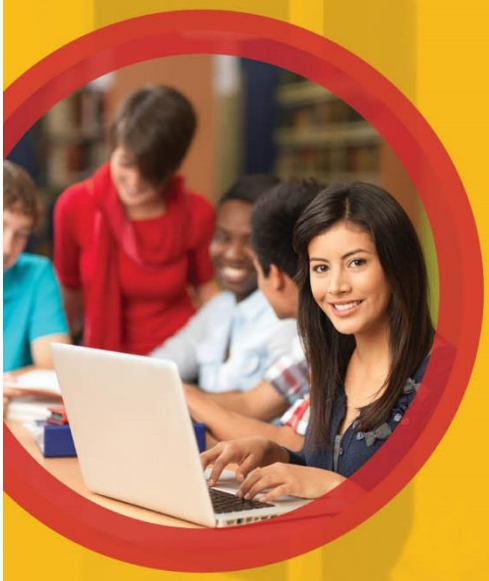

Ohio

Painesville City Local School District

REVIEW CONDUCTED MAY 6-10, 2019

Ohio | Department of Education

Painesville City Local School District

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Painesville City Local School District Review Executive Summary

This review carefully considered the effectiveness of Painesville City School District's systemwide functions, measured by the Ohio Department of Education's standards for districts in leadership, governance and communication; curriculum and instruction; assessment; human resources and professional development; student support; and fiscal management. A state review team visited Painesville City Schools May 6-10, 2019. This summary highlights some of the district's strengths and challenges, as well as review team recommendations. The rest of the report explains these in greater detail. Be advised that all Ohio Department of Education recommendations are based on evidence-based, best practices unless otherwise noted.

Leadership, Governance and Communication

Strengths

- The district collaborates with external stakeholders to support the academic needs of students.
- The school improvement plans align to the district strategic-planning priorities.
- The superintendent has a communication procedure to inform the local board of education about district and school changes, progress and needs.

Challenges and Areas for Growth

- The district does not do periodic reviews of programs, materials and processes to determine effectiveness and efficiency in meeting school and district improvement goals.
- The district lacks specific, measurable student and adult performance goals to gauge academic progress and inform improvement planning.
- The board of education does not oversee policy development and implementation consistently.

Recommendations

- As part of district improvement planning, carefully evaluate the effectiveness and efficiency of programs, materials and processes to measure their impact on student achievement, make needed modifications and periodically update the board to inform its decision-making.
- Create processes to advance improvement planning efforts, including developing specific, measurable indicators of student and adult performance. Use these indicators to support decision-making and gauge progress in the district's improvement planning.
- Increase the board's oversight and accountability for ensuring the district develops and follows policies and guidelines to support student achievement.

Curriculum and Instruction

Strengths

- The district provides leadership opportunities for teachers.

Challenges and Areas for Growth

- The district does not use evidence-based instructional practices in all grades and disciplines.
- The district does not differentiate instructional strategies consistently to address the learning needs of all students.
- The district does not make sure teachers' instruction aligns to Ohio's Learning Standards in all subjects and grade levels.

Recommendations

- Ensure high-quality, evidence-based instruction in all classrooms. Identify and implement evidence-based programs, resources and practices using federal Every Student Succeeds Act guidelines. Offer training and ongoing coaching to administrators and teachers about the requirements and expectations for evidence-based programs, resources and teaching strategies. Regularly monitor and give feedback on implementing evidence-based instruction using building leadership and teacher-based teams, lesson plans, informal classroom walkthroughs and observations.
- Differentiate instruction to meet the learning needs of every student. Provide administrators and teachers timely, relevant student data to guide that instruction. Provide professional development and embedded support, such as coaching, modeling lessons and providing feedback within the classroom and school or training while working, and monitor and evaluate differentiation through lesson plans, informal walkthroughs and observations.
- Form a team of administrators and teachers to develop or revise curriculum documents (including maps, pacing guides, unit and lesson plans) to ensure they align to Ohio's Learning Standards across the district. Use the Ohio Department of Education website and resources, such as the model curricula to help the district better align Ohio's Learning Standards. This will help the district create and regularly update district curriculum that specifies objectives or targets, resources, instructional strategies and measurable outcomes. Develop criteria to review curriculum and instruction resources for alignment to Ohio's Learning Standards. Create a formal cycle for adopting curricula for all programs, resources and materials that includes the adoption date and replacement timeline. Provide ongoing professional development for administrators and teachers on using standards-aligned curriculum resources and teaching strategies. Monitor lesson plans and instruction through informal walkthroughs and observations to ensure they align with Ohio's Learning Standards.

Assessment and Effective Use of Data

Strengths

- The district has established structures for implementing the Ohio Improvement Process.
- The district has a balanced system of formative, benchmark and summative assessments (often in the form of tests) for grades K-8.

Challenges and Areas for Growth

- The district does not monitor schools' use of tests and data consistently to ensure they are making progress toward academic goals identified in their school improvement plans.
- The district lacks a comprehensive means of looking at data to get easily accessible, up-to-date records of student performance.
- The district does not use disaggregated data (data that reveals underlying trends or insights) consistently to guide teaching practices that improve student growth.

Recommendations

- Develop a process to monitor adult activities needed to meet the district's academic goals. In school improvement plans, identify adult practices that are linked to academic goals. Refer to evidence-based clearinghouses and identify adult behaviors or strategies that address the prioritized needs of the targeted student groups. Identify the specific adult behaviors to be observed. Determine how the district will document observations, who will monitor the documentation of adult practices and how often monitoring will occur. Establish regular intervals to review data reflecting adult implementation, give teachers feedback and adjust the plan as needed.

- Create a system that yields accurate, up-to-date data to be made easily accessible to stakeholders. Identify data that are useful and reliable for making decisions about student needs and progress and ensure that disaggregated data will be available, where appropriate. Develop a data collection and distribution plan and provide ongoing training so stakeholders can use the data system fully and frequently. Evaluate the effectiveness of the data system and professional development by monitoring use, satisfaction and process effectiveness. Offer additional support and adjust the system based on feedback.
- Use disaggregated data to guide instructional decisions. Break data into smaller groupings based on specific characteristics to show if some student groups are making less progress than all students. Identify evidence-based strategies, resources or programs that are targeted to specific student groups identified. Create an integrated system that uses disaggregated data at the district, building and teacher team levels. Develop a process that tracks progress of all students, as well as identified student groups, based on district and building goals and strategies. Develop a process that monitors adult implementation of targeted strategies for identified student groups. Monitor effectiveness of gap closing among identified student groups across the district, building and teacher-based team levels and adjust where needed.

Human Resources and Professional Development

Strengths

- The district provides support for newly hired teachers to navigate district resources and practices.
- The district has a process to recruit an effective, diverse staff.

Challenges and Areas for Growth

- The district does not evaluate the effectiveness of professional development (teacher training) programs to determine their impact on student instruction.
- The district does not consistently provide training on evidence-based teaching strategies. These are strategies that research studies and experience show are most likely to bring about change.

Recommendations

- Use the Ohio Department of Education Standards for Professional Development document to guide the district's development and evaluation of professional development, aligned to school improvement planning. Define structures in the district to address and implement the professional development standards. Enlist external support entities to assist in developing evaluation instruments and methods to analyze data and determine if professional development activities meet the intended outcomes.
- Conduct research and include effective evidence-based instructional strategies as ongoing courses for professional development. Refer to the Ohio Department of Education's resources on effective instructional strategies.

Student Supports

Strengths

- The district has implemented a system to support positive student behavior and create a positive learning environment for students.
- The district partners with various community stakeholders to offer families access to behavioral, health, and social-emotional support and services.
- The district provides programs and supports to aid English learners to progress toward English language proficiency.

Challenges and Areas for Growth

- The district does not use the Response to Intervention (RtI) process fully. This is a process in which the teacher assesses the skills of each student early in the year, then targets teaching to each student to help that child succeed in school.

- The district is not implementing the co-serve, co-teach model fully to make sure students with disabilities have access to the general education curriculum.
- The district does not have effective support systems to help chronically absent students spend more time in school.

Recommendations

- Offer ongoing professional development and support for thorough, districtwide implementation of a multi-tiered (graduated) system of supports for struggling students. Map the internal and external resources available to reduce academic and nonacademic barriers to student success. Refer to reputable sources, such as the What Works Clearinghouse or Ohio's Evidence-Based Clearinghouse, to evaluate whether available programs are evidence-based. Create a committee to develop a multi-tiered system of supports implementation plan including goals, action steps and measurable indicators to monitor how adults are implementing a multi-tiered system of supports , including tier one core instruction and tier two and three interventions. Include a process to determine the impact of the programs and services on student achievement.
- Evaluate the district's range of special education services for students with disabilities to ensure these students are receiving instruction in the least restrictive environment. Review intervention specialists' schedules to make sure they allow for co-planning and co-teaching with the general education teacher in a general education classroom. Assess the district staff's needs for professional development on inclusionary practices and create a plan for training to fully implement co-teaching. Use classroom walkthrough data to monitor teachers' implementation of inclusionary best practices, including co-teaching. Revise district plans, policies, procedures and practices to ensure all students have equitable access to district curriculum, programs and opportunities.
- Develop a range of strategies and supports to improve attendance for all students and reduce chronic absenteeism. Develop procedures and training to personalize attendance intervention plans for students who are chronically absent or habitually truant. In these plans, identify the barriers that influence each student's attendance. Analyze data to identify and monitor supports for students who are chronically absent. Collect and regularly analyze data to proactively align supports to students and identify trends in the data. Connect families with community resources to support their basic needs and help reduce nonacademic barriers to attendance. Integrate attendance interventions with the district's multi-tiered system of supports. Train staff to use restorative practices, trauma-informed practices and responsive classroom strategies to re-engage students.

Fiscal Management

Strengths

- The district offers accurate, timely payment of services to its vendors.

Challenges and Areas for Growth

- The district does not have a clear, complete budget document and does not engage others in developing its budget.
- The district lacks a written, long-term plan for capital (facility or structure) improvements to guide it in using its resources efficiently.

Recommendations

- Implement an annual appropriation and budget development process that involves all district and building administrators at all stages of development. Align the budget to the district's strategic plan and use student performance data to ensure all buildings have what they need to reach their goals for optimal student achievement. Share the annual appropriation and budget document with stakeholders. Offer comprehensive training on the district's finances to all board of education members.

- Create a long-term, comprehensive capital plan that includes the life expectancy of buildings, building systems and components, equipment, technology and curriculum and estimated costs of annual maintenance and replacement. Update the plan annually. Create a long-term financial forecast for capital and/or permanent improvement funds and update this forecast annually.

Painesville Local City School District Review Overview

PURPOSE

Schools are important destinations where many individuals, including school leaders and teachers, come together to serve students through curriculum, instruction, student supports, data analysis and more. They play crucial roles in realizing the vision stated in *Each Child, Our Future*, Ohio's strategic plan for education, that "In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society."

District reviews support local school districts as they establish or strengthen a cycle of continuous improvement for themselves and their students.

METHODOLOGY

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

SITE VISIT

A review team of independent contractors hired by the Department visited the Painesville City School District from May 6-10, 2019. The site visit included 44 hours of interviews and focus groups with approximately 165 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted eight focus groups with elementary, middle and high school students, parents, elementary, middle and high school teachers, principals and assistant principals, newly hired teachers, and 15 representatives from community partners.

Analysis of findings is found within Appendix A. A list of review team members, information about review activities and the site visit schedule are in Appendix B. Find information about enrollment, expenditures and student performance in Appendix C. The team also conducted building observations and observed classroom instructional practices in all buildings and at all grade levels. Appendix D contains information about the district and the tools used to record the characteristics of the standards-based teaching the team observed, and the building-observation form used to note the climate and culture of each building in the district. Appendix E lists district-generated documents the team members reviewed before and during the site visit.

Painesville Local City School District Review Findings

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

LEADERSHIP, GOVERNANCE AND COMMUNICATION

Strengths

1. The district collaborates with external stakeholders to support the academic needs of students.

A. According to interviews and reviews of district documents, the district engages with health agencies, nonprofits, higher education institutions, business partners and local government to support student learning.

- The building leadership team and counselors from Thomas W. Harvey High School joined 20 local businesses to host a career fair for juniors and seniors on March 14, 2019, according to interviews with district administrators and community focus groups.
  - High school juniors and seniors interacted with local business partners such as Lake Tran, Citizens Bank and Avery Dennison, as well as National Guard, U.S. Air Force, Marines and U.S. Army representatives to interview for jobs, internships or job shadowing opportunities.
  - Based on a review of the documents lists in Appendix A , the representatives from the companies gave our students a real-life networking experience to gain an understanding of the local employment opportunities that await them upon graduation.
- On Oct. 5, 2018, Lake Erie College School of Education and Professional Studies faculty offered a preparatory workshop to the first Thomas W. Harvey High School Educators Rising Team to help eight students interested in teaching careers prepare to compete for college scholarships at the Ohio Educators Rising Conference, which took place Feb. 28- March 1, 2019.
  - According to the Ohio Department of Education website, Educators Rising, a nonprofit national organization, supports middle and high school-based programs designed to help young people explore education-related careers.
  - In addition to scholarships, the program includes the EdRising Academy curriculum, Beginning to Teach micro-credentials, the EdRising Virtual Campus and identified standards for EdRising educators.
- Partnering with the United Way of Lake County, Lake Health and the Lake County General Health District, the district offers the Cradle to Kindergarten program to provide at-risk families free books, materials and training to support the literacy development for children from birth-age 5.
  - Until their children enter kindergarten, enrolled families receive quarterly home visits from 20 program volunteers “trained on the importance of early language development,” according to district documents and community focus group participants.
  - During home visits, volunteers give parents tips to support kindergarten readiness and supply new books to build home libraries.
- The staff of the Salvation Army of Painesville Citadel Corps, including 11 volunteer tutors, offer an after-school program for students in grades 1-12 at the Salvation Army Learning Center.
  - The program includes academic enrichment, achievement test preparation, tutoring and mentoring, according to community focus groups.
  - The Salvation Army Learning Center staff and volunteers work with teachers and district administrators to tailor programs to individual children, based on district documents.

- Torchlight Youth Mentoring Alliance of Lake County, a community-based nonprofit organization focused on "facilitating goal-oriented connections between those who need guidance and those who can guide" and Lubrizol Corporation, a provider of specialty chemicals for the transportation, industrial and consumer markets, support the Entrepreneurship: Connecting Inspiring and Teaching Youth (ECITY) program for Thomas W. Harvey High School students, according to district documents and community focus groups.
    - ECITY, Entrepreneurship: Connecting Inspiring and Teaching Youth, includes a 70-hour, semester-long class to teach entrepreneurial, business and life skills to high school students.
    - During the 2018-2019 school year, six high school students met one day a week for approximately an hour to complete the course and receive credit.
    - According to interviews and documents reviewed, business mentors from the local business community stay with their students throughout the semester-long course offering advice, encouragement and guidance.
    - Lubrizol Corporation supplies program mentors and has sponsored the yearly competitions since the 2016-2017 school year.
- The staff of Youth Opportunities Unlimited, a nonprofit workforce development organization based in Cleveland, partner with the human resources department personnel from Lubrizol Corporation to offer high school students resume writing and job interviewing skills, based on interviews with community partners and district administrators.
- Catalyst Ministry, a faith-based organization, provides 30 tutors to support students in each of the elementary schools in reading and math, according to interviews.
    - According to a review of the School Partnership Program document, Catalyst Ministry© staff assign two tutors to each of the three "pods" in an elementary school (grades K and 1, grades 2 and 3, and grades 4 and 5).
    - Each tutor provides a minimum of two continuous hours of tutoring, one day per week.
    - The organization makes donations for playground equipment and school supplies, according to the district's School Partnership Program Church Partner Overview document.
- According to interviews with district administrators and community partner focus groups, Morley Library in Painesville serves as the county district library for Lake County, and the library staff works with the district to offer students these educational supports:
    - Libraries Rock! – Children's Summer Reading Club program, held daily at the Morley Library from May 29-July 20, 2018, served students from birth-grade 6 and supported literacy and language development through engaging activities.
    - Libraries Rock! – Teen Summer Reading Club program, held daily at the Morley Library from May 29-July 20, 2018, served students in grades 7 to 12 and supported literacy and language development through book studies, games, art and special events.
    - From October 2018 to May 2019, the children's services outreach assistant led one hour of literacy development activities at the Red Raider Preschool on the first Tuesday of the month and one hour to kindergarten students at Elm Street Elementary and Maple Elementary, respectively, on the first two Fridays of the month.
    - The library staff offered Family Storytime at the Family Resource Center at Elm Street Elementary from 6:30-7:30 p.m. on Oct. 9, 2018, and Oct. 19, 2018, with a focus on preschool English learners, per document reviews.
- Based on document reviews, Painesville Recreation Center and Painesville Fire Department employees hosted Story Time with the fire department for all elementary age children monthly on

Wednesdays at 6:30 p.m. from Sept. 5 to Dec. 5, 2018. Friends of Morley Library, a group of volunteers dedicated to supporting the library services, facilities and needs, donated the books.

- Employees from Avery Dennison, a local business partner, support the Future Business Leaders of America program at the high school, according to community focus group participants.
  - The program provides "opportunities for students to develop business and career objectives to promote civic and personal responsibility," based on district documents.
  - Avery Dennison staff serve as program mentors and cover costs of the project, including fees to attend state and national competitions.
- Avery Dennison partners also have provided support to Thomas W. Harvey High School students in the areas of science and engineering, sponsoring the Ohio Science Olympiad and the Alliance for Working Together Foundation robotics program since the 2012-2013 school year, based on document reviews.
  - According to interviews, the Ohio Science Olympiad offers enrichment activities and events for students in science, technology, engineering and mathematics.
  - The Alliance for Working Together Foundation brings together Lakeland Community College and state and local businesses, such as Spence Technologies and Burton Industries, to promote careers in manufacturing and machine trades.
  - Alliance members organize and help financially support a yearly competition at Lakeland Community College in which high school teams build combat robots to fight in an annual RoboBots competition.

B. The district invites external stakeholder participation and input and connects the goals of the school to the goals of the community, according to document reviews and community partner focus group participants.

- According to the Board of Education Policy Manual, Section 1000, Responsibilities of the Superintendent, Code po1230, revised April 16, 2012, the board holds the superintendent responsible for "communicating effectively with parents, citizens, and community groups; securing input, involvement and support for school programs and initiatives."
- Based on a review of the board's 2018-2019 Superintendent Evaluation Form, "[the superintendent] is well-respected in the community and seeks to build working relationships."
- Community focus group participants noted the district's "willingness to collaborate," "efforts to reach out for services and supports for students and families," and "focus on building relationships to help the schools and the community improve."
- The district identified a need to "develop and nurture relationships with family and community" as outlined in the Painesville City Local Schools Strategic Plan, Goal 3: Family & Community Relationships (Develop and strengthen relationships with families and the community).
- The district hosted a Community Conversation on Nov. 14, 2018, at the Morse Avenue Community Center facilitated by the staff at the Diversity Center of Northeast Ohio, a nonprofit human relations organization designed to support the creation of strong and vibrant communities, based on document reviews.
  - The district engaged 17 parents, community leaders and local businesses in a conversation about "our history, current challenges, and potential areas in which we can improve relationships," according to sign-in sheets and the agenda.
- Following the Community Conversation meeting, the district organized a Community Action Team of parents, community leaders and local businesses to define "next steps for the district to take" to address challenges and areas of improvement in building community partnerships, based on interviews with district administrators.

- According to an email document dated March 8, 2019, the district invited 41 parents, community leaders and business partners to a Community Action meeting on April 4, 2019, from 6 to 8 p.m. at the district board of education office.
- The Community Action Team met to "review feedback, identify potential areas for action, rank areas by priority level, select areas of focus for action plan, [conduct] a root cause analysis for selected areas, and build action steps," according to documents reviewed and district administrator interviews.
- Based on an email document dated April 5, 2019, the district invited 17 parents, community leaders and business partners to a second Community Action Team meeting held on April 25, 2019, at 6 p.m. at the district board of education office to "continue building our action plan."

IMPACT: When the district collaborates with community stakeholders to offer academic supports, the partnerships may create a positive pathway for students to increase achievement.

2. The school improvement plans align to the district strategic planning priorities.

A. School improvement plan documents align to the Painesville City Local Strategic Plan 2016-2021 goals and objectives, based on interviews with district administrators, principal focus group participants and document reviews.

- According to Ohio Administrative Code 3301-35-02(B), "[The] strategic plan guides the school district or school and key stakeholders in the ongoing measurement of school district or school performance to assure adequate progress is being made toward strategic goals and objectives."
- The district strategic plan document includes three "big picture" goals designed to establish priorities, focus energy and resources, strengthen operations and ensure stakeholders are working toward the district's vision and mission, according to document reviews. The goals are:
  - Goal 1: Comprehensive instructional programming;
  - Goal 2: Positive environment for teaching and learning; and
  - Goal 3: Family and community relationships.
- Based on Ohio Administrative Code 3301-35-01(B)(6) , "The continuous improvement plan is part of the strategic plan. All school continuous improvement plans must align with the school district's continuous improvement plans."
- According to the Board of Education Policy Manual, Section 2000, School Improvement, Code po2120, dated June 13, 2011, the board directs the superintendent to establish administrative guidelines for creating "school improvement plans which are developed and implemented by school-based teams, working collaboratively, so that both building level and district level goals for students can be identified and correlated, and then achieved through effective planning, problem-solving, and assessment."
- The district and school improvement plans, compared to the strategic plan, provide a detailed "road map" and specific action steps a district or school needs to take to monitor and improve the level of student achievement, according to interviews with district administrators.
  - While district strategic planning efforts focus on the big picture goals of student education, a safe and secure learning environment, and community involvement, district and school improvement plans pinpoint student achievement targets to reduce the gap between the current performance level and intended outcomes.
  - Based on document reviews and interviews with district administrators, the district and school improvement plans align to strategic plan Goal 1: Comprehensive instructional programming and the two objectives, long-range tactical strategies, designed to address the goal and expected student achievement outcomes. The two objectives include:
    - Objective 1: Provide the highest quality, research-based instruction at Tier 1; and

        - Objective 2: Create and provide effective supports and interventions to decrease negative behavior and accelerate student academic growth.

- A review of the elementary, middle and high school Ohio Improvement Process Implementation Management/Monitoring Tool templates, used by building leadership teams to create and monitor school improvement plans for the 2018-2019 school year, revealed common goals and strategies aligned to the district strategic plan Goal 1.
- Based on the OIP District Implementation Management/Monitoring Tool for 2018-2019 document, the district focused on strategic plan Goal 1 and objectives to guide district improvement planning.

IMPACT: When the district and school improvement plans align and focus on the academic achievement goals and strategies outlined in the strategic plan, there may be more opportunities to implement strategies that may lead to gains in student performance.

3. The superintendent has a communication procedure to inform the local board of education about district and school changes, progress and needs.

A. The superintendent established communication practices to inform and update the board quickly of school issues, planning and board meeting agenda items, based on interviews with board members and document reviews.

- Based on the Board of Education Policy Manual, Section 1000, Administration, Code po1230, revised April 16, 2012, the board directs the superintendent "to keep the board informed with respect to matters affecting school operations and provide the board with information, guidance, and support necessary to formulate policy."
- According to document reviews, the board used the 2018-2019 Superintendent Evaluation Form to rate the superintendent's performance in five areas: relationship with the board, community relationships, staff and personnel relationship, educational leadership and fiscal operations.
    - The form has a 5-point Likert scale where 1 is the lowest point and 5 the highest.
    - The scale descriptors are: 5 – Outstanding, 4 – Good, 3 – Satisfactory, 2 – Marginal, and 1 – Unsatisfactory.
    - The governing body rated the superintendent's performance on six identified responsibilities under the area of "relationship with the board," including "keeps the Board informed on issues, needs and operations of the school system."
    - Based on document reviews, each board member rated the superintendent's performance as a 4 on "keeps the Board informed on issues, needs and operation of the school system."
- In interviews, the board of education members said:
    - "We receive weekly updates from the superintendent about events in the district and follow-up responses to questions we ask."
    - "I feel the superintendent keeps us informed about issues, like the safety needs."
    - "[The superintendent] sends a weekly email to keep us up-to-date; particularly, if there is an item on the agenda that we might question."
    - "I don't see a problem with the communication between the superintendent and the board. There is nothing I would change."
    - The superintendent gives us reports on what the teams are doing on the strategic plan goals."
- The superintendent sends weekly Board Updates using email as a means of communicating consistently, promptly and equitably based on a review of 35 Board Updates sent from Sept. 8, 2018, to May 3, 2019. Board Updates include the following information:

- Arbitration progress and decisions.
- Proposed changes for school schedules.
- Board professional development opportunities.
- Negotiation updates and contractual agreements with outside service providers.
- Proposed board work session topics.
- Grant opportunities and applications.
- Legislative updates.
- Complaints and resolution.

- In interviews, board of education members said the superintendent uses phone communications to discuss confidential matters, as well as information packets delivered to the board a week before a board meeting to share information about upcoming board meeting agenda items and maintain a practice of "no surprises," particularly in public meetings.

IMPACT: When the superintendent creates and implements a clear process for communication with board members, board decision-making may be improved.

Challenges and Areas for Growth

1. The district does not do periodic reviews of programs, materials and processes to determine effectiveness and efficiency in meeting school and district improvement goals.

A. Based on document reviews and interviews with district administrators, the district does not consistently conduct comprehensive reviews of programs, materials and processes to determine effectiveness and efficiency in meeting instructional improvement goals.

- According to United States Department of Education guidance, program evaluation is defined as "a rigorous, systematic, objective, impartial, expert-based examination of programs and/or processes to answer questions about how effectively and efficiently a program and/or processes are working in the pursuit of [the district's] higher achievement and quality goals."
- According to Ohio Administrative Code 3301-35-07 (G) (1), "Educational program reviews shall be conducted periodically and scheduled to generate timely data."
- Although board policy, Section 2000, Program, Code po2210, revised Nov. 10, 2014, calls for the curriculum to be evaluated, including progress reports to the board, a review of board of education regular and work session meeting minutes from Jan. 8, 2018, to March 11, 2019, revealed the district did not conduct or provide reports on the effectiveness and efficiency of the curriculum per guidelines.
  - According to board policy, the district defines curriculum as "all planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group; the courses of study, subjects, classes, and organized activities provided by the school; the plan for learning necessary to accomplish the education goals of the district; lessons, units of instruction, and assessments that are aligned with prescribed academic content standards."
  - The board did not ensure that the superintendent "make[s] progress reports to the board periodically [on the] development and evaluation of the curriculum" per policy, according to interviews with the board of education members and district administration.
- The district does not use a comprehensive, continuous evaluation process , as noted in board policy, Section 2000, Program, Code po2210, revised Nov. 10, 2014, to determine how well curriculum programs, processes and materials are being implemented and the effectiveness and efficiency of the tools in meeting district improvement plan goals and objectives.

- According to recommended practices identified for the Ohio Department of Education in the Ohio Community Collaboration Model for School Improvement document, the components of a comprehensive evaluation process include:
  - Assessment of the program's rationale/design (staff, cost, partners, research evidence);
  - Assessment of goals and/or objectives or desired outcomes for target populations (assumptions about what will be achieved, unintended changes, questions to be answered, and needs to be met);
  - Assessment of how the program is being implemented;
  - Assessment of program's short-term results and long-term impact; and
  - Assessment of the program's cost and efficiency.
- The Painesville City Local Schools Instructional Resources/Products document shows the district implemented i-Ready® instructional and assessment products in grades K-8 in the 2018-2019 school year but had not used a comprehensive evaluation model to determine the program's efficiency and effectiveness at the time of the district review.
  - The i-Ready® tools provide an e-learning program used for reading and math intervention, including a tracking component to provide information on time students spent on tasks and lessons they mastered.
  - While the district generates reports for individual students using the i-Ready® program, the district has not compiled program evaluation data on teacher implementation levels, impact and cost of professional development, training sessions provided and attended, knowledge and skill increases for adults, behavior changes and measures of student success across different student groups.
- Although the district has implemented Eureka Math™ in selected elementary grade levels since the 2016-2017 school year and expanded to additional levels in 2018-2019, the district did not conduct a comprehensive program evaluation to inform decision-making.

