

Ohio

Trotwood-Madison City School District

REVIEW CONDUCTED APRIL 23-27, 2018

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Trotwood-Madison School District

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Trotwood-Madison City School District Review Executive Summary

This review carefully considered the effectiveness of system-wide functions using the Ohio Department of Education's six district standards: leadership, governance and communication; curriculum and instruction; assessment; human resources and professional development; student support; and fiscal management. The site visit to the Trotwood-Madison City School District was conducted from Apr. 23-27, 2018. The following summary highlights some of the strengths, challenges and recommendations, which are further explained in the report.

STRENGTHS

Leadership, Governance and Communication

1. The district collaborates with city, state and union leadership to support student success.
2. The board of education completes annual evaluations of the superintendent and the treasurer that align to Ohio educator standards.
3. The district's evaluation policies for administrators and teachers include measures of accountability for student improvement.

Curriculum and Instruction

4. The district offers programs during out-of-school time to address learning gaps.

Assessment and Effective Use of Data

5. The district has adopted tools to document, track and analyze student attendance, discipline, student learning and achievement data.
6. The district has developed a technology plan that supports student instruction and school improvement.

Human Resources and Professional Development

7. The district has policies and practices in place to identify, select and hire quality teachers.

Student Supports

8. The district has developed community partnerships to support students' academic, behavior, social and emotional well-being.
9. The district implemented strategies to support family engagement.

Fiscal Management

10. The district has a comprehensive and transparent budget document.
11. The district has a long-term capital plan that reflects future capital development and improvement needs.

CHALLENGES

Leadership, Governance and Communication

12. The district did not work in partnership with educators, parents and other stakeholders to develop district improvement plans.
13. The board of education does not consistently use the district improvement plan and student and educator performance data to guide decision-making.
14. The district does not systematically evaluate programs for effectiveness.

Curriculum and Instruction

15. The district does not consistently provide coaching to teachers to ensure their use of evidence-based instructional practices in classrooms.

16. The district does not utilize differentiated instructional strategies to address the diverse learning needs of students.
17. The district does not ensure educators use an instructional framework to plan and deliver instruction.

Assessment and Effective Use of Data

18. The district does not analyze student performance data to develop strategic action steps for school improvement.
19. The district does not have a board policy that addresses the use of technology for student learning outside of the regular school day.

Human Resources and Professional Development

20. The district does not consistently collaborate to develop or deploy instructional professional development.
21. The district does not provide resources for the professional development of school administrators.
22. The district does not provide consistent opportunities for coaching or other job-embedded support to teachers.

Student Supports

23. The district does not consistently provide academic supports to students with disabilities in the general education classrooms.
24. The district does not use the co-teaching model in the general education classrooms with fidelity to support the academic needs of students with disabilities.
25. The district lacks a comprehensive system of academic and non-academic supports for at-risk students.

Fiscal Management

26. The district does not have a system in place to allocate grant dollars to ensure resources are spent and cost effective.
27. The district's financial documents reveal a revenue loss to students choosing to attend other schools.

RECOMMENDATIONS

Leadership, Governance and Communication

28. Develop a district improvement planning process that involves all stakeholders including the board of education, teachers, administrators, students, parents and community leaders in outlining the vision, goals and action steps for the plan. Develop feedback loops to solicit input from all stakeholders throughout the process and use it to modify and evaluate the effectiveness of the plan.
29. Create opportunities for the board as a governing body to receive information and engage in dialog about the district improvement plan, performance data and actions needed to proactively support implementation efforts.
30. Conduct comprehensive program effectiveness reviews as part of the district improvement planning process; measuring the impact of priority programs on student achievement goals and making modifications, deletions and additions based on results.

Curriculum and Instruction

31. Develop and implement a coaching model for teachers that is ongoing and provides site-specific support.
32. Collaborate with teachers and administrators to determine an agreed-upon definition of differentiation, principles that govern effective differentiation for the district and classroom look-fors that indicate differentiation is in place.
33. Revisit the selection of an instructional framework with the input of district and building leadership teams.

Assessment and the Use of Data

34. Consider identifying a district administrator whose primary responsibility is to review and analyze all available state and locally collected student data (including data on the district's report card) and then develop recommended school improvement action steps for the district, school and classroom levels.
35. Seek approval from the board of education to develop a plan to allow access to the district's adaptive learning platforms for student use beyond the school day and a plan for targeted students to borrow or purchase over time the needed technology to extend their access to the school's computer-assisted instruction and other learning at home.

Human Resources and Professional Development

36. Design and implement a qualitative professional learning tool or survey for all staff to identify their needs to develop individualized goals.
37. Design and implement a systematic training and support system for building administrators that includes ongoing coaching and support.
38. Develop and implement a job description for instructional coaches that streamlines their main duties to provide continuous, high-quality support to staff members with an emphasis on beginning teachers.

Student Supports

39. Develop a system to ensure academic needs of students with disabilities are being addressed and supported in the general education classroom.
40. Provide ongoing professional development and learning opportunities to support district expectations for instructional models and methods in the general education classrooms.
41. Develop an instructional framework that supports a systemic comprehensive multi-tiered system of support.

Fiscal Management

42. Increase communication with district leaders and stakeholders to ensure the budgetary process for federal programs are meeting the needs of student programs and accurately tracks the spending on a timely basis to make sure the spend down aligns with the grant period.

Trotwood-Madison City School District Review Overview

PURPOSE

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

METHODOLOGY

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

SITE VISIT

The site visit to the Trotwood-Madison City School District was conducted from April 23-27, 2018. The site visit included 54.4 hours of interviews and focus groups with approximately 180 stakeholders, including board members, district administrators, school staff and employee association representatives. The review team conducted nine focus groups with elementary, middle and high school students, elementary, middle and high school teachers, elementary, middle and high school principals, newly hired teachers, 11 parents and 11 representatives from community partners.

A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendices B and C provide information about enrollment, expenditures and student performance. The team also conducted building observations and observed classroom instructional practices in 88 classrooms in three school buildings. Appendix D contains the instructional inventory tools used to record observed characteristics of standards-based teaching and the building observation form to take note of the climate and culture of the district's buildings. Appendix E lists the district documents that were reviewed prior to and during the site visit.

DISTRICT PROFILE

Trotwood-Madison City Schools are in Montgomery County. According to the United States Census Bureau, the estimated population of Trotwood, Ohio as of July 1, 2016, was 24,431, which represents a 0.4 percent decrease in population since the 2010 Census.² Approximately 86.2 percent of the population graduated from high school. The median household income in Trotwood-Madison City is \$34,490, with 25.9 percent of the population living below the poverty line. In comparison, the median household income in Ohio is \$50,674, with 15.4 percent living below the poverty line.

¹ Ohio Revised Code 3302.10

² United States Census Bureau, 2010

³ United States Bureau of Labor Statistics 2017

The average teacher salary in Trotwood-Madison City School District for 2016-2017 was \$57,630 (see table B-1, Appendix B). The average teacher salary in the district has been relatively stable for the last five years. During the same period, the percentage of teacher attendance, percentage of highly qualified teachers, and teachers with masters or doctorate have decreased steadily.

According to the U.S. Bureau of Labor Statistics, the March 2018 unemployment rate for Montgomery County was 4 percent, which is less than the state of Ohio's unemployment rate of 4.3 percent. The racial makeup of the school district (2016-2017) is 87.7 percent African-American, 6.6 percent Caucasian, 4.4 percent multiracial, and 1.1 percent Hispanic (see figure B-1, Appendix B).

The district's enrollment has increased since last year by 5.6 percent (see figure B-2 in Appendix B). The racial makeup between 2012-2012 and 2016-2017 has remained approximately stable for all racial subgroups.

During this same time span, the special population subgroups have also remained relatively stable at the following percentages in 2017: 100 percent economically disadvantaged students, 17.2 percent students with disabilities, 7.3 percent gifted students, and 0.5 percent English language learner students. The economically disadvantaged subgroup has encompassed all students since the 2014-2015 school year (see B-3 in Appendix B).

In the 2016-2017 school year, about 29 percent of students chose not to enroll in their district of residence. About 16 percent enrolled in a community school and about 2 percent took advantage of one of the state's scholarship opportunities to attend a private school (see figure B-4, Appendix B). The 2016-2017 enrollment numbers by school, race and special population are included in table C-1, Appendix C.

Trotwood-Madison is composed of the following five schools:

- Trotwood-Madison High School;
- Westbrooke Village;
- Trotwood-Madison Middle School;
- Trotwood-Madison Early Learning Center;
- Madison Park Elementary.

STUDENT PERFORMANCE

Information about student performance includes: (1) the status of the district as it relates to the Ohio Department of Education's accountability system; (2) the progress the district is making toward narrowing proficiency gaps as measured by the Gap Closing component; (3) reading performance and student growth; (4) mathematics performance and student growth; (5) Performance Index; (6) annual dropout rates and four- and five-year cohort graduation rates; (7) suspension/expulsion rates; (8) prepared for success after high school; (9) attendance information and (10) K-3 literacy. Data is reported for the district, its schools and student subgroups that have at least three years of assessment data.

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

1. The district report card summary.

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

2. The district is not narrowing the proficiency gaps.

- A. None of the district's subgroups met the annual measurable objectives (AMO) for reading (77.1 percent), mathematics (72 percent) or graduation rate (85.1 percent) in 2016-2017 (see Figure B-5, Appendix B³). Most subgroups remain near a graduation rate of 79 to 81 percent, except for White and Multiracial

⁴ The dotted lines represent the different target AMOs.

students whose graduation rates are 64.7 and 50 percent, respectively (see Figure B-5A, Appendix B). Most subgroups showed higher passing rates for reading than mathematics in 2016-2017.

- B. Students with disabilities showed the greatest gap in proficiency, with 8.1 and 8.3 percent passing the reading and math assessments, respectively (see figures B-5A, Appendix B). All subgroups improved in their reading passage rates this year as compared to last year except for students with disabilities.

3. The district's reading performance and student growth⁴.

- A. The passage rate for each indicator is 80 percent. Trotwood-Madison City Schools did not meet the reading indicators for Ohio's State Tests in 2016-2017 (see figures B-6, Appendix B). More than 82 percent of students did not pass their reading test in grades 6, 7 and 8. Additionally, more than 70 percent of students did not pass the English language arts I and II end-of-course exams (see figure B-9 appendix B).
- B. No grade level outperformed the state or similar districts in reading (see figure B-8, Appendix B). The greatest proficiency gaps between the state and the district are seen at grade 7 (-47.4 percent), grade 6 (-42.5 percent), and grade 4 (-38.9 percent) (see figure B-8, Appendix B). Grades 3, 5 and 6, as well as both English language arts I and II have improved from last year's reading rates while other grades have declined or remained approximately stable in performance.
- C. Two-year Value-Added results indicated there was significant evidence that Trotwood-Madison students made less than expected progress in all grades except fifth grade and English language arts II (see figure B-10, Appendix B).

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

- A. None of the district's subgroups met the annual measurable objectives (AMO) for math (see figure B-7, Appendix B). Additionally, Trotwood-Madison has performed below similar districts and the state average in all math assessment (see figure B-11, Appendix B). The greatest proficiency gaps between the state and Trotwood-Madison appear in grade 8 (-51.4 percent), grade 6 (-53.3 percent) and grade 4 (-48 percent). Grade 3 has the highest passing rate at 55.9 percent. After grade 3, the percent of students scoring at a level of proficient or above tends to drop steadily.
- B. For all grades, there was significant evidence that students made less progress than expected progress for Ohio's State Tests in Math in 2016- 2017. Additionally, in all grades except grades 3, 7 and high school geometry, the passage rates in math have decreased from the 2016 to the 2017 academic year (see figure B-12, Appendix B).

5. The district's Performance Index⁵ scores.

- A. Trotwood-Madison City School District's Performance Index score for 2016-2017 was 55.1. The district has had a slight increase in the Performance Index score since last year, but overall, the Performance Index score in the last two years has been about 20 points lower than previous three years. The percents of students scoring in the Proficient or Accelerated ranges have decreased substantially in the last two years, while students scoring in the Limited range has increased (see figure B-14, Appendix B).

6. Graduation⁶ and dropout rates⁷.

- A. No subgroups reached the graduation rate target AMO (see figure B-5A, Appendix B). The four-year graduation rates are lower than similar districts and the state average this year (see figure B-15, Appendix B), but the five-year graduation was slightly higher than similar districts and lower than the state average. Approximately 20 percent of the district's students did not graduate within four years, as compared to the state average of 16.4 percent. The four-year graduation rates had seen an increase to 81.7 percent for the class of 2015 then decreased to 79.3 percent for class of 2016, but these last two years have still had

⁵ Growth occurs when there is evidence that students made progress similar to or exceeding the statewide expectation.

⁶ The Performance Index score measures the achievement of every student regardless of their levels of proficiency. Schools receive points for every level of achievement, with more points being awarded for higher passing scores. Untested students also are included in the calculation and schools and districts receive zero points for them. For purposes of assigning the letter grades, a Performance Index score of 120 is considered to be a "perfect" score. Districts and schools will receive one of five letter grades from "A" through "F" based on the percentage of total possible points earned.

⁶ Graduation rate is the percentage of students that received a regular or honors diploma during or before the end of the school year.

⁷As defined by the U.S. Department of Education, dropout rate represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate.)

higher four-year graduation rates than the previous three years. The five-year graduation rates follow the same general trend as the four-year graduation rate but at about 3-6 percentage points above (see figure B-16, Appendix B).

B. The number of students dropping out has ranged from 26 to 37 students during the previous four years (see figure B-17, Appendix B).

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

A. Trotwood-Madison has increased steadily in disciplinary actions per 100 students to around 98.8 disciplinary actions per 100 students during the 2017 academic year. Furthermore, 67.6 percent of students received at least one disciplinary action in 2017. During the previous five years, Trotwood-Madison students have experienced more frequent disciplinary actions than the state (see figure B-18, Appendix B and figure C-1, Appendix C).

B. Trotwood-Madison Middle School had the largest number of out-of-school suspensions in the district (see table C-3, Appendix C). Disobedient/disruptive behavior occurs most frequently followed by Fighting/Violence (see table C-2, Appendix C).

8. Prepared for Success⁸

A. ACT participation for the 2017 graduating class was 57.7 percent. Of the students who participated, 4.5 percent received remediation-free scores (see figure B-19, Appendix B). ACT participation for the previous graduating class was 56.6 percent, making it a 1.1 percent increase in a year. There was a slight increase in the percentage of students who received ACT remediation-free scores from 2016 to 2017 (4 percent in 2016 and 4.5 percent in 2017). Further, College Credit Plus participation increased from 9.2 percent in 2016 to 13.6 percent during the 2017 school year. Additionally, SAT participation increased 0.3 percent, with a decrease of 0.2 percent in remediation-free scores from the 2016 to 2017 school year. Further, the participation in the industry-recognized credentials program went from 2 percent in 2016 to 3 percent in 2017. Finally, 6.2 percent of students received Honors diplomas in 2017, which is a slight increase from prior years.

B. Over the past two years, no students participated in International Baccalaureate. However, the percent of students participating in Advancement Placement courses decreased from 10.9 percent in 2016 to 6.4 percent in 2017.

9. Attendance Rates

A. Trotwood-Madison City School District attendance rates were within 2 percentage points of the state's rates for the last four school years (see figure B-20, Appendix B).

B. Although the district's chronic absenteeism rate⁹ decreased to a low of 14.7 percent during the 2015-2016 school year (see figure B-21, Appendix B), it increased to 18.6 percent during the 2016-2017 school year. Of all students enrolled in the Trotwood-Madison City School District, approximately 53 percent of the district's students showed satisfactory attendance, and 29 percent of students were considered at risk of becoming chronically absent (see figure B-22, Appendix B).

C. During the 2016-2017 school year, 12th graders had the highest chronic absenteeism rate – at approximately 40 percent (see figure B-23, Appendix B).

10. K-3 Literacy¹⁰

⁸ Beginning in 2014, the Ohio Department of Education released additional data about each district's graduates in a component called Prepared for Success. These elements show the extent to which a district's students are prepared for college or a career.

⁹ Source: Ohio Department of Education; Students who miss less than 5 percent of school days are identified as having satisfactory attendance. Students who miss between 5 percent and 9.9 percent of school days are identified as at risk. Students who miss between 10 percent and 19.9 percent of school days are identified as moderately chronic. Students who miss 20 percent or more of school days are identified as severely chronic.

¹⁰ An analysis of Ohio student data found that a student who does not read proficiently by the end of third grade is 3.5 times more likely not to graduate on time than their "on-track" peers. When looking at data from the 2003-2004 third-grade cohort tied to the graduating class of 2013, the study found that only 57 percent of the students who scored in the limited range on their 2004 third-grade reading test graduated on time, and only two-thirds of those scoring basic graduated on time. Conversely, more than four-fifths of the students scoring proficient or higher graduated on time.

- A. Approximately 36 percent of students in kindergarten to grade 3 were identified as not on track based on their grade level diagnostic. Year 1 had the highest improvement in students who moved from off-track to on-track status (51.1percent) (see figure B-24, Appendix B).

11. Financial Data

- A. In 2016-2017, Trotwood-Madison City School District spent more on non-classroom instruction than the average of similar districts and the state average (see figure B-25, Appendix B). Thirty-six percent of the district's expenditures are non-classroom based.
- B. Sixty-eight percent of the district's revenue came from the state, with local funds making up the second highest percent of Trotwood-Madison's revenue at 17 percent (see figure B-25A, Appendix B).
- C. During the 2016-2017 school year, Trotwood-Madison City School District spent \$530 less on operating expenses per equivalent pupil as compared to the state average (see figure B-26, Appendix B).

