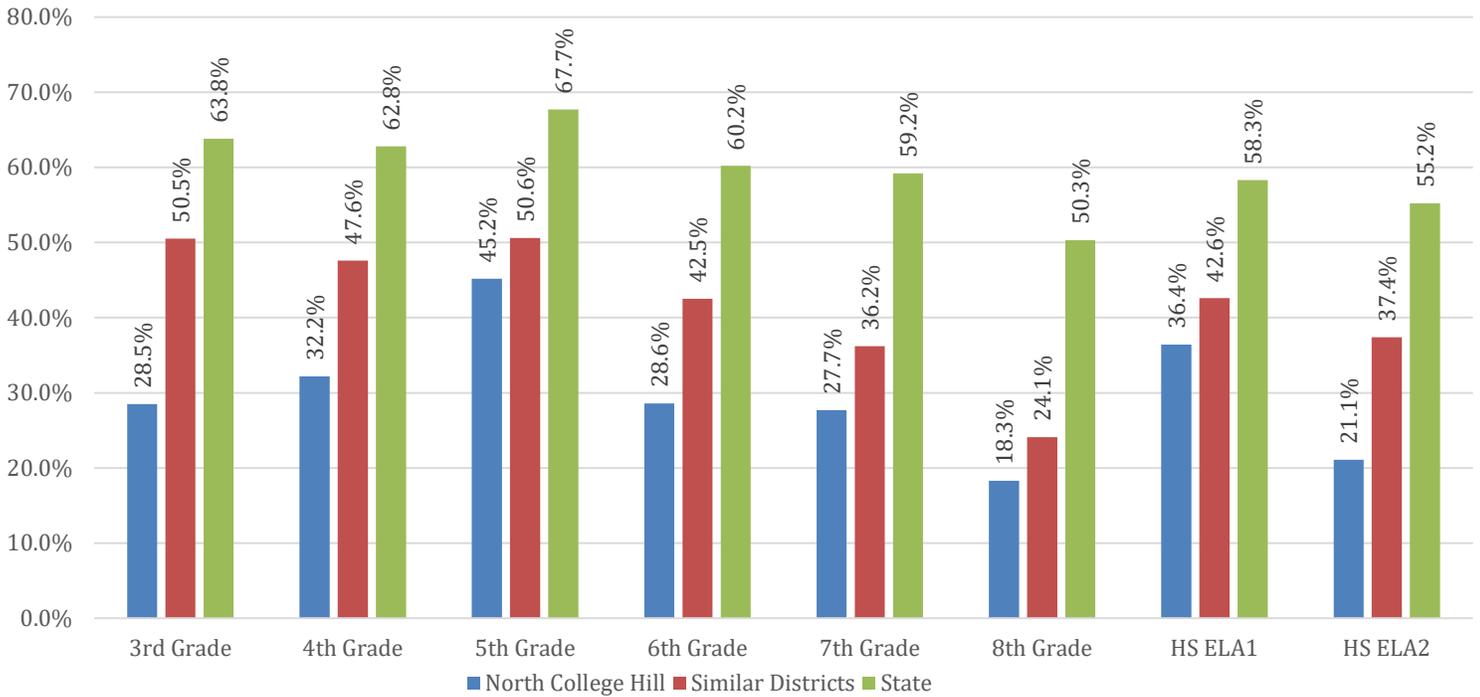


Figure B-8 Source: North College Hill City SD Ohio School Report Card; Archived Report Cards

Figure B-9: North College Hill City SD Reading Performance Trends by Grade Level

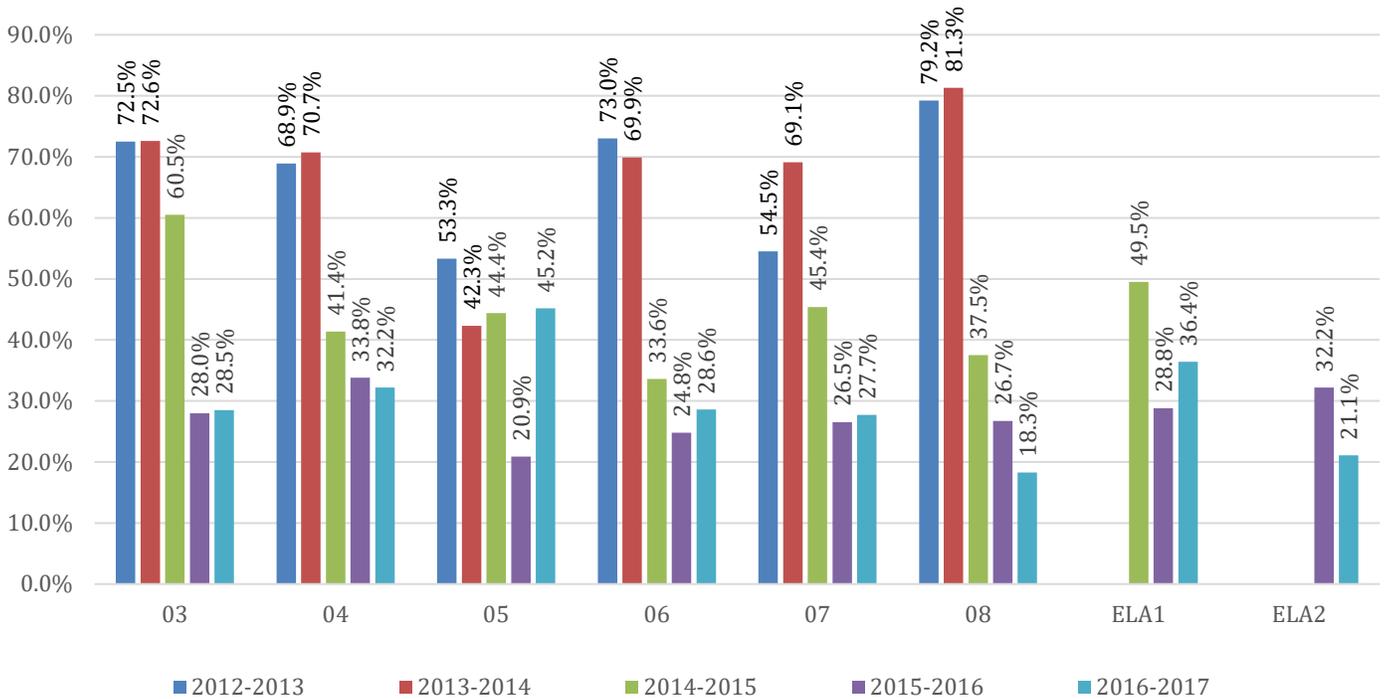


Figure B-9 Source: North College Hill City SD Ohio School Report Card; Archived Report Cards

**Figure B-10: North College Hill City School District Fall 2016-2017 English Value-Added Report**

Estimated District Growth Measure								
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard	
Growth Standard		0.0	0.0	0.0	0.0	0.0		
2015 Growth Measure								
Standard Error								
2016 Growth Measure		-3.6 R	-0.7 Y	1.1 Y	2.4 LG	3.4 DG	0.5	
Standard Error		1.3	1.4	1.2	1.2	1.2	0.6	
2017 Growth Measure		0.2 Y	-0.9 Y	1.2 Y	-5.8 R	-0.2 Y	-1.2	
Standard Error		1.3	1.3	1.3	1.2	1.2	0.6	
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	43.2	35.0	37.7	32.8	35.7	34.9		
2016 Average Achievement	38.7	41.0	34.9	39.2	35.5	40.0		
2017 Average Achievement	33.8	37.3	38.2	35.2	33.4	35.3		
Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2016	156	688.1	29	685.0	25	2.7 DG	1.1
	2017	216	693.3	30	691.8	28	1.6 LG	0.9
Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts II	2016	114	686.4	27	683.5	24	2.6 LG	1.3
	2017	162	683.4	24	686.6	27	-2.9 R	1.1

<b>DG</b>	Significant evidence that the district's students made more progress than the Growth Standard
<b>LG</b>	Moderate evidence that the district's students made more progress than the Growth Standard
<b>Y</b>	Evidence that the district's students made progress similar to the Growth Standard
<b>O</b>	Moderate evidence that the district's students made less progress than the Growth Standard
<b>R</b>	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: North College Hill City SD Mathematics Performance Comparisons by Grade Level