- Based on a review of board of education regular and work session meeting minutes from Jan. 8, 2018, to March 11, 2019, and interviews with district administrators, the district did not establish objectives, evaluation criteria and cost analysis, per policy, when adopting "innovative pilot programs" to generate timely data about program effectiveness and inform necessary modifications during implementation.
  - According to Board of Education Policy Manual, Section 2000 Program, Code po2210, revised Nov. 10, 2014, the board requires an evaluation process, including the identification of how assessments will be conducted on "objectives, evaluation criteria, and costs" when proposing innovative pilot programs.
  - According to the Ohio Department of Education website, "an innovative education pilot program" means an innovative practice new to a district or building.
  - Based on a review of monthly principal meeting agendas from Sept. 10, 2018, to April 8, 2019, the district proposed the implementation of new programs such as the "flexible seating pilot" and changes to practices such as "new start time for Harvey High School" and a new "3rd grade departmentalization plan" to be implemented in the 2019-2020 school year without evidence of an evaluation plan to assure appropriate data is collected to answer questions about cause and effect of the new program and practices credibly.

B. The district has not assigned roles and responsibilities for program, material and process evaluations, based on document reviews and interviews with district and building administrators.

- Based on a review of the Painesville City Local School District Job Description for the Superintendent, File 101, the district has not identified evaluation of programs, materials and processes as a responsibility of the superintendent.
- Based on a review of the Painesville City Local School District Job Description for Principals, the district has not identified evaluation of programs, materials and processes as an "essential function" of school administrators.

C. Document reviews reveal the district has failed to provide training or resources to build staff capacity to implement program evaluation models and tools.

D. The district does not use program, material and process evaluation data to prioritize program purchases, remove ineffective programs or modify existing programs, according to document reviews and interviews with board of education members and district administrators.

- Although the board approved $129,009.32 for reducing class size at the Nov. 5, 2018, board meeting, based on an agenda review, the board did not request or receive an evaluation report to inform its decision about whether the class size reduction program effectively addresses district improvement goals.
- While the district discontinued a K-12 reading, writing, spelling and math assessment program, AIMSweb®, at the end of the 2017-2018 school year, district administrators did not provide program evaluation data to support the decision.
- For the 2018-2019 school year, the district identified 31 curriculum resources for grades K-12 reading and math in the Painesville City Local Schools Instructional Resources/Products document. However, the district did not evaluate these to determine program effectiveness and efficiencies, plan modifications or removal of ineffective tools, or prioritize resource purchases based on program evaluation results, according to district administrator interviews and document reviews.

IMPACT: When the district does not assure systematic reviews of programs, materials and processes to determine effectiveness and efficiency, students may not have access to evidence-based tools to influence learning.

2. The district lacks specific, measurable student and adult performance goals to gauge academic progress and inform improvement planning.

A. The district did not use a comprehensive decision-making process to support educators in developing the 2018-2019 district improvement plan, including identifying student and adult performance goals, based on document reviews, interviews with district administrators and principal focus group participants.

- Although a wide range of internal and external stakeholders took part in developing the Painesville City Local School District 2016-2021 Strategic Plan during the 2016-2017 school year, the district narrowed participation to an internal group, the district leadership team, when developing the 2018-2019 improvement plan, based on interviews and document reviews.
  - According to the OIP Implementation Criteria and Rubric document dated December 2015, the Ohio Department of Education recommends district leadership team members include the following: superintendent; board member; treasurer; building-level administrators; teacher leaders from various content areas, buildings, and grade levels; program directors; parents; local businesses; community organizations; health and human services; and representatives from groups, such as teacher bargaining units.
  - In contrast, the Painesville district leadership team members included the superintendent, 16 building and district administrators, five teachers, and up to two Lake County Region 4 State Support Team representatives.
  - A review of the district leadership team meeting agendas showed that a board representative, treasurer, parents, students, community and business leaders did not consistently take part in the

planning team or engage in the district improvement planning process to add diverse perspectives, expertise and experiences.

- According to interviews and document reviews, the district did not do a comprehensive needs assessment to identify and prioritize improvement goals, as indicated in best practices
  - Although the district completed the 2019 Decision Framework tool, the district leadership team did not use the data to identify and prioritize improvement plan goals consistently, based on document reviews and interviews with district administrators:
    - Based on the Ohio Department of Education guidance, the Decision Framework serves as "a web-based data tool to help districts focus on the what and why of student historic performance results and to identify areas of concern";
    - According to a review of the Decision Framework results for the district, the needs assessment data highlighted achievement gaps in math for students with disabilities and English learners, low performance in English language arts for all students in grades 3 and 5, specifically students with disabilities, and performance concerns for homeless children and youth;
    - The district leadership team did not identify an English language arts and math improvement goal or highlight the improvement needs of specific groups or grade levels, although the Decision Framework data supported those targeted priorities;
    - The district improvement plan goal, "Increase the performance index [a measure of how well students perform on state tests] of every building in each successive year from 2016-2021," fails to clearly address specific areas of weakness or expected changes in performance levels for student groups, grade levels or subject areas identified in the needs assessment.
- The district did not do a root cause analysis to identify consistently the underlying reasons for student underperformance and, subsequently, pinpoint high-yield improvement strategies, based on document reviews.
  - According to Ohio Department of Education guidance, root cause analysis describes the process of collecting and analyzing multiple sources of data to determine basic, underlying and specific reasons for learner underperformance that fall under the district's control, including the following:
    - Instructional quality (curriculum, instruction, assessment);
    - School capacity (teacher's knowledge and skills, principal leadership); and
    - School policies, programs and procedures.
  - Improvement strategies define what adults need to do to influence the identified root causes of underperformance, based on Ohio Department of Education
  - Although the district used the 2019 Decision Framework to uncover challenges in practice, knowledge, skills, attitudes and policies that might underlie poor student performance, the data did not drive further discussion related to root cause and, ultimately, strategy selection, based on interviews with district administrators. The Decision Framework Needs Assessment Details document found that:
    - "The core needs for the district include the continued developing work [on the] state standards and next generation assessments";
    - "The district needs to address subgroup achievement gaps, especially special education and our growing Hispanic population"; and
    - "The district needs to improve and provide specific professional development to aide in the learning for [English learners] and students with disabilities."

- Although the district defined two planning strategies, identified as "objectives," the strategies lacked specificity, alignment to root causes, and evidence-based support as solutions to the challenges of matched student populations, according to documents reviewed. The district improvement plan strategies included:
    - Objective 1: "Provide the highest quality, research-based instruction at Tier 1"; and
    - Objective 2: "Create and provide effective supports and interventions to decrease negative behavior and accelerate student academic growth."

- As part of recommended monitoring and evaluation processes, the district did not identify metrics and benchmarks, including baseline data, to monitor adult behavior changes aligned to plan goals and strategies, based on document reviews and interviews with district administrators.
    - According to Ohio Department of Education guidance and expectations, district leadership teams set both adult and student performance targets to monitor improvement plan progress.
    - Based on a review of the improvement plan, the district did not identify adult indicators or measure changes in adult behaviors to track whether teachers implemented the strategies and met the identified goals.
    - The district did not collect data on adult practices, hold adults accountable for implementation of the strategies or identify gaps in strategy implementation to make mid-course corrections in the planning process, based on document reviews and principal and teacher focus group participants.
- Although the district identified measures of student performance to determine progress in meeting the plan goal and strategy (Objective 1), the metrics do not provide relevant, specific evidence about student learning to guide improvement planning, based on document reviews.
    - The district identified as the district improvement goal a yearly increase in the report card Performance Index from 2016 to the 2021 school year, although it did not define the expected percentage increase:
        - The Performance Index score measures the test results of every student who takes a test in grades 3-12, with more points awarded for higher achievement levels and for improving the performance of all students, according to the Ohio Department of Education's Guide to 2018 Ohio School Report Cards;
        - Despite the Performance Index score being a reflection of student achievement and mastery of Ohio's Learning Standards across all subject areas and grade levels tested, in the plan, the district limited student performance metrics to writing, grades K-12; independent reading levels, grades K-5; and math fluency and computation, grades K-5;
        - The district did not benchmark the progress of all students in grades 3-12 in English language arts and math; science in grades 5 and 8; high school biology; or American history and United States government to accurately gauge its progress toward the identified improvement goal.
    - The district did not provide accurate baseline data (where students started) to compare future academic gains reliably, based on interviews with district administrators who commented "data was unavailable."
    - Based on interviews, the district lacks a system to validate whether identified student performance indicators and selected tools prove students have mastered the material required.
    - The district lacks a process to determine whether established benchmarks of student performance reflect high expectations and realistic targets aligned to Performance Level Descriptors, a document developed by the Ohio Department of Education to describe what students must know and be able to do at each achievement level for Ohio's State Tests. The levels are limited, basic, proficient, accelerated and advanced.

- The district did not disaggregate student performance indicators by student group, grade level or content area to reveal patterns masked by larger, aggregate data.

- According to documents reviewed, the district did not identify student performance measures to evaluate progress on Objective 2: create and provide effective supports and interventions to decrease negative behavior and accelerate student academic growth.

IMPACT: When the district lacks specific, measurable student and adult performance goals to gauge the progress of improvement planning, leaders may be unable to make informed, timely decisions that make an impact on instruction.

3. The board of education does not oversee policy development and implementation consistently.

A. Based on a review of board of education regular and work session meeting minutes from Jan. 8, 2018, to March 11, 2019, the board does not systematically review and update policies based on the goal of supporting district improvement efforts.

- According to the board of education policy manual, Section 0000 Bylaws, Review of Policy, Code po0171, revised May 10, 2004, "The board will evaluate how policies have been implemented and their general effectiveness."
  - Although the policy states, "The Superintendent shall continually call to the Board's attention all policies that need revision," the board relies on the North East Ohio Learning Association's educational policy service for updates. The service primarily relates to compliance and regulatory changes.
  - Based on interviews with board members, the district has not reviewed policies for effectiveness.
- Although the State Board of Education's adoption of Ohio's Learning Standards define expectations for what Ohio K-12 students must know and be able to do and Ohio law (Ohio Administrative Code 3301-35-04(B)(2)(a)(viii)) states curriculum should be "guided by Ohio's state-adopted content standards," the board has not adopted Ohio's Learning Standards or developed policy to provide direction and accountability for educators to teach the standards, based on interviews and documents.
  - Although students are accountable for demonstrating mastery of Ohio's Learning Standards on Ohio's State Tests, the Board of Education Policy Manual, Section 2000, Educational Outcome Goals, Code po2131, updated May 9, 1994, and other 2000 policies do not establish the expectation for Ohio's Learning Standards to guide planning, implementation and assessment of student learning.
  - Based on classroom observations and interviews with principal focus group participants, Ohio's Learning Standards are not the focus of classroom instruction consistently.
- While Ohio Administrative Code 3301-35-02 identifies "strategic planning is the responsibility of the board of education, the superintendent and other key stakeholders," the board lacks a policy to support the board's critical role and responsibilities in the planning process, based on document reviews.
  - Although the district policy, Section 2000 Program, School Improvement, Code po2120, revised on Jun. 13, 2011, references the development of district and school improvement plans using the Ohio Improvement Process, the policy does not outline a role for the board beyond "creating, as needed, policies which support the School Improvement Process."
- Based on a review of documents and interviews with board of education members, policies related to educational outcomes for students and curriculum have not been updated to reflect a focus on career and college preparedness, connections, work-based learning and career-technical education aligned to industry credentialing, as outlined in Ohio's Strategic Plan for Education: 2019-2024.
  - According to a review of the board policy manual, Section 2000 Program, Educational Outcome Goals, Code po2131, adopted May 9,1994, the policy references "providing vocational and avocational opportunities that prepare one for work and recreation," rather than current goals

highlighting work-based experiences and the incorporation of career connections into grade K-12 curriculum and instruction.

  - The district does not have a policy outlining criteria for a career connection focus in developing courses of study, based on a review of the board policy manual, Section 2000 Program, Adoption of Courses of Study, Code po2220, revised Jan. 12, 2009.
  - Although the district revised the career-technical education program policy on Jan. 12, 2009, the policy does not include recent updates related to industry credentialing, equity and access, extending paths to graduation, and starting early to identify career and postsecondary opportunities.

- Despite the district's documented need for improved literacy instruction, an increased second language student population, and Ohio's Strategic Plan for Education Strategy 9 focused on developing literacy skills across all ages, grades and subjects, the district lacks a reading and language arts instruction policy that defines the district's philosophy, standards and requirements for evidence-based instruction and assessment, according to document reviews.

B. Based on a review of board of education regular and work-session meeting minutes from Jan. 8, 2018, to March 11, 2019, the board does not monitor and follow policies consistently.

- According to board of education policy manual, section 0000 Bylaws, Legislative, code po0131, revised Dec. 10, 2018, "The Board of Education shall make such rules and regulations as are necessary for its governance and the governance of its employees and students of its grounds or premises by adopting bylaws and policies for the organization and operation of this Board, and this School District and shall be bound to follow such bylaws and policies."
- Although the board policy, Section 2000 Program, Program Accountability and Evaluation, Code: po2605, adopted May 9, 1994, says, "The Board of Education believes that effective education includes proper evaluation of the results produced from the educational resources provided by the community and the government," the board did not establish a systematic means for continued evaluation and updates on educational resources and programs, according to policy requirements.
- Based on document reviews, the board has not requested or received periodic updates from the superintendent on the operation of the Professional Development Committee and "progress staff members are making in fulfilling their professional development plans," outlined in board of education policy, Section 3000 Professional Staff, Professional development and licensure, Code: po3242, adopted Sep. 11, 2000.
- The board did not update the career advising policy adopted Sept. 14, 2015, according to district policy guidelines and the Ohio Revised Code 3313.6020 to assure students are on track to use comprehensive resources and support to prepare for their future success. According to board of education policy, Section 2000 Program, Career Advising, Code: po2413, "the policy shall be updated at least once every two (2) years."
- According to board of education policy manual, Section 0000 Bylaws, Committees, Code: po0155, adopted May 9, 1994, the board established committees of the board but did not "prepare, file, maintain minutes of the proceeding" for each committee or make minutes "available for inspection by the public," based on interviews with board of education members and review of documents.

IMPACT: When the board does not ensure the implementation of policies or provide updates that support the educational process, the district may lack systems and procedures to address the effective delivery of services to students.

Recommendations

1. As part of district improvement planning, carefully evaluate the effectiveness and efficiency of programs, materials and processes to measure their impact on student achievement, make needed modifications and periodically update the board to inform its decision-making.

BENEFIT: Strategically and systematically conducting program, materials, and process effectiveness and efficiency evaluations may assure instructional tools are frequently monitored, added, or deleted and students may have access to the highest-quality instruction.

2. Create processes to advance improvement planning efforts, including developing specific, measurable indicators of student and adult performance. Use these indicators to support decision-making and gauge progress in the district's improvement planning.
    - Seek external expertise, particularly in the areas of data analysis and assessment, to evaluate current systems, processes and metrics to guide effective improvement planning and tracking of progress.

BENEFIT: Effective improvement planning, including the development and monitoring of adult and student implementation indicators to track progress over time may strengthen goals, evidence-based strategies and action steps designed to support district success.

3. Increase the board's oversight and accountability for ensuring the district develops and follows policies and guidelines to support student achievement.
    - Access board performance diagnostics, best practices resources and ongoing board training and coaching and consulting services through external education firms focused on nonprofit governance and board leadership, such as Lake County Educational Service Center and the Ohio School Boards Association.
    - Review the purpose and follow guidelines for board committees, particularly for education, to ensure the board, as a whole, remains informed and updated on district needs and state educational priorities guided by *Each Child, Our Future*, Ohio's strategic plan for education.

BENEFIT: Improving the board's role of oversight and accountability for policy development and implementation to support student achievement may position the district to achieve its mission and meet improvement goals.

CURRICULUM AND INSTRUCTION

Strengths

1. The district provides leadership opportunities for teachers.

A. According to documents, interviews and focus groups, teachers are active members of teacher-based teams, building leadership teams and the district leadership team.
    - The teams share responsibility for improving student achievement as part of a systemwide focus on improvement.
    - The team structures form networks that allow for the inclusion of multiple perspectives in guiding the district's organizational learning and continuous improvement.

B. According to interviews and review of cohort team meeting minutes, teachers work on curriculum development through cohort teams that meet several times each year to develop and refine pacing guides, identify materials and resources, and develop assessments.

C. Based on document reviews and interviews, two teachers on special assignment serve as district-level curriculum coordinators to coordinate the planning, delivery, assessment and ongoing improvement of curriculum programs.
    - Teachers on Special Assignment are experienced teachers who help teachers and administrators with projects related to curriculum and instruction. The teacher on special assignment maintains his or her position on the salary and seniority scale.

D. According to teacher interviews, teachers prepare and present professional development in their schools and after school.

E. Based on a review of documents and interviews, teachers serve in leadership roles for the Painesville Teacher Association.

F. According to interviews and focus group participants, teachers assume leadership roles as department heads and by serving on district and school committees, including the Local Professional Development Committee, Response to Intervention team and as the leader for student clubs.

- The Local Professional Development Committee reviews coursework and professional development completed by educators to determine if licensure requirements have been met. m
- The Response to Intervention team discusses multi-tiered approaches to help identified struggling learners.

IMPACT: When teachers assume leadership roles, it may allow shared responsibility for school improvement that may lead to increased student achievement.

Challenges and Areas for Growth

1. The district does not use evidence-based instructional practices in all grades and disciplines.

A. Based on the Ohio Department of Education guidance, evidence-based research is defined as "research that has shown the materials or instructional strategies demonstrate a significant effect on student outcomes."

B. According to interviews and documents reviewed, the district did not use the guidelines of the Every Student Succeeds Act consistently to adopt evidence-based instructional materials for tier 1 instruction. Tier 1 instruction refers to the instruction all students receive in core reading and math. Neither the What Works Clearinghouse or Ohio's Evidence-Based Clearinghouse have not evaluated the materials, which provide guidelines, for appropriate selection of materials.

- The Every Student Succeeds Act, is a law passed in December 2015 that governs the United States K-12 public education policy. The law holds schools accountable for how students learn and achieve.
- The What Works Clearinghouse reviews existing research on different programs, products and practices in education.
- Ohio's Evidence-Based Clearinghouse offers districts the knowledge, tools and resources to identify, select and implement evidence-based strategies that meet the requirements of the Every Student Succeeds Act.

C. Ohio's Evidence-Based Clearinghouse and the What Works Clearinghouse have not evaluated these core materials adopted for teaching grade K-12 English language arts and math:

- Eureka Math™, EngageNY (elementary math).
- EnVision Math™ (middle school).
- REVEAL Math™ (high school algebra I, algebra II, geometry).
- Daily 5™ and Café™ (elementary reading).
- Collections™ (middle school English language arts).
- myPerspectives™ (high school English I, II, III, IV).

D. The Painesville City Schools Strategic Plan and the Ohio Improvement Process District Implementation Management/Monitoring Tool both state the district goal is to "provide the highest quality, research-based" instruction at tier 1.

- According to interviews, focus group participants, documents and classroom observations, teachers do not deliver evidence-based instruction with fidelity in all classrooms. Comments from district administrators included:
  - "Our Tier 1 instruction has to improve."
  - "In the absence of constant accountability, teachers go back to what they used to do."

- According to the State Support Team 4 Midyear Report, teacher-based teams identified an evidence-based strategy to study, plan for and implement. However, state support team consultants said that, although "teams are identifying a strategy, they are not ensuring that all team members are clear about what implementation looks like."

E. The district review team conducted 75 classroom observations in all district schools to examine instruction and student learning. The team used a 6-point scale to evaluate each classroom. Scores range from 0 to 5, with 0 meaning there is no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence. Indicators included:

- "The teacher provides opportunities for students to engage in discussion and activities aligned to Webb's Depth of Knowledge." (Webb's Depth of Knowledge provides a vocabulary and a frame of reference when thinking about students and how they engage with content and offers a common language to understand rigor or cognitive demand in assessments, as well as curricular units, lessons and tasks.) The district received a rating of 1.3 out of a possible score of 5, which indicates rare or insufficient evidence of the occurrence of this specific practice.
- "The teacher helps students pursue career and college preparedness and make connections to real-world experiences." The district received a rating of .99 out of a possible score of 5, which indicates rare or insufficient evidence of this practice occurring.
- "Students are engaged in challenging academic tasks." The district received a rating of 1.49 out of a possible score of 5, which indicates rare or insufficient evidence of this practice occurring.
- "Students articulate their thinking or reasoning verbally or in writing either individually, in pairs, or in groups." The district received a rating of 1.49 out of a possible score of 5, which indicates rare or insufficient evidence of this practice occurring.
- "Students assume responsibility for their own learning whether individually, in pairs or in groups." The district received a rating of 1.56 out of a possible score of 5, which indicates rare or insufficient evidence of this practice occurring.

F. The district provides professional development on educational programs but does not provide professional development focused on evidence-based instructional strategies consistently.

- An educational or instructional program refers to replicable instructional activities that are designed to achieve an instructional goal, namely, a clearly defined change in a selected group of learners.

G. According to document reviews, interviews and focus group participants, the district offers elementary math professional development and coaching entirely on the implementation of Eureka Math™, which, at the time of the review, was not evaluated by the clearinghouses as an evidence-based program.

- The curriculum coordinator provides professional development and coaching on Eureka Math™ for elementary teachers.
- According to interviews and focus group participants, the two district curriculum coordinators conduct professional development sessions to support new programs and materials. They also have district office responsibilities that limit their time to coach teachers on their instructional practices in school buildings.

H. According to teacher interviews and focus group participants, the district used i-Ready® as the concentrated area of training for all teachers and administrators in the 2018-2019 school year. i-Ready® programming includes assessments, online instruction and teacher resources.

IMPACT: When the district does not employ evidence-based instructional practices, it may decrease the likelihood of improved academic outcomes for students.

2. The district does not differentiate instructional strategies consistently to address the learning needs of all students.

A. According to interviews and documents reviewed, the district has stated that differentiation of instruction is an expectation. However, teachers do not consistently differentiate instruction to address the diverse learning needs of all students.

- Differentiation refers to a wide variety of teaching techniques and lesson adaptations that educators use to teach a diverse group of students with diverse learning needs in the same course, classroom or learning environment.
- The Painesville City Local Schools Instructional Framework states that "differentiated supports and interventions are provided in the classroom [and] whole-class instruction is limited to developmentally appropriate periods of time."
- Comments from district administrator interviews revealed that, "[Differentiation] is the most difficult thing to do."
- An indicator to look for in the informal walkthrough form is, "Instruction and lesson activities are accessible and challenging for students (appropriately differentiated)." According to the walkthrough forms from August 2018 to February 2019, building administrators did not observe differentiation in 60 percent of the classrooms.
- According to principal and teacher focus groups participants and minutes from building improvement and teacher-based teams, teachers use performance data to group students for instruction but not to adapt instructional strategies. Comments included:
  - "Differentiation is the district expectation, but time is a challenge."
  - "We can't differentiate because we have too many groups in each class."
  - "The challenge is how much differentiation is needed."
- The district prioritizes training to support differentiated instructional strategies in the Painesville City Local Professional Development Plan. However, a review of professional development catalogs and teacher and principal focus group participants indicate this training is not offered routinely.
  - During the 2018-2019 school year, the district offered one after-school training, "Strategies for Differentiation: Gifted Education" on Dec. 10, 2018.
  - According to interview participants, "We haven't had professional development on differentiation for several years," and "We need to add 'how to differentiate' to pacing guides."
- In a student focus group, participants said this about differentiation:
  - "Teachers [don't] teach the way I learn."
  - "i-Ready® isn't really what we are learning. You learn to pass the test, not to retain the knowledge."
  - "Not everyone learns the same."
  - 'We need more one-on-one [time and support from our teachers to understand certain lessons]."
- The district review team did 75 classroom observations across all district schools to examine instruction and student learning. The team uses a 6-point scale to evaluate each setting. Scores range from 0 to 5, with 0 meaning there is no evidence to indicate the practice is occurring and 5 representing exemplary evidence. Indicators observed included:
  - "Multiple resources are available to meet all students' diverse learning needs." The district received a rating of 1.85 out of a possible score of 5, which indicates rare or insufficient evidence of teacher use of multiple resources.
  - "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." The district received a

rating of .97 out of a possible score of 5, which indicates rare or insufficient evidence of teachers using various strategies, materials or pacing.

- "The teacher conducts frequent formative assessments to check for understanding and inform instruction." The district received a rating of 1.49 out of a possible score of 5, which indicates rare or insufficient evidence of teachers' frequently checking student understanding.

IMPACT: When teachers do not differentiate instruction, students' diverse learning needs may not be met, resulting in a widened achievement gap.

3. The district does not make sure teachers' instruction aligns to Ohio's Learning Standards in all subjects and grade levels.

A. Ohio Revised Code Section 3301.079 (A) states that curriculum should be guided by Ohio's state adopted content [learning] standards.

- Ohio's Learning Standards explain the knowledge and skills students are gaining in pre-kindergarten through grade 12, emphasizing skills like critical thinking and problem-solving to make sure they are on track to graduate from high school and enjoy success in college, careers and life.
- Ohio assesses the performance of its schools annually to determine students' progress in gaining knowledge and skills outlined in the learning standards.
- In accordance with Ohio Revised Code Section 3301.079(B), the Ohio Department of Education developed model curriculum aligned to Ohio's Learning Standards in various subjects:
  - "The model curriculum shall be aligned with the standards to ensure that the academic content and skills specified for each grade level are taught to students, and shall demonstrate vertical articulation and emphasize coherence, focus and rigor."
- According to *Each Child, Our Future*, Ohio's strategic plan for education, "A high-quality, responsive education system includes a clear definition for what students should know and be able to do (standards), balanced ways to gauge achievement and system performance (assessments) and feedback mechanisms that identify strengths and weaknesses and support continuous improvement (accountability)."

B. The Painesville City Local Schools Board of Education Policy 2000, Adoption of Courses of Study, Code po2220, revised Jan. 12, 2009, states the board of education will provide a comprehensive instructional program to serve the educational needs of the districts' students and the Board will periodically adopt courses of study that:

- Align with the district's mission, philosophy, educational goals and strategic plan.
- Identify learning and performance expectations.
- Provide a scope and sequence of knowledge and skills to be learned.
- Prescribe methods for assessment of student progress and means for intervention.
- Address the developmental needs of early childhood, middle childhood, and adolescent through young adult students.
- Are guided by Ohio's state-adopted academic content [learning] standards.

C. The Painesville City Local Schools Philosophy and Practices for Grading and Reporting define a grade as "a generic symbol used to represent a student's level of performance on key concepts directly connected to Ohio's Learning Standards."

D. The Painesville City Local Schools Instructional Framework requires that "Learning targets/objectives are posted and clearly communicated."

E. According to focus group participants, interviews of teachers and administrators, review of documents and classroom observations, Ohio's Learning Standards do not drive the development, planning and revision of the district K-12 curriculum, including curriculum maps, pacing guides, lesson plans, instructional materials and resources, and teaching practices.