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

Trotwood-Madison City School District Review Findings

STRENGTHS

Leadership, Governance and Communication

1. The district collaborates with city, state and union leadership to support student success.

- A. According to interviews with district administrators, board of education members and community leaders, the district partners with city leaders and state associations to address student academic and non-academic needs.
- Based on the Jan. 4, 2018, board of education organizational meeting agenda, the board appointed a liaison to the city's Community Outreach Improvement Corporation to foster collaboration and the alignment of school and community resources to address socio-economic barriers to learning.
 - The Community Outreach Improvement Corporation, a collaborative between city, district and business leaders, addresses issues related to food and housing, access to health and mental health care, and stable child care arrangements that lessen economic hardships for low-income families and increase conditions that improve student attendance, performance and graduation rates.
 - Based on interviews with board of education members, the board of education liaison "ensures that the school and city share a common vision and expectations related to the needs of students and families in the district."
 - According to the Jan. 4, 2018, board of education organization meeting agenda, the board of education appointed liaisons to the Ohio School Boards Association's Student Achievement Leadership Team, Urban School District Advisory Network and Black Caucus to increase board member access to resources and tools to address educational improvement.
 - The Ohio School Boards Association's Student Achievement Leadership Team, comprised of representatives from school boards statewide, "develops resources to help board of education members make better decisions about teaching and learning," based on the Ohio School Boards Association's website.
 - The Ohio School Boards Association's Urban School District Advisory Network, comprised of school board members, superintendents, treasurers and other urban district staff, serves as an advisory voice to Ohio School Boards Association in assisting urban school boards to "effectively prepare all students to graduate career and college ready," based on Ohio School Boards Association's website.
 - The Ohio School Boards Association's Black Caucus provides support to members on the "unique challenges faced by African-American board members in addressing racial diversity and equity in education," based on the Ohio School Boards Association's website.
 - The district collaborates with city government to leverage resources to address safety and academic needs, based on document reviews and interviews with community leaders.
 - According to community leader interviews and the Great Things Are Happening in Trotwood-Madison City Schools publication, firemen from the city's fire department read to kindergarten students at the Early Learning Center.
 - According to interviews with community leaders and the Trotwood-Madison Parent Letter dated March 3, 2018, "a full-time school resource officer works throughout the district visiting all five buildings on a regular basis and [creating] an open line of communication with Trotwood Police." The district and the city share the cost of the school resource officer.
 - The city provided support for the development of emergency management plans for the district and schools and sends representatives to building-level safety team meetings, based on document reviews and interviews with community leaders.
- B. According to district administrator interviews, the Trotwood-Madison Education Association leadership participates with the district in open and constructive dialog about challenges and solutions related to increasing student achievement.

- The association represents both certificated and classified staff, according to the association leadership interview and document reviews.
- The district created opportunities for the association leadership to work jointly with school and district administrators in analyzing data and determining strategies for improvement, based on interviews with the association leader and document reviews.
 - The association president serves on the district leadership team, a district-level decision-making forum comprised of district and school administrators, parents and board of education representatives.
- Both district administrators and association leadership speak of “a culture of inclusion and involvement,” based on district administrator and association leadership interviews.
- The district and the association have a collaborative relationship, based on interviews with district administrators and association leadership.
 - In 2017-2018, the association leadership and the district administration jointly negotiated and amended contract language based on interviews with district administrators and association leadership.
 - In 2016-2017, the board of education and the association negotiated and approved a memorandum of understanding effective July 1, 2017, to June 20, 2019, modifying Article 15.02.A of the current collective bargaining agreement to include “credit for postsecondary teaching experience in STEM-related content areas.”
 - The association did not file grievances against the district in 2016-2017 and 2017-2018, based on document reviews and interviews with association leadership and district administrators.

IMPACT: When the district develops collaborative relationships with city, state and union leadership focused on student success, shared ownership among stakeholders for improving student academic and non-academic goals may increase.

2. The board of education completes annual evaluations of the superintendent and the treasurer that align to Ohio educator standards.

- A. The board of education followed state law and district policy in implementing a timely process for the evaluation of the superintendent and treasurer, based on document reviews and interviews with district administrators.
- According to Ohio Revised Code 3319.01, “The board of education shall adopt procedures for the evaluation of its superintendent and shall evaluate the superintendent in accordance with those procedures.”
 - Based on the board of education policy manual, number po1240, section 1000, “The Board shall annually, no later than December 31st evaluate the performance of the Superintendent. Such evaluation shall include an assessment of: (A) the progress toward the educational goals of the District; (B) the working relationship between the Board and the Superintendent.”
 - The board of education completed the 2015-2016 evaluation of the superintendent on July 28, 2016, and the 2016-2017 evaluation on Aug. 24, 2017. Both evaluations addressed, “(A) the progress toward the educational goals of the District; and (B) the working relationship between the Board and the Superintendent,” based on document reviews.
 - According to Ohio Revised Code 3313.22, “Each board shall adopt procedures for the evaluation of its treasurer and shall evaluate its treasurer in accordance with those procedures.
 - Based on the board of education policy manual, number po1330, section 1000, “The Board shall annually evaluate the performance of the Treasurer. Such evaluation shall include an assessment of the: (A) progress toward the established goals of the District; (B) working relationship between the Board and the Treasurer.”
 - The board of education completed the 2015-2016 evaluation of the treasurer on July 26, 2017, and the 2016-2017 evaluation on Aug. 17, 2017. Both evaluations addressed, “(A) progress toward the established goals of the District; (B) working relationship between the Board and the Treasurer,” based on document reviews.
- B. The superintendent’s and treasurer’s evaluation criteria align to Ohio educator standards, based on document reviews.

- The Ohio Standards for Superintendents (November 2008) document provides guidance on the core knowledge and skills of effective superintendents, per Ohio Department of Education guidance.
- The Ohio Superintendent Evaluation System (2008) provides guidance on evaluation criteria and procedures that address the superintendent standards, according to Ohio Department of Education guidance.
- Based on a review of the Ohio Standards for Superintendents and the Ohio Superintendent Evaluation System, the superintendent's evaluation criteria address roles and responsibilities, as well as accountability for student performance.
 - End-of-the-year evaluation criterion for the superintendent included: (A) performance on superintendent job description, and (B) progress on annual district goals.
- According to document reviews, the board of education held the superintendent accountable for progress on annual district goals, as part of the superintendent's evaluation criteria in 2015-2016 and 2016-2017.
 - An example of the superintendent's performance measures included, "Goal 1 Strategy 1.2: Increase academic achievement for all subgroups by using research-based strategies with effect sizes of 0.59 or greater," per document reviews.
- The Ohio Standards for School Treasurers and School Business Managers (October 2010) provides guidance on the core knowledge and skills of effective school treasurers and business managers, per Ohio Department of Education guidance.
- Based on a review of the Ohio Standards for School Treasurers and School Business Managers, the treasurer's evaluation criteria align to the following Ohio standards: (1) leadership, (2) financial management, (3) facilities, property and capital asset management, (4) communication and collaboration, and (5) professionalism.

IMPACT: When the board of education establishes processes for the timely evaluations of the superintendent and treasurer and ensures that criteria align with standards for the profession, it may provide guidance on performance skills that increase leadership effectiveness for the district.

3. The district's evaluation policies for administrators and teachers include measures of accountability for student improvement.

- A. District educator evaluation policies formalize the accountability link between educator evaluations and student improvement goals, based on document reviews and interviews with district administrators.
- Based on policy manual, number ag1530, section 1000, "Principal evaluation procedures will utilize multiple factors, with the intent of providing meaningful feedback to each Principal and assigning an effectiveness rating based in equal part upon a Principal's performance [50 percent] and student growth [50 percent]."
 - According to policy manual, number ag1530, section 1000, "The Superintendent shall implement a program of regular evaluation for all administrative personnel which includes an evaluation process [that will] measure the administrator's effectiveness in performing the duties set forth in his/her job description."
 - Based on document reviews, examples of district administrator evaluation goals include:
 - By May 2017, fully develop a districtwide incentive program that recognizes students for their outstanding achievement in the areas of attendance, behavior and academics.
 - Increase the attendance rate at Trotwood-Madison Middle School and Trotwood-Madison High School by one percent by the end of the 2016-2017 school year.
 - Increase student achievement in social studies content areas, for grades 4-12.
 - Per policy manual, number po3220, section 3000, "Fifty percent of each [teacher's] evaluation will be based on teacher performance and fifty percent on multiple measures of student growth as defined by the Ohio Department of Education."
- B. Policies define expectations for the use of the educator evaluation results to target professional learning opportunities, inform the development of improvement plans and advise employment decisions such as

promotion, renewal of contracts or dismissal, based on document reviews and interviews with teacher and principal focus group participants.

- C. Based on district administrator interviews and document reviews, the Human Resources department tracks and reviews educator evaluations to ensure compliance with district policy, as recommended in the Feb. 23-27, 2015, Trotwood-Madison City School District Review Report.
- According to Trotwood-Madison Local School District Plan Crosswalks to Academic Distress Commission Recommendations 2015-2016, the district followed the suggestion to “use the district’s existing evaluation process with fidelity for central office administrators and follow specific deadlines.”

IMPACT: When the district adopts educator evaluation policies that are tracked for compliance and include measures of accountability tied to student performance goals, the focus of leadership and instruction efforts on district improvement priorities may be sharpened.

Curriculum and Instruction

1. The district offers programs during out-of-school time to address learning gaps.

- A. Interviews with board members, counselors, focus groups of teachers, students and administrators, and reviews of district documents indicate the district provides academic supports and enrichment activities for students in grades K-4 and 6-8.
- The district received a 21st Century Community Learning Centers federal grant to provide out-of-school time learning programs that support improved academics for children from economically disadvantaged families who attend low-performing schools. The district uses the funds to serve students in grades K-4 at the Early Learning Center, Madison Park and Westbrook Village elementary schools.
 - Through the programs, the district and community partners offer academic and enrichment activities to participating K-4 students for one and a half hours before school and two hours after school, including tutoring in reading and math with opportunities to apply learned skills.
 - According to documents reviewed, the programs include 90 minutes of daily reading and math instruction and 60 minutes of enrichment/youth development activities. Organizations such as Dayton Dance Workshop, Inc., a non-profit community performing arts organization, offer equal opportunity dance and theater training to youth. Tinkr Tech, a local mobile business, travels from school to school and provides hands-on workshops for students to brainstorm, design and prototype their ideas using the latest technology tools.
 - The district serves 150 students between the program’s three sites.
 - The district assessment data guides the development of the out-of-school time reading and math instructional programs.
 - Certificated teachers coordinate the academic program and related activities at each program site.
 - The staff track attendance and pre- and post-assessment data to determine student progress in meeting identified performance targets.
 - The district offers the "Rams Level Up" After-School Program for two hours on Tuesdays and Thursdays, as well as a summer enrichment program to participating students in grades 6-8 at Trotwood-Madison Middle School.
 - Approximately 100 middle school students attend each session.
 - According to document reviews, Rams Level Up After-School Program offers "tutoring, mentoring, technology support, arts, and enrichment programs, as well as extra-curricular sports activities."
 - Participating students are placed in tutoring groups for reading and/or math, based on student performance data.
 - Based on the Office of Curriculum and Instruction board presentation dated Nov. 2, 2017, 90 percent of the [53] grade 8 students participating in the 2017 summer school academic recovery component of Rams Level Up successfully completed requirements for promotion to high school.
 - Students who meet benchmarks on student assessments for reading or math participate in enrichment activities that foster problem-solving and critical thinking.
 - Enrichment activities include MATHCOUNTS® Club, a 501(c)(3) non-profit organization that provides engaging math programs to middle school students of all ability levels in order to build

confidence and improve attitudes towards math and problem-solving. Another enrichment program is SeaPerch® Underwater Robotics, an innovative robotics program that equips students with the resources they need to build an underwater remotely operated vehicle.

- The staff tracks attendance and pre- and post-assessment data to determine student progress in meeting identified performance targets.

IMPACT: When the district provides academic and enrichment programs during out-of-school time, students may have access to instructional supports beyond the school day that may augment academic growth.

Assessment and Effective Use of Data

- 1. The district has adopted tools to document, track and analyze student attendance, discipline, student learning and achievement data.**
 - According to interviews with district and school administrators, teachers and a review of documents, the district uses the PublicSchoolWORKS web-based software tool to track student discipline events and notify parents of these discipline events.
 - Documents indicate discipline events are tracked by category and monitored by monthly counts.
 - Principals use the tool to review discipline events and to notify parents when necessary.
 - According to interviews with district and school administrators, teachers and a review of documents, the district uses ProgressBook® as its student information system to collect and track student attendance, grades, enrollments and withdrawals.
 - The district uses the student information system component of ProgressBook® for uploading data into the Ohio Department of Education's Education Management Information System (EMIS).
 - The Education Management Information System (EMIS) coordinator shares summary student information from ProgressBook® with school leaders.
 - Parents and students have online access to student grades and attendance in ProgressBook®.
 - According to interviews with district and school administrators, teachers and a review of documents, the district uses an array of student assessments for grades K-12 to monitor student learning and growth.
 - The district uses Northwest Education Association's – Measures of Academic Progress (NWEA-MAP) assessments to measure students' growth and proficiency in reading and mathematics three times each academic year. In the 2017-2018 school year, the district added MAP science assessments in grades 4-12, replacing previously used science assessments.
 - The district uses Pro-Core assessments for social studies in grades 4-12. The district administers these assessments three times each school year. According to reviewed documents, Pro-Core is an approved state vendor that provides evidence-based assessments, aligned to Ohio's Learning Standards in English language arts, mathematics, social studies and science. These assessments measure student growth.
 - The district uses both the Naglieri Nonverbal Ability Test and MAP assessments to identify students who are gifted academically.
 - The district has administered the state-sponsored ACT to its high school juniors for the past two school years. This assessment provides the district with national comparative data of its high school students while providing students with needed information for college admission.
 - According to interviews with district and school administrators, teachers and a review of documents, the district implemented Illuminate Education's assessment platform. The district is using Illuminate's Data and Assessment, along with various purchased banks of test items, to create formative assessments in all grades. Illuminate Education is a national educational service company based in California.
 - Teachers are creating their own short-cycle assessments and the district has created common semester assessments. Test items are aligned to Ohio's Learning Standards and represent the varied technology-enhanced items now used in Ohio's online summative assessment system.
 - Teachers often commented with interest and excitement when discussing the Illuminate adoption. Teachers commented, "We are excited about what Illuminate can do."
 - According to interviews with district and school administrators and a review of documents, the district has adopted the use of the student information system from Illuminate Education.

- F. According to interviews with district and school administrators, teachers and a review of documents, the district has adopted Google Apps for Education.
- The district organizes and shares Google slides, sheets and documents across the district. These applications are used by teachers and students.
 - Google applications allow students to create, edit, collaborate with others, store and share files only between students and teachers within the school district. These applications give teachers more resources to integrate 21st century technology in their curriculum.
 - Students in grades 6-12 use Google applications and Google email accounts for communicating with teachers.
- G. According to interviews with district and school administrators, teachers and a review of documents, the district uses various web-based and computer delivered instructional programs to support learning.
- The district uses CompassLearning® for reading and mathematics instruction for students in grades K-5. Students are guided in instruction at their own skill levels. MAP scores are used in Compass Learning to adjust their instructional levels.
 - The high school uses ALEKS® for high school mathematics computer adaptive instruction. ALEKS® is a web-based mathematics learning and assessment system.
 - The district uses Apex Learning® for high school credit recovery and other specialized instruction.

IMPACT: When the district documents and tracks student data, teachers and school leaders may be able to review and address the most significant problems with instruction and learning outcomes. Analyzing results may uncover student weaknesses and strengths that can be addressed.

2. The district has developed a technology plan that supports student instruction and school improvement.

- A. According to the Ohio Department of Education's website, the agency recommends that a district's technology plan:
- Communicate how the district is using, or plans to use, technology to enhance student learning.
 - Plan for curriculum alignment to technology academic content standards.
 - Integrate, assess and plan as it pertains to instructional practices supporting Ohio's academic content standards.
 - Align with similar districtwide planning efforts.
 - Lead the district from the planning phase to full implementation.
- B. According to interviews with district and school administrators and a review of documents, the district's plan addresses the above strategies.
- C. According to interviews with district and school administrators and a review of documents, the district has implemented the following:
- The installation of a new wireless system for instruction and administration use.
 - Mounted classroom projectors connected to their teacher classroom computers.
 - Multiple printer hubs in each school.
 - Capability to stream video through teachers' desktop computers to their projector.
 - The installation of Netop Vision in all classrooms. Netop Vision allows teachers to share lessons from their computer screens directly on each student's computer screen and allows each teacher to monitor each student's screen.
 - Classroom access to computers to provide individual student access to technology.
- D. According to interviews with district and school administrators and a review of documents, the district uses Clever, a free service to school districts, to conduct scheduled automatic updates to its various computer instructional platforms with student roster information maintained in ProgressBook®.
- E. According to interviews with district and school administrators and teachers, the district uploads students' MAP scores into CompassLearning®. CompassLearning® uses the scores to support leveled intervention learning in grades K-5.

- F. According to interviews with district and school administrators and teachers, and observations, the district has a technology department, which consists of a technology coordinator, one clerical support person, a contracted network engineer and two help desk persons.
- The technology department oversees the district's Help Desk to address the technology needs of teachers and administrators.

IMPACT: When the district has a detailed and long-term technology plan that supports student instruction and school improvement, educators may have tools to address district goals.

Human Resources and Professional Development

1. The district has policies and practices in place to identify, select and hire quality teachers.

- A. The Trotwood-Madison City School District - District Review Report of February 2015 recommended, in part, to “develop a comprehensive strategic plan for human resources.”
- A review of Human Resources Department documents and interviews with district administrators revealed the district has developed a recruitment plan that outlines district processes to recruit and select qualified staff.
- B. The plan outlines how to identify, select and assign qualified staff, as well as the need to develop an ongoing relationship to address the hard-to-fill assignments.
- C. A review of documents and calendars showed personnel services department staff and building administrators attended 10 job fairs across the state to interview potential teacher candidates this spring.
- D. The district participated in the following job fairs in the spring of 2018:
- University of Dayton on March 6 (targeted recruitment of minority candidates);
 - Central State University on March 14 (targeted recruitment of minority candidates);
 - Southwest Ohio-Cincinnati Area March 22;
 - Bowling Green State University on April 6;
 - Dayton Area Schools Consortium on April 7;
 - Kent State University on April 9;
 - Teach Ohio-Ohio State University on April 10 (targeted recruitment of minority candidates),
 - Wright State University on April 12;
 - Ohio University on April 13.
- E. The plan also addresses how the district will hire teachers from various levels of experience and backgrounds by interviewing on multiple campuses with different training emphasizes.
- F. The Trotwood-Madison City Schools District Recruitment Plan for 2017-2018 identifies a collaborative design that includes district administrators, building administrators, teachers and community members to recruit, select and assign new staff.
- G. The Human Resources department has developed a set of interview questions that includes a rubric that has been calibrated and used by district and building-level interviewers to identify and select qualified candidates.
- H. A review of human resource documents and interviews with the human resources director and principals confirmed interviewers consistently use the district-developed rubric to rate each interviewee.
- I. The Human Resources department has developed a calendar that outlines monthly departmental tasks and responsibilities. Topics in the plan address:
- Scheduling for recruiting by identifying dates of job fairs and college recruiting visits.
 - Planning and conducting resident educator meetings.
 - Reviewing and completing labor contract commitments.
 - Monthly benchmarks for staff evaluations.
 - Renewal timelines for employment contracts.
- J. The Human Resources department has developed an Administrative Guideline Manual for the selection of professional personnel. The manual includes:
- Guidance on the qualification of candidates including licensure training and experience.
 - The interview process including scheduling and who to include in each interview.