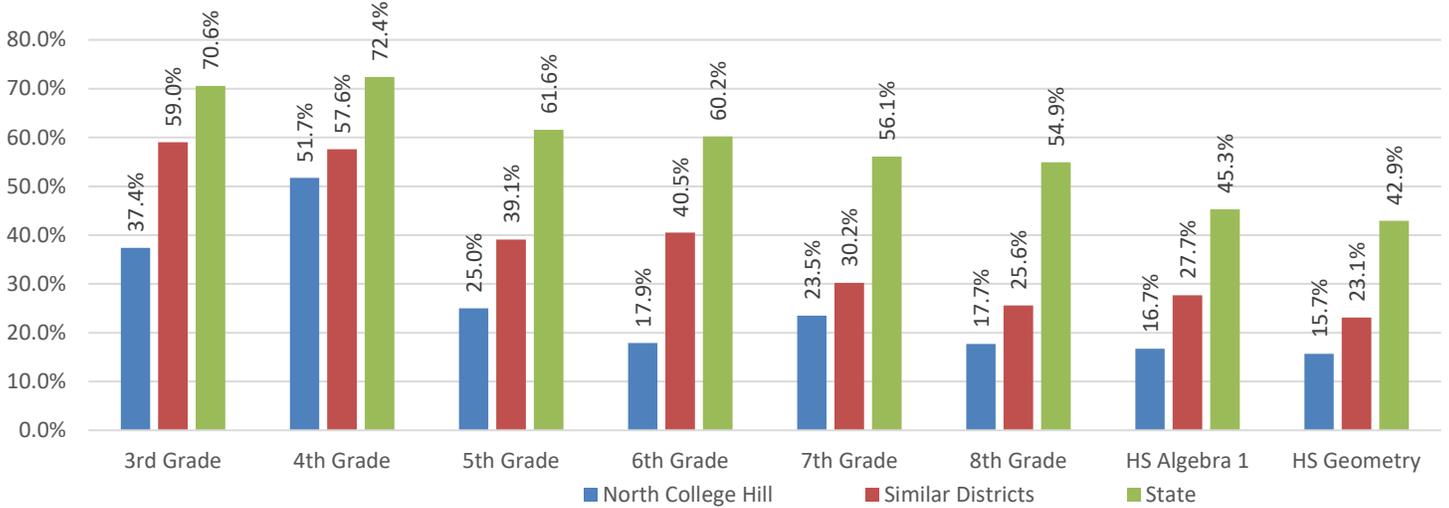
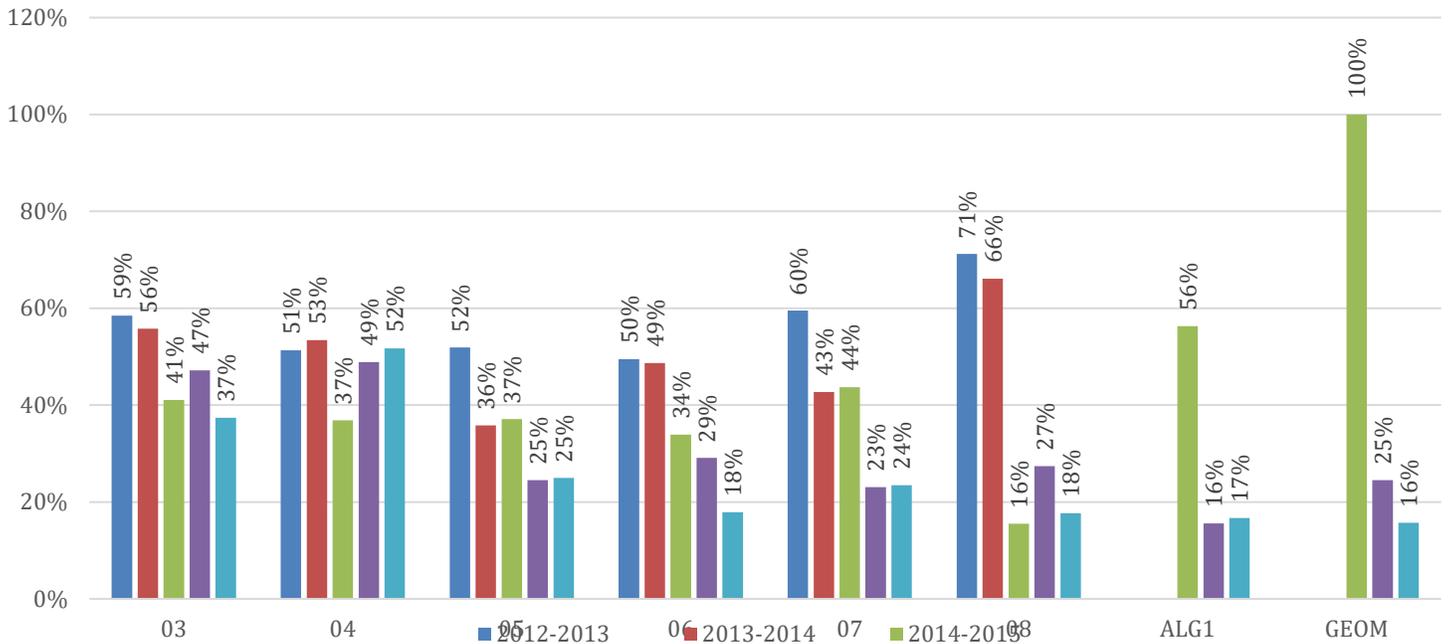


Figure B-11 Source: Ohio Department of Education Office of Accountability

Figure B-12: North College Hill City SD Mathematics Performance Trends by Grade



Source: North College Hill City SD Ohio School Report Card; Archived Report Cards

**Figure B-13: North College Hill City School District Fall 2016-2017 Math Value-Added Report**

Estimated District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2015 Growth Measure							
Standard Error							
2016 Growth Measure		-0.0 Y	-2.9 R	0.5 Y	-2.7 R	0.7 Y	-0.9
Standard Error		1.1	1.2	1.1	1.0	1.2	0.5
2017 Growth Measure		0.1 Y	-3.1 R	-3.6 R	-5.3 R	1.1 Y	-2.3
Standard Error		1.2	1.1	1.1	1.0	1.2	0.5
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	38.6	36.0	37.4	36.0	37.3	35.8	
2016 Average Achievement	38.3	40.1	33.2	38.7	33.4	39.3	
2017 Average Achievement	33.3	37.7	35.7	29.1	33.3	33.8	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	176	677.2	25	678.7	27	-1.4 O	1.2
	2017	239	684.0	31	684.2	31	-0.0 Y	0.9
Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Geometry	2016	93	686.7	32	685.9	31	0.9 Y	1.5
	2017	146	680.7	35	676.8	30	3.6 DG	1.3

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

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

## Figure B-13A: North College Hill City SD Performance Index Trend

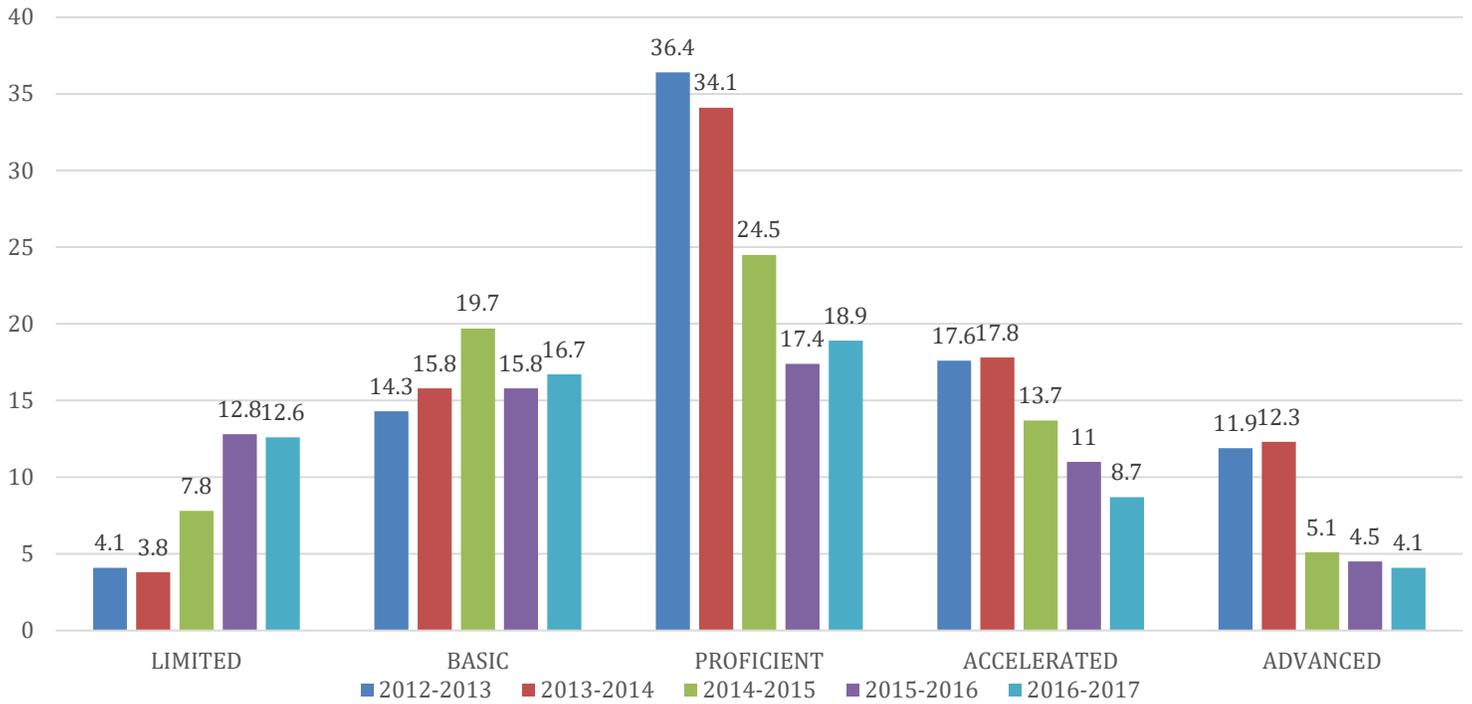


Figure B-13 Source: Ohio Department of Education Office of Accountability

Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Score	84.385	83.806	70.776	61.449	60.944