- According to the Ohio Department of Education, a curriculum map represents a year at a glance. The Ohio Leadership Advisory Council states that curriculum maps "must specify precisely when content is taught, what content is taught, and how content is taught." A pacing guide provides teachers with the standards to teach, when to teach them, and how much time to spend.
- A review of documents shows the district is inconsistent in formatting and using curriculum maps and pacing guides that include objectives or learning targets aligned with Ohio's Learning Standards, resources, instructional strategies and measurable outcomes across grade levels and disciplines.
  - Documents reveal incomplete or missing pacing guides across grades and content:
    - There are no pacing guides for kindergarten math and science, grades 3, 4, 11 and 12 English language arts, and grades 7 through 12 science;
    - The grade 10 English language arts pacing guide is incomplete.
  - Documents and teacher focus group participants reveal that guides are paced by the textbook, educational program or Common Core State Standards rather than Ohio's Learning Standards:
    - According to the Grade 2 Math Cohort Meeting Agenda, Sept. 1, 2017, teachers will use the "G2 Eureka™ Pacing Guide 2017-2018";
    - English language arts pacing guides for upper grades follow the pacing of *Collections*™;
    - Resources in the English language arts pacing guides associated with *Daily 5™/Café*™ lessons are aligned with Common Core State Standards rather than Ohio's Learning Standards.
      - For example, on the grade 5 pacing guide, the Daily 5 (Café) standard for informational reading, RI5.6 is "use text features (titles, headings, captions, graphic features)." However, Ohio's Learning Standard RI5.6 is "analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent."
- Based on document reviews, focus group participants and interviews, the district aligned its curriculum, instruction and grade card measures to district-created "power standards" rather than to Ohio's Learning Standards.
  - According to research, "power standards" indicate that only some standards are critically important This results in some standards or parts of standards not being taught in entirety and this creates gaps in the vertical alignment — meaning that students are not learning in one course or grade what they need to prepare them for the next course or grade.
- According to teacher and principal focus group participants, Painesville Curriculum department staff developed the district curriculum and power standards to direct instruction across the district.
  - According to school handbooks, "…standards are combined into a limited number of 'power standards' describing critical skills and knowledge for each grade level or course."
  - Based on teacher focus group participants and interviews, the district's power standards remain the focus for teaching across the district, resulting in a lack of shared understanding of what to teach, as well as a lack of understanding of Ohio's Learning Standards.
    - The district aligns instruction and materials to its power standards, not Ohio's Learning Standards. According to teacher and principal focus group participants:
      - "How do we know if we are really teaching [all of] Ohio's Learning Standards?"

        - "What is mastery? How does it develop? Do you see the progression? We [have not] worked on this."
        - "We are required to grade [students' mastery of] power standards [not students' mastery of Ohio's Learning Standards]."
- During meetings several times per year with Curriculum department members, cohort groups of lead teachers create and update curriculum, create assessments and identify materials aligned to power standards. Agendas of the cohort meetings reveal the district's focus on power standards:
    - According to the grade 6 science cohort meeting agenda, May 7, 2018, teachers "made learning targets for power standard 1."
    - According to the grade 6 English language arts cohort meeting agenda, Sept. 1, 2018, teachers discussed what they could do to try to correct the fact that they are falling behind on pacing of power standards.
- The district does not have a comprehensive system to monitor and evaluate curriculum content, materials, resources and instructional practices to meet objectives for all subject areas and grade levels.
    - Board of Education Policy, Section 2000, Curriculum Development, Code po2210, revised Nov. 10, 2014, calls for curriculum to be developed, evaluated and adopted continually and in accordance with a plan for curriculum growth established by the superintendent.
        - At the time of the review, the district did not show evidence of a curriculum review, revision and adoption process.
        - According to teacher and principal focus group participants, the district has not analyzed curriculum and instruction data to identify learning gaps.
        - According to teacher focus group participants, "We have had four different math series in 6 years. We [don't have a lot of] teacher input [in the selection of curriculum materials]."
    - The district review team conducted 75 classroom observations across all the district's schools to examine instruction and student learning. The team used a 6-point scale to evaluate each setting. Scores range from 0 to 5, with 0 meaning there is no evidence to indicate the practice is occurring and 5 representing exemplary evidence. Team members observed these indicators:
        - "Classroom lessons and instructional delivery are aligned to Ohio's Learning Standards." The district received a rating of 1.71 out of a possible score of 5, which indicates rare of insufficient evidence of teachers aligning lessons and instructional delivery to state standards.
        - "The teacher communicates clear learning objectives aligned to Ohio's Learning Standards." The district received a rating of 1.93 out of a possible score of 5, which indicates rare or insufficient evidence of teachers communicating learning objectives aligned to state standards.

IMPACT: When the district does not align curriculum and instruction to Ohio's Learning Standards, it may increase learning gaps and decrease students' mastery of learning standards.

Recommendations

1. Ensure high-quality, evidence-based instruction in all classrooms. Identify and implement evidence-based programs, resources and practices using federal Every Student Succeeds Act guidelines. Offer training and ongoing coaching to administrators and teachers about the requirements and expectations for evidence-based programs, resources and teaching strategies. Regularly monitor and give feedback on implementing evidence-based instruction using building leadership and teacher-based teams, lesson plans, informal classroom walkthroughs and observations.

BENEFIT: Providing and using high-quality, evidence-based instructional resources and strategies in all classrooms may support increased student achievement.

2. Differentiate instruction to meet the learning needs of every student. Provide administrators and teachers timely, relevant student data to guide that instruction. Provide professional development and embedded support, such as coaching, modeling lessons and providing feedback within the classroom and school, or training while working, and monitor and evaluate differentiation through lesson plans, informal walkthroughs and observations.

BENEFIT: Differentiating instruction to meet the diverse needs of all students may increase learning and decrease the achievement gap.

3. Form a team of administrators and teachers to develop or revise curriculum documents (including maps, pacing guides, unit and lesson plans) to ensure they align to Ohio's Learning Standards across the district. Use the Ohio Department of Education website and resources such as the model curricula to help the district better align instruction to Ohio's Learning Standards. This will help the district create and regularly update district curriculum that specifies objectives or targets, resources, instructional strategies and measurable outcomes. Develop criteria to review curriculum and instruction resources for alignment to Ohio's Learning Standards. Create a formal cycle for adopting curricula for all programs, resources and materials that includes the adoption date and replacement timeline. Provide ongoing professional development for administrators and teachers on using standards-aligned curriculum resources and teaching strategies. Monitor lesson plans and instruction through informal walkthroughs and observations to ensure they align with Ohio's Learning Standards.

BENEFIT: Directly aligning K-12 curriculum and instruction to Ohio's Learning Standards may improve the achievement of all students.

ASSESSMENT AND EFFECTIVE USE OF DATA

Strengths

1. The district has established structures for implementing the Ohio Improvement Process.

A. According to interviews, focus group meetings and documents, the district has established teams at the district, building and teacher levels.

- The Board of Education Policy Manual Section 2000, School Improvement, Code po2120, dated June 13, 2011, states, "The Board of Education supports the concept of school improvement as established by the State Board of Education and will seek to create and/or maintain effective schools as defined by State guidelines. The Ohio Improvement Process is the Ohio Department of Education's strategy for building the capacity of all districts and schools to improve instructional practice and make and sustain significant improvement in student performance against grade-level benchmarks aligned with academic content standards for all students."
- According to interviews and documents reviewed, the district established data teams for the district, schools and teachers to use data to guide instructional decisions. According to the Ohio Department of Education, "teams are essential for shared leadership and effective communication. District, building and teacher-based teams share responsibility for improving student achievement as part of a system-wide improvement focus." According to the Ohio Leadership Advisory Council, the collaborative structures include:
  - District Leadership Team (DLT): The district leadership team includes personnel from all levels of the organization. This team focuses on effectively implementing, monitoring and supporting the district's Ohio Improvement Process action plan, building leadership teams and teacher-based teams. Critical district-level work includes curriculum alignment, improving instructional practices, and developing and implementing a districtwide assessment system. This team monitors adult practices and student growth and/or performance across the district, as well as ensures high-quality professional development and full implementation at all levels.
  - Building Leadership Team (BLT): The building leadership team also includes personnel from all levels of the organization. This team focuses on effectively implementing, monitoring and

supporting the building's Ohio Improvement Process action plan and teacher-based teams. Critical building-level work includes curriculum alignment, improving instructional practices, developing and implementing a building-wide assessment system. This team monitors adult practices and student growth and/or performance throughout the building, as well as ensures high-quality professional development and full implementation at all levels.

  - Teacher-Based Teams (TBT): The teacher-based team includes only building-level staff grouped by grades or content areas. This team's critical work includes curriculum alignment, improving instructional practices and formative assessment of student work, in addition to monitoring of the team's own effectiveness.

- According to interviews, focus group participants and documents:
  - The district leadership team meets monthly.
  - The building leadership teams' monthly meetings occur after school hours.
  - The teacher teams meet weekly before the school day starts.

IMPACT: By using teams to focus on systemwide improvement, the district may expedite communication and decision-making to improve instruction and student achievement.

2. The district has a balanced system of formative, benchmark and summative assessments (often in the form of tests) for grades K-8.

A. According to the Board of Education Policy Manual, Section 2000, Student Assessment and Academic Intervention Services, Code po2623, dated April 10, 2017, "The Superintendent shall develop a program of testing that includes:

- "Administration of State-mandated tests (e.g., diagnostic assessment and achievement tests), at no cost to students, in accordance with the provisions of A.C. 3301-13-02.
- "Performance-based tests at appropriate grade levels to measure achievement of performance objectives in composition, mathematics, science, social studies, and reading."
- "District or teacher-made achievement or performance tests."

B. According to research, a balanced assessment system using the strengths of a variety of measures, like summative, interim and formative assessments, to address instructional, accountability and learning needs. It's a system of assessment tools, methodologies and data systems that provide data to inform key decision-makers on learning decisions. Typically, it includes three types of assessments:

- Formative assessment - Teachers may frequently administer formative assessments during an instructional unit to assess student learning as it happens. Used effectively, formative assessments provide information that may help the teacher adjust instruction to improve learning
- Summative assessments - Teachers may administer summative assessments at the end of a unit, semester or year. Large-scale summative assessments (such as Ohio's State Tests) may be useful for ranking and comparing schools, districts or programs, and they may yield disaggregated data that identify content areas in which certain groups of students are struggling. Their results may help schools adjust the instructional program for the future.
- Benchmark assessments - Sometimes noted as interim assessments, benchmark assessments fall between formative and summative assessments in both timing and purpose. Usually administered on a regular, preplanned schedule, they evaluate student progress on common content standards, or *benchmarks*, that students must master to be on track to reach end-of-year learning goals. Unlike summative assessments, however, interim assessments take place in time for teachers to adjust instruction to address any identified gaps in student mastery.

C. District documents and interviews corroborated that the district established an assessments calendar that includes diagnostic, benchmark and state assessments. The district administers these assessments:

- Ohio's Early Learning Assessment, an assessment designed to help teachers determine where children are in their readiness for kindergarten, is administered for preschool students in the fall and spring.
- Ohio's Kindergarten Readiness Assessment (KRA), an assessment that includes ways for teachers to measure a child's readiness for engaging with instruction aligned to the kindergarten standards, is administered in the fall.
- The i-Ready® diagnostic/benchmark assessment, given three times per year in grades K-8.
- Ohio's State Tests for English language arts, administered to grade 3 students each fall.
- Ohio's State Tests in grades 3-8, administered in English language arts and mathematics, and in grades 5 and 8 in science.
- End-of-course state tests, administered in the spring for English language arts 1 and 2, algebra1, geometry, American history, government and biology. The district administers retests in the fall for students who need to improve their scores.
- The ACT, given once per year. At the time of the review, 92 percent of Painesville City Schools seniors had taken the test.
- Advanced Placement (AP) tests, administered once per year.

D. Cohort teams for grades K-8 meet periodically to select or develop common assessments for each quarter.

- The district uses an electronic platform, Google Drive, to make the documents available to teachers digitally.
  - Google Drive allows users to store files on their servers, synchronize files across devices and share them.
- Assessments are available as electronic links on a grade-level matrix that links to the document.
  - The matrix defines the volume and range of assessments to be given in the specified timeframe.

IMPACT: By having a balanced system of assessments for grades K-8, the district may be able to monitor student growth and close achievement gaps.

Challenges and Areas for Growth

1. The district does not monitor schools' use of tests and data consistently to ensure they are making progress toward academic goals identified in their school improvement plans.

A. According to *Each Child, Our Future*, Ohio's strategic plan for education, "highly effective teachers and instructional practices are at the heart of student learning."

- The Board of Education Policy Manual, Section 2000, School Improvement, Code po2120, dated June 13, 2011, states:
  - "The Board of Education supports the concept of school improvement established by the State Board of Education and will seek to create and/or maintain effective schools as defined by state guidelines."
  - The policy further states: "The Ohio Improvement Process (OIP) is the Ohio Department of Education's strategy for building the capacity of all districts and schools to improve instructional practice and make and sustain significant improvement in student performance against grade-level benchmarks aligned with academic content standards for all students."
- The Ohio Department of Education developed the Ohio Improvement Process rubric, in part, to evaluate the effectiveness of adult implementation behaviors.
- The adult implementation indicator states:

- “Adult implementation indicators clearly measure the effective implementation of the strategy or program.
- Data on the indicator is collected and is easily accessible.
- Monitoring to include observation of classroom teaching regularly occurs and has a considered strategy for improving the quality of each teacher’s instruction.
- Adults are held accountable for implementing the plan.”

- The rubric includes four ratings: Beginning, Developing, Accomplished and Exemplary.
  - A Beginning rating occurs when 25 percent or fewer of adults are implementing the plan with fidelity.
  - A Developing rating occurs when 26 to 50 percent of adults are implementing the plan with fidelity.
  - An Accomplished rating occurs when 51 to 89 percent of adults are implementing the plan with fidelity.
  - An Exemplary rating occurs when 90 percent or more of adults are implementing the plan with fidelity.
- The Painesville City Local Schools Supplemental Job Description states that a performance responsibility for a building leadership team member is, “[to] assist with data collection and analysis as it relates to measurements of implementation and outcomes of school improvement efforts.”

B. According to building and teacher team minutes and interviews, the district introduced the following strategies and programs in the last three years, however, the district has not implemented them with fidelity:

- Sheltered Instruction Observation Protocol, a research-based, validated instructional model proven effective in addressing the academic needs of English learners throughout the United States.
- Answer-Cite-Explain (ACE), a writing strategy designed to help students organize their writing and support their thinking to form constructed responses. Constructed responses are answers to open-ended essay questions that demonstrates a student’s knowledge and reasoning.
- Assessing Math Concepts™ (AMC) presents teachers with a continuum of assessments that follows the stages of children’s development of math concepts, so teachers can identify where children are in their development and provide appropriate instruction.
- Student engagement strategies refer to the degree of attention, curiosity, interest, optimism and passion that students show when they are learning or being taught, which extends to their level of motivation to learn and progress in their education.
- Small-group instruction when educators reinforce or reteach specific skills and concepts working with a small group of students.
- Differentiated instruction is a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students with different learning needs in the same course, classroom or learning environment.
- Guided reading is an instructional approach that involves a teacher working with a small group of readers. During the lesson, the teacher provides a text that students can read with support. The teacher coaches the students as they use problem-solving strategies to read the text.
- i-Ready® (Curriculum Associates™), an interactive online learning environment designed to assess students and provide individualized instruction based on each student's unique needs.

- Teachers and building administrators disclosed in interviews that the district did not provide sufficient training in these programs and strategies to implement the initiatives fully. Comments from district personnel included:
  - “Every teacher has been trained over time, but it is not effective or engaging.”
  - “Our teachers don’t know how to teach math.”
  - “We only had a half-day training on i-Ready® [before school started]. We aren’t prepared.”
  - “So much support has been given in literacy [but] no support in math.”
- The district review team conducted 75 classroom observations in school buildings across the district to examine instruction and student learning. The team used a 6-point scale to evaluate each setting. The scores ranged from 0 to 5, with 0 meaning there was no evidence to indicate teachers are using the practice and 5 representing exemplary evidence that teachers are using the practice. Some indicators include:
  - “The teacher helps students make connections to career and college preparedness and real-world experiences.” The district received a rating of .99 out of a possible score of 5, which indicated rare or insufficient evidence of this specific practice occurring.
  - “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.” The district received a rating of .97 out of a possible score of 5, which indicated rare or insufficient evidence of teachers using this practice.
  - “The teacher uses available technology to support instruction, engage students and enhance learning.” The district received a rating of 1.07 out of a possible score of 5, which indicated rare or insufficient evidence of this practice occurring.
  - “Students are engaged in challenging academic tasks.” The district received a rating of 1.49 out of a possible score of 5, which indicated rare or insufficient evidence that this practice is occurring.

C. The buildings do not consistently use the district-created “Informal Observation/Walkthrough” tool to monitor adult behavior, according to interviews and a review of district documents.

- The Informal Observation/Walkthrough tool is not clearly aligned to district initiatives and includes only these points to measure adult implementation of district-initiated programs and strategies:
  - Whole-class presentation is limited to appropriate duration before a processing opportunity or activity change (grades K-2 are limited to five to eight minutes; grades 3-5 are limited to eight to 12 minutes; grades 6-12 are limited to 12 to 15 minutes).
  - Materials are aligned to instructional purpose.
  - Instruction and lesson activities are accessible and challenging for students (appropriately differentiated).
  - Teacher connects lesson to real-life applications, prior knowledge or background experiences.
- Data from August 2018 to February 2019 revealed building personnel conducted 266 walkthroughs in the 2018-2019 school year, an average of fewer than two per teacher districtwide, based on what teachers reported on in 2018.
  - Maple Elementary building administrators did four walkthroughs for 32 teachers.
  - Elm Elementary building administrators conducted 29 walkthroughs for 26 teachers.
  - Thomas W. Harvey High School building administrators conducted 62 walkthroughs for 48 teachers.
  - Chestnut Elementary building administrators conducted 85 walkthroughs for 30 teachers.

- Heritage Middle School building administrators conducted 86 walkthroughs for 45 teachers.

- Interviews with teachers, building administrators, district administrators and State Support Team 4 members revealed concerns about the district's inconsistent monitoring of adult implementation. Some comments were:
  - "Adult monitoring is a hole – that is work for next year."
  - "Need to monitor on at least a quarterly basis."
  - "Evaluating adult behavior – I don't know what that looks like."
  - "The challenge is how much monitoring falls back to the principal."
  - "There's no quota for walkthroughs."
  - "There is no designated area of focus on the walkthroughs this year."

IMPACT: When the district does not monitor adult implementation consistently, it may be difficult for the district to determine progress toward academic goals in its improvement plans.

2. The district lacks a comprehensive means of looking at data to get easily accessible, up-to-date records of student performance.

A. A data dashboard is a visual display of the most important information needed to achieve one or more objectives, with the data consolidated and arranged on a single screen so the information can be monitored at a glance.

B. According to documents and interviews, the district does not make existing data easily accessible to stakeholders.

- An analysis of the Portal Usage Summary Report for Infinite Campus provided by the district from Aug. 13, 2018, to May 10, 2019, shows limited and inconsistent usage by parents and students. Infinite Campus is a web-based student information system from Transforming K12 Education®. The technology platform contains tools to helps districts collect student information and generate data reports. This allows students, parents and staff to view up-to-date data concerning student progress.
  - Sixty-nine percent of parents/students at Thomas W. Harvey High School logged in during this time frame.
  - Sixty-six percent of parents/students at Heritage Middle School logged in during this time frame.
  - Ten percent of parents/students at Chestnut Elementary logged in during this time frame.
  - Seven percent of parents/students at Maple Elementary logged on during this time frame.
  - Five percent of parents/students at Elm Street Elementary School logged in during this time frame.

- At the time of the district review, teachers and administrators said they are required to navigate a variety of platforms to get student data. These include:
  - Infinite Campus.
  - i-Ready® Central, a separate website that houses student reports for English language arts and mathematics for progress monitoring.
  - Ohio's Value-Added website (EVAAS®), which provides educators with the data to enhance their professional practice and accelerate student learning.
  - Ohio's State Tests and end-of-course assessment results linked to released questions (test items from a bank the test creator keeps) located on the district's electronic platform in Google sheets.
  - District-created common assessments located on the district's electronic platform in Google Documents.

- Interviews with district administrators and focus group participants indicated access to data sources is inconsistent. Comments from interviews included:
  - "Some teachers don't access the system."
  - "Common assessments are developed but we are not collecting data on them."
  - "To be handed in-depth data – that doesn't exist."
  - "A data dashboard is put together quarterly but it's static – on a piece of paper."
  - "Next year Response to Intervention (RtI) will be data driven rather than teacher referral – some teachers don't use the data."
  - 'We need an early warning system."

IMPACT: When the district does not provide current data that is easily accessible, teachers may be unable to monitor and measure student performance in real time, which may negatively affect their abilities to make informed decisions about instructional changes in a timely manner.

3. The district does not use disaggregated data[1] (data that reveals underlying trends or insights) consistently to guide teaching practices that improve student growth.

A. The district lacks a process tor teacher teams to disaggregate data to assure that subgroups are achieving.

- In the executive summary of the Ohio Strategic Plan: 2019-2024, it states, "Based on an achievement gap that has been evident in Ohio for more than 15 years, the state's education system is not effectively meeting the needs of specific groups of students, such as African American, Hispanic, English learners (EL), economically disadvantage and student with disabilities."
- According to the board of Education Policy Manual, Section 2000, District and School Report Card, Code po2261.03, dated Dec. 10, 2018, "Reporting must include for the District as a whole and for each school:
  - Student achievement data overall and by grade, including the percentage of students at each level of achievement as determined by the State for all students and disaggregated by each major racial and ethnic group, gender, disability status, migrant status, English proficiency status, status as economically disadvantaged, status as a homeless student/youth, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces on active duty (which includes full-time National Guard duty)."
- The district created the Painesville City Local Schools Teacher-Based Team Model, which is a three-phase process for teams to complete during each quarter of school. The model lacks a requirement to disaggregate data.
  - Phase one: Learning and Planning requires teams to research and select a common instructional strategy.
  - Phase two: Implementation requires teams to implement the selected strategy by creating assessments, deconstructing standards or analysis of student work or assessment data.
  - Phase 3: Reflection asks teams to determine the effect of the strategy by reviewing assessment data or student work/artifacts and sharing successes or challenges.
- In a review of the 25 teacher-based team minutes provided about the three-phase cycle, only one team disaggregated data using the English learner population.

[1] **Disaggregated data** refers to information that has been collected from multiple sources or measures (for example, individual test scores for all students); summarized, typically for public reporting or statistical analysis (for example, average test scores for all students); then broken into smaller units of data. Districts use this method to determine the extent to which subgroups of students are succeeding (for example, average test scores for one subgroup, such as gifted or economically disadvantaged students).

IMPACT: When the district does not consistently support the use of disaggregated data, the achievement gap between student groups may not be closed.

Recommendations

1. Develop a process to monitor adult activities needed to meet the district's academic goals. In school improvement plans, identify adult practices that are linked to academic goals. Refer to evidence-based clearinghouses and identify adult behaviors or strategies that address the prioritized needs of the targeted student groups. Identify the specific adult behaviors to be observed. Determine how the district will document observations, who will monitor the documentation of adult practices and how often monitoring will occur. Establish regular intervals to review data reflecting adult implementation, give teachers feedback and adjust the plan as needed.

BENEFIT: When the district monitors and provides feedback to teacher about their implementation and instructional delivery, it may build the instructional capacity of those teachers.

2. Create a system that yields accurate, up-to-date data to be made easily accessible to stakeholders. Identify data that are useful and reliable for making decisions about students' needs and progress and ensure that disaggregated data will be available, where appropriate. Develop a data collection and distribution plan and provide ongoing training so stakeholders can use the data system fully and frequently. Evaluate the effectiveness of the data system and professional development by monitoring use, satisfaction and process effectiveness. Offer additional support and adjust the system based on feedback

BENEFIT: When stakeholders have access to quality data to address students' needs, the achievement gap may decrease.

3. Use disaggregated data to guide instructional decisions. Break data into smaller groupings based on specific characteristics to show if some student groups are making less progress than all students. Identify evidence-based strategies, resources or programs targeted to specific student groups identified. Create an integrated system that uses disaggregated data at the district, building and teacher team levels. Develop a process that tracks progress of all students, as well as identified student groups, based on district and building goals and strategies. Develop a process that monitors adult implementation of targeted strategies for identified student groups. Monitor effectiveness of gap closing among identified student groups across the district-, building- and teacher-based team levels and adjust where needed.

BENEFIT: When districts analyze and use disaggregated data to inform instructional practices at the district, building and teacher levels, achievement gaps may close.

HUMAN RESOURCES AND PROFESSIONAL DEVELOPMENT

Strengths

1. The district provides support for newly hired teachers to navigate district resources and practices.

A. The district held a two-day new teacher orientation on Aug. 2-3, 2018. According to the published agenda, topics on day one included:

- District demographics.
- District improvement plan.
- Special education and English learner services.
- District Improvement Plan and the instructional framework.
- Teacher-based teams.
- Overview of positive behavior intervention and supports and RtI.
- Ohio Teacher Evaluation System.
- Infinite Campus and Google Classroom.

- A presentation from the Painesville City Teachers Association.

B. Day two topics included:

- Training on "Write Tools" and the writing across the curriculum process.
- Presentation on standards-based grading and reporting.
- A virtual tour of the district and resource contacts in the district.
- The opportunity to meet with building administrators and set up their classrooms.
- The opportunity to meet with the Resident Educator mentor.

C. Teachers new to the profession take part in the Ohio Resident Educator program, according to documents and interviews with district personnel. The program is a comprehensive, four-year initiative designed to improve teacher retention, enhance teacher quality and result in improved student achievement.

IMPACT: When the district trains and supports newly hired teachers, those teachers may be prepared to access resources that aid instruction and focus on district priorities.

2. The district has a process to recruit an effective, diverse staff.

A. According to the Ohio Strategic Plan for Education: 2019-2024, Strategy 1 states, "Increase the supply of highly effective teachers and leaders and provide supports to ensure they are effective or highly effective."

- A review of the Human Resources department documents and interviews with district administrators revealed the Human Resources department is addressing the district's strategic plan Objective 3, Strategy 1: "Recruit, retain and support high-quality staff by developing a recruitment plan that outlines district processes to attract and recruit staff."

B. A review of documents revealed the Human Resources department created a recruitment calendar delineating an outline of recruitment and hiring activities for the academic year.

C. A review of documents and calendars showed the Human Resources department attended seven job fairs and networking events across the state to interview potential teacher candidates.

- Education 2.0 at Kent State, Oct. 18, 2018.
- Central State Career Fair, Nov. 16, 2018.
- Kent State Education Employment Day, April 1, 2019.
- Northeast Ohio Teacher Education Day at University of Akron, April 2, 2019.
- John Carroll Education Recruiting Day, April 10, 2019.
- Central State University Career Fair, April 18, 2019.
- Cleveland Area Minority Educators Recruitment Association Networking Event, May 4, 2019.

D. Documents reviewed and interviews with district administrators revealed the Human Resources department has affiliated with minority recruitment organizations to help recruit a diverse district staff. They did the following:

- Attended a diversity recruitment workshop sponsored by Nemnet, on Dec. 12, 2018. Nemnet, established in 1994, is a national resource organization that helps schools and organizations recruit and retain diverse teachers, administrators and coaches.
- Attended Cleveland Area Minority Educators Recruitment Association Meetings (CAMERA) on Sept. 11, 2018, Feb. 5, 2019, and April 9, 2019. CAMERA is comprised of member school districts whose mission is to identify, recruit and support minority educational professionals for the Cleveland Area Minority Educators Recruitment Association member agencies. CAMERA seeks to hire teachers who are sensitive and responsive to student needs in a culturally diverse school environment.

- Took part in a CAMERA Retreat on Sept. 28, 2018.
- Attended the Ohio Association of School Personnel Administrators Fall Conference on Sept. 20 and Sept. 21, 2018.

E. The district distributed a flier as a recruiting tool. It includes:

- District demographic information, community information and facilities.
- Specific requests for educators who have:
  - A desire to work in a multicultural, urban setting.
  - Have some degree of proficiency in Spanish.
  - Knowledge with poverty and cultural differences.
  - Knowledge of formative instructional practices, positive behavior and intervention strategies, and the responsive classroom.