- The selection process including recommendation procedures.
 - Checking references.
 - Employment procedures from the time of recommendation by building principal through board action to terms of employment and actual assignment.
- K. A review of documents and interviews with district administrators and union leadership revealed the district's negotiated agreement includes a retirement incentive for potential retirees to receive a bonus by declaring intent to retire by March 31, allowing for early identification of position openings and recruiting of potential candidates in early April as many highly recruited candidates are available.
- Teachers who provide notice of their intent to retire by March 31, effective the end of the current school year, and retire into one of the public employee retirement systems, may receive a financial incentive equal to 2.5 percent of the employee's final annual salary times the number of years employed by the board of education, not to exceed 50 percent of their final annual salary.
- L. According to the Cupp Report, the district offers a competitive salary compared to similar districts in the area.
- M. The district's negotiated agreement provides opportunities for the personnel services department to offer competitive salaries and benefits along with early job offers.

IMPACT: When the district establishes policies and practices to recruit and select qualified teacher candidates, it may support the district's efforts to place highly effective teachers in all classrooms.

Student Supports

1. The district has developed community partnerships to support students' academic, behavior, social and emotional well-being.

- A. According to interviews, focus groups and documents reviewed, the district has a working relationship with its community partners to address the academic, behavior, social and emotional needs.
- The Trotwood Branch Library provides the summer challenge program that uses an online system to track how many books students read during out-of-school time in the summer. In this program, students work on projects and crafts that correspond with the books they are reading.
 - Boonshoft Museum of Discovery, a children's museum, science and technology center and zoo, provides transportation for students in the district to attend field trips from the school to the museum. Students are awarded scholarships to attend the museum's STEM Summer Camp, where students can learn science, technology, engineering and math skills through hands-on activities.
 - Miami Valley Child Development Center, a Head Start Program, serves preschool children that transition into the district by teaching school readiness and literacy skills.
 - Eastway, a behavioral healthcare provider housed in each school, provides individual treatment services for identified students. Eastway currently provides social and emotional services for 252 students in the district.
 - The Ohio State University Extension Supplemental Nutrition Assistance Program, SNAP-Ed, a free nutrition program serving participants and low-income individuals, provides healthy snacks after school and nutritional information to students in grades preK-5.
 - The Catholic Social Services has a food pantry that is accessible to families in the district.
 - Phillips Temple, a local community church, provides students in the district with a bookbag and school supplies at the beginning of the school year and food for the weekend every Friday.

IMPACT: When the district partners with community agencies to address students' academic, behavioral, and social and emotional needs, it may promote student growth and achievement.

2. The district implemented strategies to support family engagement.

- A. According to the Trotwood-Madison Local School District Plan Crosswalks to Academic Distress Commission Recommendations 2015-2016, the document calls for "districtwide community and parent engagement program."
- B. According to Trotwood-Madison City Schools District Improvement Plan 2016-2017, Goal 2: Expectation and Conditions for Improvement, Strategy 2.2 Increase support for students and families to mitigate non-

academic barriers to learning, Action Step 2.2.2 - Family and Community Engagement, "The parent engagement specialist will organize and support parent and community engagement opportunities that focus on student achievement, wellness and community involvement aligned to district goals and needs."

- C. According to the district website, interviews, focus group participants and documents reviewed, the district reassigned a staff member to the position of parent engagement specialist in the 2015-2016 school year.
- D. According to documents reviewed and interviews, the district implemented four practices to bridge the gap between home and school communication and to encourage a system of collaboration between the district and families to support all students. These practices include:
 - Parenting - provides parents with information to support learning at home and to support families with special needs and interest through hosting parent engagement monthly meetings and connecting families with community services and resources.
 - School to Home Communications - ensures communication through various channels, such as social media and newsletters to families regarding school events and activities that include the annual Title I meetings and parent-teacher-student conferences.
 - Learning at Home - teachers are available to assist and support at-home learning for students during after-school hours. Students and families can contact teachers through phone and email for homework support.
 - Home to School Communications - structured ways for parent to comment on the schools' communication with "mailed, phone, or take-home surveys."
 - Parent Surveys are provided to get feedback from parents on how well the school communicates information and to illicit parent input on how the school can better communicate and address any concerns.
- E. According to documents reviewed, interviews, parent feedback forms and sign-in sheets, the parent engagement program provides monthly parent meetings that include topics to help parents support their children's learning at home. Meeting topics include:
 - Digital Literacy, which is the knowledge, skills and behaviors involving the effective use of digital devices. Digital devices, such as smart phones, computers, tablets and laptops, can be used to connect students with additional information and resources to support learning at home.
 - Behavior management by the Kid Whisperer, who provides strategies for parents to address children's negative behaviors in a strict, calm and assertive manner.
- G. In January 2018, the district hired three parent liaisons to support the community and parent engagement program. Parents in the school district receive a stipend to serve as parent liaisons.
 - According to the Parent Engagement List of Activities document, the parent liaisons are assigned to Westbrook Village, Madison Park and the Trotwood Middle School to assist with the following:
 - Volunteers - quarterly orientation, log volunteer hours for all buildings, maintain records for parent events (sign-in sheets, agendas);
 - External and internal communications - Facebook, district website, push notifications, public information, social media, internal communications such as flyers, mass mailings, registrations, school newsletters;
 - Academic advisory - Gifted and Special Education, 21st Century Grant, Unified Arts, and Summer Programming;
 - Student Extended Academic Support - Assist with fundraising, district calendar of events, conduct surveys as needed, serve as committee liaison.

IMPACT: When the district has practices to support family and district communication and engagement that focus on student achievement, non-academic barriers may be reduced and student growth and positive behaviors increased for all students.

Fiscal Management

1. The district has a comprehensive and transparent budget document.

- A. A budget document provides accurate information on all fund sources, as well as budget history and trends, and includes goals and objectives from the district and school improvement plan for the district's

general fund. The district tracks and monitors operating revenue and expenditures through the general fund.

- B. According to interviews with district leaders and a review of the district's general fund operating budget document, the executive team develops the budget through an open, participatory process for the period of July 1 to June 30 each year.
- The budget document includes the general operating fund budget for all buildings and departments.
 - The district's executive team is comprised of five building principals, department heads, the superintendent and treasurer. The executive team conducts a work session to present and review individual budget proposals, new initiatives, staffing requirements and how initiatives will be measured. The superintendent and treasurer complete the final approvals.
- C. A review of documents and interviews revealed principals and department administrators meet annually in April with the district administrators to review prior-year expenditures and determine how the proposed budget for the following year will align to the district's mission and newly revised District Improvement Plan dated Sept. 28, 2017. The district's goals are:
- Goal 1 – Academic – Instruction and Learning: By the end of June 2018, 80 percent of K-12 students will demonstrate mastery of the Ohio's Learning Standards as measured by district and state assessments.
 - Goal 2 – Expectations and Conditions for Improvement: 100 percent of all departments and schools will incorporate effective systems that monitor expectations for staff and students; thereby developing a school climate and working conditions which fosters excellence in staff and excellence from students.
- D. The completed document includes a copy of the current five-year forecast, Fiscal Year 2018 highlights and the goals and initiatives for each department, along with an estimated budget amount for the 2019 fiscal year.

IMPACT: When the district has a comprehensive and transparent budget document that includes both historical trend and detailed line items for each school, department and central office, the district may align its spending to support district and school goals.

2. The district has a long-term capital plan that reflects future capital development and improvement needs.

- A. A capital plan is a written plan that addresses the long-term preventive maintenance and replacement needs of the district.
- The capital plan addresses a 20-year cost assessment for roofing, mechanical, asphalt, custodial equipment, transportation, flooring, athletics building and furniture.
 - The capital plan addresses the potential impact of inflation on permanent improvement cost projections.
 - The capital plan provides information on the life cycle and replacement plan for each item of the plan along with miscellaneous items that may be an additional cost beyond the budget plan.
- B. A review of the Permanent Improvement Cost Assessment document and interviews with district leaders verified the district has a long-range cost management plan to address capital expenditure needs.
- C. The district developed a technology plan to address the needs for technology for all facilities within the district, including the funding sources for the technology of each of its buildings for administration, staff and students.
- The plan addresses the replacement cycle for computers and devices.

IMPACT: When the district has a written capital plan to prolong the use of its major facility assets, the district may ensure that educational and program facilities are ready for use to meet the needs of students.

CHALLENGES AND AREAS FOR GROWTH

Leadership, Governance and Communication

1. The district did not work in partnership with educators, parents and other stakeholders to develop district improvement plans.

- A. According to Ohio Administrative Code 3301-35-02, a district improvement plan serves to “guide educators, students and their families, business people, and community members in the process of achieving and measuring substantial improvements in the school district’s or schools’ performance.”
- The district improvement plans for 2016-2017 and 2017-2018, designed to improve student outcomes, include goals, strategies, action steps and metrics for evaluating progress, based on document reviews.
 - Per document reviews, the 2016-2017 and 2017-2018 Trotwood-Madison District Improvement Plans outline two goals: Goal 1: Academic – Instruction and Learning and Goal 2: Expectations and Conditions for Improvement. The goals state:
 - Goal 1: By June 2020, 80 percent of K-12 students will demonstrate mastery of Ohio’s Learning Standards as measured by district and state assessments.
 - Goal 2: By June 2018, schools will incorporate and communicate basic expectations for staff and students; cultivating school climates and working conditions that result in 95 percent attendance rates for both groups and reduced disciplinary infractions and consequences.
- B. Based on interviews with principal, teacher and parent focus group participants, the district did not use a collaborative planning process to develop the 2016-2017 and 2017-2018 district improvement goals.
- According to document reviews, the planning process to create the district improvement plans did not include parents, business representatives, community leaders and other external partners.
 - The district leadership team, an advisory group that includes district and school administrators, teachers, two board members and union leadership, did not provide input into the development of the 2016-2017 and 2017-2018 improvement plans.
 - Principal focus group participants, charged with implementing the district goals in the schools, reported:
 - “We are not a collaborative group of people working for the same goals at the same time;” and
 - “We have no input into the district improvement plan, and it’s not working.”
 - Based on teacher focus group participant interviews, teachers did not share in the development of the district plan and view the process as “top-down” with “little to no teacher input.”
- C. The board of education did not participate as a governing body in the development of the district improvement plan, based on board of education interviews.
- Based on document reviews and interviews with the board of education members, the board did not collectively review and provide input on the district goals outlined in the 2016-2017 or 2017-2018 district improvement plan.
 - Based on document reviews and interviews with the board of education members, the board did not publicly adopt or approve the district improvement plans for either fiscal year.

IMPACT: When the district does not partner with key stakeholders in the collaborative development of a district improvement plan, there may not be support for the successful implementation of a plan designed to improve student outcomes.

2. The board of education does not consistently use the district improvement plan and student and educator performance data to guide decision-making.

- A. The board of education lacks a shared awareness of the district improvement plan goals, strategies, action steps and metric data for evaluating progress, based on board of education interviews and document reviews.
- Based on Ohio Administrative Code 3301-35-02, “Strategic planning is the responsibility of the board of education, the superintendent and other key stakeholders.”
 - According to Ohio Administrative Code 3301-35-02, a district improvement plan is part of a strategic planning process.
 - At the time of the district review, the board of education policy manual, number po2120, section 2000, did not identify board responsibilities for district improvement planning.
 - Board of education members interviewed indicated no shared knowledge of goals, strategies, action steps, evidence and monitoring tools identified in the 2017-2018 district improvement plan.
 - Based on a review of the Trotwood-Madison City Schools Board Retreat PowerPoint dated Aug. 24, 2017, and the Office of Curriculum and Instruction Board Presentations dated Nov. 2, 2017, and

Feb. 24, 2018, the board of education did not collectively receive information on the district improvement plan.

- According to a review of board of education regular, special and work session minutes and agendas from Jan. 5, 2017, to Dec. 19, 2017, the board of education did not collectively receive reports and progress updates on the district improvement plan at the public meetings.
- Although two board members are appointed and attend the district leadership team meetings, with an advisory of administrators, teachers, parents and community members who monitor progress on district and school improvement plans, other board members were not consistently updated and informed about the data presented. Board of education members stated:
 - “The report card and district improvement plan have not been presented or discussed with the board;”
 - “There is no new board member orientation, so I’m having to get information about curriculum on my own;” and
 - “I’ve heard of [the district improvement plan], but I’ve had no part in approving or monitoring it.”

B. The board does not collectively and consistently receive data and training on the interpretation of data used to determine progress on goals, based on interviews with board of education members and district administrators.

- According to document reviews and interviews with district administrators and board of education members, the board of education receives limited data on student and educator performance related to district improvement Goal 1.
 - The PowerPoint presentation to the board of education at the Aug. 24, 2017, board retreat by the director of Curriculum and Instruction included only one data source for the board to consider; Northwest Evaluation Assessment (NWEA) Spring 2016 to Spring 2017 math, science and social studies comparison data for Trotwood-Madison students in grades 1-11.
 - Based on document reviews and board of education interviews, three of the current board members had not been appointed or elected at the time of the board of education Aug. 24, 2017, retreat and data presentation.
 - The PowerPoint presentations by district administrators to the board of education at the Feb. 24, 2018, board of education retreat included no progress data on district improvement goals, strategies and action steps, based on document reviews.
- Although the board of education receives monthly updates at board meetings on staff and student attendance, discipline referrals and suspensions, this data represents a limited picture of all progress measures defined in the district improvement plan for Goals 1 and 2, based on document reviews and interviews with district administrators.
 - Board of education updates on Goal 2 progress measures do not consistently include combined data on teacher, administrator and classified ratings on evaluations, climate surveys and fidelity of behavior program implementation, as outlined in the district improvement plan. Board members commented:
 - “We don’t always know what to ask for.”
 - “In the past, we were questioned about why we needed [the data].”
- Although progress data is provided on district Goals 1 and 2 at the monthly district leadership team meetings, according to reviewed agendas and minutes, the board of education representatives do not have support to interpret the data or a process to consistently convey information to other board of education members.
- Based on a review of regular and work session agendas from Jan. 5, 2017, to Feb. 24, 2018, the board of education does not consistently set aside time at board of education meetings to collaboratively and in a public way examine and discuss data.
 - After a presentation about a review of teaching and learning practices in district schools presented by State Support Team Region 10 at the Feb. 15, 2018, regular meeting, the board did not

schedule time at the meeting or future work sessions to examine and discuss findings, based on interviews with State Support Team 10 members and document reviews.

- C. As a policy-making body, the board has not consistently determined if policies support or hinder district improvement plan efforts.
- According to district policy, number po0171, section 0000, “The board will evaluate how policies have been implemented and their general effectiveness.”
 - Based on district policy, number po2120, section 2000, the board “shall create, as needed, policies [that] support the School Improvement Process.”
 - Although the 2016-2017 and 2017-2018 district improvement plans call for changes in teacher instructional practices and a priority need for quality professional development to support these strategies, professional development has not consistently resulted in changes in teaching practices to impact Goals 1 and 2.
 - Principal and teacher focus group participants echoed that current district professional development is “not effective,” “thrown at us,” “requires more involvement in planning,” “is a reactive approach,” and “does not provide time to process information after the trainings.”
 - Based on a classroom walkthrough summary report by State Support Team 10 presented at the Feb. 15, 2018, board meeting, teacher instructional strategies do not consistently reflect best practices identified in the district improvement plan.
 - According to the organization chart, the district professional development policy does not define structures to ensure specific administrative oversight for professional development.
 - Based on district administrator interviews, the district’s lack of oversight of professional development has led to fragmented decision-making and a lack of accountability for results.
 - District administrators commented that, “leadership has not clearly outlined expectations for professional development resulting in time wasted on the wrong thing or initiatives that are stopped before they are completed.”
 - The current professional development policy, number ag3242c, section 3000, designed to provide guidance on professional development practices, remains outdated (developed by a policy service in 1978, revised in 1994, and adopted by the board in 2001) and fails to define best practice as outlined in the 2015 Ohio Standards for Professional Development.
 - Although a key role of the board is to determine policy effectiveness and ensure support for district improvement goals, the board has not made consistent and proactive decisions on policy modifications, adoption of new policies or elimination of ineffective policies in response to data or in support of improvement plan priorities. According to board of education interviews:
 - “Our policy changes and updates are based on recommendations from North East Ohio Learning Associates [a policy development service] or as directed by state and federal law.”

IMPACT: When the board of education does not use the district improvement plan and progress data to guide decision-making, there may be a lack of focused leadership, guidance and support needed to successfully impact student improvement.

3. The board does not systematically evaluate programs for effectiveness.

- A. A review of documents and interviews with district administrators revealed the district does not systematically conduct program reviews to determine effectiveness in meeting instructional improvement goals, as required by Ohio law and district policy guidelines.
- According to Ohio Revised Code 3301-35-11(B)(1), “Educational program reviews shall be conducted periodically and scheduled to generate timely data.”
 - Per Ohio Revised Code 3301-35-11(B)(2), “School districts that have developed and implemented a continuous improvement plan shall use that plan as a framework for conducting the review.”
 - The district policy manual, number po2605, section 2000, states, “The board believes that effective education includes proper evaluation of the results produced from the educational resources provided by the community and the government” and set forth a “means for the continued evaluation of results which shall be systematic and specific.”

- At the time of the review, the district had not conducted systematic, impartial (not vendor driven), and objective evaluations to determine the effectiveness of key instructional programs on student improvement.
 - According to document reviews and interviews with principal and teacher focus groups, the district utilizes multiple technology-based resources to support student learning including: Carnegie Learning®, Khan Academy, Moodle™ and Apex Learning®.
 - The district walkthrough form used to document key teaching practices in a classroom, Trotwood Madison City School District Classroom Observation form, does not verify if teachers are implementing the technology programs consistently or effectively.
 - Although there are login and logout measures embedded within selected technology programs, such as Apex Learning®, to determine the time students spend on the learning tool, the district does not systematically collect and review reports to determine student time on task in a specific program compared with expected outcomes.
 - In addition to lacking data on student and teacher use of the programs, the district did not develop or implement a means to evaluate the impact of the program on student and adult improvement plan goals and address questions such as:
 - What is the research evidence for the success of the program with matched student populations?
 - What are measures for student success? For what students?
 - What short-term and intermediate improvement goals were achieved?
 - What long-term benefits to student and adult improvement goals were achieved?
- Based on interviews with district administrators, the district does not have specific tools, processes or training to support staff in conducting program evaluations to determine impact on improvement goals.
- Although the policy manual, number po2605, section 2000, calls for systematic program evaluations to be presented to the board by the superintendent, the superintendent's performance evaluation and job description do not outline responsibility for this task nor were reports provided to the board based on a review of regular and work session agendas and minutes from Jan. 5, 2017, to Dec. 19, 2017.
- The district does not utilize program evaluation data to prioritize program purchases and implementation, remove ineffective programs or modify existing programs to address identified problems, according to document reviews and interviews with board of education members and district administrators.