## Figure B-13B: North College Hill City SD Performance Index Trend

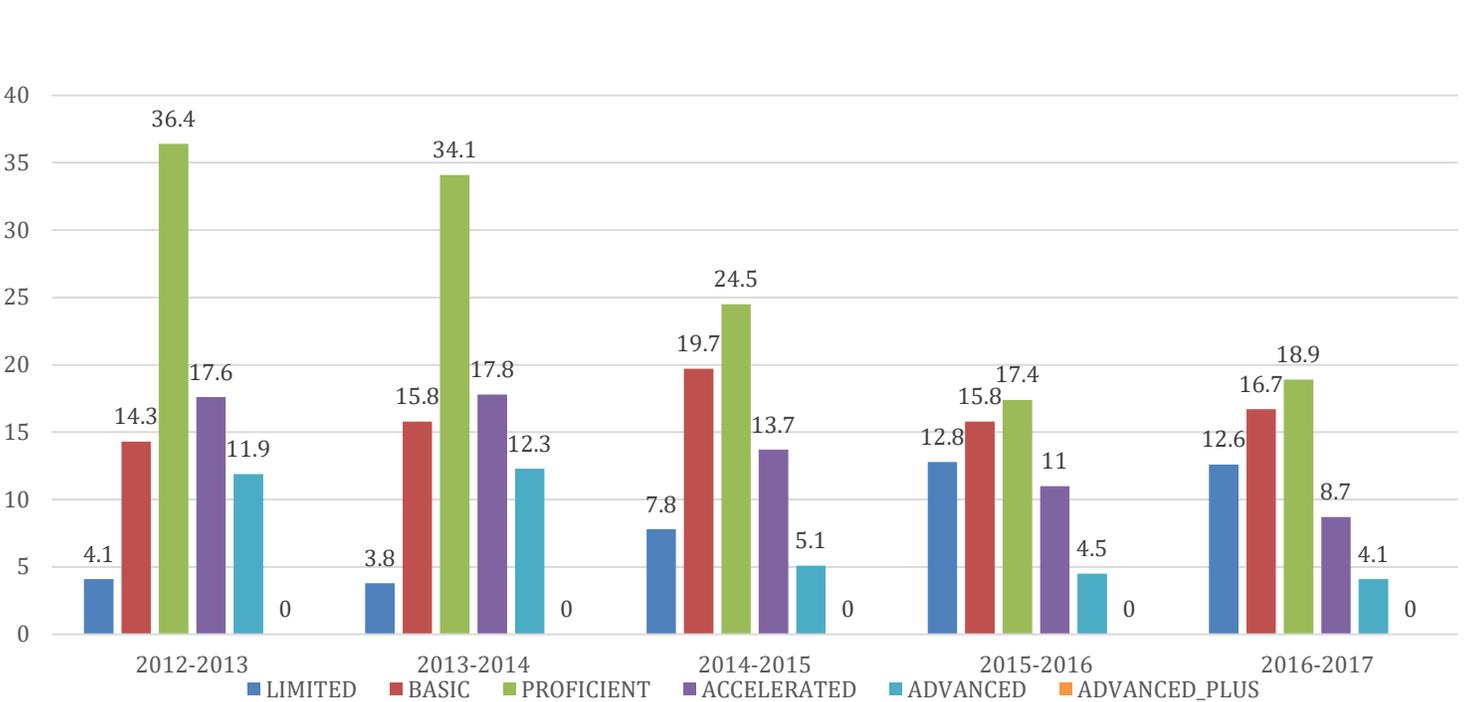


Figure B-13 Source: Ohio Department of Education Office of Accountability

## Figure B-14: North College Hill City SD Graduation Rate Comparison

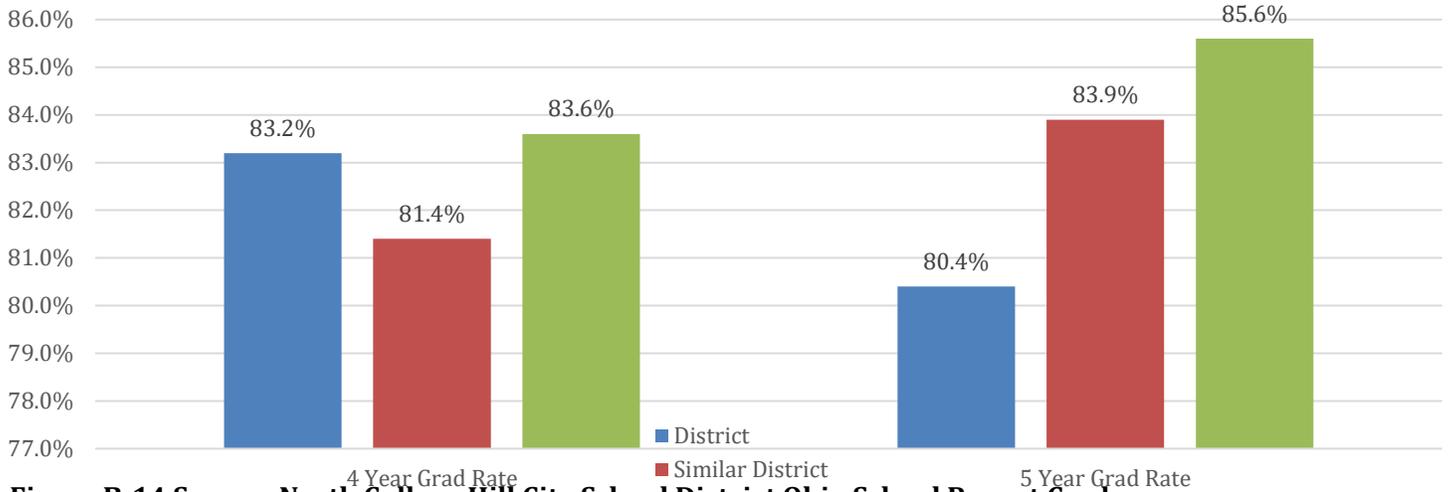


Figure B-14 Source: North College Hill City School District Ohio School Report Card

## Figure B-15: North College Hill City SD Graduation Cohort Rates

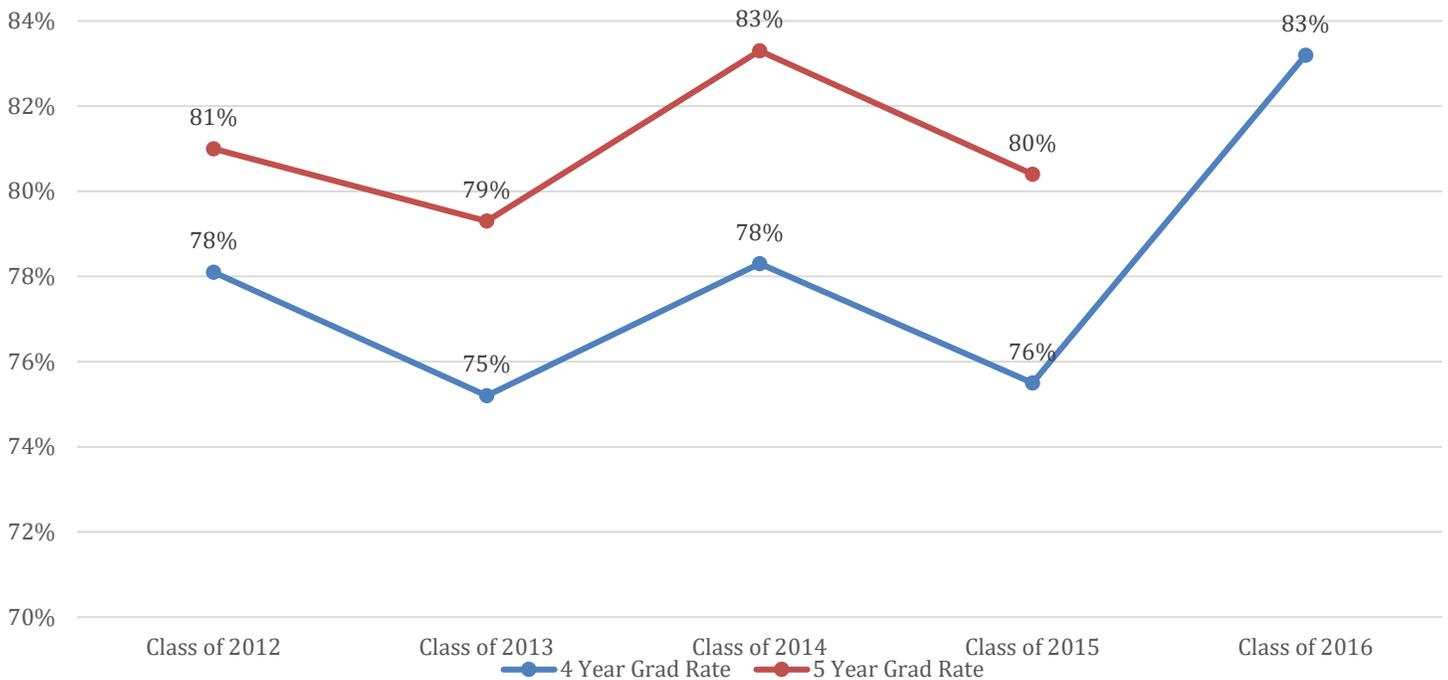


Figure B-15 Source: North College Hill City School District Ohio School Report Card