F. A document review showed the Human Resources department has developed a set of interview questions for each grade band that includes a rubric used by district and building-level interviewers to identify and select qualified candidates.

G. Interviews with district administrators revealed the district takes part in in Educators Rising (EdRising). Educators Rising Ohio is a nonprofit organization for middle and high school students interested in education-related careers. This year, the district has recruited Hispanic students who may want to become teachers.

- Lake Erie College faculty members are leading the first Harvey High School Educators Rising team. It is the second year Lake Erie College has offered students preparatory workshops for the national conference.
- One student from Harvey High School will be competing at the national conference in June 2019.
- All 12 members of Educators Rising in the district are of Hispanic descent.

IMPACT: When the district has a recruitment and selection process in place, it may provide opportunities for the district to fill open positions with a diverse, effective staff who may address the academic needs of a diverse student group.

Challenges and Areas for Growth

1. The district does not evaluate the effectiveness of professional development (teacher training) programs to determine their impact on student instruction.

A. According to the Ohio Department of Education Standards for Professional Development document, Standard 4, Data, "Professional learning that increases educator effectiveness and results for all students requires the use of a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning. In addition, data is essential in evaluating progress and outcomes of professional learning." At the time of the review, the district did not present evidence of the use of variety of sources and data to assess and evaluate professional learning.

B. Interviews and focus group participants revealed the district does not collect data to evaluate the effectiveness of all professional development offerings and its impact on adult learning and behavior. Comments included:

- "Professional development is evaluated through a survey. [The district] asked about what they would like for next year at the end of the semester."
- "We don't know if [professional development] is working."
- "There is no chance to give feedback; only if the facilitator asks for it."

C. Building administrators shared they use walkthrough data, classroom visits and principal observations, however, the district does not have formalized instruments with items or behaviors look for to monitor the effectiveness of teacher professional development. Comments from interviewees included:

- "Measures [to evaluate effectiveness of professional development] are informal."
- "There is no practice of attaching a direct measure for professional development. We try to infer implementation based on outcomes."

D. At the time of the review, the district did not provide evidence of a professional development evaluation plan.

E. The district does not plan or prioritize professional development based upon assessments of students and staff needs, according to focus group participants.

IMPACT: When a district does not evaluate the effectiveness of professional learning, it may decrease the likelihood of the district gaining reliable data and information to make sound decisions on the professional development process and offerings.

2. The district does not consistently provide training on evidence-based teaching strategies. These are strategies that research studies and experience show are most likely to bring about change.

A. Strategy 3 of *Each Child, Our Future*, Ohio's strategic plan for education, calls for the state's education system to "Improve targeted supports and professional learning so teachers can deliver excellent instruction today, tomorrow, and throughout their careers."

B. According to the Ohio Department of Education's Empowered by Evidence website promoting evidence-based teaching strategies, "Evidence-based strategies are programs, practices or activities that have been evaluated and proven to improve student outcomes."

C. In a review of the district's professional development catalogs, only three out of 32 programs trained educators on specific instructional strategies. Three additional selections listed in course selections on teaching gifted students are depth of knowledge, differentiation of instruction and extending lessons.

D. A review of the district's waiver day professional development planning guide and the calendar of waiver day professional development courses reveals that middle school and high school educators can choose formative instructional practices as a professional development course. However, the elementary school professional development calendar does not list any courses on instructional strategies.

E. Comments from focus groups participants and interviewees include:

- "Professional development is not based on the Ohio Teachers Evaluation System results, but on products they are going to buy."
- "Professional learning is not differentiated based on developmental stage [of the educator], it's based on current [purchase] needs [of the district]."

IMPACT: When a district does not offer ongoing professional development on evidence-based instructional strategies, teachers may lack the capacity to implement the instructional elements that may positively impact student learning.

Recommendations

1. Use the Ohio Department of Education Standards for Professional Development document to guide the district's development and evaluation of professional development, aligned to school improvement planning. Define structures in the district to address and implement the professional development standards. Enlist external support entities to assist in developing evaluation instruments and methods to analyze data and determine if professional development activities meet the intended outcomes.

BENEFIT: By using the state standards for professional development to guide the design and evaluation of professional development, the district may ensure professional development addresses the needs of its staff and helps increase staff's knowledge and skills.

2. Conduct research and include effective evidence-based instructional strategies as ongoing courses for professional development. Refer to the Ohio Department of Education's resources on effective instructional strategies.

BENEFIT: When teachers have structured, ongoing professional development that emphasizes evidence-based instructional strategies, it may build teachers' capacities to use these strategies to address students' diverse learning needs.

STUDENT SUPPORTS

Strengths

1. **The district has implemented a system to support positive student behavior and create a positive learning environment for students.**

   A. According to *Each Child, Our Future*, Ohio's strategic plan for education, "positive behavioral interventions and supports is a proactive approach for selecting and using prevention and intervention strategies that support a child's academic, social, emotional and behavioral competence. Students learn social, emotional and behavior competence, which supports their academic achievement. Educators develop positive, predictable and safe environments that promote strong interpersonal relationships."

   B. The Ohio Department of Education recognized the district for implementing the positive behavioral interventions and supports (PBIS) framework in all district schools during the 2017-2018 school year.

   - Each year, the Positive Behavioral Intervention and Supports Network, including the 16 state support teams, recognize schools for quality and fidelity of positive behavioral intervention and supports implementation. Schools are eligible to receive bronze, silver or gold awards.
   - The district and each district school received a Positive Behavioral Interventions and Supports Implementation award in 2018.
     - The district received an award for districtwide implementation.
     - Harvey High School received a gold award.
     - Heritage Middle School received a bronze award.
     - Each elementary received a silver award.

   C. The district preschool is one of the state's 16 regional sites serving as models of effective implementation of positive behavioral interventions and supports for early childhood education.

   D. According to a 2018-2019 Memorandum of Understanding ~~with~~ between State Support Team 4 and the district, that team will continue providing professional development, on-site coaching and support to implement PBIS at the district's preschool in the 2018-2019 school year.

   - During the initial year of implementation in 2017-2018, the State Support Team 4 support included the development of leadership, a school team, an action plan, schoolwide expectations and implementation progress monitoring tools.
   - During the second year of implementation, State Support Team 4 focused its support on the development of tier one structures and a foundation for tier two and tier three practices, full implementation and sustainability.

   E. According to documents reviewed, in October 2018 and January 2019, each district school completed a tiered fidelity (thoroughness of implementation) inventory, a tool to measure the extent to which school personnel apply core features of schoolwide positive behavioral interventions and supports at all three tiers.

- The results of the inventories indicated each school is implementing the framework with fidelity at tier one, tier two or tier three.

F. According to documents and interviews, State Support Team 4 staff provide professional development, coaching and support for districtwide implementation of positive behavioral intervention and supports.

G. According to documents and interviews, each district school has created a behavior expectations matrix posted in all areas of the school to remind students of the expectations.

H. District and building-level teams review student discipline data and monitor the implementation of positive behavioral interventions and supports.

I. The district created a PRIDE theme to support positive behavioral intervention and supports implementation and positive character traits.

- P is for perseverance.
- R is for respect.
- I is for integrity.
- D is for determination.
- E is for empathy.

J. According to documents and interviews, teachers present PRIDE lessons focusing on positive character traits and appropriate behavior.

K. Students modeling the PRIDE traits and schoolwide expectations are recognized with various incentives in district schools.

- School staff give PRIDE bucks when they observe students following behavioral expectations and PRIDE traits.
- Building teams sponsor special activities to reward students for following expectations and modeling positive character traits.
  - The high school holds a year-end raffle on PRIDE Day for students to “purchase” donated items with accumulated pride bucks.
  - Other examples of incentives for students include: a principal breakfast, pajama day, snack cart, dances, an ice cream social and a pizza party.

IMPACT: When the district develops systems to support students’ behavioral needs and create positive learning environments, discipline incidents may decrease, and students may be more engaged in their education.

2. The district partners with various community stakeholders to offer families access to behavioral, health, and social-emotional support and services.

A. According to the Painesville City Schools Quality Profile, a quarterly newsletter, the district established the Family Resource Center, located in the Elm Street Elementary building, to offer solutions and interventions to improve the social, economic, behavioral and mental well-being of Painesville’s families.

B. According to the family resource data report, the district and its partners have offered these services and programs to students and families:

- More than 4,000 items for district K-12 students through the Rack Uniform Exchange Program, since the program began in 2015.
- In partnership with the Greater Cleveland Food Bank, Lake County General Health District, Catholic Charities Food Force, and End 68 Hours of Hunger, district students and adult volunteers served 38,016 weekend meals in 2017-2018 and 63,360 weekend meals in 2018-2019 to district families through the Weekend Backpack Program.

- The Greater Cleveland Food Bank, Lake County YMCA and Painesville United Methodist Church provided food to more than 400 households for the last two years through the School Market Fresh Food Giveaway.
- Community partners and the district provided donated coats for district students in the 2016-2017 school year; 894 coats in 2017-2018 school year; and 927 coats in the 2018-2019 school year.
- Parkside Lake County, Heritage Movie Club and the City of Painesville distributed Thanksgiving food baskets to 78 families in the 2016-2017 school year; 78 families in the 2017-2018 school year and 131 families in the 2018-2019 school year.
- The Lake County Free Clinic provided pediatric well visits and sports physicals for 90 students over the past two years.
- The Lake County YMCA offers Zumba group workout classes at the Family Resource Center for district families.
- In fall 2017 and spring 2018, Lake County General Health District, Lake County YMCA and Lake County Free Clinic provided donated preventative dental services for 41 district students. Thirty students are enrolled for the spring 2019 program.
- The Morley library staff offers book clubs and other reading programs at the family resource center.

C. The district and community partners provided free services, including haircuts, dental care, vision screenings, school supplies clothing and sports physicals for students as part of the 2018-2019 Back to School Bash.

D. The district partners with Crossroads and Signature Behavioral Health Centers to provide school-based mental health services for referred students.

IMPACT: When the district addresses the needs of the whole child, it may set the standard for comprehensive, sustainable school improvement and promote long-term student success.

3. The district provides programs and supports to aid English learners to progress toward English language proficiency.

A. According to the Ohio School Report Card guidance, Annual Measurable Objectives "measure the academic performance of specific groups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals for that subgroup to determine if achievement gaps exist." The English learner annual measurable objective reflects the percent of English learners making progress toward English language proficiency, defined as either a one- or two-point annual increase in the number of points earned on the Ohio English Language Proficiency Assessment.

- According to the district's 2017-2018 Ohio School Report Card, 51.8 percent of district English learners made progress on the annual measurable objective. This surpassed the state target goal of 51 percent.

B. The district has an English Language Development Department Procedure Manual to guide teachers, administrators and parents addressing the needs of English language learners. According to the manual and interviews, the district provides:

- Documents and communication to families in English and Spanish.
- Bilingual translators for parent conferences, hearings, individual education program meetings and multi-factored team report meetings.
- A bilingual resource coordinator at the district family resource center.

C. The district also offers services, classes and workshops for limited English-speaking parents at the family resource center.

- More than 200 adults have enrolled in the English language classes offered over the last two years.

D. According to documents and interviews, all English learner staff receive training in the Sheltered Instruction Observation Protocol Model. The Sheltered Instruction Observation Protocol Model addresses the academic needs of English learners throughout the United States.

IMPACT: When the district implements instructional practices and supports to address academic and non-academic barriers for English learners, the language proficiency gap may decrease.

Challenges and Areas for Growth

1. **The district does not use the Response to Intervention (RtI) process fully. This is a process in which the teacher assesses the skills of each student early in the year, then targets teaching to each student to help that child succeed in school.**

   A. According to the Response to Intervention Network, Response to Intervention (RtI) is "a multi-tier approach to the early identification and support of students with learning and behavior needs. The RtI process usually is a three-tiered support model [system] for students [that calls for schools to use evidence-based academic and/or behavioral interventions]. The three tiers are as follows:

   - Tier one gives all students high-quality classroom instruction, tests them to determine their baseline reading and math levels, and involves ongoing monitoring of student progress. Students not showing adequate progress are moved to tier two support.
   - Tier two includes evidence-based interventions targeted to students' needs, provided in small-group settings, in addition to core instruction. Students who do not meet established progress goals at this level may be considered for more intensive interventions as part of tier three.
   - Tier three support provides students individualized, intensive interventions that target skill deficits. Students who still do not achieve the desired progress level may be referred for a comprehensive evaluation and considered for eligibility for special education services.

   B. According to documents and interviews, the district provides guidance documents and district forms for starting a Response to Intervention process to provide academic interventions for students, but tiered academic support is fragmented and inconsistently implemented in district schools.

   - According to documents, the district administered the Florida MTSS Self-Assessment of MTSS Implementation instrument in 2017, 2018 and 2019 to assess how well school teams are using "data and problem-solving to integrate academic, behavior and social-emotional instruction and intervention to maximize the success of all students" involved in a multi-tiered system of support.
   - The instrument contains 39 items organized into six domains:
     - Leadership.
     - Building the capacity and infrastructure to implement schoolwide.
     - Communication and collaboration.
     - Data-based problem-solving.
     - Three-tiered instructional and intervention model.
     - Data evaluation.
   - Items are scored according to a 4-point rubric on a scale from 0 to 3.
     - A score of 0 means not implementing.
     - A score of 1 means emerging/developing.
     - A score of 2 means operationalizing.
     - A score of 3 optimizing.

C. According to the results of the 2019 multi-tiered system of support self-assessment, the district's implementation of the data evaluation domain is inconsistent and still emerging after three years. On the assessment:

- Two schools scored emerging on "staff understand and have access to data sources."
- Two schools scored emerging on "effective data tools are used appropriately and independently by staff."
- Two schools scored emerging on "policies and procedures for decision making are established."
- Two schools scored emerging on "schedules provide adequate time to administer assessments."
- One elementary scored emerging on 11 of the 39 items.

D. According to a review of district schools' multi-tiered system of support action plans:

- Action steps lack indicators to measure implementation.
- There are no specific timelines for implementing action steps.
- The plans are not updated or current. One plan was dated 2017 and another revised in 2016.
- The plans reference assessments that are not currently in use by the district. For example, one of the plans included a reference to Aimsweb, an assessment the district no longer uses.
- The behavior component of one multi-tiered system of support (Positive Behavioral Interventions and Supports) is implemented with fidelity in district schools, but the academic component is not implemented with fidelity.

E. According to interviews, focus group participants and support staff, the district does not implement Response to Intervention for academics with fidelity. Concerns shared include:

- "Some teachers choose not to refer students for academic interventions because of the paperwork."
- "There is a "teacher mindset that RtI [Response to Intervention] is the path to special education [rather than support for all students]."
- "The same teachers refer students and others never do."
- "We are [still] learning how to use i-Ready® this year [therefore the fidelity of teacher implementation varies]."

F. The district does not consistently implement evidence-based intervention programs with fidelity across the district.

- Although the district has numerous intervention programs available for teacher use, many of the interventions are not evidenced-based.

IMPACT: When the district does not implement processes, procedures and practices to address students' academic needs, it may decrease the likelihood that students improve their academic achievement.

2. The district is not implementing the co-serve, co-teach model fully to make sure students with disabilities have access to the general education curriculum.

A. The Painesville City Local School District 2016-2021 Strategic Plan, Goal 1 states the district will "provide a comprehensive instructional program which meets the needs of all students." One of the district measures to monitor progress includes, "increase the performance index of every building in each successive year from 2016-2021."

B. District improvement plan objectives include:

- "Provide the highest quality, research-based instruction at tier one."

- "Create and provide effective supports and interventions to decrease negative behavior and accelerate student academic growth."

C. District policy 2460, Special Education, states that, "To satisfy the requirements of the *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities*, the board of education adopts the model policies and procedures promulgated by the Ohio Department of Education's Office of Exceptional Children (ODE-OEC), which is incorporated by reference into this policy."

D. According to the Ohio Operating Standards for the Education of Students with Disabilities, section 3301-51-09, delivery of services states:

- "(2) Each school district must ensure that: (a) To the maximum extent appropriate, children with disabilities, including children in public or nonpublic institutions or other care facilities, are educated with children who are nondisabled; and (b) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

E. According to the district's Ohio School Report Cards and Ohio Special Education Profile, which notifies 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, the district is not closing the achievement gaps in reading, math and graduation for students with disabilities.

F. According to the Ohio School Report Cards, Annual Measurable Objectives compare the performance of each student group to the expected performance goals for that group to determine if there are gaps. Each student group has its own yearly interim goal as the group progresses toward proficiency. Meeting the group goal is one of the ways to meet Annual Measurable Objectives.

G. According to the district's 2017-2018 Ohio School Report Card, the district did not meet the Annual Measurable Objectives for students with disabilities set by the state:

- Students with disabilities' Performance Index score of 45.8 on the English language arts state tests fell short of the state target goal of 57.3.
- The students with disabilities' math Performance Index score was 41.4 compared to the target score of 58.2.
- The 2016-2017 district graduation rate for students with disabilities was 71.1 percent compared to the target rate of 72.3 percent.

H. According to the district's 2018-2019 Ohio Special Education Profile, district students with disabilities did not meet these indicators:

- Indicator 3c, which measures the percentage of students with disabilities who scored at or above Proficient on statewide reading and math assessments. The district's state reading assessment result for students with disabilities was 15.14 percent Proficient, compared to the target rate of 24.68 or greater Proficient. Painesville City School District's result for students with disabilities on the state math test was 11.74 percent Proficient compared to the state target of 29 percent Proficient.
- Indicator 1, which measures the percentage of students with disabilities graduating from high school with a regular diploma in four years. The students with disabilities graduation rate for the district was 71.05 percent Proficient compared to the state goal of 85.10 percent or greater Proficient.
- Indicator 5a, which measures the percentage of students ages 6-21 who have individualized education programs (IEPs) and spend 80 percent or more of their days in general education classrooms. The percentage of the district's students with disabilities who met this indicator was 58.9 percent compared to the state target rate of 64.5 percent.

- Indicator 5b, which measures the percentage of students ages 6-21 who have individualized education programs and spend less than 40 percent of their days in general education classrooms. The district result was 12.71 percent compared to the target rate of 10.2 percent.

I. The Ohio Department of Education describes coteaching as classroom instruction delivered by two teachers, typically a "general education teacher and an intervention specialist working together to teach all students in the classroom, including students with disabilities. In a co-teaching classroom, both teachers instruct students, in different ways, based on the needs of the students."

J. According to research on the co-serve, co-teach delivery model, co-teaching approaches or models may include:

- One-teach, one-observe. One teacher who delivers instruction while the other observes student learning.
- One-teach, one-assist. One teacher takes the lead role and the other teacher rotates among students to offer support.
- Parallel. Two teachers divide the students in two groups and teach the same lesson.
- Station teaching. Both teachers actively instruct students, and they rotate from one learning station to the next.
- Alternative teaching. One teacher provides different instruction to a small group of students than what the large group is receiving from the other teacher.
- Complementary teaching. One teacher instructs the students while the other provides supplemental instruction aligned with the lesson.

K. According to an informal classroom walkthrough summary report for the district, which includes data collected by building administrators during classroom observations, administrators documented less co-teaching in the 2018-2019 school year than in the 2017-2018 school year.

- During 2017-2018, administrators completed 413 classroom observations and observed co-teaching in 86 classrooms, or 21 percent of the total observations.
- During 2018-2019, administrators completed 267 classroom observations and observed co-teaching in 28 classrooms, or 10.5 percent of the total observations.
- A district administrator said he has not had conversations with principals about observations of co-teaching during classroom walkthroughs and co-teaching is a "hit or miss" occurrence.

L. According to interviews and documents, district teachers and intervention specialists are expected to use the co-teach model to serve students with disabilities in regular classrooms, but the district does not implement the co-teach model fully.

- According to documents and interviews, the district has developed a support system to ensure the district's compliance with state and federal special education requirements. However, the district does not provide that same level of support for developing guidance documents, professional development and support for co-teaching.
- According to observations, teachers assigned to co-teaching teams may teach alone if the co-teacher is absent. According to interviews and teacher focus group participants, there are barriers that interfere with implementing the co-teach model. Comments include:
  - "Professional development on co-teaching and inclusion was "heavy a few years ago, but not in recent years."
  - "[It is] difficult to co-plan with intervention specialist due to schedules. Intervention specialists may cover several grade levels [which reduces opportunity and time for targeted supports]."

- "The master schedule limits scheduling of co-planning time for teachers."
- "Intervention specialists have to choose between general education and special education on late start professional development days."

M. The district strategic plan does not include specific goals and action steps to address the achievement gap for students with disabilities.

N. According to a special education professional development document, the special education department provided 13 professional development sessions throughout the year, mainly on special education compliance with state and federal laws, but few on instructional strategies to reduce the achievement gap for students with disabilities.

IMPACT: When the district does not provide professional learning opportunities and support to teachers on the co-serve, co-teach instructional delivery model, teachers may not effectively differentiate instruction for students' needs.

3. The district does not have effective support systems to help chronically absent students spend more time in school.

A. In December 2016, the Ohio General Assembly passed House Bill 410 to encourage and support a preventative approach to excessive student absences and truancy.

B. To comply with the requirements of House Bill 410, districts must have an attendance intervention team and develop personalized attendance intervention plans for students who are chronically absent or habitually truant to address their unique attendance barriers.

C. The federal Every Student Succeeds Act defines chronic absenteeism as missing 10 percent or more of the school year for any reason including excused absences, unexcused absences and absences due to out-of-school suspensions.

D. According to district policy po 5400 Attendance "To the extent required by law as determined on an annual basis, within ten (10) days of a student becoming habitually truant, the principal shall assign the student to an absence intervention team."

- Within 14 school days after a student is assigned to an absence intervention team, the team must develop an intervention plan for that student to reduce or eliminate further absences.
- Each intervention plan must vary based on the individual needs of the student, but the plan must state that the attendance officer will file a complaint no later than 61 days after the date the plan was implemented, if the child has refused to take part in or failed to make satisfactory progress on the intervention plan.
- Each absence intervention team may vary based on the needs of each individual student but must include a representative from the child's building; a second representative from the child's building who knows the child; and the child's parent or parent's designee or the child's guardian, custodian, guardian ad litem or temporary custodian. The team also may include a school psychologist, counselor, social worker or representative of a public or nonprofit agency designed to help students and their families reduce absences.
- The members of the absence intervention team must be selected within seven school days from when the student meets the habitually truant threshold.
- To address the attendance practices of a student who is habitually truant, the intervention team may, as part of an intervention plan, take any of these actions to intervene:
  - Provide counseling to the student.
  - Request or require the student's parent to attend a parental involvement program.
  - Request or require a parent to attend a truancy prevention mediation program.

- Notify the Registrar of Motor Vehicles of the student's absences.
- Take appropriate legal action.
- Assign the student to an alternative school.

E. According to documents and interviews:

- Although the district has structures for collecting and monitoring student attendance data, there is no comprehensive, tiered approach to improving attendance and reducing chronic absenteeism.
- The district does not have tiered attendance interventions or a process to monitor or evaluate intervention plans.
- The district staffs a full-time attendance liaison to monitor student attendance and compliance with district policy and House Bill 410 but does not implement or monitor individual attendance intervention plans across the district consistently.
- A review of a 2018-2019 district high school chronic absenteeism report showed that interventions listed do not have measurable goals and the columns listed as student attendance rate before, during and after the intervention are blank for all 134 students listed.
- The high school filed 41 truancy complaints to juvenile court this school year because it could not locate absent students or because of the ineffectiveness of attendance intervention plans to reconnect them to school.
- A review of 2017-2018 district elementary attendance tracking reports revealed that although the district noted the date it created an attendance intervention plan, it did not include a method to monitor for progress.

F. According to the district's 2017-2018 Ohio School Report Cards:

- The district's chronic absenteeism rate of 21.9 percent is 8.3 percent higher than the state target of 13.6 percent.
- The district's chronic absenteeism rate increased by 1.4 percent from 20.5 percent in 2017 to 21.9 percent in 2018.

G. The district does not have an effective, proactive dropout recovery or alternative education program.

- According to a superintendent presentation dated Sept. 26, 2018, 20 students have been coded as dropouts in the district student information system.
- According to towncharts.com, only one of six similar districts had higher dropout rates than the district in 2017.
- According to interviews, students scheduled to attend the Harvey Academy for credit recovery have high absenteeism rates. The Harvey Academy provides an online credit recovery program for students not on track to graduate.

H. The district does not have effective procedures to locate chronically absent students and intervene.

- According to interviews with district staff, the district "cannot find chronically absent students" and the "five-year graduation rate is lower than the four-year rate due to students disappearing." When the district can't locate its students, those students are coded as "dropouts."

IMPACT: When the district does not have effective systems of support and programs to address chronic absenteeism and student engagement, students may disconnect from school.

Recommendations

1. Offer ongoing professional development and support for thorough, districtwide implementation of a multi-tiered (graduated) system of supports (MTSS) fully for struggling students. Map the internal and external resources

available to reduce academic and nonacademic barriers to student success. Refer to reputable sources such as the What Works Clearinghouse or Ohio's Evidence-Based Clearinghouse to evaluate whether available programs are evidence-based. Create a committee to develop a multi-tiered (system of supports implementation plan including goals, action steps and measurable indicators to monitor how adults are implementing a multi-tiered system of supports, including tier one core instruction and tier two and three interventions. Include a process to determine the impact of the programs and services on student achievement.

BENEFIT: When the district implements an integrated multi-tiered system of supports to ensure students are healthy; physically and emotionally safe; engaged; supported; and challenged, student achievement may increase.

2. Evaluate the district's range of special education services for students with disabilities to ensure these students are receiving instruction in the least restrictive environment. Review intervention specialists' schedules to make sure they allow for co-planning and co-teaching with the general education teacher in a general education classroom. Assess the district staff's needs for professional development on inclusionary practices and create a plan for training to fully implement co-teaching. Use classroom walkthrough data to monitor teachers' implementation of inclusionary best practices, including co-teaching. Revise district plans, policies, procedures and practices to ensure all students have equitable access to district curriculum, programs and opportunities.

BENEFIT: When the district offers professional development and support for consistent implementation of the selected special education service delivery model and serves students with disabilities in least restrictive environments, the achievement of student with disabilities may improve.

1. Develop a range of strategies and supports to improve attendance for all students and reduce chronic absenteeism. Develop procedures and training to personalize attendance intervention plans for students who are chronically absent or habitually truant. In these plans, identify the barriers that influence each student's attendance. Analyze data to identify and monitor supports for students who are chronically absent. Collect and regularly analyze data to proactively align supports to students and identify trends in the data. Connect families with community resources to support their basic needs and help reduce nonacademic barriers to attendance. Integrate attendance interventions with the district's multi-tiered system of supports. Train staff to use restorative practices, trauma-informed practices and responsive classroom strategies to re-engage students.

BENEFIT: When the district works with community stakeholders and parents to address nonacademic barriers that impact student attendance and develop intervention plans to engage students, achievement may improve.

FISCAL MANAGEMENT

Strengths

1. The district offers accurate, timely payment of services to its vendors.

A. A review of the district's annual audit for the 2017-2018 fiscal year, conducted by the Ohio Auditor of State's Office, confirms the district is in compliance with all financial operating requirements.

- According to the Ohio Revised Code section 117.11 (A) and board of education policy 6830, the district is required to have a compliance audit.
- The compliance audit consists of a review of the district's federal and state grants, general operations, such as purchasing processes, contracts including payroll and benefits, all revenues and expenditures, cash assets and investments for compliance with all applicable federal and state laws and requirements.
  - The auditors review the annual financial report, ensure the district filed the five-year financial forecast, test the electronic accounting system transactions for errors, and review accounting and control procedures to determine if there are any operating procedures that may lead to loss or theft of assets, theft of cash or the recording of incorrect financial information.