IMPACT: When the board does not assure systematic evaluation of instructional programs for effectiveness in meeting improvement goals per Ohio Revised Code 3301-35-11(B)(1), students may not have access to the evidence-based tools to impact learning.

Curriculum and Instruction

1. **The district does not ensure educators use an instructional framework to plan and deliver instruction.**
 - A. According to a review of the Universal Academic Expectations document, "Understanding by Design is the district approved instructional framework [adopted in 2015-2016] that is required to be implemented in every classroom in the district, regardless of content, grade level, or building." However, at the time of the review, the instructional framework is not implemented across all classrooms, based on interviews, classroom observations and document reviews.
 - B. Understanding by Design is an instructional framework that offers a planning structure and process to guide decisions about what is taught, how learning is assessed and what teaching strategies are to be used.
 - C. According to the Feb. 23-27, 2015, Trotwood-Madison City School District Review report, "The district lacks a focused instructional framework that will provide all district staff with a guide for understanding the directions and expectations of the office of curriculum and instruction."

- Although the district indicated in the 2015-2016 Trotwood-Madison Local School District Plan Crosswalk to Academic Distress Commission Recommendations document that "a team of teacher leaders, building administrators, and the curriculum team received a formal presentation on Understanding by Design and selected it as the district's instructional framework," principal and teacher focus group participants indicated a lack of "shared understanding of the framework and expectations for implementation" across the district.
 - Understanding by Design is an instructional framework that offers a planning structure and process to guide decisions about what is taught, how learning is assessed and what teaching strategies are to be used.
 - According to interviews, educators in the district may "lack an understanding of how [the instructional framework] will help them."
 - Based on the Aug. 31, 2017, Oct. 26, 2017, Dec. 15, 2017, Feb. 15, 2018, and March 15, 2018, district leadership team meeting agenda and minutes, leadership team members voiced concerns that educators lacked professional development to support educators' understanding of the instructional framework components and expectations regarding implementation.
 - According to the office of Curriculum and Instruction's Year Two of District Implementation 2016-2017 School Year PowerPoint, the district hired external consultants to provide professional development on Understanding by Design instructional framework to all educators in 2016. However, in 2017, the professional development support was limited to "quarterly professional development [by the external consultant] for the curriculum and instruction team only."
 - Based on the PowerPoint, "The curriculum and instruction team was unable to focus on transferring [their] understanding of Understanding by Design framework through professional development due to increased workload and completing comprehensive curriculum maps."
 - According to a review of the District Improvement Professional Development Plan 2017-2018 Requirements, the district does not offer professional development related to Understanding by Design framework to staff even though professional development surveys reflected that teachers need and request additional training on the framework.
 - Based on the Aug. 31, 2017, district leadership team meeting agenda and minutes, updates from the high school and the middle school on school improvement plan progress indicated challenges related to the "implementation of Understanding by Design."
 - The building leadership team "is responsible for the implementation of all district and building based initiatives" according to the Organizational Change for Sustainability and Excellence PowerPoint presented by the Office of Curriculum and Instruction in 2016-2017. However, building leadership teams vary in terms of capacity to support the implementation of the instructional framework in each school, and the district has not shored up skills of teams to ensure consistent and effective support.
 - Based on a review of the District Improvement Professional Development Plan for 2017-2018 and a list of initiatives rolled out to educators, including training on newly purchased textbooks, technology programs and preK-12 curriculum tools, the focus of professional development is not on the implementation of the instructional framework.
 - According to a message from the superintendent for the 2017-2018 school year stating a need to have a "common framework from which to align and measure our work," the district shifted from the Understanding by Design framework to an Academic Non-Negotiables Resource Guide, which is a tool that provides the basic principles of expected practice in the district.
 - However, at the time of the review, the tool was not used to guide decisions about instruction in the classroom, based on administrator interviews and principal and teacher focus group participants.
- D. Based on classroom observations and document reviews, the district does not ensure that educators have a shared understanding of Ohio's Learning Standards at each grade level and in all content areas to serve as a foundation for the implementation of the instructional framework.
- According to interviews and documents reviewed, educators are not consistently provided time and guidance in grade- and content-level teams to examine and analyze Ohio's Learning Standards.

- Based on notes in the 2017-2018 district leadership team meeting agendas and minutes, teachers have not received support to:
 - " Learn how to address all the targeted standards;"
 - " Focus on standards and increase rigor;"
 - "Align to standards and pacing [guides];"
 - "Make sure the teaching matches standards and assessments;"
 - "Understand the standards and match instruction;" and
 - "Participate in professional development on Ohio's Learning Standards/Shifts."
 - Based on document reviews and classroom observations, teachers did not consistently use a process to develop and communicate learning targets to students. Learning targets are a lesson-sized "chunk" of the grade-level standards that inform students what they need to learn and why it is important.
 - According to the Feb. 1, 2018, Teaching and Learning Review of Instructional Implementation by State Support Team 10, teachers in the district did not "clearly identify learning targets that are aligned to the content standards."
 - Based on the classroom observation review three-point scale, where zero points means none of the critical look-fors were observed, one point means some of the critical look-fors were observed and two points mean all the critical look-fors were observed, the district received an overall rating of 0.98 on teachers' use of "clearly identified learning targets that are aligned to the content standards."

IMPACT: When the district does not ensure educators use an instructional framework to plan and deliver instruction, educators may not effectively identify learning goals and adjust instructional practices to meet the needs of students.

2. The district does not consistently provide coaching to teachers to ensure their use of evidence-based instructional practices in classrooms.

- A. According to the Feb. 1, 2018, Teaching and Learning Review of Instructional Implementation by State Support Team Region 10 for Trotwood-Madison document, a summary of grades 2-12 classroom observation findings, teachers in the district did not consistently demonstrate the use of effective instructional practices.
- Based on the classroom observation review scale, where zero points means none of the critical look-fors were observed, one point means some of the critical look-fors were observed and two points mean all the critical look-fors were observed, the district received an overall rating of 1.15 on teachers' use of "instructional practices that contribute to student understanding of the current lesson."
 - On the same review scale, the district received an overall rating of 0.095 on teachers' use of "appropriate instructional strategies for the intended outcome of the learning."
- B. Although the district identifies coaching as a strategy to improve teaching practices in the classroom, the district's model does not support a best practice definition of an instructional coach. According to the Annenberg Foundation, a nonprofit educational collaborative, an instructional coach is one "whose chief professional responsibilities are to bring evidence-based practices into classrooms by working with teachers and other school leaders."
- Although the Trotwood-Madison City Schools Board Retreat PowerPoint dated Aug. 24, 2017, stated that there is, "full time instructional coaching in grades K-5 with up to 15 classroom feedback sessions weekly" and "instructional coaching and data support provided by [the curriculum coordinators] for grades 6-12," teacher and principal focus group participants revealed full-time coaching was not consistently in place and "varied from building-to-building."
 - The Nov. 2, 2017, Office of Curriculum and Instruction board presentation document indicated teachers would receive "weekly job-embedded coaching" and the instructional support structure would include "full-time instructional support at the Early Learning Center, Madison Park Elementary, and Westbrook Village Elementary [with] targeted instructional support at Westbrook Village Elementary, Trotwood-Madison Middle School and Trotwood High School provided by curriculum coordinators." However,

interviews with district administrators and teacher focus group participants indicated the structures were not in place in all schools on a consistent basis.

- C. Based on interviews with instructional coaches and curriculum coordinators, their primary job responsibilities are not limited to coaching teachers and often require a focus on other unrelated tasks.
- According to interviews and a review of district documents, the district employs three instructional coaches who are responsible for supporting the professional growth of all preK-5 teachers. However, the coaches have additional tasks that limit their time for coaching and providing follow-up feedback and support to teachers.
 - At the time of the review, instructional coaches also served as Leveled Literacy Intervention (LLI) tutors who provide daily intensive, small-group literacy instruction to students for half of the school day.
 - Based on a review of job descriptions and principal focus group participants, instructional coaches serve as the building assessment coordinator, plan and monitor interventions for at-risk students and provide professional development.
 - Although the district employs three curriculum coordinators who are responsible for curriculum development, textbook selection and review, district-level professional development, oversight for federal grant programs and instructional technology support, each coordinator was reassigned to serve as a full-time coach at Westbrook Elementary, the middle school and the high school.
 - According to a memo dated Sept. 26, 2017, the superintendent reassigned the curriculum coordinators to the schools to "support teachers [by] verifying Ohio's Learning Standards were being taught, lesson plans were aligned to the standards, and classroom instruction was monitored." The memo did not outline specific instructional coaching duties.
 - According to principal focus group participants, the curriculum coordinators are not consistently in the buildings to provide instructional coaching to the teachers.
 - According to interviews with district administrators, curriculum coordinators continue to be responsible for curriculum and instruction central office job duties, which limits their time spent in assigned buildings to coach teachers.
 - Based on document reviews and principal and teacher focus group participants, the current job descriptions for instructional coaches do not reflect actual job duties and responsibilities or provide guidance to school administrators on the expectations and accountability for these support staff.

IMPACT: When the district fails to consistently provide evidence-based coaching to enhance teachers' instructional skills, it may reduce students' performance.

3. The district does not utilize differentiated instructional strategies to address the diverse learning needs of students.

- A. Based on document reviews and interviews with district administrators, the district has defined expectations for the use of differentiated instruction, but teachers do not consistently adapt teaching strategies to meet the diverse needs of students.
- According to a November 2017 article in the Curriculum Communicator, a newsletter developed by the district's Curriculum and Instruction department to update staff on best practices in instruction, differentiated instruction is defined as a classroom best practice where all students can learn because the teacher provides students with varied avenues to learn, regardless of skill levels.
 - Based on the Trotwood-Madison City School District Classroom Observation form, the district outlines expectations that the teachers personalize learning "to accommodate the variety of learner's interests, styles and abilities by differentiating content, process and product."
 - Although district expectations for differentiation include adjusting what students learn, how students learn and how student learning is measured, classroom observations by instructional coaches and school administrators indicate that differentiated instructional practices are not in place in classrooms throughout the district.
 - Based on the district's walkthrough protocol, a criterion used to evaluate classroom instruction, and the March 15, 2018 district leadership team agenda and minutes, data presented included the number of

teachers observed in each month and the percentage of teachers who "prepare differentiated or scaffolded lessons." The data revealed:

- In December 2017, out of 175 teachers observed, 54 percent prepared differentiated or scaffolded lessons.
 - In January 2018, out of 187 teachers observed, 48 percent prepared differentiated or scaffolded lessons.
 - In February 2018, out of 212 teachers observed, 17.80 percent prepared differentiated or scaffolded lessons.
 - According to the Feb. 1, 2018, Teaching and Learning Review of Instructional Implementation by State Support Team Region 10 for Trotwood-Madison document, a summary of grades 2-12 classroom observation findings, teachers in the district did not consistently evidence the use of "differentiated instructional practices and strategies to accommodate a variety of interests, abilities, learning."
 - Based on the classroom observation review three-point scale, where zero point means none of the critical look-fors were observed, one point means some of the critical look-fors were observed and two points mean all the critical look-fors were observed, the district received an overall rating of 0.73 on teachers' use of "differentiated instructional practices."
 - District and school administrators shared that although building leadership teams and teacher-based teams collect student performance data on a regular basis, the information is not used to vary instructional strategies within the classroom.
 - According to a review of the 2017-2018 building leadership team and teacher-based team 5-step process meeting agenda and minutes templates, teachers utilize performance data to divide students into instructional skill groups but not as a basis for identifying and adapting teaching strategies.
 - When students are not showing progress based on the data, the teachers provide the same interventions and instructional strategies to all students, based on document reviews and interviews with district administrators.
 - According to interviews, when students in grades K-12 fail to meet reading benchmarks, the teachers employ the Leveled Literacy Intervention model, which is an intensive, small-group instruction that supplements classroom literacy teaching, regardless of the student's specific reading needs, interests or grade level.
 - According to the District Resources by Tiered Support Levels for Core Content Areas document, the district identifies specific intervention resources by grade level and intervention levels (Tier 1, 2, 3) that all students are expected to receive, regardless of student academic needs, interests or grade level.
- B. Based on document reviews and interviews with district and school administrators, the district defined expectations for the use of differentiated instruction but does not provide support to teachers and school administrators to ensure the effective and consistent implementation of the strategies in the classroom.
- According to a review of the district leadership team meeting agendas dated Aug. 31, 2017, Oct. 26, 2017, Dec. 15, 2017, Feb. 15, 2018, and March 15, 2018, the district leadership team, which includes principals, teachers, board of education representatives, district administrators, and the superintendent, identified an unmet need for district professional development related to differentiated instruction. Comments included:
 - "Professional development on true differentiation is needed;"
 - "Professional development on differentiation should be considered;"
 - "Teachers need help in assessing in multiple ways;"
 - "Differentiation is a concern; coaching will be targeted on this for math. The goal is that 100 percent of teachers embrace true differentiation;" and
 - "More intense attention on differentiation – with respect to all staff having the same concept of and implementation strategies of differentiation."
 - Based on a review of the District Improvement Professional Development Plan 2017-2018 and according to principal and teacher focus groups participants, the district has not consistently provided professional development targeted at increasing teacher skills in implementing differentiated instruction or school administrator skills in monitoring and supporting delivery.

- Although the district utilizes the Understanding by Design Curriculum Unit Plan with Differentiated Instruction template, a form used to guide the planning of daily classroom instruction with a tool that includes a component for "possible differentiation options," district classroom walkthrough data indicated teachers did not utilize or complete this component of the planning tool consistently from classroom to classroom.

IMPACT: When the district does not ensure differentiated instructional strategies are in place in the classrooms to address the diverse learning needs of students, teachers may not be equipped to deliver instruction that is responsive to a variety of readiness levels, interests and learning styles.

Assessment and Effective Use of Data

1. The district does not analyze student performance data to develop strategic action steps for school improvement.

- According to interviews with district and school administrators and a review of documents, administrators and teachers have not analyzed state-provided student performance data on Ohio's Learning Standards.
 - The district does not analyze student performance data by test item and standard that is available through the Test Information Distribution Engine, an online service used to manage Ohio's testing events and retrieve student test scores.
- According to interviews with district and school administrators and a review of documents, the district does not analyze the district and school report cards.
 - The district has not provided training to school administrators to analyze report card data to improve student performance.
- According to interviews with district and school administrators, a review of documents and classroom observations, the district does not systematically analyze district data for instructional implications and overall school improvement beyond reviewing overall performance outcomes.
 - The district has data sources that include MAP, PublicSchoolWorks, ProgressBook® and Illuminate. These data are not investigated in detail beyond reviewing overall performance.
 - Although school administrators review and discuss data, they do not analyze and interpret the school's data to develop improvement strategies with a plan of action.
 - In interviews it was stated:
 - "We use data to drive instruction but only overall levels for grouping, we don't look at standards."
 - "We don't do a good job on monitoring progress on specific skills. We are not getting standards based information."

IMPACT: When the district does not analyze adult implementation and student performance data, it may miss the opportunity to develop strategies to address student learning gaps.

2. The district does not have a board policy that addresses the use of technology for student learning outside of the regular school day.

- According to a review of board policies, there are two policies that address the use of technology but neither cover student use of technology for homework or use beyond the school day.
 - 7540 Technology – This policy affirms the district's commitment to the effective use of technology for instruction.
 - 7540.03 Student Education Technology Acceptable Use and Safety – This policy addresses the proper use of school technology
- According to a review of documents, the student handbooks posted on the district's website for the preschool-grade 1 school, middle school and high school do not address student use of technology for homework. Student handbooks for other schools are not posted.
- According to interviews with district administrators, the district does not make all its varied computer-delivered instructional programs available for student use at home.
- According to interviews with district administrators, the district does not have a procedure for students to borrow computers for home use when the students do not have home access to computers.

IMPACT: When the district does not make available and guide students in the use of the district's own available instructional computer supports for use beyond the school day, it fails to take full advantage of the technology it has incorporated in its instructional program and fails to fully prepare its students with 21st century technology skills.

Human Resources and Professional Development

1. The district does not consistently collaborate to develop or deploy instructional professional development.

- A. Teachers, school administrators, union leadership, State Support Team 10 consultants and district administrators indicated that the district does not have a collaboratively developed instructional professional development plan for teachers.
- According to interviewees, the district's professional development does not include follow-up or coaching opportunities nor is it differentiated to meet varying needs of teachers.
 - In an interview with first year teachers, 50 percent were unaware that a professional development plan existed. No one in the interview group had read the plan.
- B. In the Trotwood-Madison City School District-District Review Report from February 2015, one of the recommendations was to, "Create a professional learning committee of central office administrators, building administrators, teachers and support staff to better inform the district of professional learning needs."
- In interviews, teachers, principals and district administrators stated the district does not have a professional learning committee.
 - Trotwood-Madison board policy 3242 indicates, "The Board of Education directs the Superintendent to establish a Professional Development Committee that is in compliance with State law and applicable terms of the negotiated agreement with the Trotwood-Madison Education Association."
 - In interviews, district administrators confirmed that a professional development committee does not exist, which is inconsistent with board policy 3242.

IMPACT: When the district does not consistently collaborate or work with teachers to develop and conduct professional development, teachers may not be equipped with the tools to improve their practices as educators.

2. The district does not provide resources for the professional development of school administrators.

- A. A review of district budgeting documents revealed the district does not consistently allocate funds or time specifically for professional development for school administrators.
- According to principal focus group participants, opportunities for out-of-district professional development are not consistently available except to the high school administrators who are using grant funds unique to their school.
 - At the time of the review, the principals did not have professional development opportunities built into their schedules.
 - Interviews with building principals, a review of budget documents and the district professional development calendar indicated there is no district support for collegial networking with peers unless initiated by them on their own time.

IMPACT: When the district does not provide resources for the professional development of school administrators, it may limit their capacity to be instructional leaders in their schools.

3. The district does not provide consistent opportunities for coaching or other job-embedded support to teachers.

- A. Interviews with both first-year and veteran teachers indicated the district has initiated numerous professional development activities without input from teachers.
- According to interviews, at the time of the review, the district discontinued professional development until further notice.