## Figure B-16: North College Hill City SD Number of Dropouts Grades 8 - 12

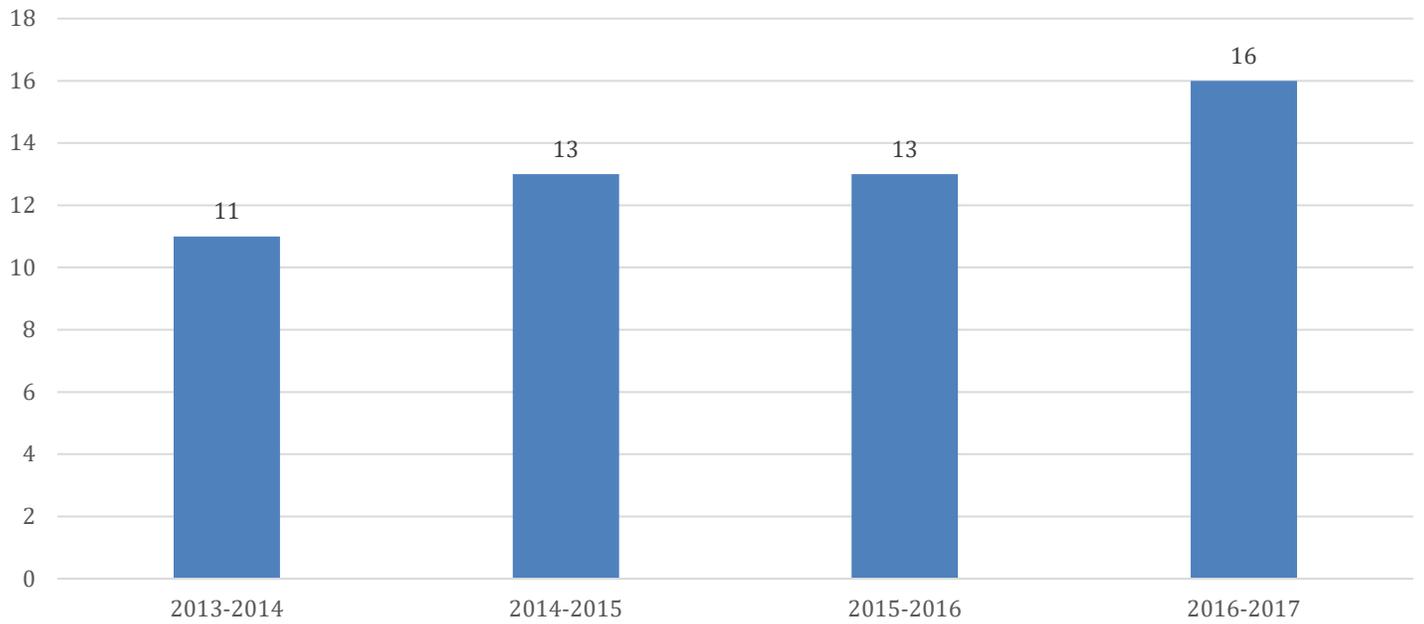


Figure B-16 Source: Ohio Department of Education Office of Accountability

Figure B-18: North College Hill City SD Trends in Disciplinary Actions per 100 Students As compared to State and Similar Districts

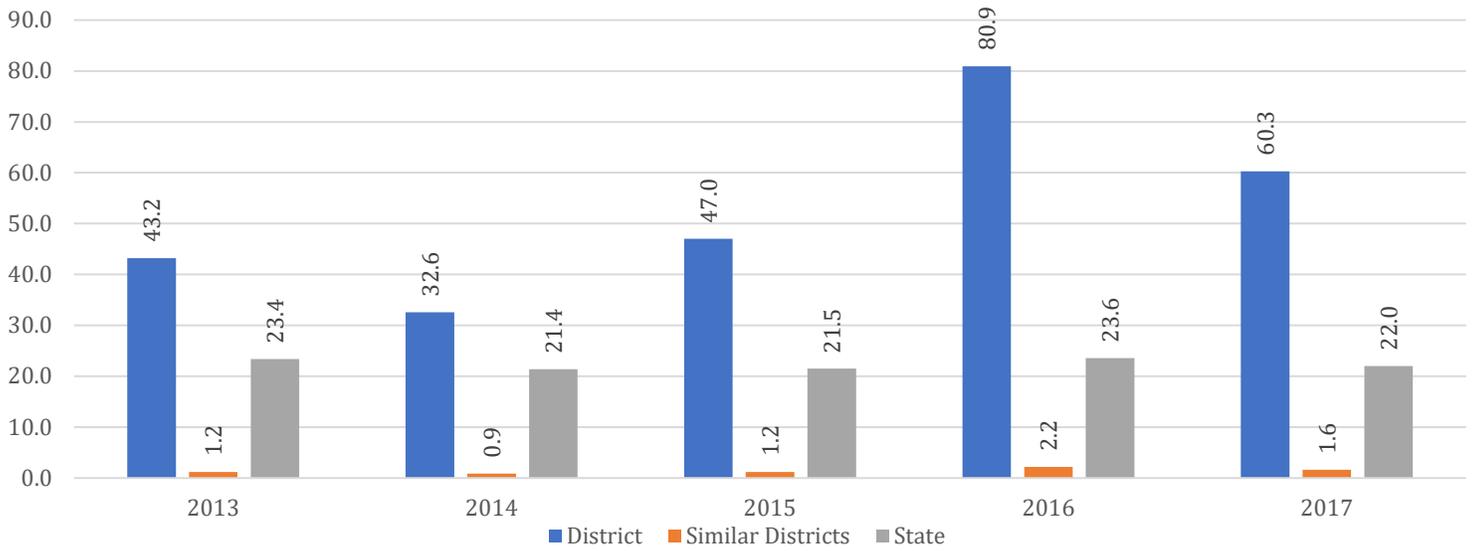


Figure B-18: Ohio Department of Education Office of Accountability

Figure B-19: North College Hill City SD Prepared for Success 2-Year Comparison

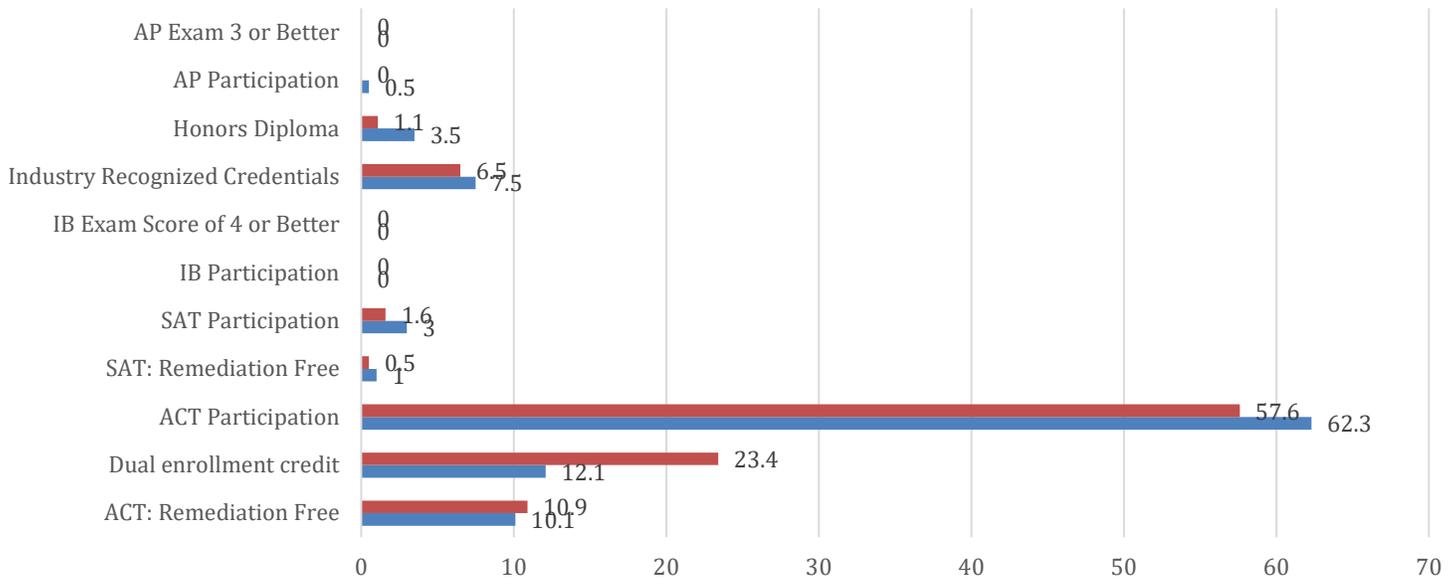
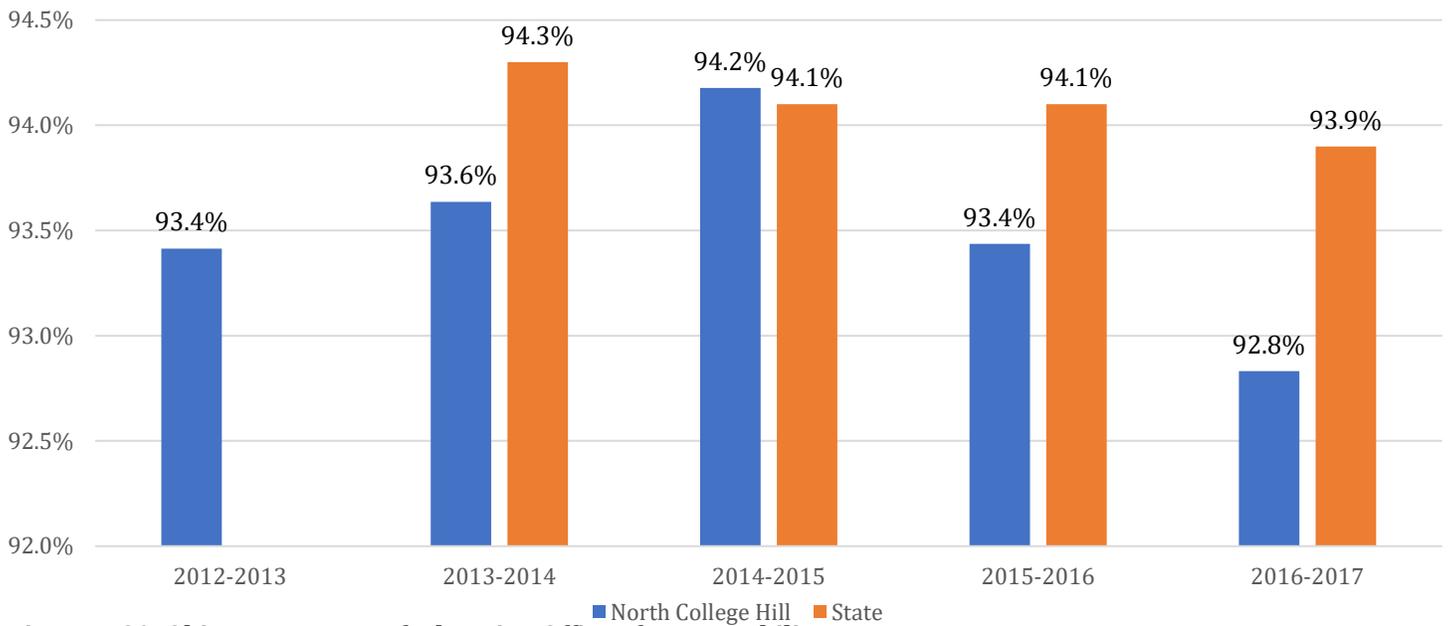