B. The district uses an electronic accounting and payroll system to pay all employees and vendors.

- The system tracks each expenditure by category and prepares detailed reports by budgeted line.
  - Budget lines allow district and building administrators to use and report operating costs accurately.
  - Budget lines designate costs by categories such as personnel, benefits, contract services, supplies and materials, equipment and other miscellaneous costs. The system also tracks by budget user, operating fund and operational function, such as instruction or administration.

C. According to interviews with board of education members and district personnel and reviews of monthly board of education and department financial reports, the treasurer's office issues accurate, timely financial reports to board of education members and district and building administrators on a monthly basis.

- The treasurer's office staff prepares the financial reports for individual district offices and each building.
  - Each report includes the annual budget by line item, monthly and year-to-date expenditures, unpaid obligations and available budget balances at the end of each month.
  - The treasurer's office provides budget and revenue reports and assistance as requested.

D. Comments from interviews and a review of fiscal documents confirm the treasurer's office prepares the district's five-year financial forecast and accompanying detailed forecast notes.

- A five-year financial forecast is a planning tool that allows the district to analyze spending patterns and trends from the previous three fiscal years to project spending for the next five years.
  - The document contains assumptions of estimated revenues and expenditures based on historical spending patterns and planned changes in spending patterns.
  - The board of education is required to adopt a five-year financial forecast by Oct. 31 each year. The treasurer's office then files the adopted forecast with the Ohio Department of Education to ensure the district maintains a positive cash balance.
- A review of the district's October 2018 five-year financial forecast revealed that:
  - The district provided forecast notes that contain detailed explanations to help the board of education, superintendent and other stakeholders understand the fiscal operation of the district.
  - According to the five-year forecast, the district is financially stable through June 30, 2022.

IMPACT: When the district gives the board of education, superintendent and department and building administrators accurate, regular and timely financial information and a detailed five-year financial forecast, the board and administration can make informed operating decisions that will continue the district's financial stability and support efforts to improve student achievement.

Challenges and Areas for Growth

1. The district does not have a clear, complete budget document and does not engage others in developing its budget.

A. Interviews with the superintendent and treasurer revealed the district does not have a formal inclusive budget development process and uses incremental budgeting as a basis for its annual budget.

B. While the district develops the budget with input from district administrators, according to interviews, the district does not involve department heads, building administrators and building leadership teams that include parents, teachers and other staff members in the development of the district's annual budget.

C. According to interviews and focus group participants, the district does not give building administrators opportunities to communicate individual budget needs for their buildings before the budget is finalized.

D. According to Board Policy 6231, Appropriations and Spending Plans, "the appropriation measure shall be adopted at the fund level for all funds."

- A review of the 2018-2019 appropriations budget documents, board of education meeting minutes and interviews with board of education members and the treasurer revealed the budget documents do not

contain detailed information by building, department operational function, such as instruction or administration, and category of expenditures, such as personnel or equipment.

E. A documents and interviews revealed the following regarding appropriation budget documents:

- The documents do not align budget amounts to the district's strategic plan goals and objectives.
  - The district's professional development plan and expenditures do not align with the district's strategic plan goals and objectives.
- The documents do not show historical comparative data to show spending trends and changes in district operations.
- At the time of the review, the district did not produce evidence to demonstrate how student data and performance are used in the allocation of resources to best meet the needs of students.

F. The district uses an incremental budgeting process that does not include a review of current district, building and student needs, but uses the prior-year budget amount and adjusts it for districtwide changes, such as increases for inflation or decreases in all budgeted line items to balance the budget.

G. According to interviews, the district has not done training to familiarize its board of education members with district financial procedures and documents.

IMPACT: When the district does not have a clear and comprehensive budget document and does not open up the budget development process to participation, the opportunity to meet district and building goals and objectives to educate and serve students may be diminished.

2. The district lacks a written, long-term plan for capital (facility or structure) improvements to guide it in using its resources efficiently.

A. According to interviews with the administration, the district does not have a comprehensive, long-term capital plan that clearly and accurately reflects future capital maintenance needs for buildings, building systems, equipment and annual replacement and upgrade costs for components of buildings, equipment technology and curriculum.

- The district has not maintained an up-to-date file on the life expectancies of equipment, maintenance and replacements costs necessary for planning for long-term expenditures.
- The district does not have a comprehensive technology plan that includes long term expenditures for the purchase, replacement and maintenance of digital textbooks, materials and software.

IMPACT: When the district does not have a comprehensive capital plan, it may experience unplanned expenditures that subsequently might reduce future programs and services necessary to meet the needs of students.

Recommendations

1. Implement an annual appropriation and budget development process that involves all district and building administrators at all stages of development. Align the budget to the district's strategic plan and use student performance data to ensure all buildings have what they need to reach their goals for optimal student achievement. Share the annual appropriation and budget document with stakeholders. Offer comprehensive training on the district's finances to all board of education members.

BENEFIT: Having a comprehensive, clear and understandable budget document aligned to district goals and objectives and developed through collaboration may create an efficient, effective budget process and increase support from stakeholders.

2. Create a long-term, comprehensive capital plan that includes the life expectancy of buildings, building systems and components, equipment, technology and curriculum and estimated costs of annual maintenance and replacement. Update the plan annually. Create a long-term financial forecast for capital and/or permanent improvement funds and update this forecast annually.

BENEFIT: A long-term, comprehensive capital plan may guide the district in making strategic decisions for the effective, efficient use of resources for capital needs and allow the district to avoid making program and service reductions due to unplanned capital expenditures.

Appendix A: Analysis of Findings

Greatest Areas of Strength

Leadership, Governance & Communication

- The district is making good progress collaborating with external stakeholders to support the academic needs of students.

Student Supports

- The areas of strength are the Implementation of PBIS and community partnerships that provide student and family support for non-academic barriers. These are the initiatives that the district is implementing successfully and with fidelity.

Fiscal Management

- The district provides accurate and timely financial information to its stakeholders.

Areas Needing Greatest Improvement

Leadership, Governance & Communication

1. The district needs to provide specific, measurable student and adult implementation goals to gauge academic progress and inform improvement planning
2. The district should do periodic reviews of programs, materials and processes to determine effectiveness and efficiency in meeting school and district improvement goals.

Curriculum & Instruction

3. The district should use evidence-based instructional practices in all grades and disciplines. For example, the district did not use the guidelines of the Every Student Succeeds Act consistently to adopt evidence-based instructional materials for tier 1 instruction.

Assessment & Effective Use of Data

4. To ensure progress toward academic goals identified in their school improvement plans, the district should monitor schools' test results and data consistently.

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

The review was conducted May 6-10 by the following team of independent consultants, under the oversight of Ohio Department of Education staff members.

1. Dr. Clairie Huff-Franklin, Center for Continuous Improvement
2. Dr. Dolores Morgan, Leadership Governance and Communication
3. Amy Piacentino, Curriculum and Instruction
4. Dr. Joanne Kerekes, Assessment and Effective Use of Data
5. Judy Wright, Human Resources and Professional Development
6. Karen Hopper, Student Supports
7. Jonathan Boyd, Fiscal Management

District Review Activities

The following activities were conducted during the review:

Interviews

- The site visit included 44 hours of interviews and focus groups with approximately 165 stakeholders, including board members, district administrators, school staff and teachers association representatives.

Focus Groups

- All Principals Focus Group
- Assistant Principals Focus Group
- Elementary School Student Focus Group (grades 3-5)
- High School Student Focus Group
- Middle School Student Focus Group
- Parent Focus Group
- Teacher Focus Group High and Middle School
- Teacher Focus Group Elementary

Onsite Visits

- Building and Classroom Observations at all levels

Painesville City Local Schools

58 Jefferson St., Painesville OH 44077

Official District Review Schedule – May 6-10, 2019

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

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

Day 1— Monday, May 6

Time	*Activity* *Location – BoE upstairs*	*Time*	*Activity* *Location – BoE downstairs "A"*	*Time*	*Activity* *Location- Superintendent Office*
7:30-8:00	**Ohio Department of Education District Review Team (DRT) Meeting – Team Workroom: BoE downstairs "B"** **ALL DRT Members**				
8:00-8:15	**Orientation with District Leaders** **Location- BoE upstairs** **ALL DRT MEMBERS**				
8:30-11:00	**Classroom and Building Observations will be conducted by the Team Classroom Observers**				
8:30-9:25	**Assessment & Data Interview** Instructional Technology	8:30-9:25	**Student Supports Interview** Nutrition Services	8:30-9:25	**Leadership Interview**
	Director of T&L Director of IMS Director of State/Federal Programs **A&D, C&I**		Director of Nutrition Services Director of Operations **SS, HR/PD**		Superintendent **LGC, FM**
9:30-10:25	**Student Supports Interview**	9:30-10:25	**HR & PD Interview** OTES/OPES	9:30-10:15	**Leadership Interview**
	Director of Student Services Director of T&L Director of ELD **SS, A&D**		Assistant Superintendent Director of State/Fed Programs **HR/PD, C&I**		PCTA President **LGC, FM**
10:30-11:25	**Student Supports Interview**	10:30-11:25	**Fiscal Management Interview** Business & Operations	10:30-11:25	**Assessment & Data Interview** OIP ***Location- Superintendent Office***

	Attendance Liaison Special Education Coordinator Gifted Specialist **SS, C&I**		Director of Operations **FM, LGC (10:30), A&D (11:00)**		Director of T&L **A&D (10:30), HR/PD, LGC (11:00)**
11:30-12:55	**DRT Working Lunch – Team Workroom** **BoE downstairs "B"** **ALL DRT MEMBERS**				
1:00-1:55	**Student Supports Interview**	1:00-1:55	**Fiscal Management Interview** ***Treasurer's Office***	1:00-1:55	**HR Review of Personnel Files:** ***Location - Superintendent Office***
	Psych/Speech/PT/OT **SS, C&I**		Treasurer **FM, LGC**		Executive Assistant to the Superintendent **HR/PD**
2:00-2:55	**Curriculum Interview** Professional Development	2:00-2:55	**Student Supports Interview**	2:00-2:55	**OPEN – Document Review/Data Triangulation** ***Location – Team Workroom***
	Curriculum Coordinators **C&I, LGC**		EMIS Coordinator Director of State/Federal Programs **SS, FM**		**A&D**
2:00-2:55	**HR/PD Interview** ***Location - Office of Director of Teaching and Learning*** Director of Teaching & Learning **HR/PD**				
3:00-4:00	**Teacher Focus Group High and Middle School** **Location: BoE upstairs** **ALL DRT MEMBERS**				
4:05-5:00	**Teacher Focus Group Elementary** **Location: BoE upstairs** **ALL DRT MEMBERS**				
5:30	**Review Team Debrief** ***Location - ESC – 8221 Auburn Road, Concord Township, OH 44077*** **ALL DRT MEMBERS**				
6:30-7:00	**Leadership Meeting – Conference Call** ***Location: ESC*** Board Member **LGC, FM**				

Site Visit Schedule Day 2— Tuesday, May 7

Time	Activity *Location – BoE upstairs*	Time	Activity *Location – BoE downstairs "A"*	Time	Activity
8:00-8:30	**DRT Meeting ALL DRT MEMBERS** Team Workroom - **BoE downstairs "B"**				
8:30-4:00	**Classroom and Building Observations will be conducted by the Team Classroom Observers**				
	Student Supports Interview		**HR/PD Interview** ***Location - HR Office***		**Fiscal Interview**
8:30-9:25	***Location – Business Office*** Intervention Specialists **SS, HR/PD (9:00)**	8:30-8:55	HR Manager **HR/PD**	9:00-9:25	***Location – Treasurer's Office*** Assistant Treasurer **FM**
8:30-9:25	**Curriculum Interview** ***Location – Assistant Supt. Office*** Assistant Superintendent **A&D, C&I**	9:30-10:00	**Leadership Interview** Board Member **LGC, FM**	9:00-9:25	**Leadership Interview** ***Location - Director's Office*** Director of State & Federal Programs **LGC**
10:05-10:25	**Fiscal Interview** Athletic Director **FM**	10:05-10:25	Assistant Superintendent **LGC**	9:30-10:25	**Assessment & Data Interview – OIP focus** ***Location – Superintendent Office*** Superintendent **A&D, HR/PD, C&I, SS**
10:30-10:40	**Travel to Schools for Focus Groups**				
10:45-11:40	**Elementary School Student Focus Group (grades 3-5)** **Location: Maple ES** **560 West Jackson Street** **LGC, HR/PD**	10:45-11:40	**Middle School Student Focus Group** **Location: Heritage MS** **135 Cedarbrook Drive** **C&I, A&D**	10:45-11:40	**High School Student Focus Group** **Location: Harvey HS** **200 West Walnut Street** **SS, FM**
11:45-12:00	**Travel from Schools to District Administration Building**				
12:00-12:55	**Assistant Principals Focus Group** Location – ***BoE upstairs*** **ALL DRT MEMBERS**				

Time	Activity *Location – BoE upstairs*	Time	Activity *Location – BoE downstairs "A"*	Time	Activity
1:00-1:55	**DRT Meeting/Working Lunch** Team Workroom – ***BoE downstairs "B"*** **ALL DRT MEMBERS**				
2:00-2:55	**Technology Staff Demonstration (Student Information System, iReady, etc.)** **A&D, SS, C&I (2:30)**	2:00-2:55	**Leadership Interview** Director Student Services Director of English Language Development **LGC, FM**	2:00-2:55	**Human Resources Interview** ***Location- Superintendent Office*** PCTA President President Elect **HR/PD, C&I (2:00)**
3:00-3:30	**HR/PD Interview**	3:00-3:55	**Assessment & Data Interview**	3:00-3:55	**Fiscal Interview** ***Location – HR Office***
	New Hires (Certified ONLY) *Open invitation* **HR/PD, C&I**		Curriculum Coordinators **A&D, SS, HR/PD (3:30)**		HR Manager **FM, LGC**
4:00-5:00	**Leadership Interview** ***Location – BoE upstairs*** ***Community Leaders*** *(City Officials, Business Leaders, etc.)* **LGC, FM, SS**				
4:00-5:00	**OPEN - Document Review/Data Triangulation** ***Location - Team Workroom – BoE downstairs "B"*** **A&D, C&I, HR/PD**		**Curriculum Interview** Curriculum Coordinators **C&I, HR/PD**		
5:15-6:15	**Student Supports Interview** **Parent Focus Group** ***Location – BoE upstairs*** **ALL DRT MEMBERS**				
6:30	**Review Team Debrief** **ALL DRT MEMBERS**				

Site Visit Schedule Day 3— Wednesday, May 8

Time	*Activity* *Location – BoE upstairs*	*Time*	*Activity* *Location – BoE downstairs "A"*	*Time*	*Activity*
8:00-8:30	**DRT Meeting ALL DRT MEMBERS** ***Location: Team Workroom – BoE downstairs "B"***				
8:30-4:00	**Classroom and Building Observations will be conducted by the Team Classroom Observers**				
8:30-9:25	**Curriculum Interview** **State Support Team SST #4** ***Location – BoE upstairs*** **ALL DRT MEMBERS**				
9:30-10:25	**Student Supports Interview** Family Engagement	9:30-10:25	**Leadership, Governance & Communication Interview** Safety & Security	9:30-10:25	**Curriculum Interview** ***Location – Superintendent Office***
	FRC Coordinator Director of Student Services Director of English Language Development **SS, A&D (9:30)**		PPD Chief PPD Director of Operations **LGC, FM**		Title I Teachers **C&I, A&D (10:00)**
9:30-10:25	**Human Resources – Review of HR Files** ***Location: HR Office*** **HR/PD**				
10:30-10:55	**Leadership Interview**	10:30-11:25	**Assessment & Data Interview**	10:30-11:25	**Fiscal Interview** ***Location - Treasurer's office***
	Superintendent's Office Staff Executive Assistants **LGC, HR/PD**		Director of State/Federal Programs EMIS Coordinator **A&D, C&I, SS**		Treasurer **FM**
11:00-11:25	**Human Resources Interview** Assistant Supt. **LGC, HR/PD, SS**				
11:30-12:55	**Working Lunch/Document Review:** Location: Team Workroom – **BoE downstairs "B"** **ALL DRT MEMBERS**				

Time	*Activity* *Location – BoE upstairs*	*Time*	*Activity* *Location – BoE downstairs "A"*	*Time*	*Activity*
	Student Supports Interview		**Fiscal Management Interview**		**HR/PD Interview**
1:00-1:55	School Counselors **SS, A&D, C&I (1:15)**	1:00-1:55	Communications Specialist Director of IMS **FM, LGC**	1:00-1:55	HR Manager **HR Office** **HR/PD, C&I (1:00)**
				1:15-1:55	Review of Files **HR/PD**
2:00-2:55	**Curriculum Interview**	2:00-2:55	**Leadership Interview** ***Location: Superintendent's Office***	2:00-2:55	**OPEN – Document Review/Data Triangulation** ***Location: Team Workroom***
	Director of T&L **C&I, A&D, HR/PD**		Superintendent **LGC, FM**		**SS**
3:00-3:55	**All Principals Focus Group** ***Room Location – BoE upstairs*** **ALL DRT MEMBERS**				
4:00-5:00	**Student Supports Focus Group** ***Location – BoE upstairs*** ***Community Partners*** (e.g., Non-profit organizations, for-profit organizations, etc.) **SS, LGC, HR/PD, FM**				**OPEN – Document Review/Data Triangulation** **C&I, A&D**
5:30	**Review Team Debrief and Team Members** **ALL DRT MEMBERS**				

Site Visit Schedule Day 4 — Thursday, May 9

Time	*Activity*	*Time*	*Activity*	*Time*	*Activity*
8:30-8:45	**DRT Meeting** ***Location: Team Workroom - BoE downstairs "B"*** **ALL DRT MEMBERS**				
8:30-9:15	**Leadership Interview** ***Location – BoE downstairs*** Board President Board Vice President **LGC, FM**			9:15-9:45	**Leadership Interview** Board Member **LGC, FM**
8:45-10:15	**Classroom Visits** TBD	8:45-10:15	**Classroom Visits** TBD	8:45-10:15	**Classroom Visits** TBD
10:15-10:30	**Travel time, if needed**				
10:30-12:00	**Classroom Visits** TBD	10:30-12:30	**Classroom Visits** TBD	10:30-12:30	**Classroom Visits** TBD
12:30-1:30	**DRT Working Lunch** ***Location - Team Workroom - BoE downstairs "B"*** **ALL DRT MEMBERS**				
1:30-1:45	Travel time				
2:15-6:00	**Emerging Themes Meeting** ***Location: Educational Service Center*** **ALL DRT MEMBERS**				

Site Visit Schedule Day 5 — Friday, May 10

Time	*Activity*
9:00-10:00	**DRT Final Morning Meeting** ***Location – Team Workroom – BoE downstairs "B"*** **ALL DRT MEMBERS**
10:00-10:45	**Meeting with Superintendent re Emerging Themes** ***Location – BoE upstairs*** **CCI Representative** **DRT Coordinator**
11:00-11:45	**District Debriefing Meeting with leadership team re Emerging Themes** ***Location – BoE upstairs*** **ALL DRT MEMBERS**
11:45-2:00	**Working Lunch/ Q & A/ Compliance Tracking System** ***Location – Team Workroom – BoE downstairs "B"*** **ALL DRT MEMBERS**

Key

A&D = Assessment & Effective Use of Data
C&I = Curriculum & Instruction
FM = Fiscal Management
HR/PD = Human Resources/Professional Development
LGC = Leadership, Governance & Communication
SS = Student Supports
CCI = Center for Continuous Improvement
T&L = Teaching & Learning
DRT = District Review Team

Appendix C: Figures and Tables Related to Accountability

DISTRICT PROFILE

Painesville City Schools are in Lake County. According to the United States Census Bureau, the estimated population of Painesville, Ohio, on July 1, 2017, was 19,837, which represents a 1.4 percent increase in population since the 2010 census.[2] Approximately 79.9 percent of the population graduated from high school. The median household income in Painesville city is $45,806, with 20.5 percent of the population living below the poverty line. The median household income in Ohio is $52,407, with 14.9 percent of the population living below the poverty line.

The average teacher salary in Painesville City Schools for 2017-2018 was $67,195 (see table C-1, Appendix C), an increase of $9,313 over the last five years. During the same period, the percentage of teacher attendance decreased from 95.7 percent to 94.3 percent, the percentage of highly effective teachers increased slightly from 99 percent to 99.8 percent, and teachers with master's or doctorate degrees increased from 66.9 percent to 70.1 percent.

The student population of the school district in 2017-2018 was 21.2 percent White, Non-Hispanic; 8.6 percent Multiracial; 52.1 percent Hispanic; and 17.8 percent Black, Non-Hispanic (see figure C-1, Appendix C). The district reported that 99.1 percent of students were economically disadvantaged, 17.9 percent of students had disabilities, 4.7 percent students were identified as gifted, and 23 percent of students were English learners in 2018 (see figure C-2, Appendix C). Overall, Painesville City Schools' enrollment has decreased over the last 10 years from 2,930 in 2009 to 2,869 in 2018 (see figure C-3, Appendix C).

Painesville City School District operates the following schools:

- Chestnut Elementary School;
- Elm Street Elementary School;
- Harvey High School;
- Heritage Middle School;
- Maple Elementary School.

STUDENT PERFORMANCE

Information about student performance includes: (1) the status of the district in the Ohio Department of Education's accountability system, displayed on the district's Ohio School Report Card; (2) the progress the district is making toward narrowing achievement gaps, measured by the report card's gap closing component; (3) English language arts performance and student growth; (4) mathematics performance and student growth; (5) Performance Index measure on the report card (a single figure reflecting how all students did on all state tests); (6) four- and five-year cohort graduation rates; (7) the Prepared for Success report card component; (8) attendance information; and (9) progress the district is making toward improving at-risk K-3 readers.

This report shows three-year trend data when possible, along with areas in the district and/or its schools that are showing potentially meaningful gains or declines over these periods. In this section, as well as Appendices B and C, the data reported is the most recent available.

1. District Report Card Summary.

A. On its 2017-2018 report card, Painesville City Schools received an overall "F" grade. It received "D" grades on the Improving At-Risk K-3 Readers and Progress components and "F" grades on the Achievement, Gap Closing, Graduation Rate and Prepared for Success components.

2. District Gap Closing Summary.

A. To ensure that achievement gaps are closed by half statewide by 2026, Ohio expects student subgroups to meet interim Performance Index and Graduation Rate goals or to improve annually by 10 percent. In

[2] United States Census Bureau, 2010. The population for 2017 was approximated using the 2010 population and percent change from 2010 to 2017.

English language arts, none of the district's subgroups met the subgroup interim Performance Index goal in 2017-2018, but the district's Multiracial, White, Non-Hispanic, and English Learner subgroups earned partial points for showing some improvement even though they did not improve by 10 percent (see figure C-4, Appendix C). In Math, none of the district's subgroups met the interim Performance Index goal in 2017-2018 or showed any improvement (see figure C-5, Appendix C). For the class of 2017, the district's Black, Non-Hispanic, Disadvantaged, White, Non-Hispanic, and English Learner subgroups met the interim four-year graduation rate goal. In addition, the All Students, Hispanic, and Students with Disabilities subgroups showed improvement in the four-year graduation rate between the class of 2016 and the class of 2017 (see figure C-6, Appendix C).

3. **District English Language Arts Performance and Growth Summary.**[3]
   A. The expected student proficiency level needed to meet each test-based report card indicator (measured in the Indicators Met portion) is 80 percent. Painesville City Schools did not meet the 80 percent benchmark for any English language arts indicator in 2017-2018 (see figure C-7, Appendix C). However, English language arts in Painesville City Schools improved across several test-based indicators with the largest increases in high school English language arts II, seventh grade and fifth grade – increasing 10.6 percent, 4.7 percent and 4 percent respectively between 2017 and 2018.

   B. The greatest proficiency gaps between the state and Painesville City Schools appear in grade 8 (-31.1 percent), grade 4 (-27.1 percent) and grade 6 (-25.6 percent) (see figure C-8, Appendix C).

   C. Painesville City Schools Value-Added results on the report card Progress component show significant evidence that students made more than expected progress in grades 7 and 8. There also was moderate evidence of growth in grade 5 and when looking across all grades and subjects (see figure C-9, Appendix C).

4. **District Mathematics Performance and Growth Summary.**
   A. The expected student proficiency to meet each test-based report card indicator (measured in Indicators Met) is 80 percent. Painesville City Schools did not meet the 80 percent benchmark for any math indicator in 2017-2018 (see figure C-10, Appendix C). However, grade 3, grade 7, high school algebra I and high school geometry showed some improvement – increasing 0.7 percent, 10.3 percent, 11.8 percent and 3.5 percent respectively between 2017 and 2018.

   B. The greatest proficiency gaps between the state and the district (not including high school mathematics I and high school mathematics II) are seen in grade 5 (-37.2 percent), grade 4 (-31.4 percent) and grade 6 (-29.4 percent) (see figure C-11, Appendix C).

   C. Painesville City Schools Value-Added results on the Progress component indicate significant evidence that students made more than expected progress in grade 7, but there was significant evidence that students in grades 4, 6 and high school geometry made less than expected progress (see figure C-12, Appendix C).

5. **District Performance Index Summary.**[4]
   A. Painesville City Schools' Performance Index score for 2017-2018 was 65.3, a slight decrease from 67.9 in 2016-2017 (see figure C-13, Appendix C).

6. **District Graduation Summary.**[5]
   A. Painesville City Schools' four-year graduation rate for 2018 (class of 2017) was 76.7 percent while its five-year graduation rate was 74.5 percent (see figure C-14, Appendix C). Both the four-year and five-year graduation rates are lower than in similar districts and the state average this year (see figure C-15, Appendix C).

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[3] Growth occurs when there is evidence that students made progress similar to or exceeding the statewide expectation.
[4] 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.
[5] Graduation rate is the percentage of students who received a regular or honors diploma during or before the end of the school year.

B. The percentage of the district's students who did not graduate within four years was 23.3 percent compared to the state average of 15.9 percent. The four-year graduation rates increased from 63.2 percent for the class of 2013 to 76.7 percent for the class of 2017. The five-year graduation rate increased from 69.9 percent for the class of 2013 to 74.5 percent for the class of 2016.

7. District Prepared for Success Summary.

A. Painesville City Schools' ACT participation in 2018 (class of 2017) was 46 percent, an increase of 5.3 percent from 2017 (class of 2016) (see figure C-16, Appendix C). Painesville City Schools' ACT participation in 2018 (class of 2017) was 46 percent, an increase of 5.3 percent from 2017 (class of 2016) (see figure C-16, Appendix C). Of the students in the entire graduating class, 8.4 percent received remediation-free scores, increasing from 6.9 percent in 2017 (class of 2016).

B. The percentage of students receiving honors diplomas increased from 4.3 percent in 2016 (class of 2015) to 8.1 percent in 2018 (class of 2017).

C. College Credit Plus participation in the district increased from 4.6 percent in 2016 (class of 2015) to 5.7 percent in 2017 (class of 2016) and to 11.2 percent in 2018 (class of 2017).

D. The percent of students participating in Advancement Placement courses jumped from 10.2 percent in 2016 (class of 2015) to 21.2 percent in 2017 (class of 2016), and then to 34 percent in 2018 (class of 2017).

8. District Attendance and Chronic Absenteeism Summary.

A. Painesville City Schools' attendance rate was 92.8 percent in 2018 compared to the state average student attendance rate of 93.7 percent (see figure C-17, Appendix C).

B. The district's chronic absenteeism rate[6] increased from 20.5 percent in 2017 to 21.9 percent in 2018 (see figure C-18, Appendix C). Approximately 78.1 percent of the district's students needed universal support[7] for attendance, compared to 15.8 percent who needed moderate support and 6.1 percent who needed intensive support (see figure C-19, Appendix C).