- A review of the Ohio Department of Education 2017 Equity Report indicated between three percent and 20 percent of the teachers in the five schools are in their first or second years of teaching, requiring extensive support as they transitioned to district practices and procedures along with refining their classroom practices.
- B. The district has three instructional coaches that currently serve the preK-5 grade levels. According to the job description, instructional coaches “facilitate the implementation of building intervention initiatives and provide building based coaching in instructional strategies, curriculum resources, and the integration of technology in the classroom.”
- C. In the middle of the 2017-2018 school year, instructional coaches were assigned to spend half of their days teaching Leveled Literacy Intervention (LLI), which reduces the amount of time available for coaching teachers.
- D. The instructional coach’s job description indicated they have additional responsibilities such as testing coordinator, participating in building leadership teams, conducting walkthroughs, supervising non-classroom activities when assigned, and participating in open houses, which further reduce time available for coaching or job-embedded assistance to teachers.
- E. In interviews with teachers, school administrators and instructional coaches, they indicated the district does not consistently secure substitutes for teacher absences, resulting in teachers having to cover classes and not being available for coaching conversations.

IMPACT: When the district does not provide consistent coaching or other job-embedded support for teachers, it may limit teachers’ instructional skill sets.

Student Supports

1. The district does not consistently provide academic supports to students with disabilities in the general education classrooms.

- A. The Individuals with Disabilities Education Improvement Act of 2004 and the Ohio Operating Standards for Ohio Educational Agencies and Serving Children with Disabilities require districts to ensure, 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 non-disabled.
- B. According to the district’s 2460 Model Policies and Procedures, the district shall provide students with disabilities the services to which they are entitled pursuant to their individualized education programs (IEPs) and in accordance with the Operating Standards for Ohio Educational Agencies Serving Children with Disabilities.
- C. According to focus groups, interviews and district-level administrators, the district uses an inclusion model, where students with disabilities and non-disabled students have access to core instruction in the same general education classroom.
- D. According to focus groups, interviews and district-level administrators, no professional development is provided to enhance knowledge and skills for intervention specialists, a special education teacher that supports instruction in the general education classroom, to successfully address and support specific needs of students with disabilities. The focus is on monitoring compliance.
- E. According to interviews and classroom observations, there is limited evidence that the district differentiates instruction for students with disabilities in the general education classroom.
 - According to research, differentiated instruction is a method that teachers use to teach the same educational standards while using varied strategies or when teachers deliver a lesson at varying levels of difficulty based on the abilities of each student.
 - The district review team conducted classroom observations in all school buildings in the district to examine instruction and student learning. A six-point scale was used to evaluate each setting. The scores range from 0-5, with 0 meaning no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence of adult practice.
 - In observations of more than 21 classrooms by review team members, on the item measuring the teacher’s support of the learning needs of students through a variety of strategies, materials and/or

spacing that makes learning accessible and challenging for the group, the district received an average rating of 2.05 out of a possible score of 5.

- In observations of more than 19 classrooms by review team members, on the item that measures multiple resources available to meet all students' diverse learning needs, the district received an average rating of 1.84 out of a possible score of 5.
 - Interviews with focus groups, district-level administrators and staff revealed assessment data is not used to inform instruction for differentiation.
 - In all focus groups and interviews, participants referred to Fontas and Pinnell Leveled Literacy Intervention as the main intervention for reading across the district but does not meet specific needs of students. Comments from focus groups and interviewees included:
 - "Leveled Literacy Intervention does not support specific needs of students;"
 - "When phonological support is needed, LLI doesn't address it;" and
 - "We have LLI for reading, I'd like to see something for math."
- F. According to the district 2460 Model Policies and Procedures, "The district shall provide students with disabilities the services to which they are entitled pursuant to their individualized education plans," and in accordance with the Operating Standards for Ohio Educational Agencies Serving Children with Disabilities. However, students with disabilities are not being supported as outlined in their individualized education plans in general education classrooms.
- G. The 2016-2017 Ohio Special Education Profile data for Trotwood-Madison School District students with disabilities did not meet the target for reading and math. According to Ohio Department of Education, Office of Exceptional Children and report card data, the percentage of students with disabilities scoring proficient or above in math and reading has dropped significantly over the last four years.
- Reading: 2013-2014: 40.08 percent; 2014-2015: 27 percent; 2015-2016: 20.09 percent percent; 2016-2017: 8.1 percent
 - Mathematics: 2013-2014: 26.05 percent; 2014-2015: 18.8 percent; 2015-2016: 16 percent; 2016-2017: 8.3 percent
 - While there has been a change in the state tests over the years that may account for the drop, there is still a question as to what steps the district is taking to address such a large gap.
- H. The 2016-2017 Ohio School Report Card for the district shows students with disabilities did not meet the growth in the Progress component.

IMPACT: When the district does not consistently provide academic supports to students with disabilities in the general classroom, it may hinder the students' academic growth and achievement.

2. The district does not use a model in general education classrooms to support the academic needs of students with disabilities.

- A. Interviews with focus groups, district administrators and staff indicated that co-teaching was the model used in the general education classrooms.
- B. According to focus groups, interviews, documents reviewed and classroom observations, co-teaching is an expectation in the district; however, the district does not provide support for co-teaching regarding structures and methods, nor what it looks like and whether teachers can work as a cohesive and collaborative team. Observations revealed that teachers exhibited a lack of understanding and the capacity to deliver a co-teaching model.
- C. According to focus groups, interviews and documents reviewed, there has been minimal professional development and training to plan, collaborate and effectively use a teaching model during instructional delivery.
- D. Interviews and documents reviewed showed \$46,482 available funds budgeted for special education professional development and stipend pay that had not been used.

IMPACT: When a model is not used with fidelity, it may create academic barriers to enhance instructional effectiveness for teachers to greater support the academic needs of all students.

3. The district lacks a comprehensive system of academic and non-academic supports for at-risk students.

- A. According to the Ohio Department of Education, a multi-tiered system of support is defined as the following:
- A combination of components that helps to ensure high levels of academic and social achievement;
 - Provides students who are not benefiting from the general curriculum with targeted small-group interventions;
 - Intensive interventions are individually developed for students with significant challenges and the interventions are determined based on the results from careful assessment of the student's needs;
 - Student progress is frequently monitored to make decisions about changes in instruction or goals; and
 - Data are used to allocate resources to improve student academic and social learning.
- B. The district school board policy 2120 School Improvement states that the improvement process shall consist of the following stages:
- "Use data to identify areas of greatest need."
 - "Develop a plan to address those areas of need that is built around a limited number of focused goals and strategies to significantly improve instructional practice and student performance."
 - "Implement the plan with integrity."
 - "Monitor and evaluate the effectiveness of the improvement process in changing instructional practice and impacting student performance."
 - "The District shall utilize guidance, technical assistance, and resources provided by Ohio Department of Education as may be appropriate and available."
- C. According to focus groups, interviews and documents reviewed, the Intervention Assistance Team includes a school counselor, psychologist, teacher and administrator. The Intervention Assistance Team uses a process to examine data for student academic and behavior interventions.
- D. According to interviews, focus groups and district-level administrators, school counselor leads were trained on the Intervention Assistance Team process using a train-the trainer model. However, no follow-up training was provided to counselors nor was formal training given to staff and administrators in the district.
- E. According to focus groups, interviews and documents reviewed, there is no systemic Intervention Assistance Team process. Each school has its own process, and meetings are held inconsistently across the district.
- F. Interviewees indicated that when Intervention Assistance Team meetings occur, there are limited interventions and support to address student academic and behavior needs identified through quarterly assessment data. Interviewees stated the following:
- The district needs to provide more wrap-around services.
 - The core programming for core subjects have interventions built in, but not sure of the components.
 - The staff needs more training to increase Tier 2 and Tier 3 interventions.
- G. According to the Trotwood-Madison Local School District Plan Crosswalks to Academic Distress Commission Recommendations 2015-2016, the document calls for the district to "collaborate with Montgomery County Educational Service Center and state support team staff to implement a systemic, multi-tiered system of support, including the positive behavior intervention support framework, evidence-based interventions for struggling learners and progress monitoring tools."
- H. Although the district has implemented a positive behavioral intervention and supports framework, a framework that provides systemic and individualized strategies for achieving behavior outcomes while preventing problem behaviors. However, it lacks a systemic approach and the level of implementation varies across the district according to interviews and documents reviewed.
- Madison Park received a Bronze award for positive behavioral intervention and supports.
 - Madison Park and Westbrooke Village are the furthest in implementation.
 - Trotwood Middle School is in the initial stage.
 - Trotwood High School is in the second year.

- Early Learning Center uses components of PBIS.
 - Positive Behavior Intervention Support teams of four from each building received training using a train-the-trainer model; however, the remaining staff have not been trained, according to district-level administrators.
- I. 2016-2017 District Improvement Plan Goal 2; Strategy 2.2 Increase support for students and families to mitigate non-academic barriers to learning. AS 2.2.1- Positive Behavior Intervention Supports (monthly): Monitor the Implementation of a structured and comprehensive multi-tiered system of behavioral supports to be used by buildings serving students in grades K-12.
 - According to interviews and documents reviewed, implementation is being monitored, but there is no evidence to support full implementation with fidelity across the district.
 - J. 2017-2018 District Improvement Plan Goal 2; Strategy 2.1 Implement a consistent and predictable positive behavior intervention support program. AS 2.1.1 Positive Behavior Intervention Supports: Provide criteria for schools to institute a comprehensive, multi-tiered framework of structured behavioral supports.
 - According to interviews, focus groups, documents reviewed and district-level administrators, there is no evidence to support a comprehensive, multi-tiered framework of structured behavioral supports.
 - K. According to the 2017-2018 District Improvement Plan Goal 2; Strategy 2.1; AS 2.1.2 Discipline Data Review: Collect and analyze districtwide discipline data regarding the number of referrals per month; categorized by grade level, location, problem behavior, student and staff to recommend systemic changes by site.
 - A document review of the 2017-2018 District Improvement Plan discipline data indicates there has not been a significant decrease in discipline referrals issued from one school year to the next nor is there evidence of systemic changes by site.
 - Interviewees stated that discipline referrals are lower, but behaviors are not changing due to insufficient training, buy-in and limited resources and support.
 - Interviews and documents reviewed revealed there is no evidence of evaluation and follow-up of programs.

IMPACT: When there is no comprehensive system in place for academic and behavior intervention and supports for students, it can hinder student achievement and behavioral outcomes.

Fiscal Management

1. **The district does not have a system in place to allocate grant dollars to ensure resources are spent and cost effective.**
 - A. According to the Ohio Department of Education, the district's Comprehensive Continuous Improvement Plan (CCIP) includes data for district grant allocations, budgets and final expenditure reports.
 - The financial data for Fiscal Years 2016, 2017 and 2018 revealed unspent dollars in federal programs over the respective grant periods.
 - The Consolidated Grants Final Expenditure Report for Fiscal Year 2016 shows a remaining balance of \$192,422; Fiscal Year 2017 shows a remaining balance of \$139,076; and at the time of the review, Fiscal Year 2018 had an unspent balance of \$1,155,992.21 of an allocation of \$2,845,999.73.
 - At the time of the review, the district has not spent 60 percent, or \$1,155,992.21, of the grant allocations.
 - B. According to a review of the district's CCIP and district documents, the district receives a 21st Century Community Learning Center Grant, a federally funded grant program that supports out-of-school time learning opportunities for children from economically disadvantaged families who attend eligible schools to receive academic supports. The federal government requires the district to spend the allocation for this grant during the current school year. Unspent funds are no longer available to the district to support student needs.
 - The district did not spend \$43,598.19 of \$199,999 in Fiscal Year 2016.
 - The district did not spend \$5601.83 of \$199,999 in Fiscal Year 2017.
 - At the time of the review, the district had not spent \$196,303.87 of \$379,962 for Fiscal Year 2018.

- C. According to a review of the district's CCIP and district documents, the district receives an Early Childhood Education Entitlement, a federal program providing high-quality preschool services to eligible children to prepare children for success in kindergarten. The federal government requires the district to spend the allocation for this grant during the current school year. Unspent funds are no longer available to the district to support student needs.
 - The Early Childhood Education Entitlement shows in Fiscal Year 2016 unspent funds of \$930.43, and Fiscal Year 2017 shows \$5,601.83 in unspent funds.
 - At the time of the review, the district had not spent \$89,145.02 of \$236,000 for Fiscal Year 2018.
- D. The district received an allocation of \$150,000 for the School Improvement 1003 Grant for fiscal year 2018. According to the Ohio Department of Education website, this grant provides support and oversight to build the capacity of schools to engage in inclusive, continuous and targeted improvement to raise student achievement that is sustainable.
 - At the time of the review, the district had not spent \$81,287.62.

IMPACT: When the district does not have a system in place to allocate grant dollars to ensure resources are spent within the grant period, it may be unable to develop new programs or expand existing programs for student achievement.

2. The district's financial documents reveal a revenue loss to students choosing to attend other schools.

- A. Provisions of Am. Sub. HB 49 of the 132nd General Assembly govern the funding of community schools. Payments to community schools take the form of deductions from the school districts in which the community school students are entitled to attend school. Community school students are counted as part of the enrollment base of the resident school district to generate funding; the district is responsible for paying for students who reside in the district yet attend other schools. When a resident student attends another school outside of the home district, the funding for the student follows the student to the district he or she is currently attending.
- B. Open enrollment allows a student to attend school tuition free in a district other than where his/her parents reside.
- C. According to the district's Fiscal Year 2018 foundation settlement, the district pays approximately \$4.8 million in tuition to community schools and \$561,842 in open enrollment to other districts. These tuition payments represent more than 10 percent of the district's revenue.

IMPACT: When the district's enrollment decreases, it results in a loss of revenue.

Trotwood-Madison City School District Review Recommendations

Leadership, Governance and Communication

1. Develop a district improvement planning process using the Ohio 5-Step Planning Process that involves all stakeholders including board of education, teachers, administrators, students, parents and community leaders in outlining the vision, goals and action steps for the plan. Develop feedback loops to solicit input from all stakeholders throughout the process and use to modify and evaluate the effectiveness of the plan.

BENEFIT: Utilizing collaborative processes for planning, modifying and evaluating the district improvement plan may increase widespread support and adoption of the goals and strategies leading to student success.

2. Create opportunities for the board as a governing body to receive training from State Support Team 10 and engage in dialog about the district improvement plan, adult and student indicators of success, performance data and actions needed to proactively support implementation efforts. Provide training, particularly to new board of education members, on the district improvement processes, the district and school improvement plans and interpretation of performance data.

BENEFIT: Informing and involving the board of education in the process of improvement planning may result in increased board support and its active participation in directing the district through educational improvement initiatives.

3. Conduct comprehensive program effectiveness reviews as part of the district improvement planning process and Ohio 5-Step Process; measuring the impact of priority programs on student achievement goals and making modifications, deletions and additions based on results.

BENEFIT: Strategically evaluating programs for effectiveness may assure that instructional tools are frequently monitored, added, or deleted and that students, therefore, have access to the highest quality instruction.

Curriculum and Instruction

1. Revisit the selection of an instructional framework with the input of district and building leadership teams; define and employ the necessary internal and external supports to guarantee a shared understanding and districtwide implementation, and prioritize district resources and efforts related to educator use of the instructional framework, beginning with a focus on developing educator knowledge of the Ohio's Learning Standards across grades and content levels.

BENEFIT: By ensuring that all educators in the district are committed to and accountable for the use of the instructional framework to plan and deliver instruction, students may have access to high-yield teaching practices that result in increased achievement.

2. Develop and implement a coaching model for teachers that is ongoing and provides site-specific support. Ensure that roles and responsibilities for coaches focus directly on working with teachers to improve practice rather than including a variety of duties, which reduce the time coaches work with teachers on instruction.

Provide professional learning opportunities for the coaches, as well as time to coordinate with their peers to standardize their delivery of effective strategies so that each school receives the highest level of support.

BENEFIT: By providing a coaching model that is ongoing and site-specific with job responsibilities directly tied to improving teacher instructional practices, teachers' development of effective strategies to impact student learning may increase.

3. Collaborate with teachers and administrators to determine an agreed-upon definition of differentiation, principles that govern effective differentiation for the district and classroom look-fors that indicate differentiation is in place. Provide professional development support aligned to the district and school improvement goals, strategies, actions steps and identified needs related to differentiation, as well as the Ohio Standards for Professional Development. Monitor for fidelity of implementation of differentiation in the classroom and to determine impact on student learning.

BENEFIT: When the district provides supports to ensure that differentiated instruction is implemented to meet the diverse needs of students, student growth and individual success may be maximized.

Assessment and the Use of Data

1. Enlist the assistance of State Support Team 10 to identify the skills needed for a district-level data specialist whose primary responsibility is to review and analyze all available state and locally collected student data (including data on the district's report card) and then develop recommended school improvement action steps for the district, school and classroom levels. Train and assist other school administrators and teachers in the analysis and use of available data for instructional planning and school improvement through the Ohio Improvement Plan 5-Step Process.

BENEFIT: Analyzing state and local student performance data allows the district to develop strategic action steps for school improvement and to make key adjustments in improvement strategies throughout the school year.

2. Seek approval from the board of education to develop a plan to allow access to the district's adaptive learning platforms for student use beyond the school day and a plan for targeted students to borrow or purchase over time the needed technology to extend their access to the school's computer-assisted instruction and other learning at home. Extend the use of the district's newly adopted i-Ready for mathematics for additional home learning time.

BENEFIT: Having a board of education policy that addresses the use of technology for student learning outside of the regular school day and when a district supports its students with access to its key computer instructional tools at home, it will increase learning time beyond the school day. The district can track both the participation and the achievement success that come from this additional intervention.

Human Resources and Professional Development

1. Engage the assistance of State Support Team 10 to design and implement a qualitative professional learning tool or survey for all staff to identify their needs to develop individualized goals. With State Support Team 10, collect and analyze multiple sources of quantitative and qualitative data. Plan, design and implement a professional development plan that is systemic, high quality, job specific and differentiated to meet the varying experience and skill levels of the professional staff following the Ohio Standards for Professional Development.

BENEFIT: Collaboratively planning, designing and implementing a professional development program may better equip teachers with the tools to improve their instructional practices as educators.

2. Design and implement a systematic training and support system for building administrators that includes ongoing coaching and support. Encourage building administrators to explore and consider opportunities for professional leadership growth outside the district, such as conferences and seminars. Provide resources and time for the professional development activities for building administrators.

BENEFIT: Providing a professional development system for building administrators that includes continuing support to improve leadership capacity so administrators may better serve the teachers and students in their schools.