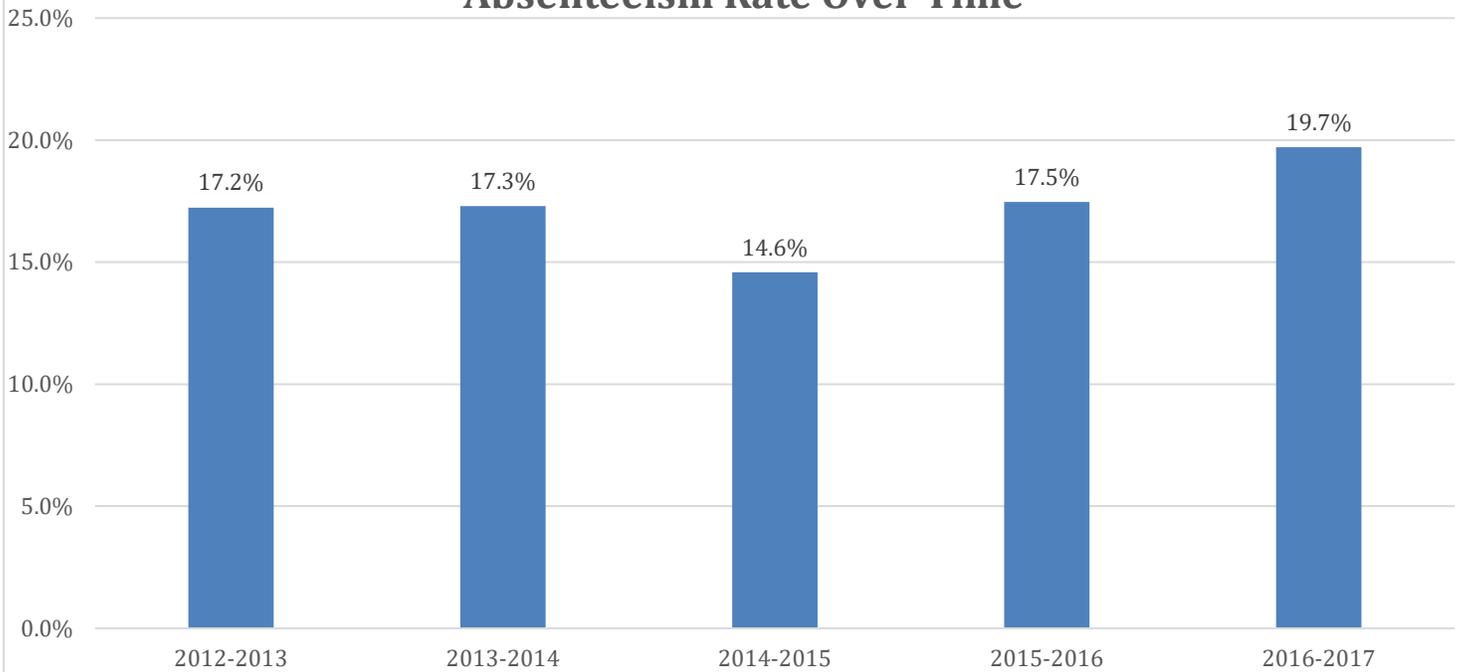
Figure B-19: Ohio Department of Education Office of Accountability

**Figure B-20: North College Hill City School District Attendance Rates Compared to State**



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

**Figure B-20A: North College Hill City SD Chronic Absenteeism Rate Over Time**



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

### Figure 21: North College Hill City School District Absenteeism

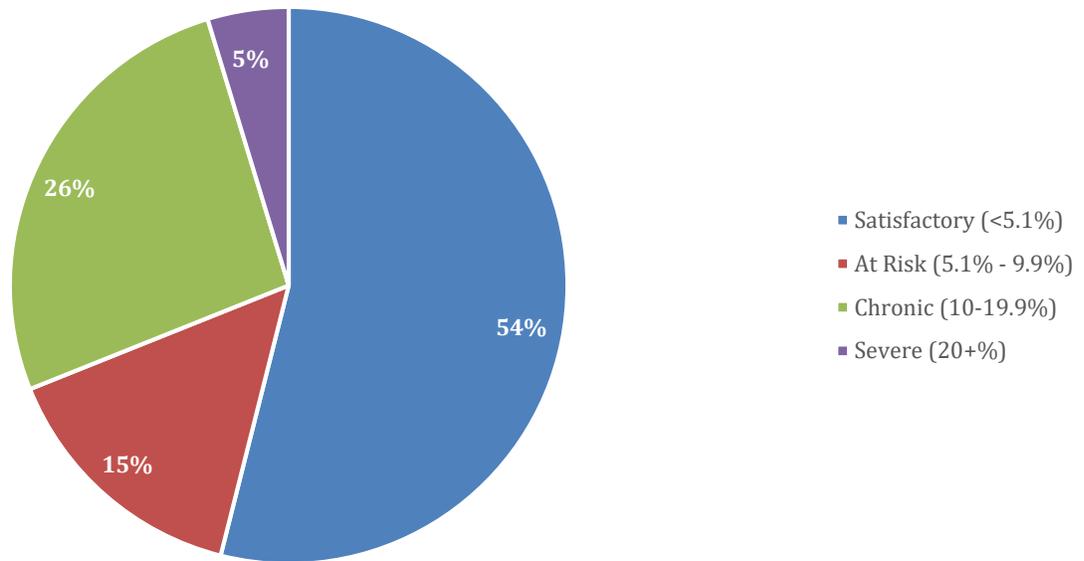
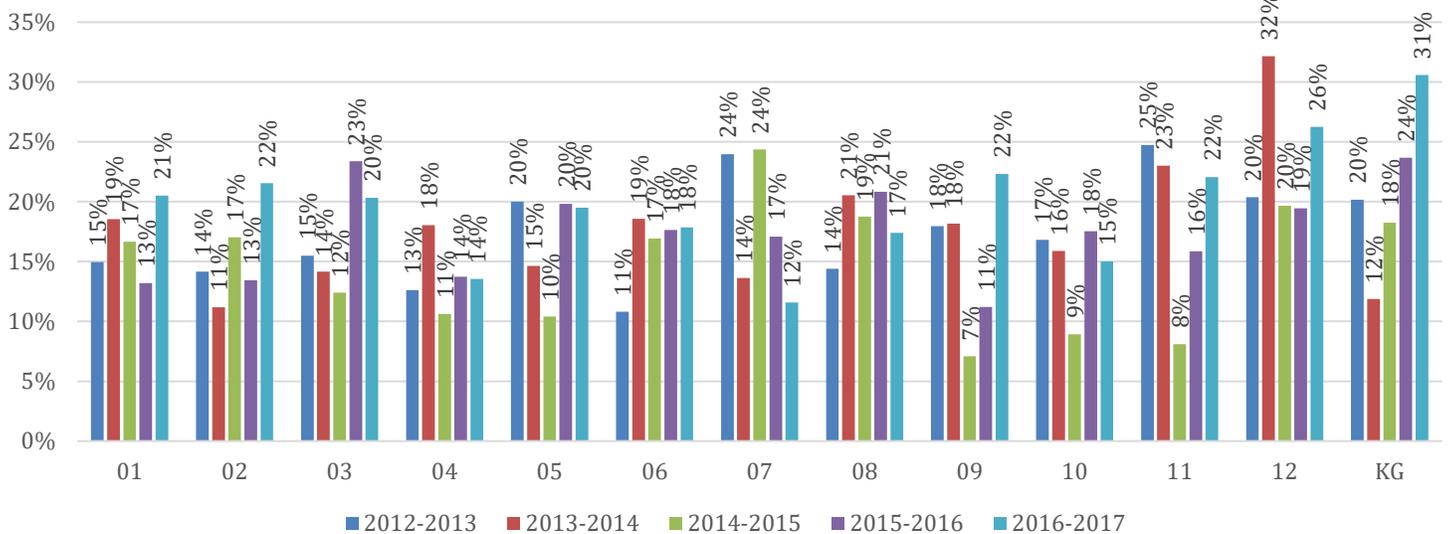