C. During the 2017-2018 school year, 12th grade students had the highest chronic absenteeism rate in the district, at 43.6 percent (see figure C-20, Appendix C).

9. District Literacy Summary.

A. Ohio students in kindergarten through grade 3 are expected to progress toward becoming on track for literacy to ensure they meet the Third Grade Reading Guarantee and can be promoted to fourth grade. The guarantee is predicated on evidence that students who struggle to read in the early grades are more likely to perform poorly in grades 4 and higher and are more likely to drop out of school. Of Painesville City Schools' 290 students in 2018 who were not on track in their reading, 78 moved to on-track status. However, 27 students did not score proficient on the third grade English language arts assessment and also had not been placed on Reading Improvement and Monitoring Plans (RIMPs), resulting in report card deductions (see figures C-21 and C-22, Appendix C).

B. During the 2017-2018 school year, 12 percent of Painesville City Schools' third-graders did not meet the Third Grade Reading Guarantee criteria for promotion to grade 4.

10. District Financial Data Summary.

A. In 2017-2018, Painesville City Schools spent $8,640.20 per equivalent pupil to educate its children, compared to the state average of $9,353.10 (see figure C-23, Appendix C). As a percentage of total expenditures, the district spent less on classroom instruction (67.5 percent) compared to both similar districts (69.0 percent) and the state (67.6 percent) (see figure C-24, Appendix C).

[6] Students who miss 10 or more percent of school are identified as chronically absent.

[7] Students who miss less than 10 percent of school require universal support for attendance. Students who miss between 10 percent and 20 percent of school are identified require moderate support while those missing 20 or more percent of school require intensive support.

B. Slightly more than 67 percent of the district's revenue came from state funds. Local funds made up the second highest percentage of Painesville's revenue at 20.6 percent (see figure C-25, Appendix C).

C. During the 2017-2018 school year, Painesville City Schools spent $263, or 16.4 percent, more on administration expenses and $459, or 6.6 percent, more on instruction than the state average. However, Painesville City Schools spent less on pupil support expenses and almost the same on building operations and staff support expenses as the state average (see table C-2, Appendix C).

Figure C-1: Painesville City Schools District Enrollment- Race

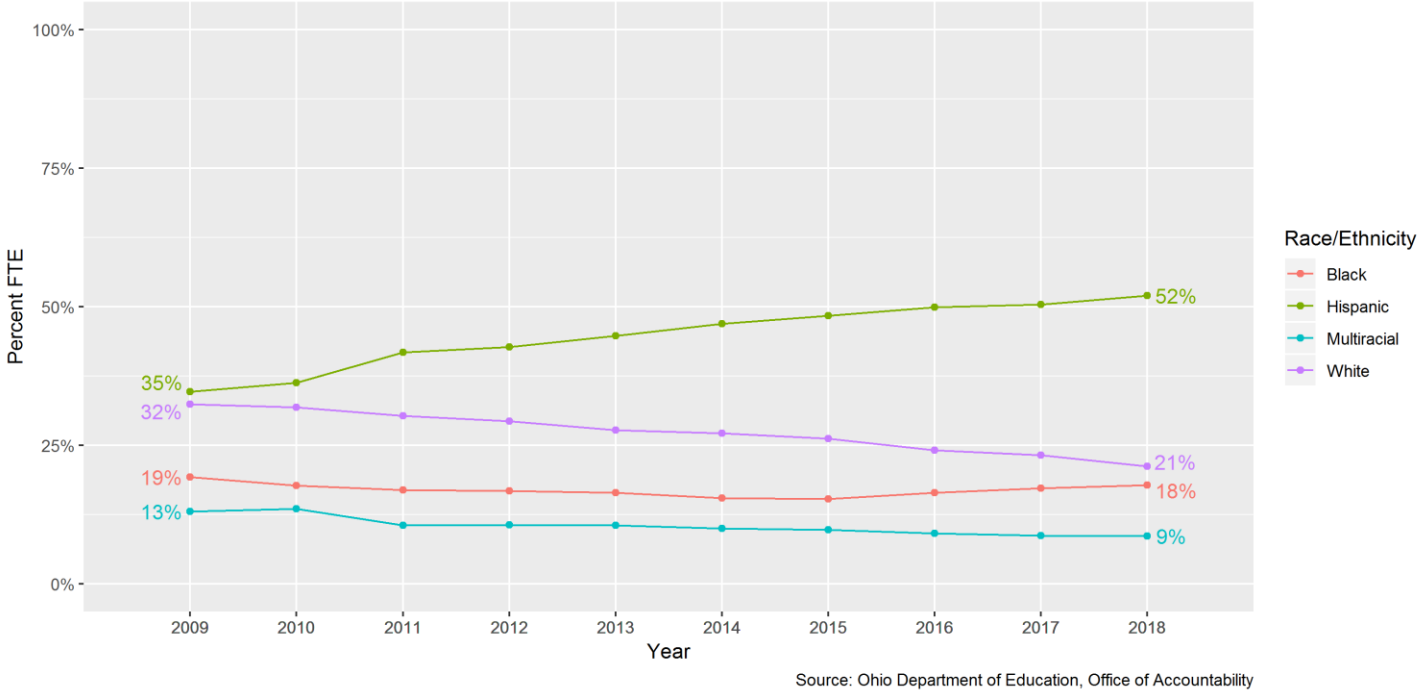


Figure C-2: Painesville City Schools District Enrollment – Special Populations

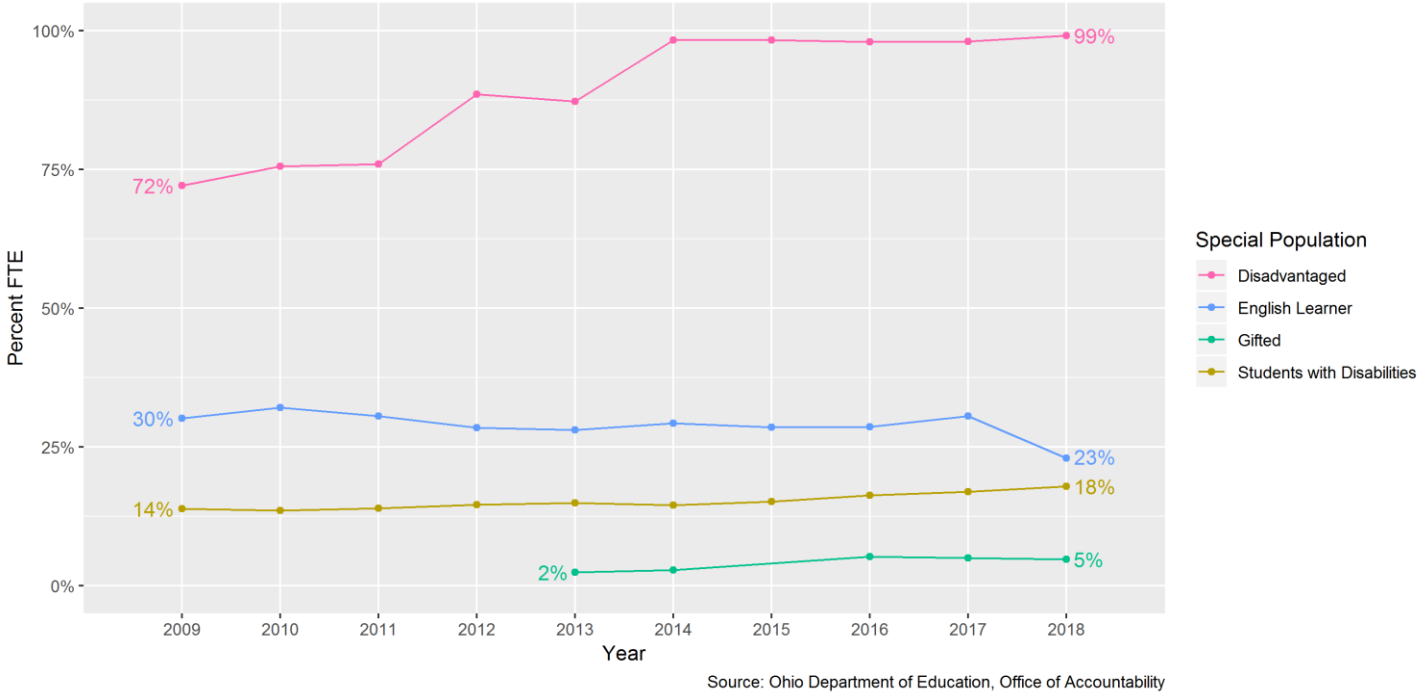


Figure C-3: Painesville City Schools District Enrollment – 10-Year Trend

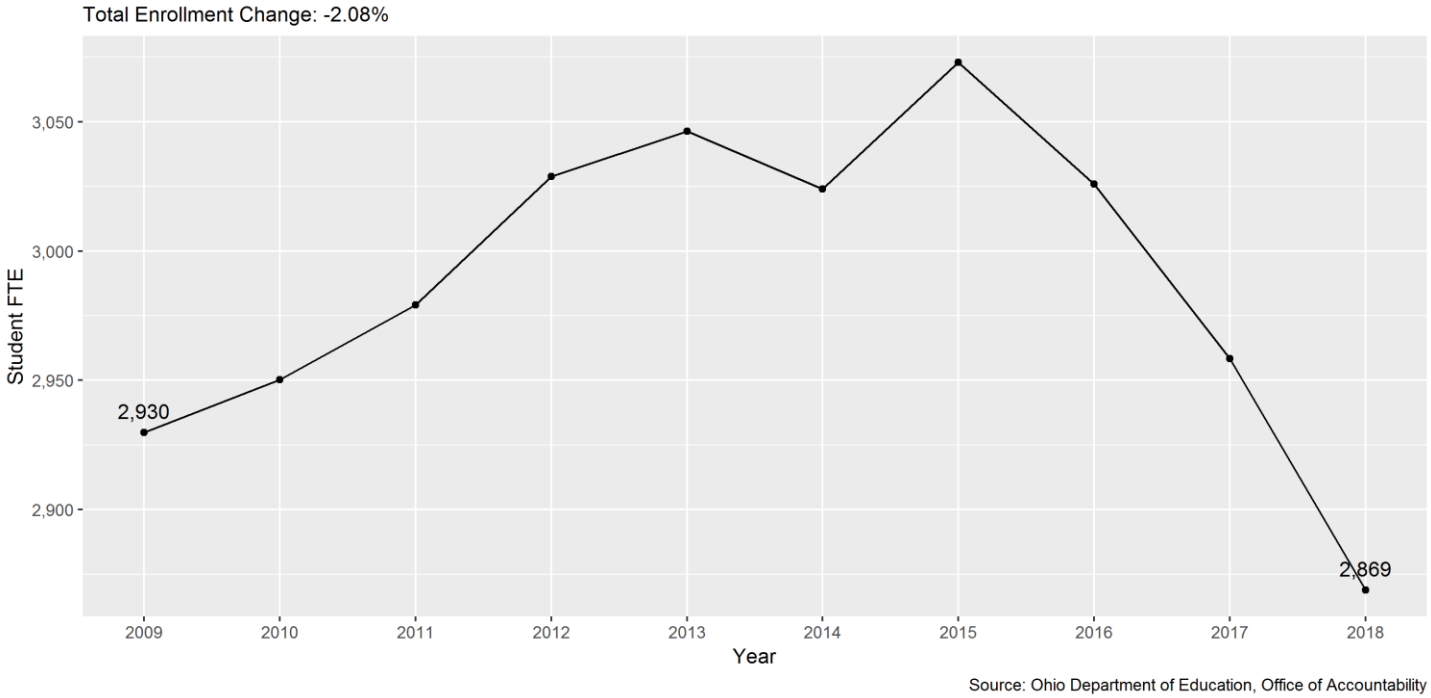
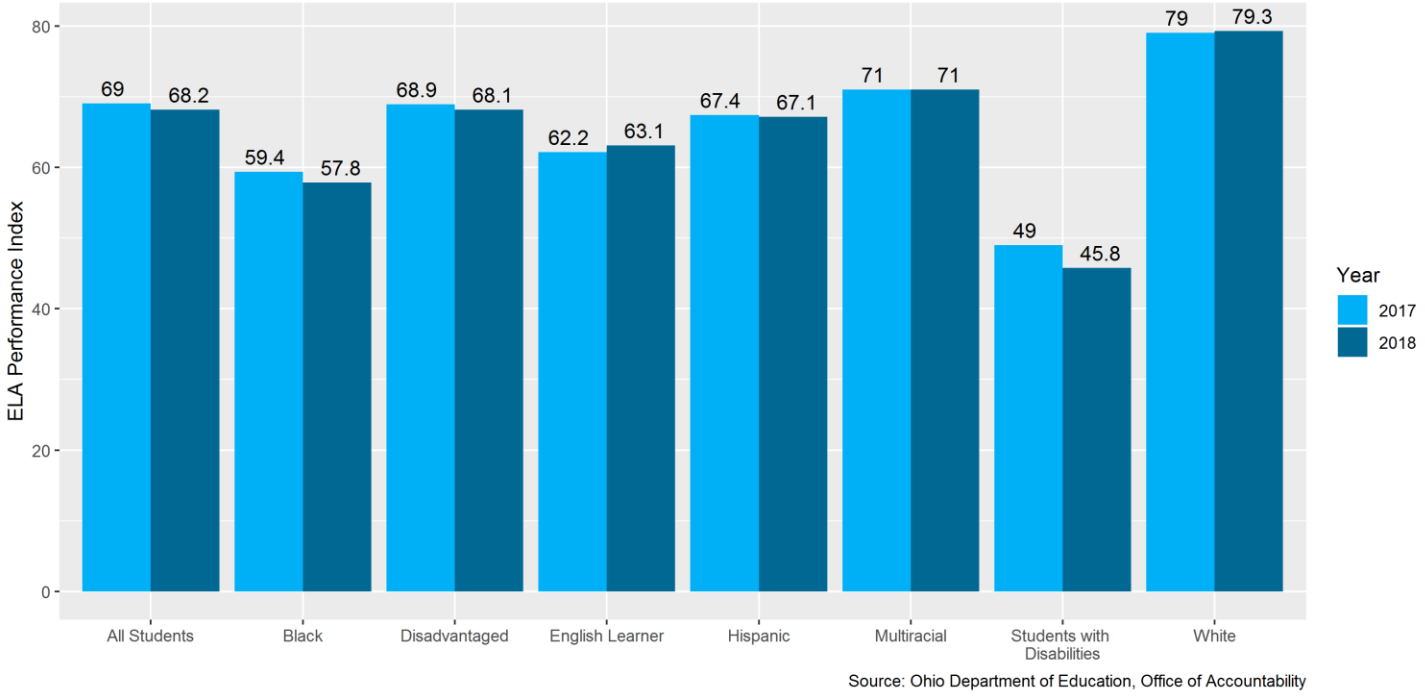


Figure C-4: Painesville City Schools Gap Closing – English Language Arts[8]



[8] In 2017, the Hispanic subgroup had fewer than 30 students, so it was not part of the Gap Closing calculation. There were more than 25 Hispanic students as part of the 2018 report card, so a value was calculated.

Figure C-5: Painesville City Schools Gap Closing – Mathematics[9]

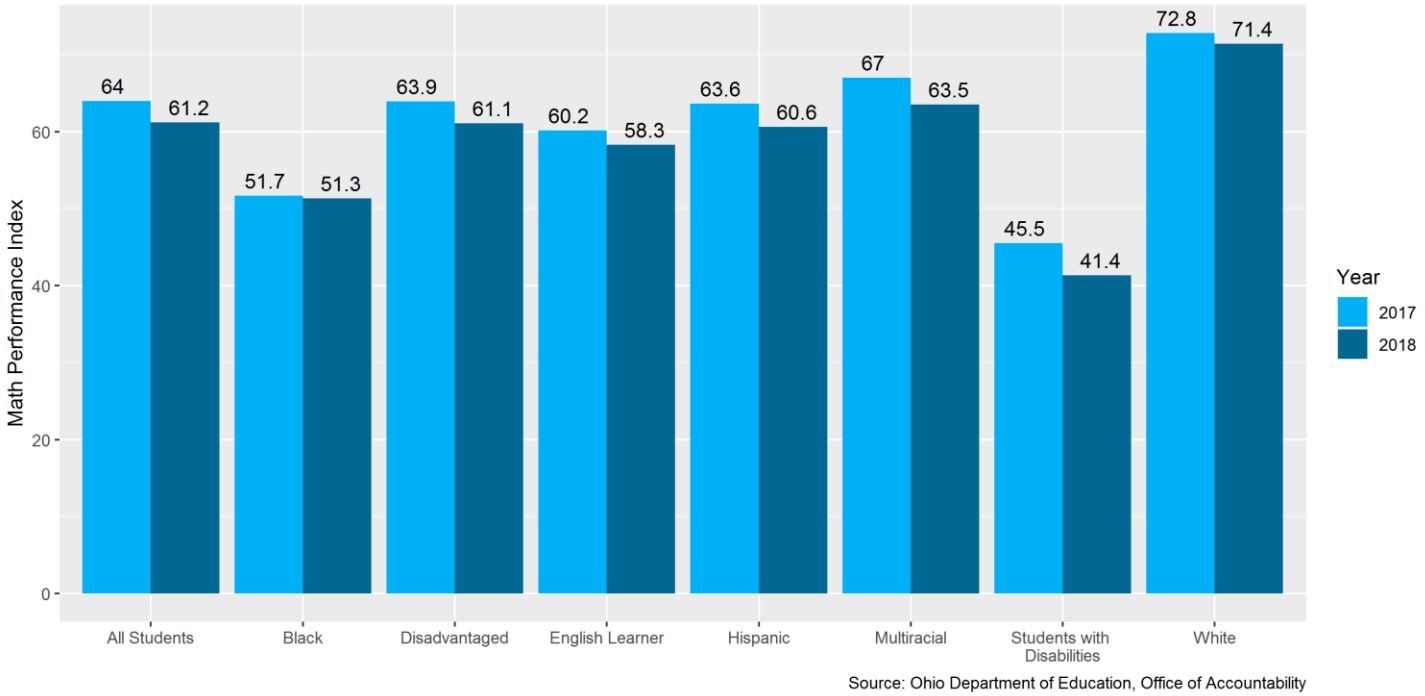
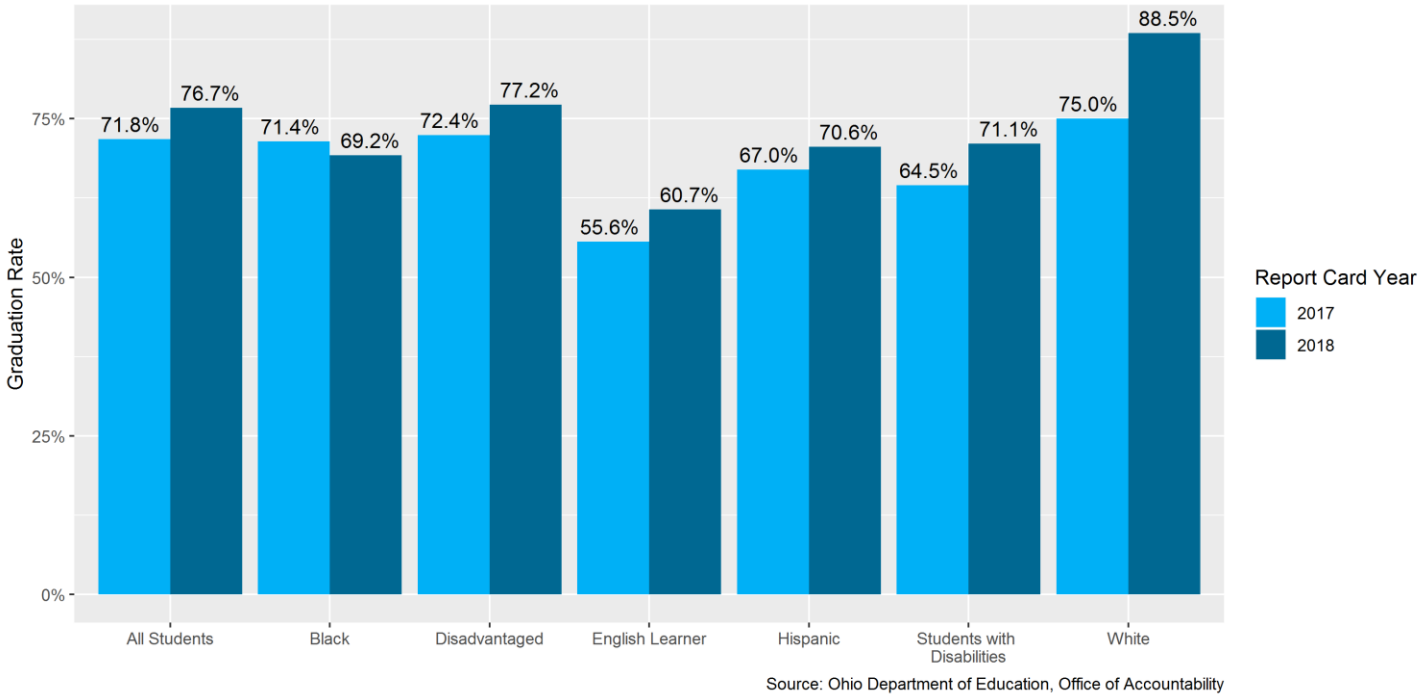


Figure C-6: Painesville City Schools Gap Closing – Graduation



[9] In 2017, the Hispanic subgroup had fewer than 30 students, so it was not part of the Gap Closing calculation. There were more than 25 Hispanic students as part of the 2018 report card, so a value was calculated.

Figure C-7: Painesville City Schools English Language Arts Proficiency – Trend

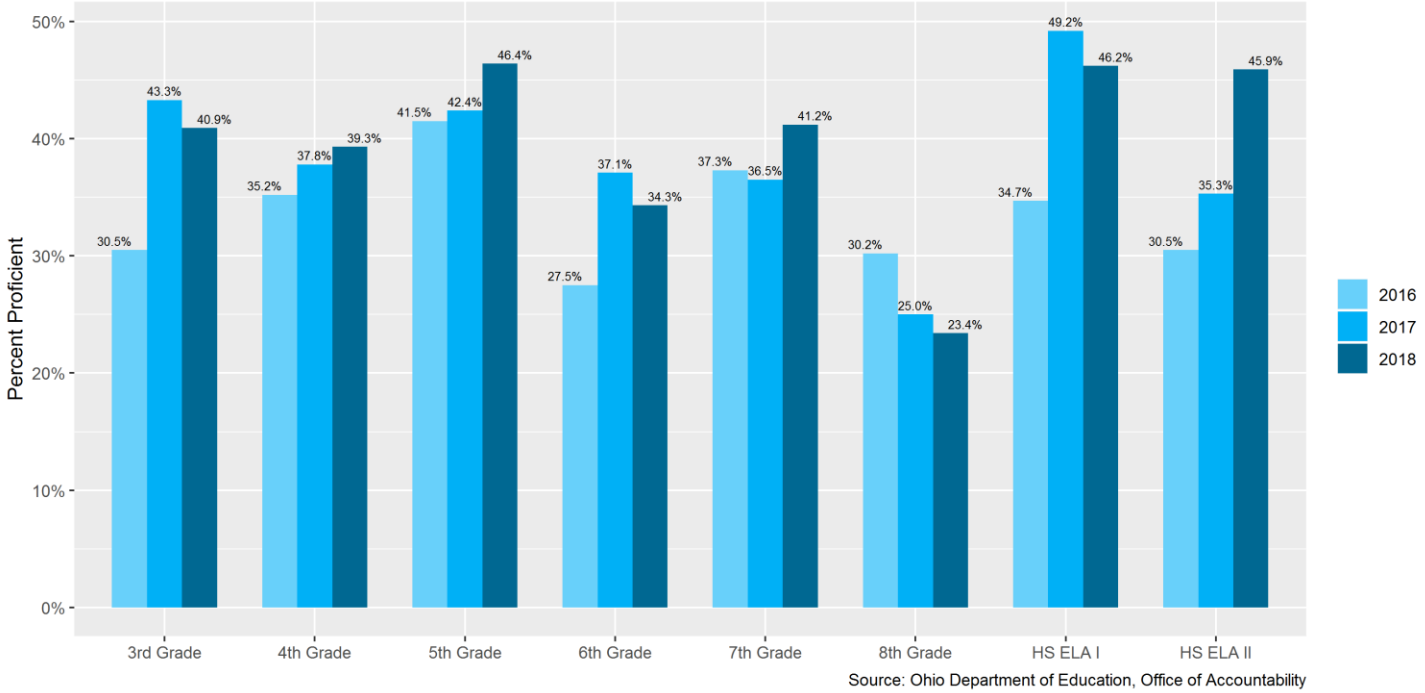


Figure C-8: Painesville City Schools English Language Arts Proficiency – Comparison

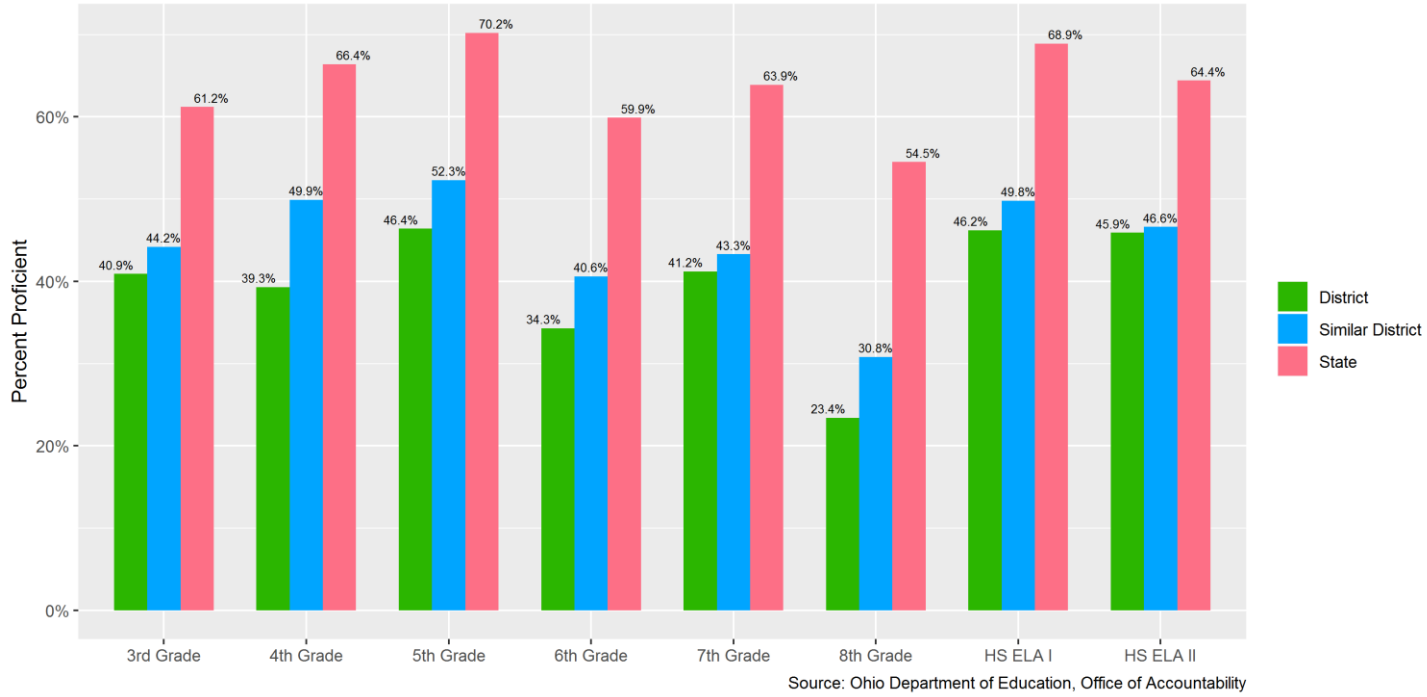


Figure C-9: Painesville City Schools English Language Arts Value-Added

Report: District Value-Added
District: Painesville City Local SD (044628)
Year: 2018
Test: Ohio's State Tests (3-8)
Subject: English Language Arts
Type: Accountable

Reporting that includes only those students who were accountable to that school or district is available under the OST Accountable test.