3. Develop and implement a job description for instructional coaches that streamlines their main duties to provide continuous, high-quality support to staff members with an emphasis on beginning teachers. Increase the number of staff available to provide support at the classroom level for teachers — especially new teachers. Develop and implement a retention plan, including input from administrators, teachers, exit surveys, union leaders and community members to reduce the turnover of the teaching staff.

BENEFIT: Providing consistent opportunities for coaching or other job-embedded support to teachers may improve instruction and increase student achievement.

Student Supports

1. Develop a system to ensure academic needs of students with disabilities are being addressed and supported in the general education classrooms. Use assessment data to provide data-driven differentiated instruction that is student focused to support specific academic needs of students. Provide professional development and training to enhance the knowledge and skills of intervention specialists, general education teachers and building administrators to address specific needs of students more effectively.

BENEFIT: A system to ensure that individual education programs are being followed and student academic needs are being supported and addressed, along with data-driven differentiated instructional practices and professional development and training to enhance knowledge and skills to effectively address specific academic needs of students can provide a positive school experience and may improve student growth and achievement.

2. Provide ongoing professional development and learning opportunities to support district expectations for instructional models and methods in the general education classrooms.

BENEFIT: Professional development that is ongoing and job embedded could alleviate academic barriers and enhance teachers' instructional practices that may improve student learning.

3. Develop an instructional framework that supports a systemic, comprehensive, multi-tiered system of support. Provide professional development and training to align, implement and strengthen resources and services that are research based that match student academic and behavioral needs. Establish a district team to investigate the root cause of insufficient and ineffective implementation of district expectations, initiatives and programs. Develop a plan of action that includes ongoing professional development, training, evaluation and follow-up on district initiatives and programs.

BENEFIT: A systemic, comprehensive, multi-tiered system of support can provide a well-defined intervention process for all staff to follow. Having a systemic approach to programs and implementation with frequent check points to evaluate the effectiveness of data collection and student performance could ensure a quick response to addressing and supporting student needs.

Fiscal Management

1. Increase communication with district leaders and stakeholders to ensure the budgetary process for federal programs are meeting the needs of student programs and accurately tracks the spending on a timely basis to make sure the spend down aligns with the grant period. This will ensure the entire allocation is spent before the close of the grant period.

BENEFIT: Federal and state grant program dollars will be maximized within the allocation period, and evaluating the success of the programs will be more accurate and timely.

2. Develop a process to reach out to parents and students leaving the district and attending elsewhere to determine what programs within the district are lacking, what changes need to be made and what programs need to be developed to bring students back to the district. Open conversations regarding the adoption of an open enrollment program for the district to possibly retain student who may not have an option to stay enrolled.

BENEFIT: Discovery as to why students are leaving the district will provide a tool to establish programs that may bring students back to the district. Student recovery from other schools will bring funds back through re-enrollment to the home district, as well as the opportunity to introduce programs that will enhance student learning and achievement for all enrolled students.

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

The review was conducted from April 23-27, 2018 by the following team of Ohio Department of Education staff members and independent consultants.

1. Dr. Claire Huff-Franklin, Center for Accountability and Continuous Improvement
2. Dr. Delores Morgan, Leadership Governance and Communication
3. Joyce Smith, Curriculum and Instruction
4. Jerry Moore, Assessment and Effective Use of Data
5. Greg Sampson, Human Resources and Professional Development
6. Cynthia Vaughn, Student Supports
7. Rhonda Zimmerly, Fiscal Management

District Review Activities

The following activities were conducted during the review:

Interviews

- The site visit included 54.4 hours of interviews and focus groups with approximately 180 stakeholders, including board members, district administrators, school staff and employee association representatives.

Focus Groups

- Elementary, middle, and high school students
- Elementary, middle, and high school teachers
- Elementary, middle, and high school principals
- Newly hired teachers
- 11 Parents
- 11 Representatives from community partners.

Onsite Visits

- Building Observations 6
- Classrooms observations at all school levels 39

Trotwood-Madison City School District

3594 N. Snyder Rd - Trotwood, OH 45426

Official District Review Schedule – April 23-27, 2018 (As of April 30, 2018)

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

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

Day 1 – Monday, April 23, 2018

Time	Activity <i>Room Location – C&I Conference Room 100</i>	Time	Activity <i>Room Location: Board Public Meeting Room</i>	Time	Activity <i>Room Location – Pupil Services Training Room 145</i>
7:30-7:55	ODE DRT Team Meeting – Location – Board Conference Room 155 ALL DRT Members				
8:00-8:15	Meeting with the Interim Superintendent and staff Interim Superintendent; Director of Curriculum & Instruction; Director of Pupil Services; Treasurer; Director of Human Resources, Director of Operations & Community Relations Location – C&I Conference Room 100 ALL DRT MEMBERS				
8:30-9:25	Assessment & Data Interview	8:30-9:25	Leadership Interview <i>Room Location: Superintendent's Office</i>	8:30-9:25	Student Supports Interview
	Director of Curriculum & Instruction Technology Coordinator A&D, HR/PD		Interim Superintendent Treasurer LG&C, FM		Director of Pupil Services SS, C&I

Time	Activity <i>Room Location – C&I Conference Room 100</i>	Time	Activity <i>Room Location – Board Public Meeting Room</i>	Time	Activity <i>Room Location – Pupil Services Training Room 145</i>
9:30-10:55	Student Supports Interview	9:30-10:55	Leadership /Fiscal Interview	9:30-10:55	HR & PD Interview
	Curriculum Coordinator in Charge of Gifted Programs		Police Chief Fire Chief Chamber of Commerce Mayor Councilman Business Associations Community Leaders Parks & Recreation Deputy City Manager City Manager	9:30-10:10	(HR) Secretary/Clerical HR/PD
				10:15-10:55	Association President HR/PD, C&I
	SS, A&D, C&I		LG&C, FM	10:55-11:25	LG&C, FM, HR/PD
11:00-12:05	DRT Meeting/Working Lunch ALL DRT MEMBERS				
12:15-1:45	Student Supports Interview	12:15-1:45	Assessment & Data Interview	12:15-1:45	Curriculum & Instruction Interview
	Psychologists Speech Pathologists Adaptive PE Teacher District Nurse		EMIS/Website Coordinator Director of Pupil Personnel		Director of Cur & Instruction
	SS, HR/PD		A&D, FM		C&I, LG&C
1:50-2:10	Curriculum & Instruction Interview <i>Room Location – Pupil Services Training Room 145</i> Psychologists C&I				
1:45-2:10	Document Review-Team Workroom ALL DRT MEMBERS				

Time	Activity <i>Room Location – C&I Conference Room 100</i>	Time	Activity <i>Room Location – Board Public Meeting Room</i>	Time	Activity <i>Room Location – Pupil Services Training Room 145</i>
2:15-3:25	Human Resources/Professional Development	2:15-3:25	Leadership Interview	2:15-3:25	Assessment & Data Interview
	Review of HR Files <i>Room Location – Human Resources Office</i>		Dir. Of Operations & Community Relations FM, LG&C		Demonstration of Illuminate and other district online tools used for data collection and analysis A&D, C&I, SS
3:30-4:25	Leadership Interview	3:30-4:25	Student Support Interview	3:30-4:25	HR/PD Interview
	Curriculum Coordinator in Charge of Title I LG&C, FM, A&D		Title 1 Teachers (1-2 from each building) SS		New Hires (certified & classified) HR/PD, C&I
4:30-5:25	Student Supports <i>Room Location – C&I Conference Room 100</i> Attendance Officers SS, A&D				

Time	Activity <i>Room Location – C&I Coordinator's Office</i>	Time	Activity <i>Room Location – Board Public Meeting Room</i>	Time	Activity <i>Room Location – – Pupil Services Training Room 145</i>
4:30-5:00	Leadership Interview Technology Coordinator LG&C, FM	5:00 – 5:30	Board of Education Interview Board Members LG&C, FM		

5:30-6:30	Board of Education Interview Board Members LG&C, FM, A&D	5:30: -6:30	Board of Education Interview Board Members C&I, SS, HR/PD		
6:35	Review Team Debrief and Dinner (Order-in) Location: Team Workroom ALL DRT MEMBERS				

District Review Schedule
Day 2 – Tuesday, April 24, 2018

<i>Time</i>	<i>Activity</i> <i>Room Location – C&I</i> <i>Conference Room 100</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Board Public</i> <i>Meeting Room</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Pupil</i> <i>Services Training Room 145</i>
7:30-8:00	DRT Meeting ALL DRT MEMBERS				
8:30-9:00	Leadership, Governance & Communication Interview	8:00-9:10	Curriculum & Instruction Interview	8:00-9:30	HR Review of Personnel Files
	SROs LG&C		School Counselors C&I, SS, A&D		Location: HR Office HR/PD
		8:00 – 9:15	Location: Treasurer’s Office Treasurer FM		
9:30-9:40	Travel Time to Schools				
9:40-10:40	Middle School Student Focus Group (12 students) Location – Middle School Media Center FM, HR/PD	9:40-10:40	Elementary Student Focus Group (12 students) Location – Madison Park Media Center LG&C, C&I	9:40-10:40	High School Student Focus Group (12 students) Location – High School Principal’s Training Room 302 A&D, SS
10:45-10:55	Travel Time to Schools ALL DRT MEMBERS				

Time	Activity <i>Room Location – C&I Conference Room 100</i>	Time	Activity <i>Room Location – Board Public Meeting Room</i>	Time	Activity <i>Room Location – Pupil Services Training Room 145</i>
11:00-12:00	Leadership Interview Curriculum and Instruction Coordinator in charge of curriculum development LG&C, A&D, C&I	11:00-12:00	Fiscal Management Interview Supervisors Building & Grounds Food Services Transportation FM	11:00-12:00	Student Supports Interview Supervisors of Special Education SS
11:00-2:00	Human Resources File Review <i>Location – Human Resources Office</i> HR/PD	12:00-1:00	Leadership Interview Interview Director of Human Resources LG&C, FM		
12:05-2:00	DRT Meeting/Working Lunch ALL DRT MEMBERS				
1:30-2:45	RIMP Reviews at Madison Park A&D				
2:00-2:55	Student Supports Interview <i>Location - Board Public Meeting Room</i> Community Partners LG&C, C&I, HR/PD, SS, FM				
3:00-3:55	Teacher Focus Group Middle and High School (No more than 10 teachers) <i>Location- Board Public Meeting Room</i> ALL DRT MEMBERS			4:00-4:55	Teacher Focus Group Elementary School (No more than 10 teachers) <i>Location- Board Public Meeting Room</i> ALL DRT MEMBERS
5:00-6:00	Parent Focus Group (include those who may have left district; please, no district personnel at this meeting) <i>****please limit the number of attendees (first 25 parents will be admitted)</i> <i>Room Location – Board Public Meeting Room</i>				

<i>Time</i>	<i>Activity</i> <i>Room Location – C&I Conference Room 100</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Board Public Meeting Room</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Pupil Services Training Room 145</i>
	ALL DRT MEMBERS				
6:05	Review Team Debrief: ALL DRT MEMBERS Location – Team Workroom				

**District Review Schedule
Day 3 – Wednesday, April 25, 2018**

<i>Time</i>	<i>Activity</i> <i>Room Location – C&I Conference Room 100</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Board Public Meeting Room</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Pupil Services Training Room 145</i>
8:00-12:00	Classroom Observations – EXCEPT Madison Park and Westbrooke Village ES ALL DRT MEMBERS				
12:00-12:55	Working/Lunch ALL DRT MEMBERS				
1:00-2:00	State Support Team 10 <i>Room Location – C&I Conference Room 100</i> ALL DRT MEMBERS				
2:05-3:00	Leadership Interview Curriculum Coordinator in Charge of Gifted Programs LG&C, HR/PD (2:05-2:30)	2:05-3:00	Fiscal Interview Treasurer’s Staff Admin. Asst. Fin. Analyst Payroll Account Clerk FM	2:05-3:00	Student Supports Interview Director of Curriculum & Instruction Lisa Minor SS, A&D, C&I
2:30-3:30	Review HR Personnel Files <i>Room Location – Human Resources Office</i> HR/PD				

3:30-5:00	Elementary, Middle and High Schools Principals/Assistant Principals Focus Group Room Location – Board Public Meeting Room ALL DRT MEMBERS
5:00	Team Meeting Room Location – Team Workroom ALL DRT MEMBERS

District Review Schedule
Day 4 – Thursday, April 26, 2018

<i>Time</i>	<i>Activity</i> <i>Room Location – C&I Conference Room 100</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Board Public Meeting Room</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Pupil Services Training Room 145</i>
8:00-8:30	DRT Meeting ALL DRT MEMBERS Location – Team Workroom				
8:30-9:55	Leadership Interview Director of Pupil Services LG&C	8:30-9:55	Fiscal Interview Support Staff Bus Drivers Cooks Custodians Building & Grounds FM	8:30-9:55	Curriculum & Instruction Interview Instructional Coaches C&I, A&D, HR/PD, SS
10:00-10:55	Leadership Interview Technology Coordinator FM, A&D	10:00-10:55	Student Supports Interview Parent Engagement Specialist SS, LG&C	10:00-10:55	HR/PD Interview Dir. Operations & Community Relations HR/PD, C&I
11:00-12:00	HR/PD Interview Director of Human Resources (Resident Educator Program) HR/PD, FM	11:00-12:00	Student Supports Interview Intervention Specialists (One from each building) SS, C&I, A&D	11:00-12:00	Fiscal Management Interview Treasurer FM
12:00-2:00	Working Lunch/Document Review: ALL DRT MEMBERS Location:				

2:00-6:00	Emerging Themes Meeting Location – Miami Valley Regional Center, 4801 Springfield Street, Riverside, OH ALL DRT MEMBERS
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District Review Schedule
Day 5 – Friday, April 27, 2018

Time	Activity				
8:00-10:00	CLASSROOM OBSERVATIONS – Madison Park and Westbrooke Village ES ONLY ALL DRT MEMBERS				
10:00-10:45	Meeting with Interim Superintendent RE: Emerging Themes Location – Superintendent’s Conference Room Dr. Clairie Huff-Franklin, Dr. Delores Morgan				
11:00-11:45	District Debriefing Meeting with leadership team RE: Emerging Themes Location - C&I Conference Room 100 ALL DRT MEMBERS				
12:00-1:00	Leadership Interview Location – Board Public Meeting Room Board President Vice President LG&C, FM	12:00-12:16	Human Resources Interview Director, Human Resources HR/PD	12:00-2:00	Student Services Interview Director, Pupil Services SS

Key

- CACI – Center for Accountability and Continuous Improvement**
- DRT – District Review Team**
- A&D = Assessment & Effective Use of Data**
- C&I = Curriculum & Instruction**
- FM = Fiscal Management**
- HR/PD = Human Resources/Professional Development**
- LG&C = Leadership, Governance & Communication**
- SS = Student Supports**

Appendix B: Figures and Tables Related to Accountability

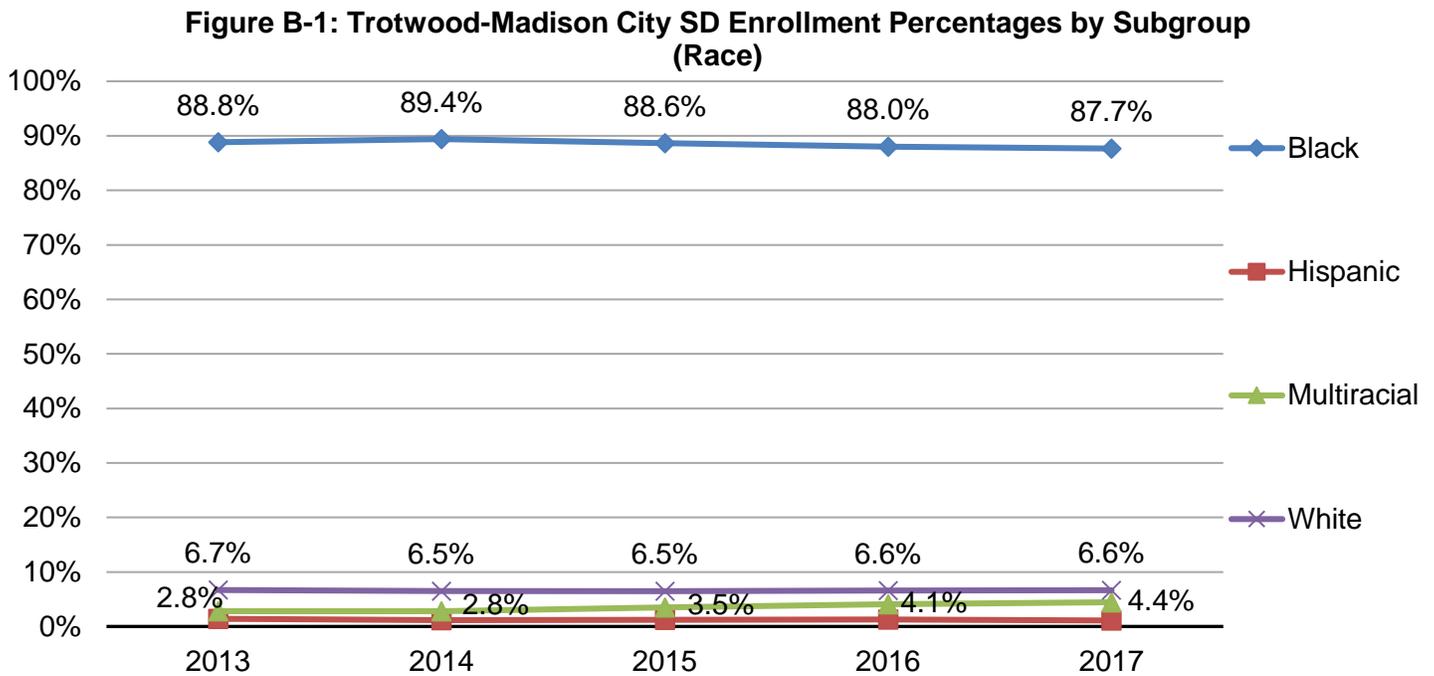


Figure B-1 Source: Ohio Department of Education Office of Accountability

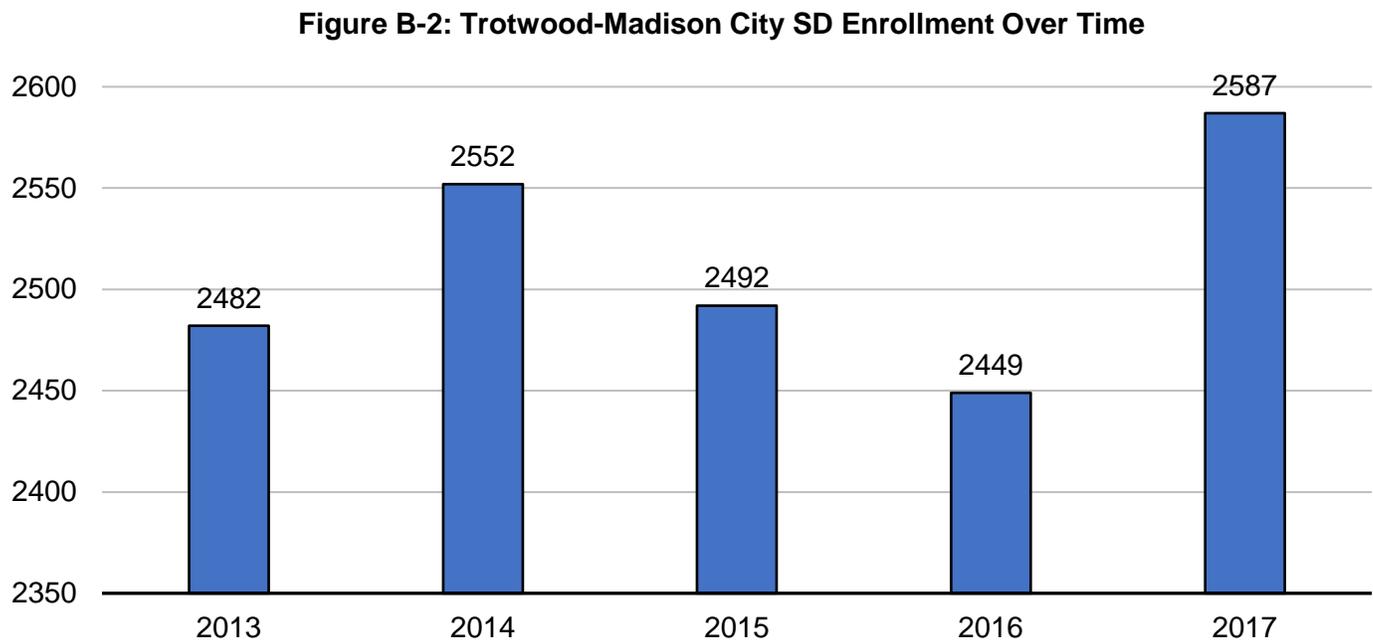


Figure B-2 Source: Ohio Department of Education Office of Accountability

Figure B-3: Trotwood-Madison City SD Enrollment by Subgroup (Special Populations)