Figure 21 Source: Ohio Department of Education Office of Accountability

### Figure B-22: North College Hill City SD Absenteeism Rate By Grade Level Over Time



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

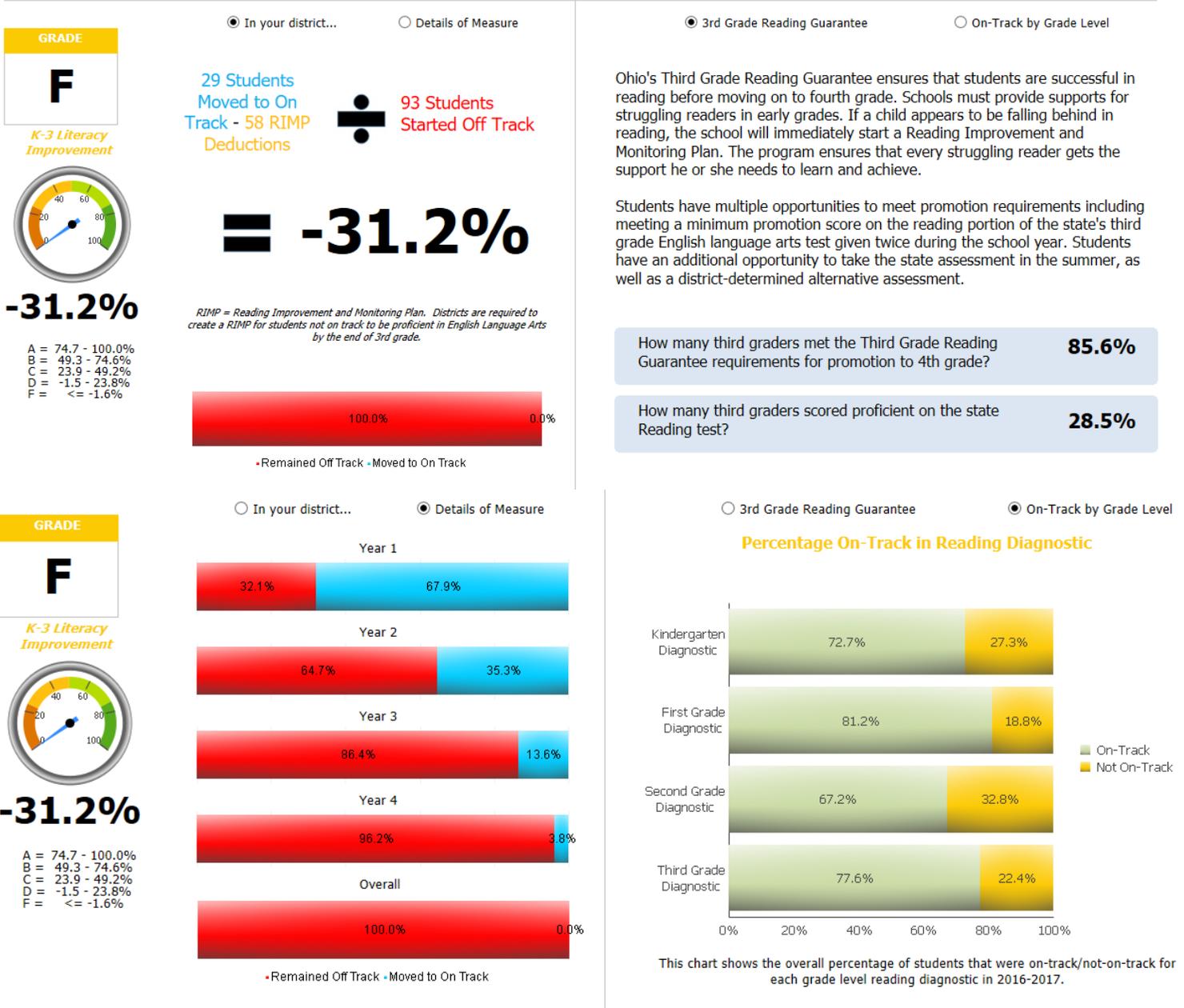
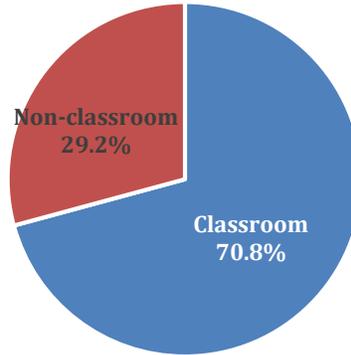


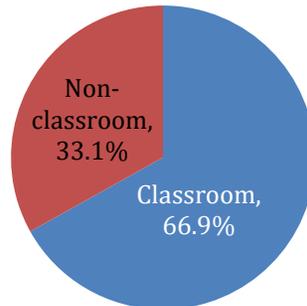
Figure B-24: Source: North College Hill City School District 2014-2015 and 2016-2017 Ohio School Report Card

**Figure B-25: North College Hill City School District 2016-2017 Percent of Funds Spent on Classroom Instruction Compared to Similar Districts and the State**

North College City Hill City SD Expenditures in 2017



Similar District Expenditures in 2017



State Average Expenditures in 2017

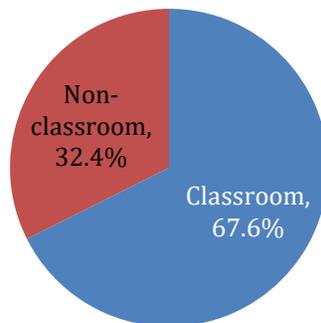


Figure B-25 Source: Ohio Department of Education Office of Accountability

Figure B-25A: North College Hill City SD Sources of Revenue in 2017

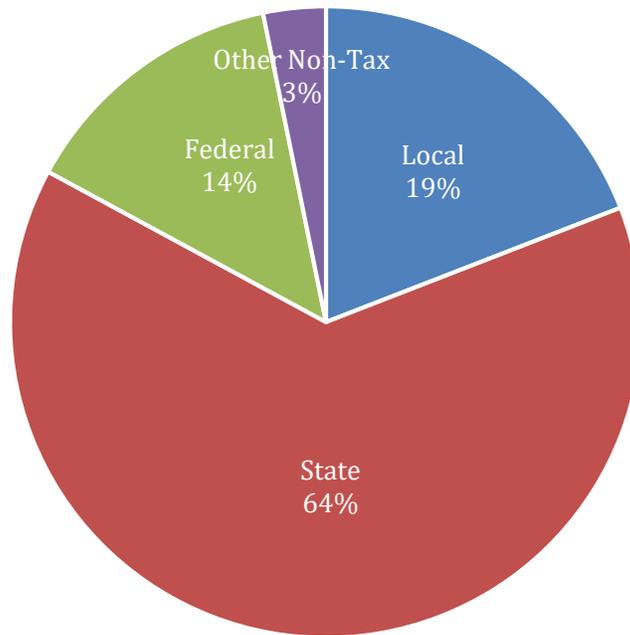


Figure B-25 Source: Ohio Department of Education Office of Accountability

Figure B-26: North College Hill City SD Operating Spending Per Equivalent Pupil Compared to the State

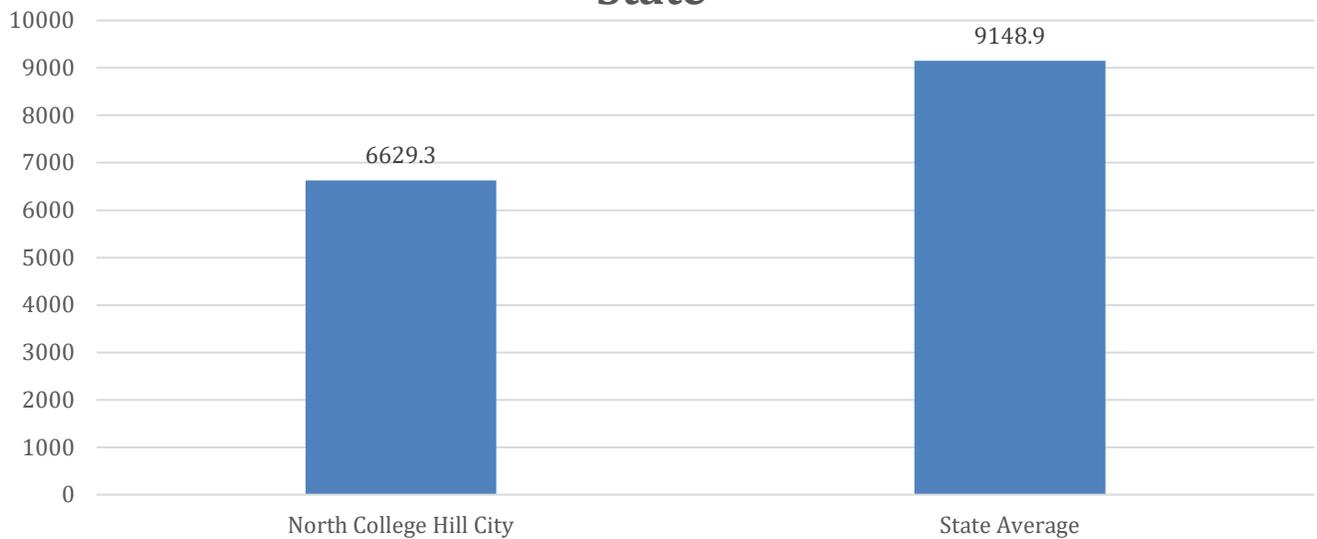


Figure B-26 Source: Ohio Department of Education Office of Accountability

**Table B-1: North College Hill 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>	\$56,244	\$53,909	\$52,724	\$46,483	\$50,561	\$54,043
<b>Highly Qualified Teacher %</b>	100.0%	100.0%	100.0%	99.8%	100.0%	100.0%
<b>Teacher Attendance</b>	95.7%	95.7%	96.4%	94.5%	95.9%	96.2%
<b>Percent of Teachers with Masters or Doctorate</b>	49.8%	54.2%	50.8%	55.6%	50.9%	45.3%