The values in the table below are rounded for display purposes. Note that the unrounded gain is divided by the unrounded standard error to obtain a gain index. The gain index is rounded before being displayed on the Ohio school report card's Progress report. For this reason, the numbers on the two reports might be very different.

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	
2016 Growth Measure		0.0 Y	0.9 Y	0.4 Y	5.2 DG	4.3 DG	2.2
Standard Error		1.0	0.9	0.9	0.8	0.9	0.4
2017 Growth Measure		-4.3 R	0.8 Y	-1.2 O	-0.0 Y	0.1 Y	-0.9
Standard Error		1.0	0.9	0.9	0.9	0.9	0.4
2018 Growth Measure		-3.3 R	1.1 LG	0.1 Y	0.5 Y	-0.4 Y	-0.4
Standard Error		0.9	0.9	0.9	0.9	0.9	0.4
3-Year-Average Growth Measure		-2.5 R	0.9 LG	-0.2 Y	2.1 DG	1.5 DG	0.3
Standard Error		0.6	0.5	0.5	0.5	0.5	0.2

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
2015 Average Achievement	39.2	39.8	38.2	36.5	36.4	36.2
2016 Average Achievement	40.3	39.6	40.8	37.4	41.8	40.9
2017 Average Achievement	39.9	37.6	39.9	39.0	37.7	38.1
2018 Average Achievement	39.9	37.1	38.2	39.0	39.5	35.8

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2016	172	689.4	30	689.7	30	-0.2 Y	1.0
	2017	365	698.2	36	695.4	33	2.7 DG	0.7
	2018	201	696.7	25	700.3	28	-3.3 R	0.9
	3-Yr-Avg	738	695.7	30	695.4	30	0.4 Y	0.5

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts II	2016	170	684.6	25	687.8	28	-2.9 R	1.1
	2017	261	688.7	29	687.2	28	1.5 LG	0.9
	2018	208	693.5	27	698.2	32	-4.3 R	0.9
	3-Yr-Avg	639	689.2	26	690.9	27	-1.6 R	0.6

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 C-10: Painesville City Schools Mathematics Proficiency – Trend

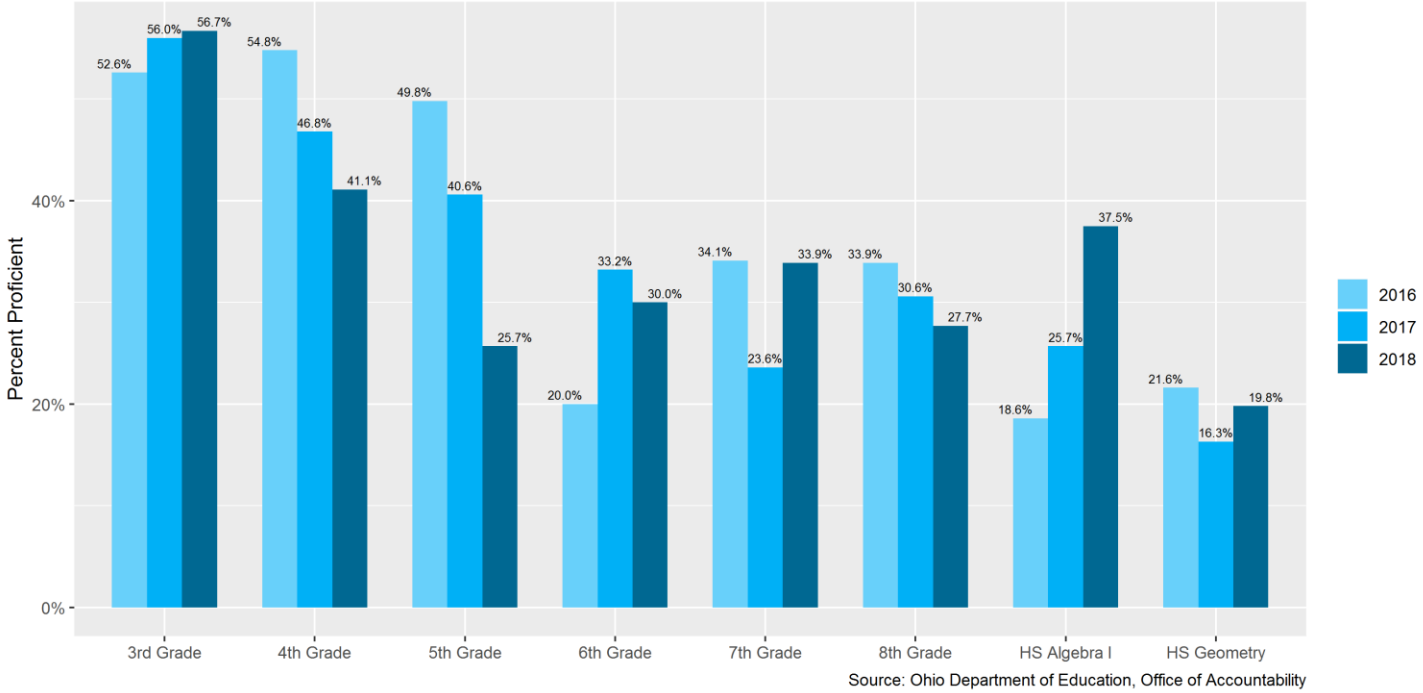


Figure C-11: Painesville City Schools Mathematics Proficiency – Comparison

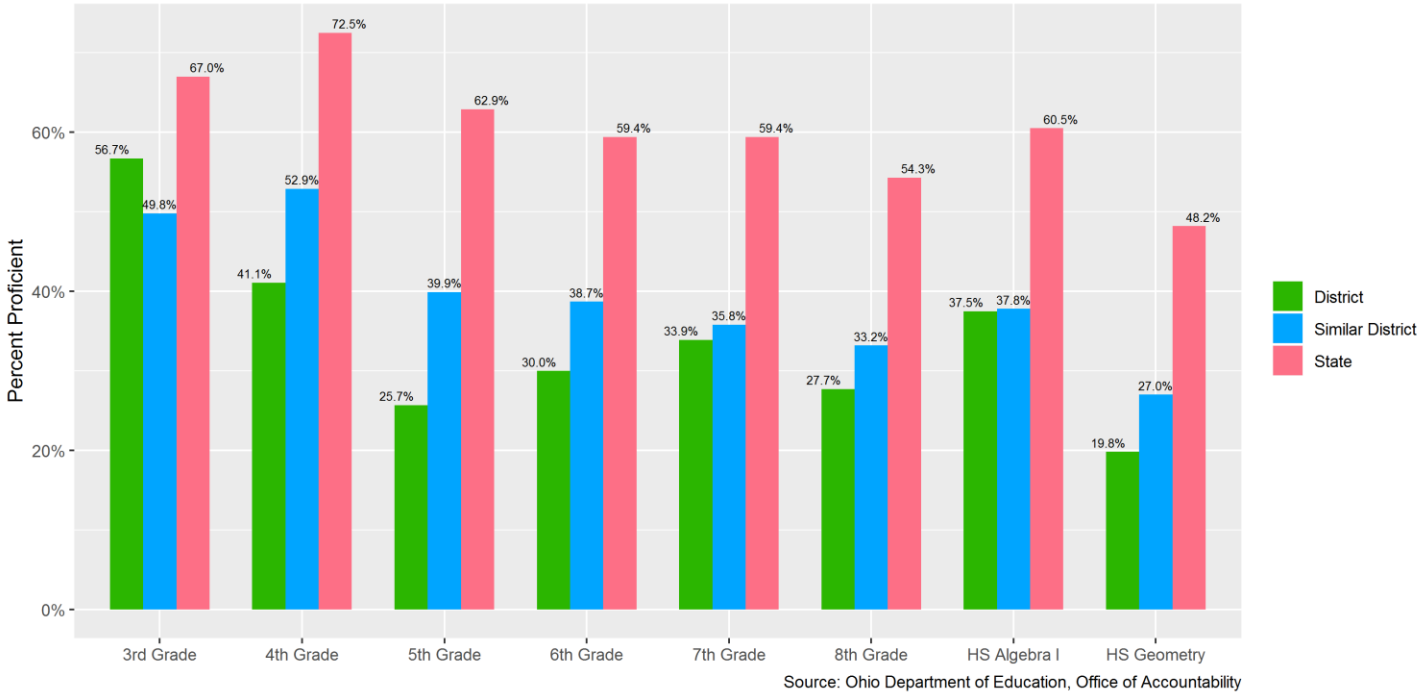


Figure C-12: Painesville City Schools Mathematics Value-Added

Report: District Value-Added
District: Painesville City Local SD (044628)
Year: 2018
Test: Ohio's State Tests (3-8)
Subject: Mathematics
Type: Accountable

Reporting that includes only those students who were accountable to that school or district is available under the OST Accountable test.

The values in the table below are rounded for display purposes. Note that the unrounded gain is divided by the unrounded standard error to obtain a gain index. The gain index is rounded before being displayed on the Ohio school report card's Progress report. For this reason, the numbers on the two reports might be very different.

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	
2016 Growth Measure		1.2 LG	4.7 DG	-3.8 R	3.0 DG	0.9 Y	1.2
Standard Error		0.8	0.8	0.8	0.7	0.9	0.4
2017 Growth Measure		-7.2 R	-0.9 O	-5.6 R	0.8 LG	-0.0 Y	-2.6
Standard Error		0.8	0.8	0.8	0.8	0.8	0.4
2018 Growth Measure		-5.2 R	-2.3 R	-1.8 R	2.5 DG	0.7 Y	-1.4
Standard Error		0.8	0.8	0.8	0.8	0.9	0.4
3-Year-Average Growth Measure		-3.6 R	0.4 Y	-3.7 R	2.1 DG	0.5 LG	-0.9
Standard Error		0.5	0.5	0.4	0.4	0.5	0.2

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
2015 Average Achievement	40.4	37.6	39.2	36.7	36.9	34.9
2016 Average Achievement	43.5	41.9	42.5	34.7	39.5	37.9
2017 Average Achievement	41.6	37.1	41.0	36.2	35.3	36.0
2018 Average Achievement	44.5	36.9	33.9	38.4	38.5	34.2

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	141	677.0	25	677.0	25	0.0 Y	1.3
	2017	331	687.1	35	686.2	33	0.9 LG	0.8
	2018	193	690.2	26	691.2	27	-1.3 O	1.1
	3-Yr-Avg	665	685.8	28	685.7	28	0.1 Y	0.6

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Geometry	2016	166	682.6	27	682.6	27	-0.2 Y	1.2
	2017	256	676.3	30	678.2	31	-1.8 O	1.0
	2018	181	672.0	26	676.9	30	-4.6 R	1.3
	3-Yr-Avg	603	676.7	26	679.1	28	-2.2 R	0.7