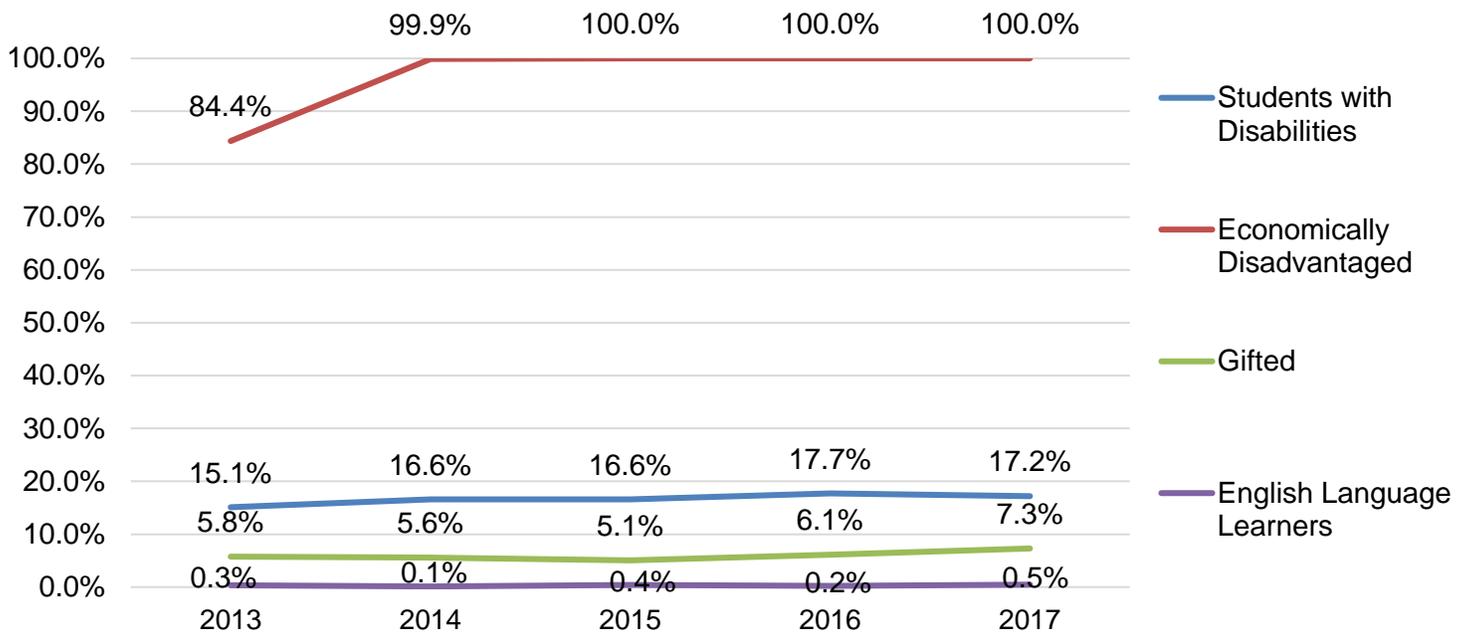


Figure B-3 Source: Ohio Department of Education Office of Accountability

Figure B-4: 2016-2017 Enrollment Location for Students Who Live in the Trotwood-Madison City SD Attendance Area

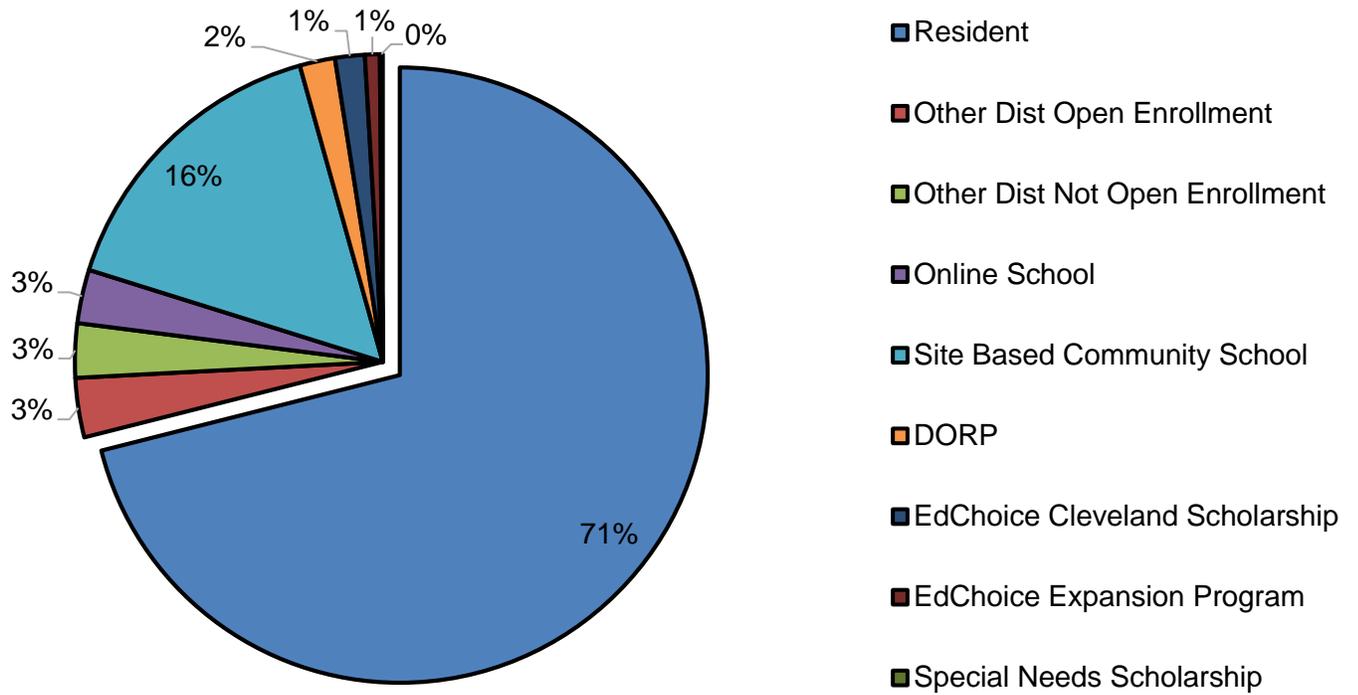


Figure B-4 Source: Ohio Department of Education Office of Accountability

Figure B-5: Trotwood-Madison City SD Annual Measurable Objectives by Subgroup

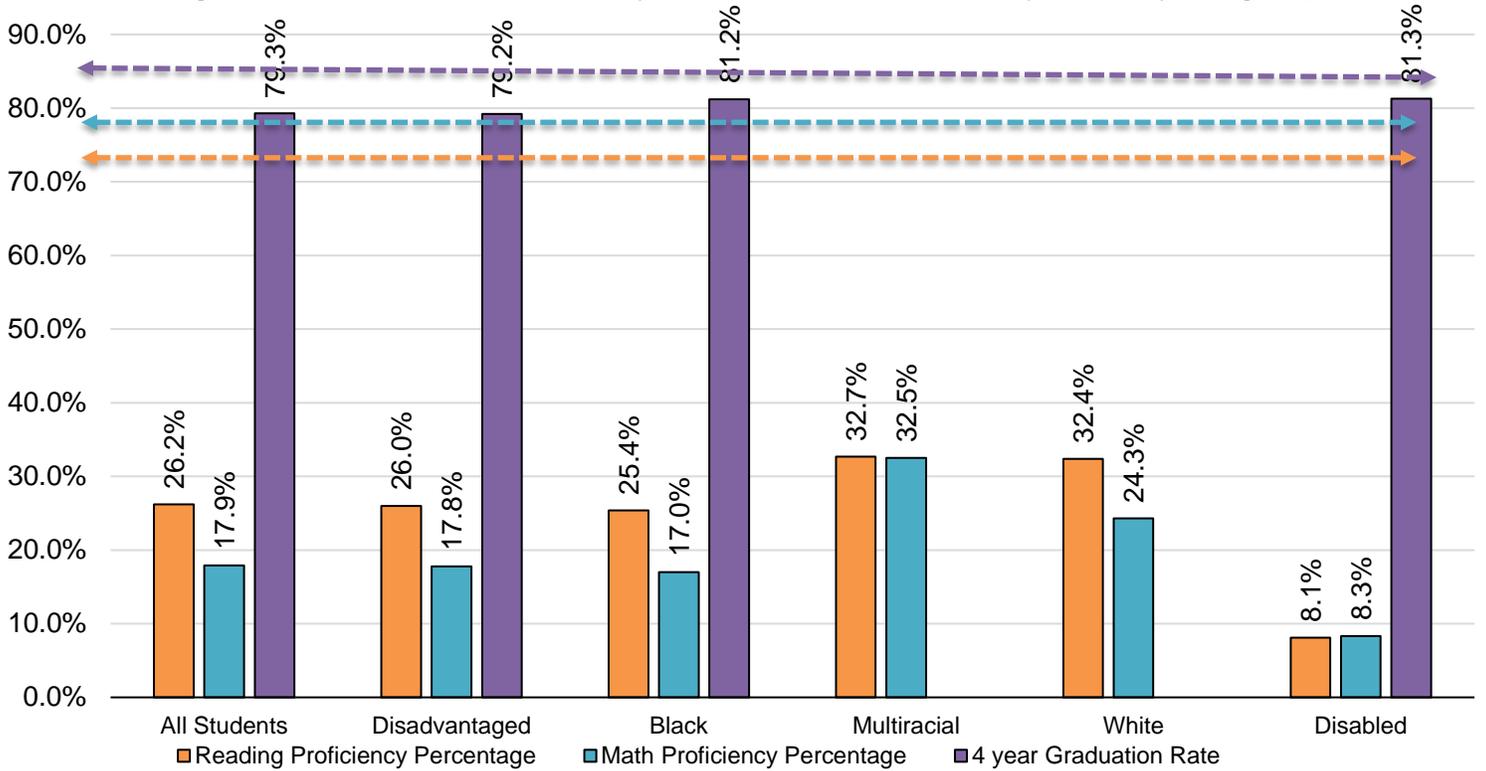


Figure B-5 Source: Ohio Department of Education Office of Accountability

Figure B-5A: Trotwood-Madison City SD Subgroup Graduation Trends

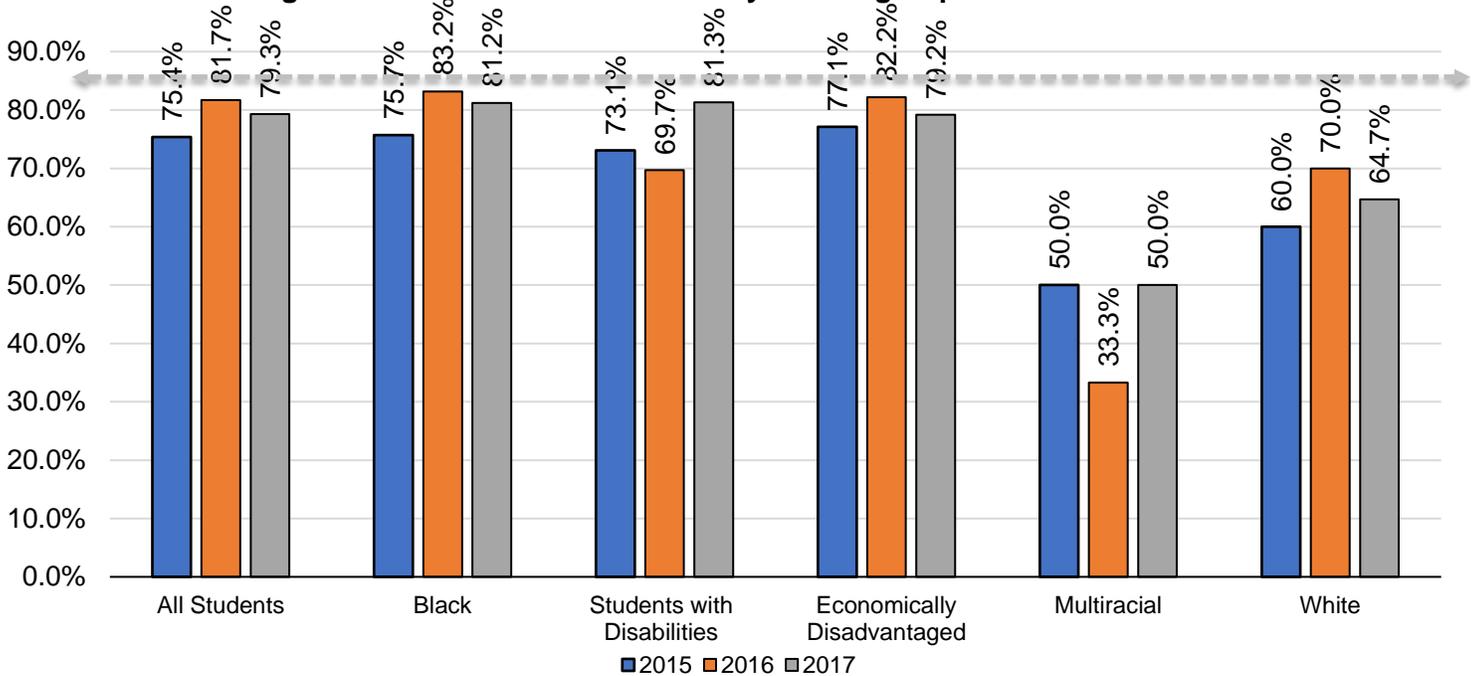
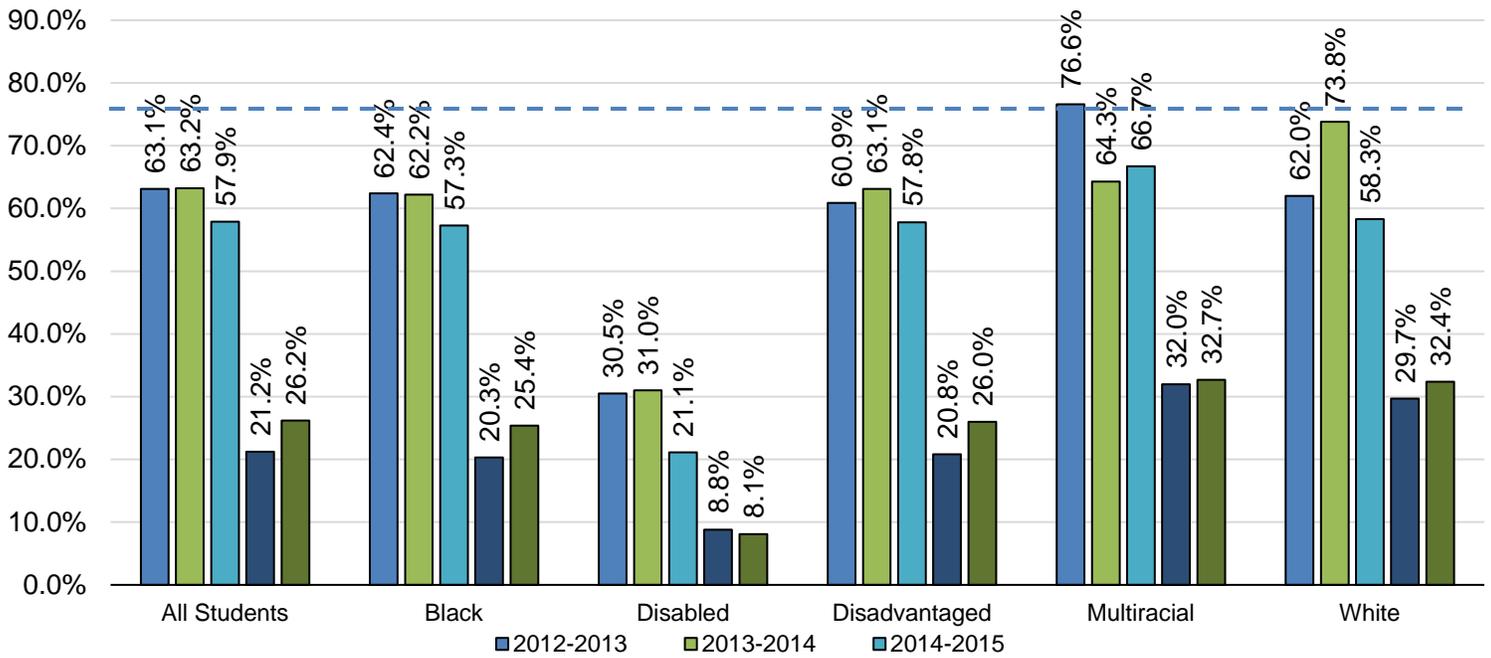