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

## Appendix C: Additional Figures and Tables

### Figure C-1: North College Hill City School District Disciplinary Actions Per 100 Students Compared to Some Similar Districts - All Discipline Types

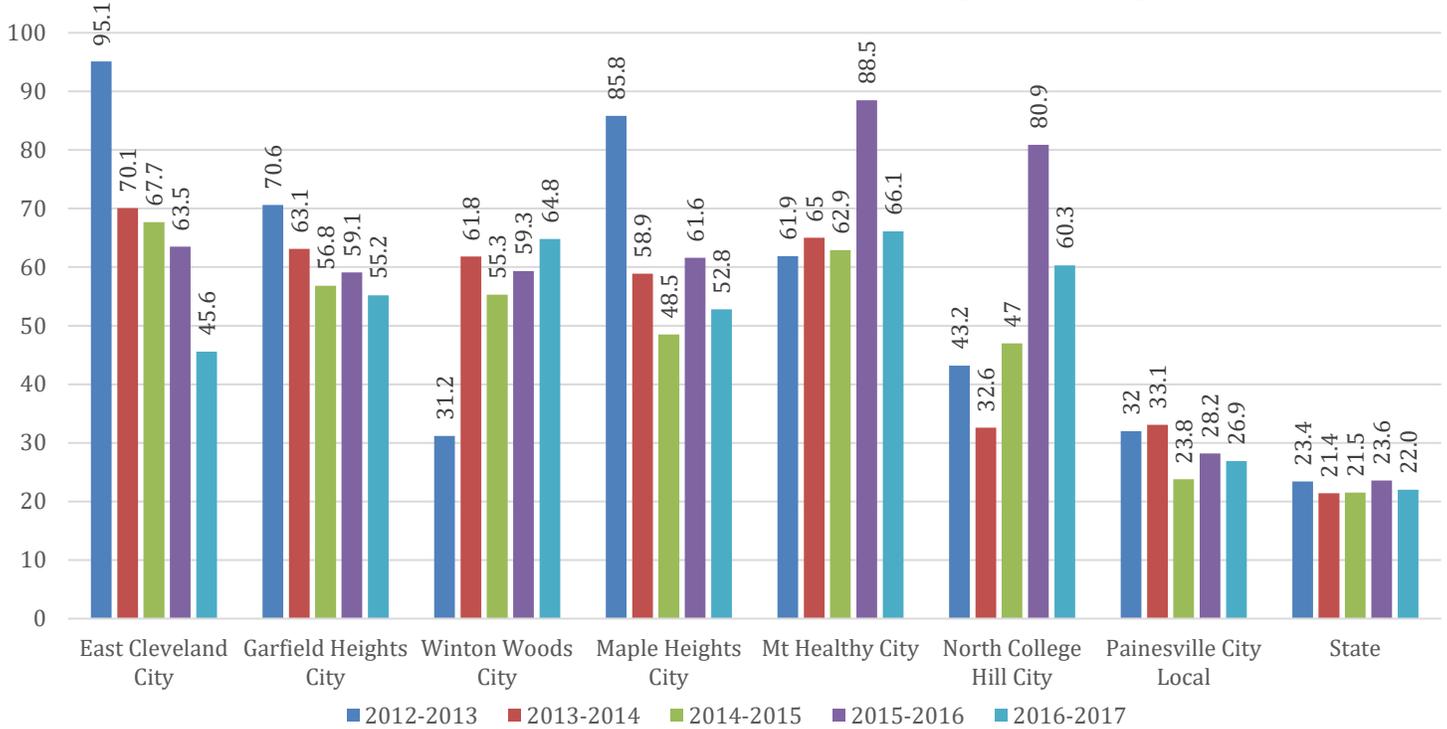


Figure C-1 Source: Ohio Department of Education Similar District Methodology

### Figure C-2: North College Hill City School District Disciplinary Actions Per 100 Students Compared to Some Similar Districts - Out of School Suspensions

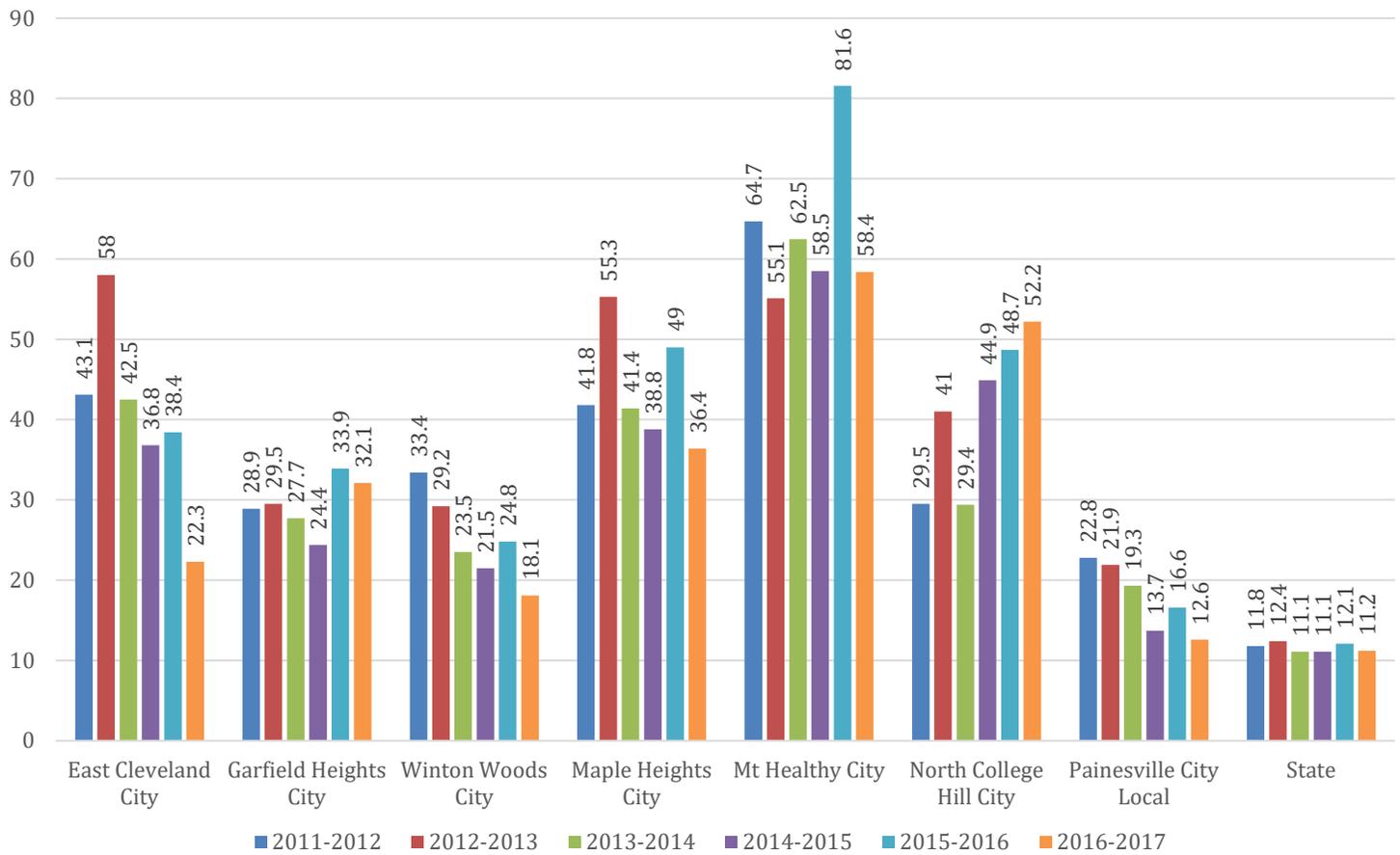


Figure C-2 Source: Ohio Department of Education Similar District Methodology

### Table C-1: 2016-2017 North College Hill City School District Enrollment by Race and Special Populations

Total Number of Students by Race					Total Number of Students by Special Populations		
Name of Building	African American	Hispanic	Multi-Racial	White	Special Education	Economically Disadvantaged	English Language Learners
North College Hill Elementary School	520	16	85	53	130	566	0
North College Hill Middle School	425	0	48	47	116	432	0
North College Hill High School	298	0	15	48	86	278	0