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

Figure C-13: Painesville City Schools Performance Index – Trend

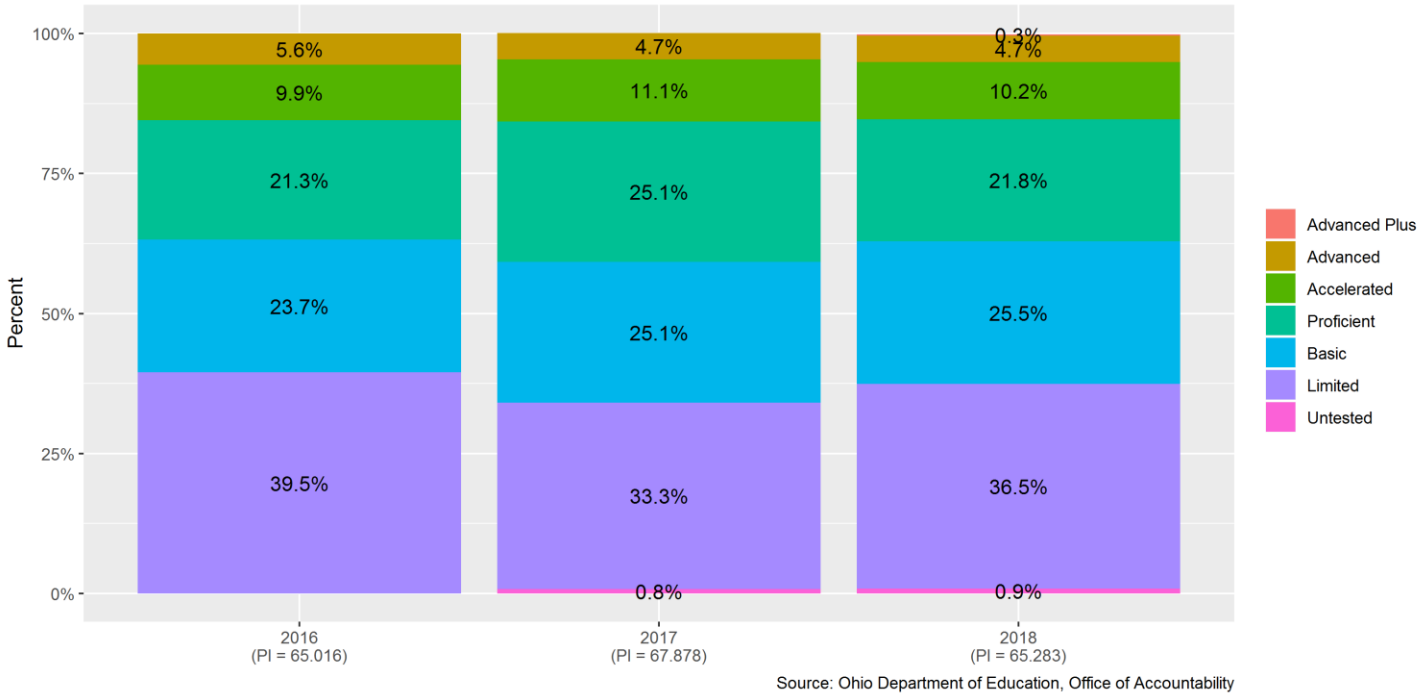


Figure C-14: Painesville City Schools Graduation Rate – Trend

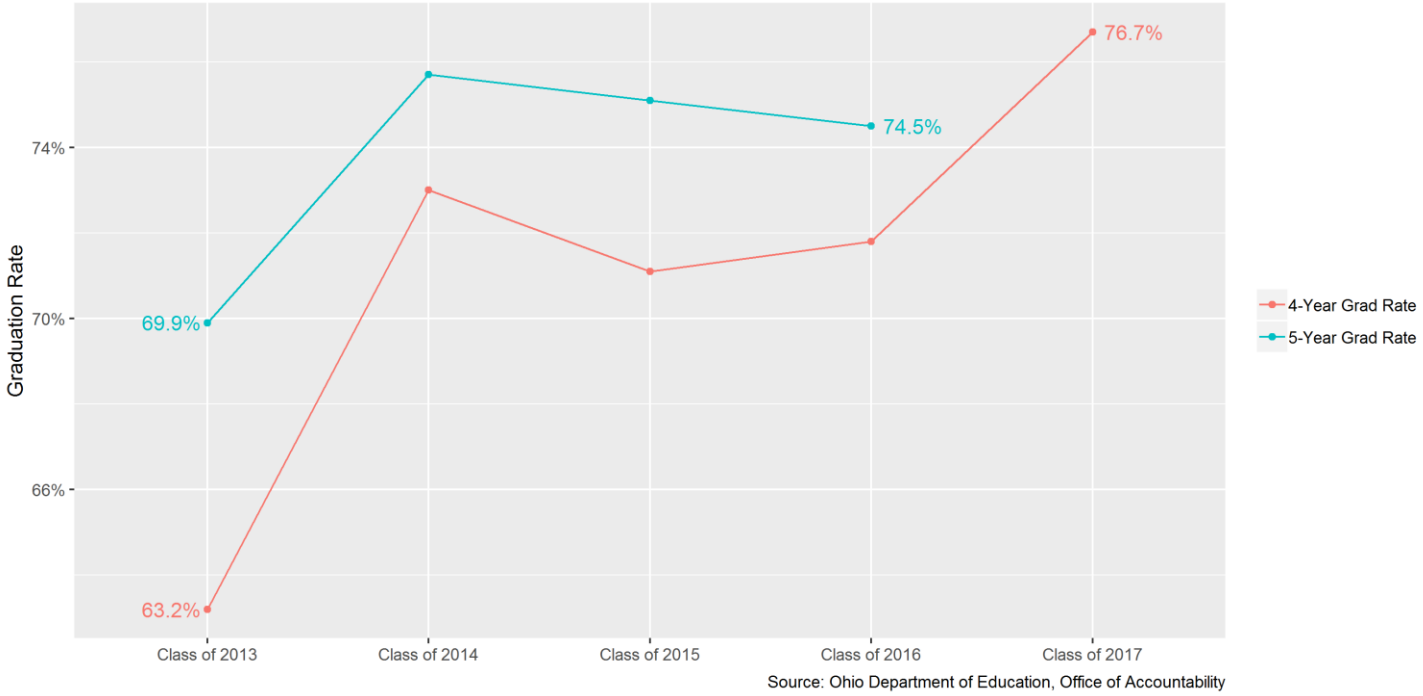


Figure C-15: Painesville City Schools Graduation Rate – Comparison

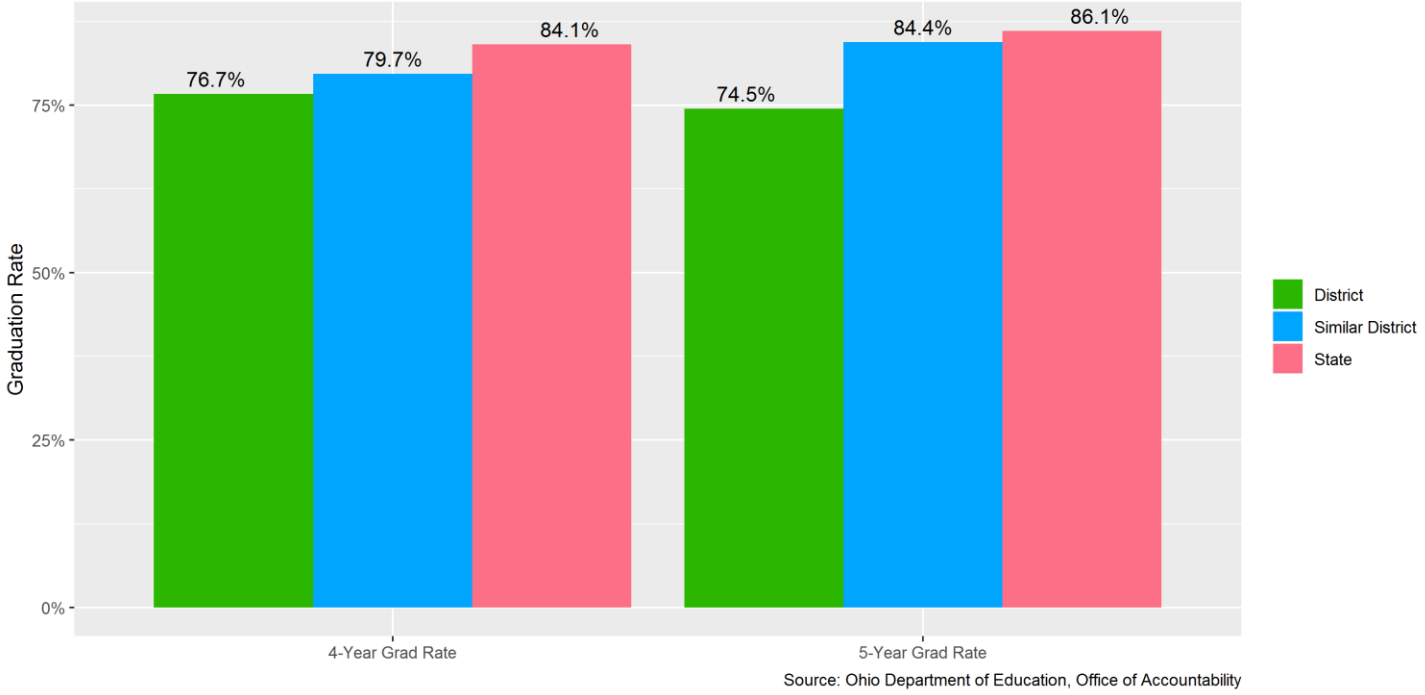


Figure C-16: Painesville City Schools Prepared for Success – Trend

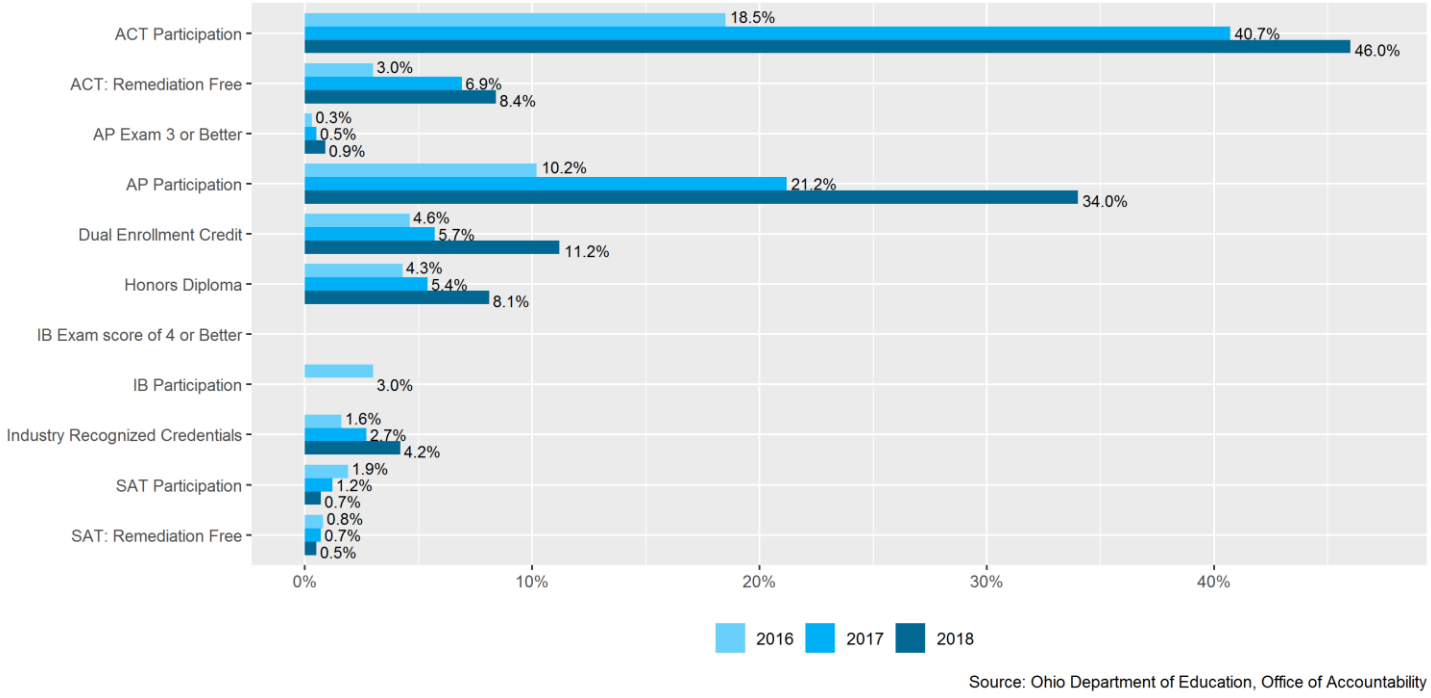


Figure C-17: Painesville City Schools Student Attendance Rate

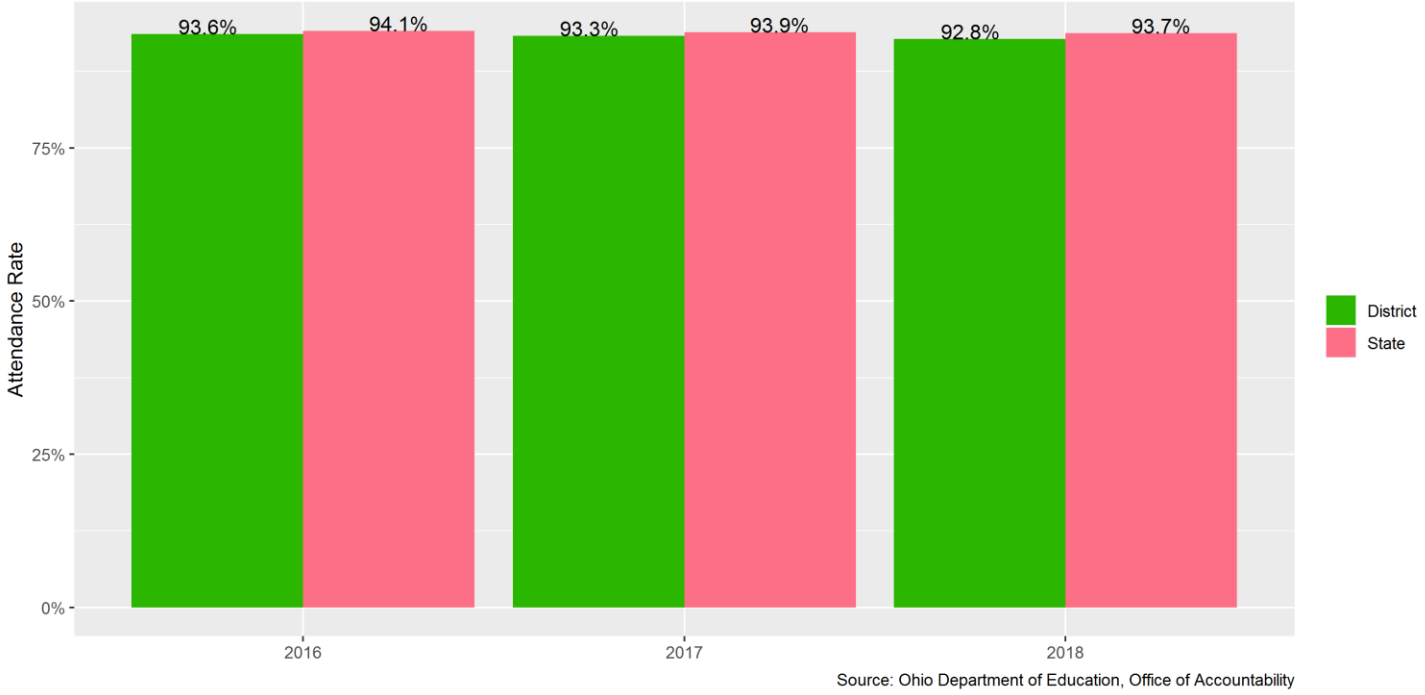


Figure C-18: Painesville City Schools Chronic Absenteeism Rate

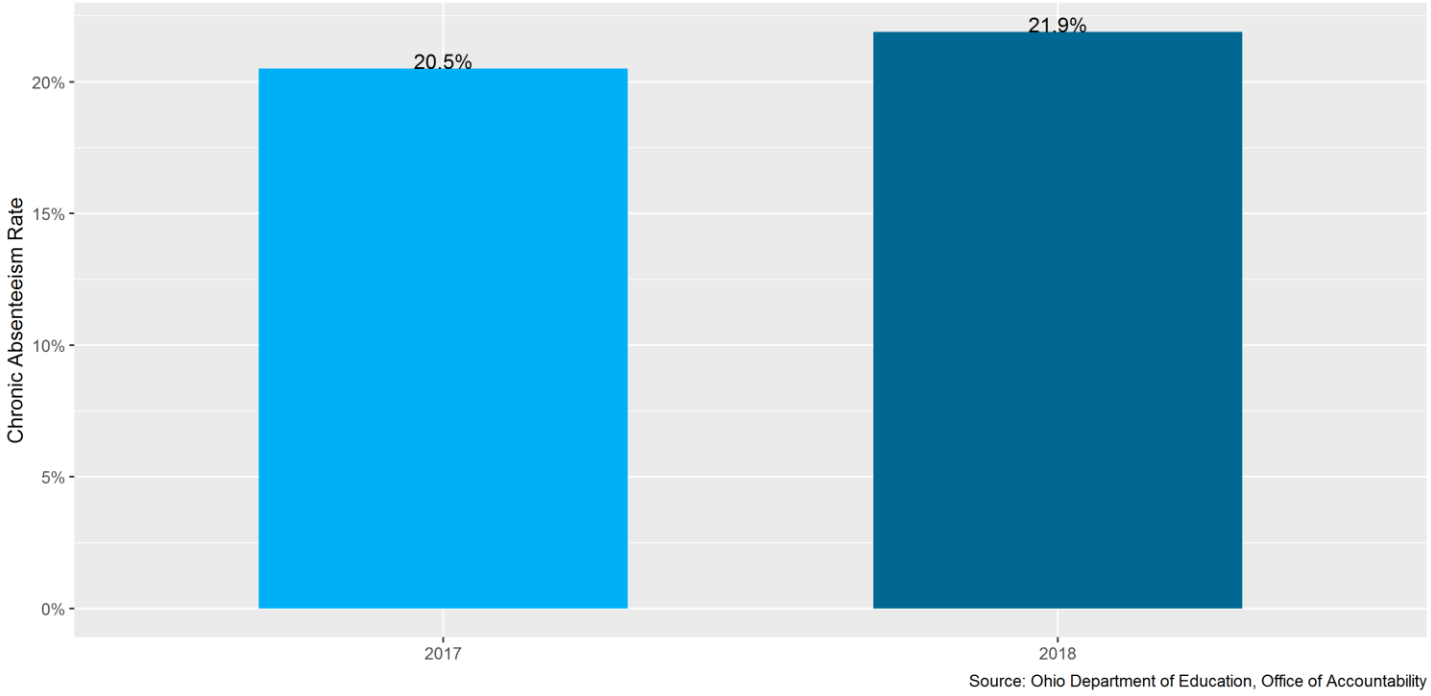
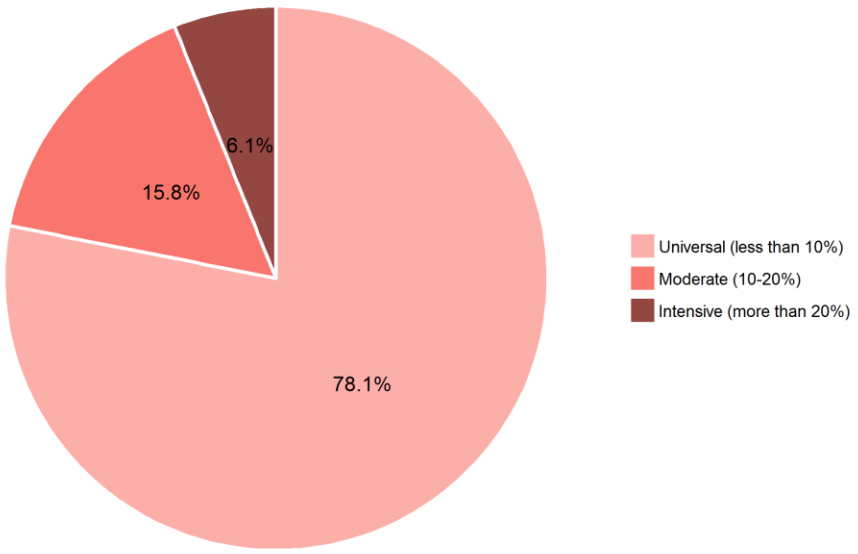
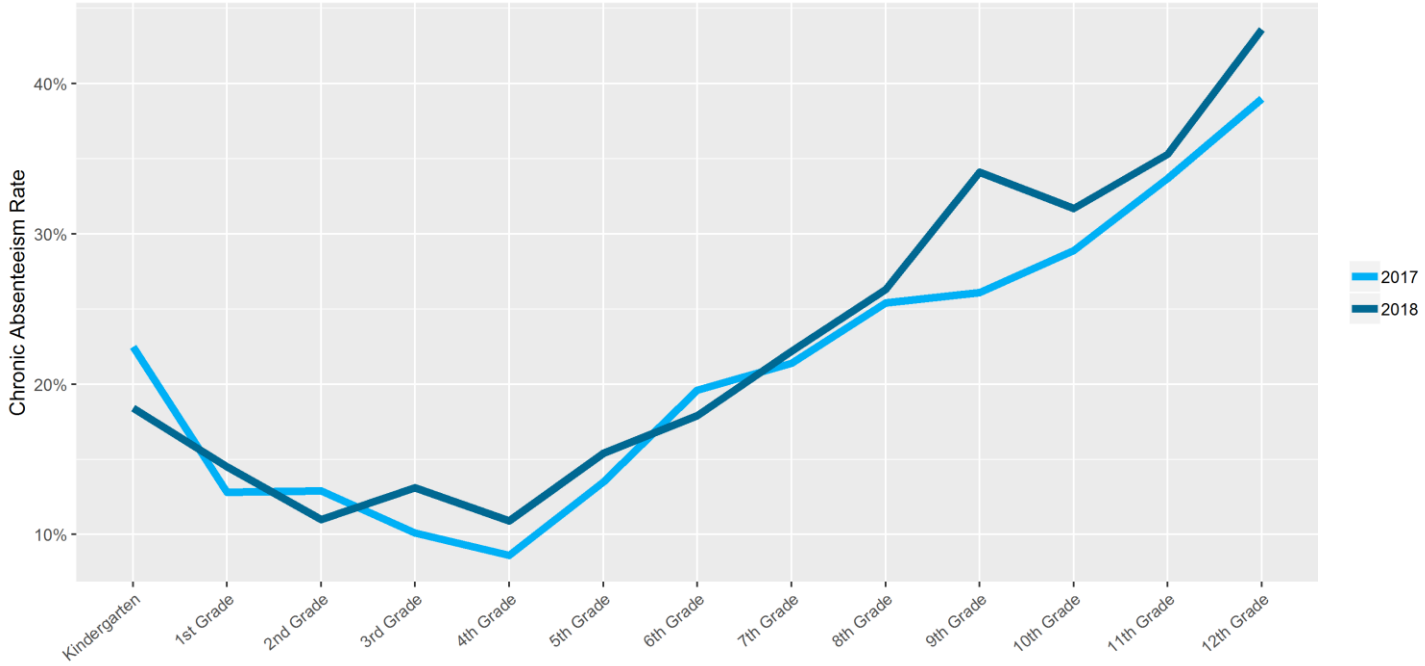


Figure C-19: Painesville City Schools Chronic Absenteeism – Support Tiers



Source: Ohio Department of Education, Office of Accountability

Figure C-20: Painesville City Schools Chronic Absenteeism – Grade Level



Source: Ohio Department of Education, Office of Accountability

Figure C-21: Painesville City Schools Improving At-Risk K-3 Readers – Overview

Ohio School Report Cards

Search for a school or district...

Painesville City Local District Grade F District at a glance

D

Component Grade

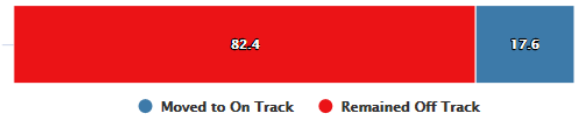
Improving At-Risk K-3 Readers

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

In your district... | Details of Measure

78 Students Moved to On Track – 27 RIMP Deductions ÷ 290 Students Started Off Track

D 17.6%



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

Grade Key

A = 78.3 - 100.0%
B = 56.6 - 78.2%
C = 34.9 - 56.5%
D = 13.2 - 34.8%
F = 0.0 - 13.1%

3rd Grade Reading Guarantee | On Track by Grade Level

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?	88.0%
How many third graders scored proficient on the state English language arts test?	40.9%

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

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

Figure C-22: Painesville City Schools Improving At-Risk K-3 Readers – Detail

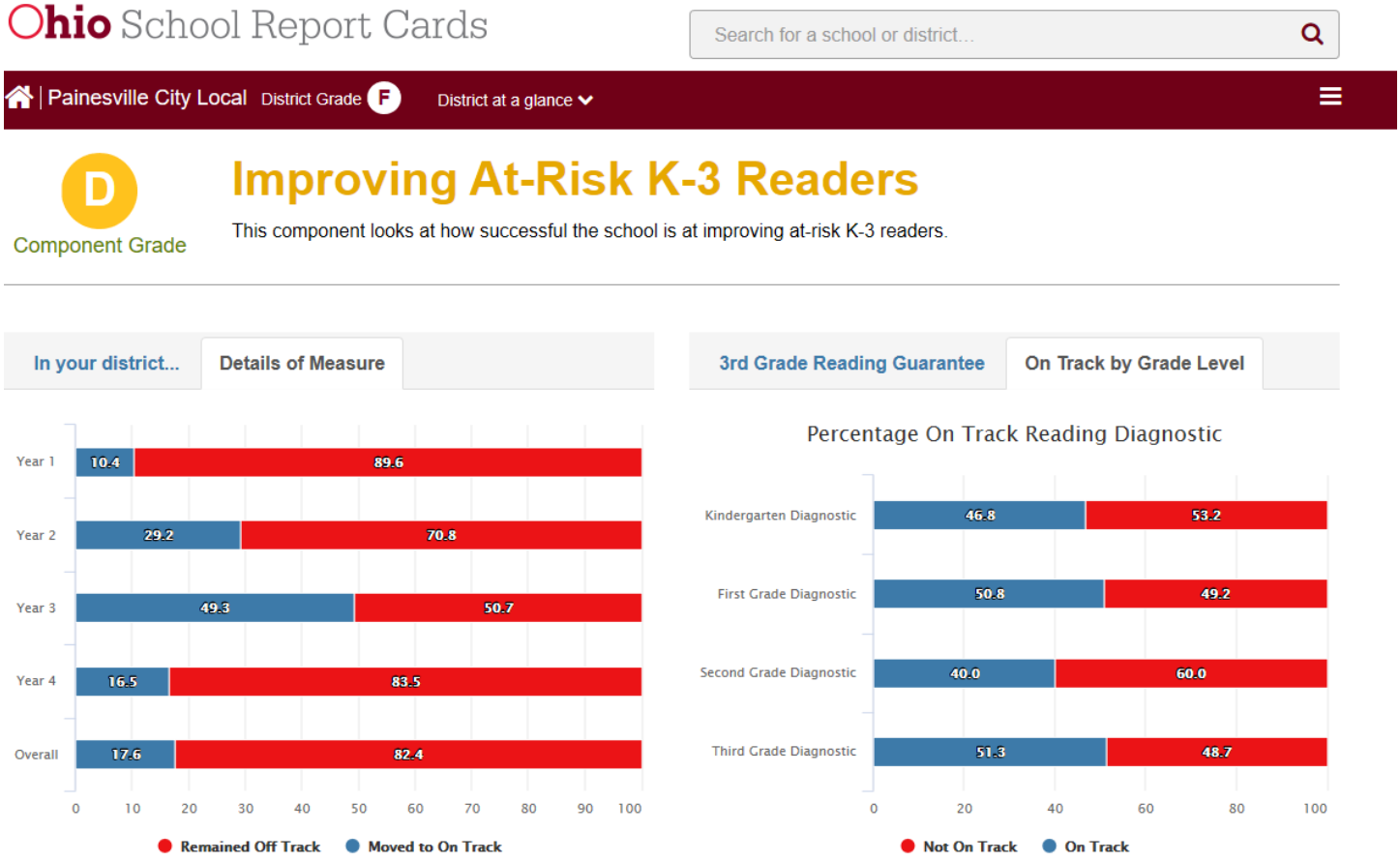
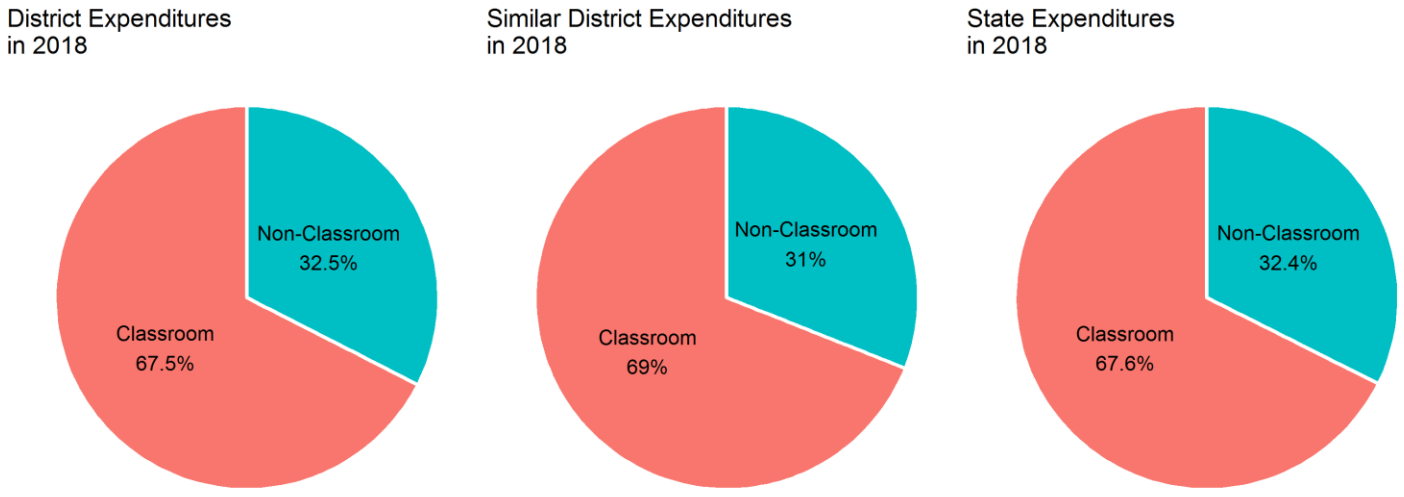


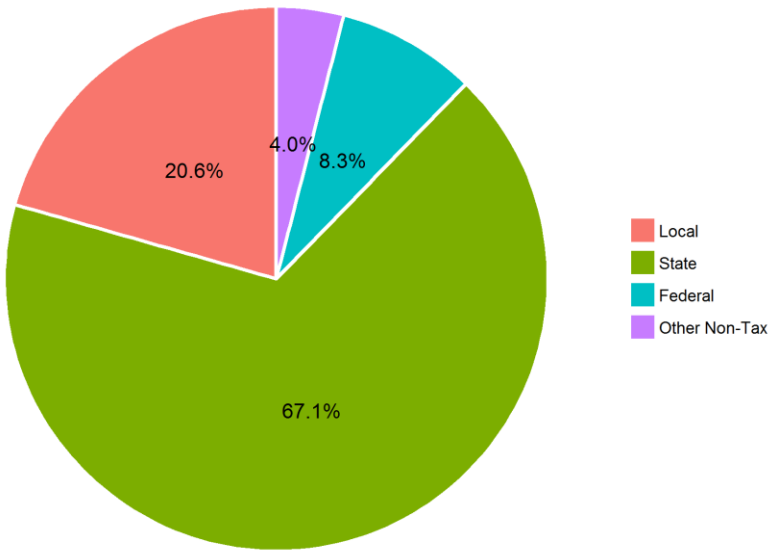
Figure C-23: Painesville City Schools Spending Per Equivalent Pupil

Figure C-24: Painesville City Schools Classroom vs Non-Classroom Expenditures



Source: Ohio Department of Education, Office of Accountability

Figure C-25: Painesville City Schools Revenue Sources



Source: Ohio Department of Education, Office of Accountability

Table C-1: Painesville City Schools Staff Summary

Year	Average Teacher Salary	Highly Effective Teacher Percent	Teacher Attendance	Percent of Teachers with Master's or Doctorate
2013	$57,882	99.0 percent	95.7 percent	66.9 percent
2014	$57,874	100.0 percent	94.4 percent	62.9 percent
2015	$61,231	NA percent	94.4 percent	69.8 percent
2016	$61,739	99.7 percent	95.3 percent	67.2 percent
2017	$63,136	100.0 percent	95.5 percent	68.8 percent
2018	$67,195	99.8 percent	94.3 percent	70.1 percent

Table C-2: Painesville City Schools Cupp Report – Expenditure per Student Comparison

Expenditure	Painesville City Schools	Comparable District Average	Statewide Average
Administration	$1,863.94	$1,844.74	$1,600.87
Building Operations	$2,225.65	$2,527.06	$2,244.43
Instruction	$7,409.02	$7,118.52	$6,949.79
Pupil Support	$661.84	$782.30	$738.69
Staff Support	$421.41	$547.20	$419.36

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.

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.

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.

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.

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.

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 take part in 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 calculations. This situation also applies to the Revenue by Source information also provided on this report.

Table C-3: Painesville City Schools Cupp Report – District Financial Status from Five-Year Forecast

Expenditure	Painesville City Schools	Comparable District Average	Statewide Average
Salaries	51.79 percent	48.13 percent	53.25 percent
Fringe Benefits	23.33 percent	19.18 percent	21.07 percent
Purchased Services	22.25 percent	28.96 percent	21.11 percent
Supplies and Materials	1.87 percent	2.55 percent	2.92 percent
Other Expenditures	0.76 percent	1.17 percent	1.66 percent

Source: Cupp Report, FY2018

Appendix D: Inventory Forms and Building Observation Form

6 Point Scale of Evidence for the Diagnostic Profile
Taken from the School Improvement Diagnostic Review

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

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

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
CLASSROOM ENVIRONMENT								
1. The tone of interactions between teacher and students and among students is positive and respectful.								
2. Behavioral standards are clearly communicated and disruptions, if present, are managed effectively and equitably.								
3. The physical arrangement of the classroom ensures a positive learning environment and provides all students with access to learning activities.								
4. Classroom procedures are established and maintained to create a safe physical environment and promote smooth transitions among all classroom activities.								
5. Multiple resources are available to meet all students' diverse learning needs.								
TEACHING								
6. Classroom lessons and instructional delivery are aligned to Ohio's Learning Standards.								
7. The teacher communicates clear learning objectives aligned to Ohio's Learning Standards.								
8. The teacher demonstrates knowledge of subject and content.								
9. The teacher provides opportunities for students to 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.								
LEARNING								
14. Students are engaged in challenging academic tasks.								
15. Students articulate their thinking or reasoning verbally or in writing either individually, in pairs, or in groups.								
16. Students use technology as a tool for learning and/or understanding.								
17. Students assume responsibility for their own learning whether individually, in pairs, or in groups. [Please provide examples.]								

Standard III: Assessment and Effective Use of Data Inventory

Date:_____**Time in:** _____**Total time:** _____**Subject:**_____**Grade Level:**___

District IRN:_____**School:**_____**Building:** **ES** **MS** **HS**

 # Students:_____ **#Teachers:**_____**#Assistants:**_____

Class: **Gen ED** **ELL** **Special ED** **Self Contained** **Title I**

Part of Lesson Observed: **Beginning** **Middle** **End** **Observer:** _____

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

Standard VI: Fiscal Inventory

Date:_____Time in: _____Total time: _____Subject:_____Grade Level:___

District IRN:_____School:_____Building: ES MS HS

 # Students:_____ #Teachers:_____#Assistants:_____

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: _____

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

Fiscal Inventory – General Building and Facilities Review

Warm, Dry, Safe =

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

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

Building Observation Report

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

District: _____ **Time Out:** _____

Building: _____

Reviewer: _____

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

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

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

Appendix E: List of Documents Reviewed

"The BOX"-samples from Google Curriculum Matrix
11-19-2018 Instructional Rounds Feedback
2018-2019 COI Training Schedule
2018-2019 Elm Street Elementary ED Meeting Agendas
2018-2019 Grading and Reporting
2018-2019 Math Teacher-based team cycle 1
2018-2019 Painesville District Improvement Plan
2018-2019 PCLS grading and reporting document
2018-2019 Waiver Day Planning
312 Intervention Specialist
35 random teacher/administrator personnel files
Agenda Minutes 6th Grade Science Department Meeting
Agreement between OAPSE Local 393 and BOE 2018-2020
Appendix C - Assessment Matrix
Appendix E - Instructional Staff Attendance
Appendix F - curriculum revisions
Assessment of Teacher Performance
Assessments in matrix for K-8 English Language Arts
Assessments in matrix for math K-8
Attendance Tracking Report 2017-2018 by school
Auburn JVSD CTPD State Report Card
Back to School Bash Flyer
Board of Education Policy Manual
Board of Education regular, special and work session agendas from January 2018 to April 2019
Buddy teacher list
Building leadership team data and tasks by month
Building leadership team meeting agendas for Chestnut Elementary dated September 2018, October 2018, and February 2019
Building leadership team meeting agendas for Harvey High School dated September 2018, November 2018, January 2019, and February 2019
Building leadership team meeting agendas for Heritage Middle School for August, September and November 2018, January and February 2019
Building leadership team meeting agendas for Maple Elementary for November 2018
Building leadership team member job description
Building observation guide
Career Fairs, Events, Seminars attended by HR Manager
CCP Parent Info Meeting Jan. 18, 2019
Certified Staff 2018-2019 Opening Days
Chestnut Elementary, Elm Elementary, Maple Elementary, Heritage Middle School, and Harvey High School 2018-2019 building improvement plans
Classroom Observation Walkthrough Data Report 2017-2018 and 2018-2019
Cohort Teams Meeting Agendas
Community Conversations-We Want Your Feedback document
Comprehensive Continuous Improvement Plans for schools and district

Comprehensive Literacy Framework
Content-Language Objectives
Cradle to Kindergarten Program flyers\
Customer service evaluation Feb. 15, 2019
Cycle 1 Aug. 28, 2018 SS PCLS Teacher-based team document
Data Collection Sheet
Data Dashboard 2018-2019
Daytime adult English as a second language classes at Elm flyer
Demographic Improvement Plan PowerPoint
Differentiation for Els
District Gap Closing Report 2018
District leadership team data and tasks by month
District report card 2017-2018
Draft PCLS Mathematics Instructional Framework
ELD Consistency Service Model Version 2
Electronic communication between Christine Young and Amber Torres about Parent Café dated Aug. 30, 2018
Elementary Teacher-based team Writing Protocol
Elementary, Middle, and High School Student Handbooks
Elm Elementary Grade 1 PCLS Teacher-based team document
Elm Elementary Multi-Tiered System of Support 2017 Survey
Elm Elementary Spring 2018 OST 1 Item Analysis Template
Evaluations for Treasurer, Superintendent, Assistant Principals, Principals
Family Resource Center Community Partners
Family Resource Center Summary Report
Feb. 13, 2019 Waiver Day Agenda
Feb. 15, 2019 Elementary Waiver Day
Final Summative Completion Status
Flu shot flyer
Free English Classes Flyer
Free Pediatric Physical Exam flyers
Growing Leaders Agreement
Harvey High School Course Guide and Descriptions Pathways, Teacher Schedules
Harvey High School HB410 Tracking Report 2018-2019
Harvey High School Special Education Minutes dated 9/18/2018, 10/16/2018, 11/27/2018, 12/16/2018, 1/22/2019, 4/30/2019
Harvey High School Student Leadership Team Meeting dates
Heritage Middle School 2018 OST data brainstorm template
Heritage Middle School All Staff Waiver Day
Heritage Middle School Behavior Decision Making Rules
Heritage Middle School MTSS SAM Scoring Sheet - MTSS Implementation Checklist
Heritage Middle School Poverty training, ELA pilot, Feb. 16, 2018
Heritage Middle School Spring 2018 OST Item Analysis Template
Hispanic Advisory lists of challenges
Individual accountability for responding and processing
Individual Accountability for Responding document

Instructional Framework document
Interview questions for high school, middle school, and elementary teachers
Jan. 22, 2019 Cohort Agenda - Grade 2
Job Descriptions
K-2 Critical Skills - Math
Kindergarten SC-SS Integration Cohort Agenda
Language Arts Teacher-based team Cycle 1
Light PCLS Teacher-based Team document
Limits to Whole Class Presentation document
Maple Elementary and Harvey High School TFI -MTSS Action Plan
Maple Elementary Spring 2018 OST Item Analysis document
Math Grades 4-5 Coaching Schedule
Multi-Tiered Longitudinal Report 2017-2019 for each school - Harvey High School, Heritage, Elm, Maple and Chestnut
Multi-Tiered Systems of Support plans
Multi-Tiered Systems of Support Response to Intervention Pride
New certified employee checklist
New Teacher Demographics
New Teacher Orientation Agenda
New teacher orientation agenda
New Teacher Orientation Demographics - Improvement Plan
New teachers - instructional program
NTO Demographics - Improvement Plan
OFCF Harvey High School 2018-2019 Attendance Interventions
Ohio Improvement Plan District Implementation Management/Monitoring Tool 2018-2019
Ohio Leadership Advisory Council Painesville Final Case Study 8-21-2018
Ohio Principal Evaluation System Parameters 2017-2018
Ohio Teacher Evaluation System Preconference Questions
Ohio Teacher Evaluation System Preconference Questions
Oli4 Centralized Training Agenda Materials January 2019
Painesville City Local School District website
Painesville City Local School Quality Profile
Painesville City Local Schools Engaging All Students for Tomorrow's World document
Painesville Special Education PD/TA/Coaching 2018-2019
Parent Café brochure
Parent engagement activities 2017-2018 State Support Team 4
PCLS Assessment of Teacher Performance document
PCLS Common Assessment (3)
PCLS Common Assessment (3) (1) & (3) (2)
PCLS Core Resources (1)
PCLS Curriculum Review Calendar (1)
PCLS Curriculum Site (Google Doc.)
PCLS ELD Consistency Service Model version 2
PCLS ELD Tiered Service Model
PCLS Expedited Improvement Plan
PCLS Math Instruction Core Components document

PCLS Organization Chart
PCLS PBIS - Early Childhood Pilot Project MOA with SST 4
PCLS Professional Development Plan 2019-2020
PCLS RTI District Team
PCLS SART Attendance Report
PCLS Special Education Profile
PCLS teacher-based team document - Hildack
PCS District Review Training PowerPoint
PCTA 2018-2019 Final Agreement
Percent Students Requiring Tiers 2/3 2018-2019 Data Dashboard Report
Power Standards K-5 (English/Spanish)
PRIDE matrix
Principal meeting agendas dated 9-10-2018, 10-8-2018, 11-12-2018, and 12-10-2018
Professional Development Assessment Survey
Professional Development Catalogs, Fall and Winter
Professional Development Plan 2019-2020
RA Cycle 1
Recruitment Calendar
Recruitment flyer
Red Raider Preschool PBIS Accomplishments 2018-2019
Red Raider Preschool PBIS Flowchart to Respond to Challenging Behavior
Reinforcing Key Vocabulary document
RTI Flowcharts for Academics and Behavior
Rubric Performance Definitions
Rubrics for high school and middle school
School Market brochure
Science PCLS Teacher-based Team Document Cycle 2
September and October 2018, February and March 2019 District Leadership Team Meeting Agendas
Session 1 Student Feedback
Session 2 feedback visioning
SST Letter to each school for PBIS awards
Staff titles and job responsibilities document
Strategic plan visual
Student follow -up document from Family Resource Center
Teacher -based team 8-28-2018 document - Menosky
Teacher certification and training document
Teacher Certification and Training Totals
Teacher Value Added list
Teacher-based team minutes review
Teacher-based team model
Team Efficacy Behaviors for Teacher-Based Teams and Building Leadership Teams
Team Mindframe
Terms to Know for New PCLS Teachers
The Diversity Center - Programming Proposal 2018-2019
Tier 2 Decisions Rules with Data

Title I Program Services for 2017-2018
Waiver Day Agendas
Waiver Day Oct. 15, 2018
Waiver Day Planning
Waiver day schedule for Mr. Roderick Coffee and Ms. Victoria Tycast