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

**Table C-2: North College Hill City School District Discipline Occurrences (District Level)**

Discipline Reason	2014-2015		2015-2016					2016-2017		
	Expulsion	Out of School Suspension	Emergency removal by district personnel	Expulsion	In-School Alternative Discipline	In School Suspension	Out of School Suspension	Emergency removal by district personnel	Expulsion	Out of School Suspension
Disobedient/ Disruptive Behavior	14	337	19	19	92	291	356	44	1	232
False alarm/ Bomb threats	.	.	.	.	.	.	1	.	.	3
Fighting/ Violence	11	341	11	19	11	32	385	60	12	508
Harassment/ Intimidation	.	.	.	.	.	.	.	3	3	34
Theft	.	11	.	.	.	.	7	.	.	11
Truancy	1	1	.	2	.	2	12	.	.	1
Use/Possession of explosive/ incendiary/ poison gas	.	1	.	1	.	.	.	1	2	3
Use/ Possession of Gun	2	3	.	2	.	.	1	.	.	6
Use/ Possession of other drugs	3	2	.	3	.	.	3	.	1	8
Use/ Possession of tobacco	.	1	.	1	.	.	1	.	.	1
Use/ Possession of weapon other than gun/ explosive	2	2	.	4	.	.	2	.	1	3
Vandalism	1	13	.	.	2	2	7	1	.	15

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

**Table C-3: North College Hill City School District Out of School Suspensions per 100 Students (Building Level)**

Building	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
North College Hill Elementary School	32.5	19	29.1	43.1	47.6
North College Hill Middle School	65.1	44.2	76	62.7	68.5
North College Hill High School	27.4	28.1	29.6	39.3	37

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

**Table C-4: North College Hill City School District-FY 2017 Profile Report/Cupp Report  
Expenditure per Student Comparison**

Expenditure	North College Hill City SD Expenditure per Student	Comparable District Average	State Average
Administration	\$1,176.17	\$1,739.98	\$1,548.26
Building Operations	\$1,541.53	\$2,346.47	\$2,200.71
Instruction	\$5,210.78	\$6,894.21	\$6,739.46
Pupil Support	\$998.09	\$781.11	\$701.24
Staff Support	\$377.01	\$529.03	\$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: North College Hill City School District-FY 2017 Profile Report/Cupp Report  
District Financial Status from Five-Year Forecast Data**

Expenditure	North College Hill City SD	Comparable District Average	State Average
Salaries	53.30%	49.66%	53.07%
Fringe Benefits	16.83%	19.30%	21.06%
Purchased Services	26.93%	26.58%	21.10%
Supplies and Materials	2.00%	3.17%	3.07%
Other Expenditures	0.94%	1.29%	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 supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.								
12. The teacher conducts frequent formative assessments to check for understanding and inform instruction.								
13. The teacher uses available technology to support instruction, engage students, and enhance learning.								
<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

<b>Inventory Item</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NDC</b>	<b>Evidence</b>
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

2017-2018 3rd Grade Readworks Percentages.pdf  
2017-2018 Aimsweb transition data  
2017-2018 AimsWeb.pdf  
2017-2018 High School Staff Handbook  
2017-2018 Master Schedule  
2017-2018 Middle School Staff Handbook  
21st Century grant overview 2016  
21st Century Grant PowerPoint  
21st Century Learning Center attendance report  
3rd Grade CAP and COMP progress monitoring data  
Aggregate Ratings OTES  
Aggregate Ratings, OPES, 2016-17  
Appendix E Report of Instructional Staff Attendance 1617  
Appropriation Changes - Jan. 2018 Board of Education Meeting  
Appropriations Report (APPSUM)  
Associate Principal Job Description  
Attendance Summary 2017-2018  
Audit Management Letter  
Board of Education Financial Packet for June 2017  
Comparison Contract Summary  
Comparison District Contract Summary Chart  
Conscious Discipline 3 year plan  
Corrective Action Plan  
District Comprehensive Continuous Improvement Plan - District Leadership Team Meetings/Schedule/Agenda/Minutes 2017  
District Comprehensive Continuous Improvement Plan.pdf  
District Educator Roster  
District Evaluation Policy - OTES  
District Informational Brochure (to be used for recruiting)  
District Leadership Team Jan. 2018 agenda  
District Leadership Team Meeting Agenda and Minutes 10.23.17  
District Leadership Team Meeting Agenda Nov. 2017  
District Leadership Team Notes Nov. 2017  
District Paraprofessional Roster  
District Profile Report  
District Spreadsheet of Certified Salary Schedule/Steps  
Elementary Comprehensive Continuous Improvement Plans 2015-2016 and 2016-2017  
Elementary Master Schedule  
Elementary Parent Engagement  
Elementary Response to Intervention 2017-18 Tracking Sheet  
Elementary Tiers  
Elementary, Middle School, High School and District Report Cards  
Employee Exit Survey (electronic)  
English Learner grade January Teacher-Based-Team grade 3  
Equitable Access to Excellent Educators/Ohio Department of Education  
Family and Community Engagement Planning Worksheet  
FINSUM Report Feb. 1, 2018  
Forecast/FM  
Garton Michelle Principal Effectiveness  
Gr. 3 Math CAP; COMP Progress Monitoring 2017-2018.pdf

Grade 10 Modern U.S. History Curriculum Map  
 Grade 3 Data Spreadsheet 2017-2018.pdf  
 Grade 3 ELA Curriculum Map 2017-2018.docx.pdf  
 Grade 3 math Aimsweb  
 Grade 4 2017-2018 ELA Curriculum Map update.docx.pdf  
 Grade 7 Curriculum Overview  
 Grade 7 Science Curriculum Map  
 Grade3 NWEA Map Scores.pdf  
 Grades 3, 4, 8 English Language Arts Curriculum Maps  
 Grades 3, 5, 6 Math Curriculum Maps  
 Great Oaks Student Roster  
 Hamilton County Educational Service Contract with North College Hill City Schools FY17 and FY18  
 Harkness Karen W Principal Effectiveness  
 High School Bell Schedule  
 High School Comprehensive Continuous Improvement Plan 2015-2016 and 2016-2017  
 High School Counselor documents and forms  
 High School Course Registration Handbook 2017-2018  
 High School Course Registration Handbook 2018-2019.pdf  
 High School Data Reports.pdf  
 High School Graham Geometry Lesson Plan.pdf  
 High School PBIS Staff Survey  
 High School Positive Behavior Intervention Supports  
 High School Special Education Schedule  
 High School Student Handbook  
 High School Teacher-Based-Team Grade Level Team Meeting  
 High School Tier of Interventions: Behaviors  
 High School Tiered Intervention Strategies  
 High School, Middle School Elementary School Discipline referrals by school reports 7/19/17-2/9/18  
 HS American History Curriculum Map 2012-18.pdf  
 Instructional Coach Evaluation 12.8.17  
 Instructional Coach Job Description  
 Kindergarten Readiness Assessment RESULTS 2017.pdf  
 Local Professional Development Committee Bylaws  
 Local Professional Development Roster  
 Master Contract Part I  
 Memorandums of Understanding  
 Middle School and High School Floor Plans  
 Middle School Comprehensive Continuous Improvement Plan 2015-2016 and 2017-2018  
 Middle School Data.pdf  
 Middle School Schedule  
 Middle School Teacher-Based-Team  
 North College Hill "The Trojan Way"  
 North College Hill 2017 Ohio Improvement Process Overview  
 North College Hill 5 Year Technology Plan .pdf  
 North College Hill Board of Education Minutes, Jan. 2017-Jan. 2018  
 North College Hill Board of Education Special Meeting Minutes Jan. 2017 - Jan. 2018  
 North College Hill Brochure  
 North College Hill City Schools Salary Schedules  
 North College Hill Conscious Discipline  
 North College Hill District Report Card 2016-2017  
 North College Hill Elementary, Middle, and High School Report Cards 2016-2017  
 North College Hill Job Descriptions  
 North College Hill Parent/guardian fall 2017 survey results by school

North College Hill Policy and Plan for the Identification and Service of Children Who are Gifted  
North College Hill Policy Manual  
North College Hill Reading Achievement Plan 2017-2018  
North College Hill Website  
October Climate Survey Summary 2017.pdf  
Ohio Department of Education Office of Accountability PowerPoint  
Ohio Department of Education School Improvement Diagnostic Report Summary  
Ohio Principal Evaluation Summary Rating - S. Johnson 16-17  
Ohio Principal Evaluation Summative Rating 16-17 – Karen Harkness  
Ohio Principal Evaluation Summative Rating 16-17 – Tim Sies  
Optional technology PD dates  
Organizational Chart 17/18  
Parent Survey 2017 All.pdf  
Preschool Corrective Action Plan/Ohio Department of Education  
Preschool Family Handbook  
Professional Development Agendas for Jan. 16, 2018 , Jan. 2, 2018, Oct. 13, 2017  
Reading & Math, K-8 Curriculum Agenda 10-4-2017  
Resident Educator Roster  
Salary Comparisons – Bachelors Degree  
Salary Comparisons – Masters + 30 Degree  
Salary Comparisons - Masters Degree  
Salary Comparisons - Max  
School Improvement Diagnostic Reports for Elementary, Middle School, and High School  
School Improvement Grant (hardcopy)  
Sept. 2017 and Oct. 2017 Climate Surveys  
Sies Timothy R Principal Effectiveness.pdf  
Smith Rebecca Christine Principal Effectiveness.pdf  
Special Education Profile/Ohio Department of Education  
Staff directories by school and job title  
Staff Professional Development Evaluations: 10.13.17, 1.2.18, 1.16.18  
Student Support Programs  
Supplemental Salary Schedule  
Teacher Certification  
Teacher Effectiveness 2017 Value-Added Data  
Teacher hiring process – typed up by Asst. Sup  
Teacher-Based-Teams notes Dec. 4, 2017  
Walk through summary for DLT 2017 18.pdf  
Walk through summary for OTES 2017  
Walk through tool 1718.pdf