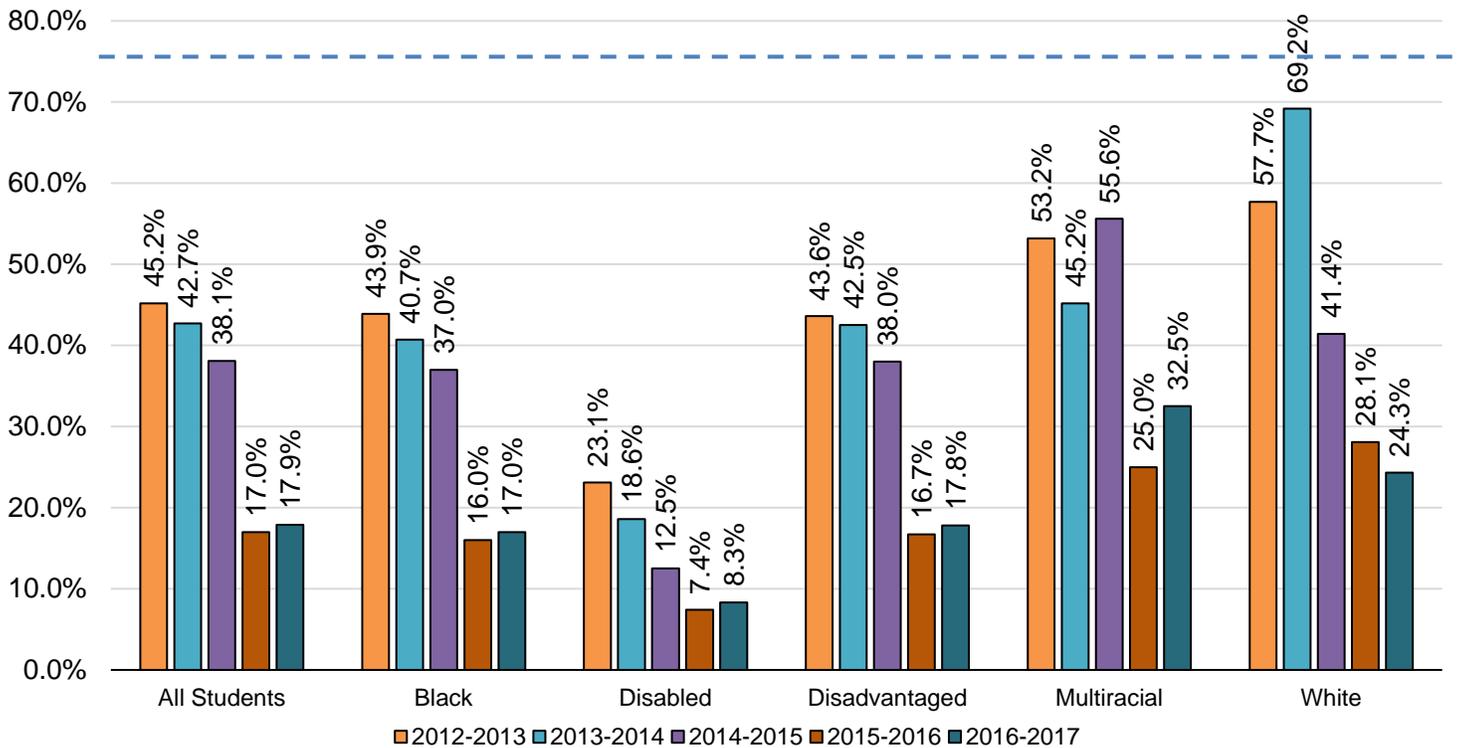
Figure B-5A Source: Ohio Department of Education Office of Accountability

Figure B-6: Trotwood-Madison City SD Reading Passing Rate Trends by Subgroup



Figured B-6 Source: Ohio School Report Card; Archived Report Cards

Figure B-7: Trotwood-Madison City SD Mathematics Passing Rate Trends by Subgroup



Figured B-7 Source: Ohio School Report Card; Archived Report Cards

Figure B-8: Trotwood-Madison City SD Reading Performance Comparisons by Grade Level

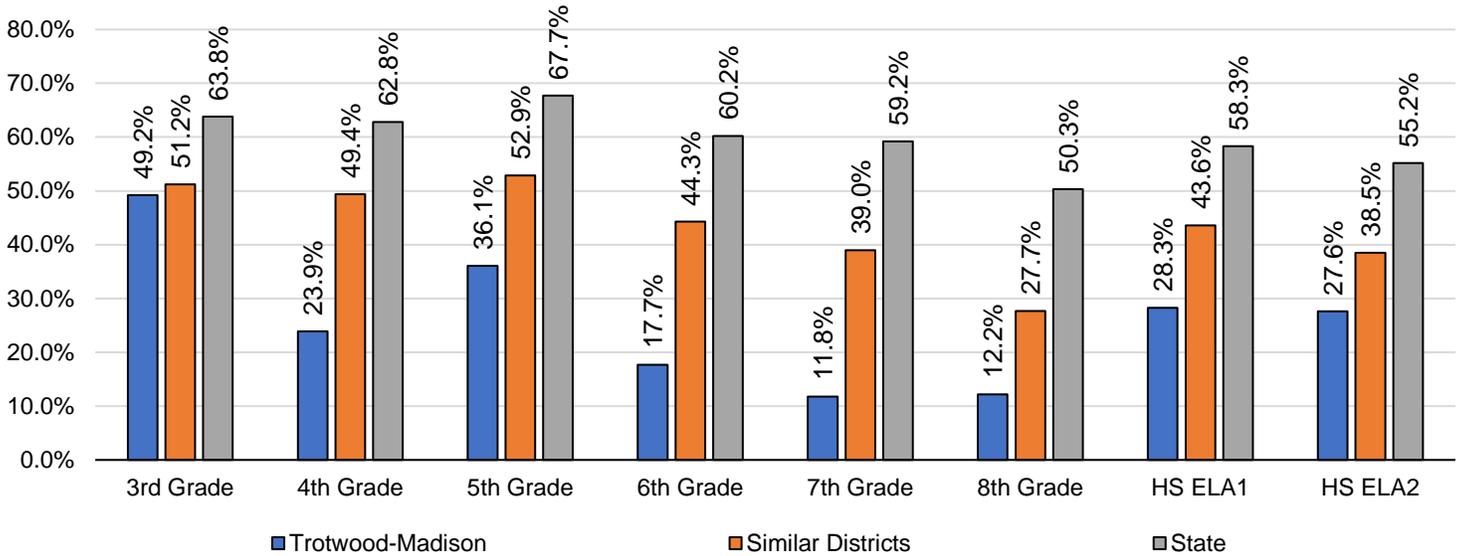


Figure B-8 Source: Ohio School Report Card; Archived Report Cards

Figure B-9: Trotwood-Madison City SD Reading Performance Trends by Grade Level

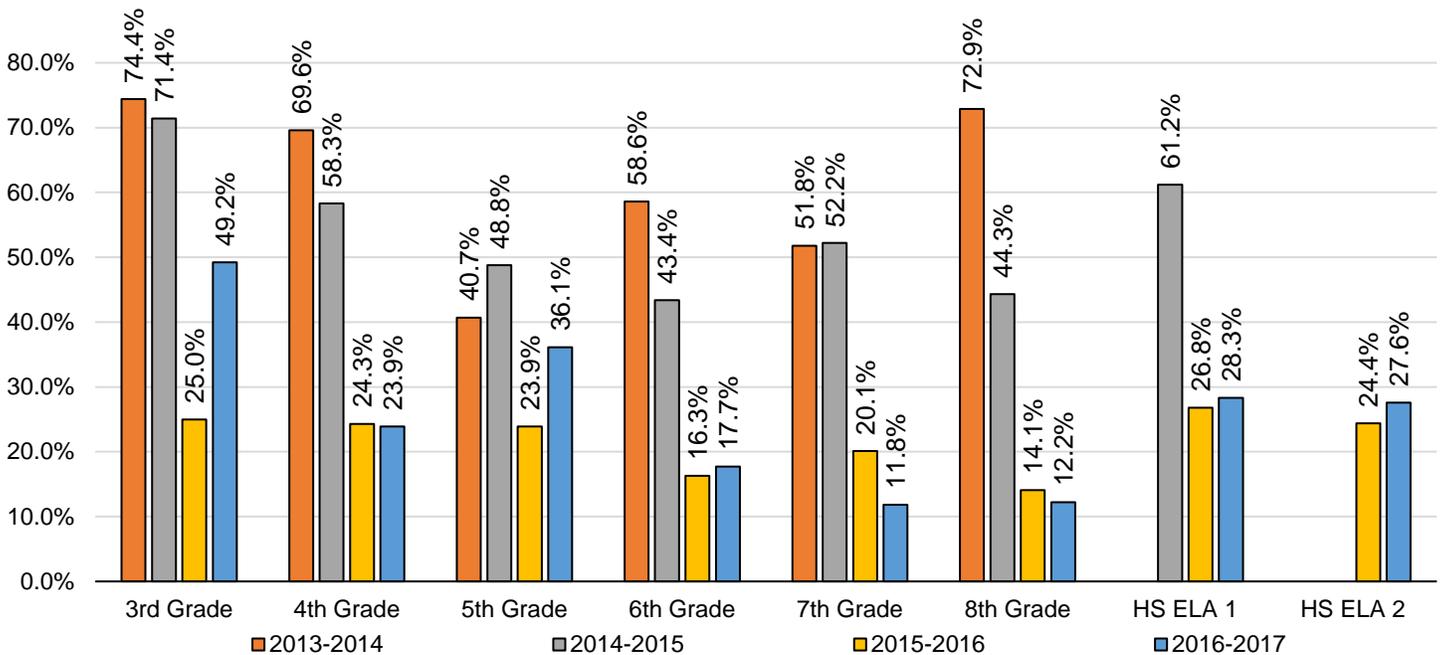


Figure B-9 Source: Ohio School Report Card; Archived Report Cards

Figure B-10: Trotwood-Madison City School District Fall 2016-2017 English Value-Added Report

Estimated District Growth Measure								
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard	
Growth Standard		0.0	0.0	0.0	0.0	0.0		
2015 Growth Measure								
Standard Error								
2016 Growth Measure		-9.1 R	-6.2 R	-7.6 R	-2.0 O	-2.2 R	-5.3	
Standard Error		1.1	1.3	1.2	1.0	1.0	0.5	
2017 Growth Measure		-4.0 R	-0.6 Y	-5.3 R	-2.5 R	-5.2 R	-3.4	
Standard Error		1.1	1.0	1.2	1.1	1.0	0.5	
3-Year-Average Growth Measure								
Standard Error								
Estimated District Average Achievement								
Grade	3	4	5	6	7	8		
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0		
2014 Average Achievement								
2015 Average Achievement	43.8	41.3	38.5	37.9	38.3	37.9		
2016 Average Achievement	36.7	34.0	33.4	28.9	34.2	36.0		
2017 Average Achievement	42.4	32.8	33.5	29.5	26.9	28.8		
Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2016	230	687.3	28	687.6	28	-0.2 Y	0.9
	2017	360	686.7	23	691.6	28	-4.6 R	0.7
English Language Arts II	2016	172	690.1	31	683.7	24	5.8 DG	1.1
	2017	305	687.0	27	687.0	27	0.0 Y	0.8

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

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

Figure B-11: Trotwood-Madison City SD Mathematics Performance Comparisons by Grade Level

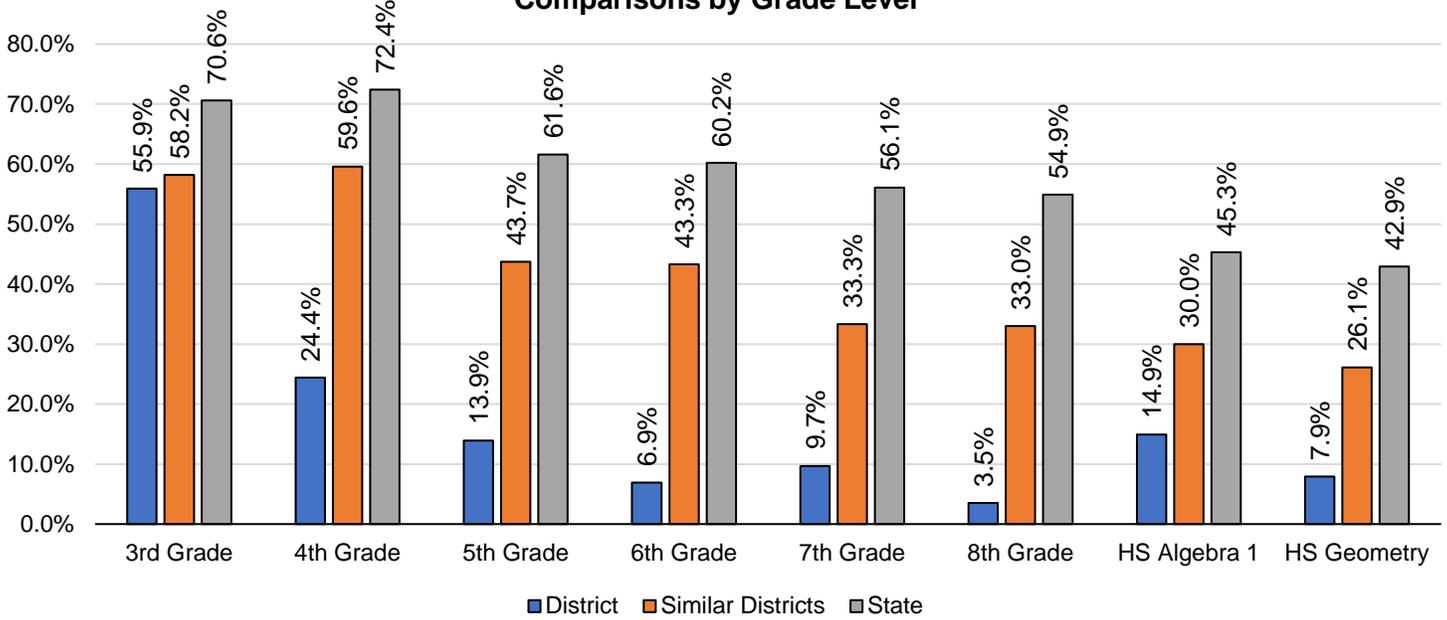


Figure B-11 Source: Ohio School Report Card; Archived Report Cards

Figure B-12: Trotwood-Madison City SD Mathematics Performance Trends by Grade

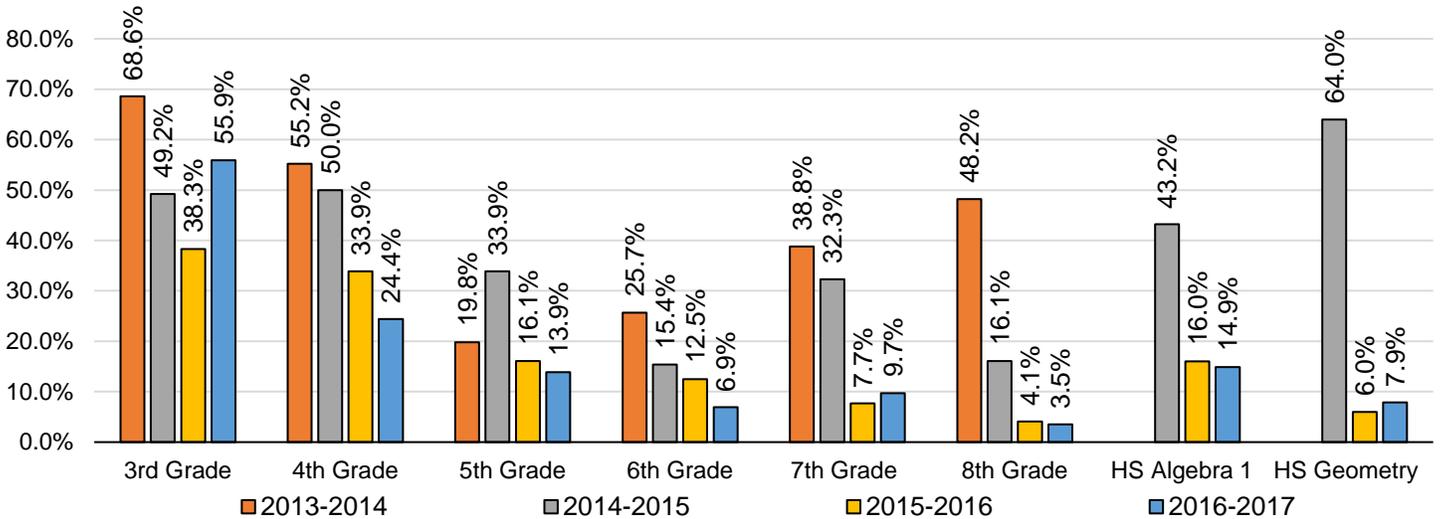


Figure B-12 Source: Ohio School Report Card; Archived Report Cards

Figure B-13: Trotwood-Madison City School District Fall 2016-2017 Math Value-Added Report

Estimated District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2015 Growth Measure							
Standard Error							
2016 Growth Measure		-7.2 R	-9.7 R	-6.4 R	-4.0 R	-14.2 R	-8.1
Standard Error		0.9	1.1	1.1	0.9	1.0	0.4
2017 Growth Measure		-11.0 R	-2.2 R	-5.6 R	-1.4 O	-3.3 R	-4.9
Standard Error		0.9	0.9	1.0	0.9	1.0	0.4
3-Year-Average Growth Measure							
Standard Error							

Estimated District Average Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2014 Average Achievement							
2015 Average Achievement	40.0	41.0	32.7	28.4	34.3	30.3	
2016 Average Achievement	37.7	32.5	29.6	26.6	24.3	20.6	
2017 Average Achievement	39.9	26.6	29.4	24.9	25.2	21.5	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	205	676.9	25	679.2	28	-2.1 O	1.1
	2017	304	680.9	26	684.1	31	-3.1 R	0.8
Geometry	2016	158	675.6	21	681.8	27	-5.8 R	1.2
	2017	282	670.7	22	675.9	29	-5.1 R	1.0

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

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

Figure B-14: Trotwood-Madison City SD Proficiency Percentage Trend

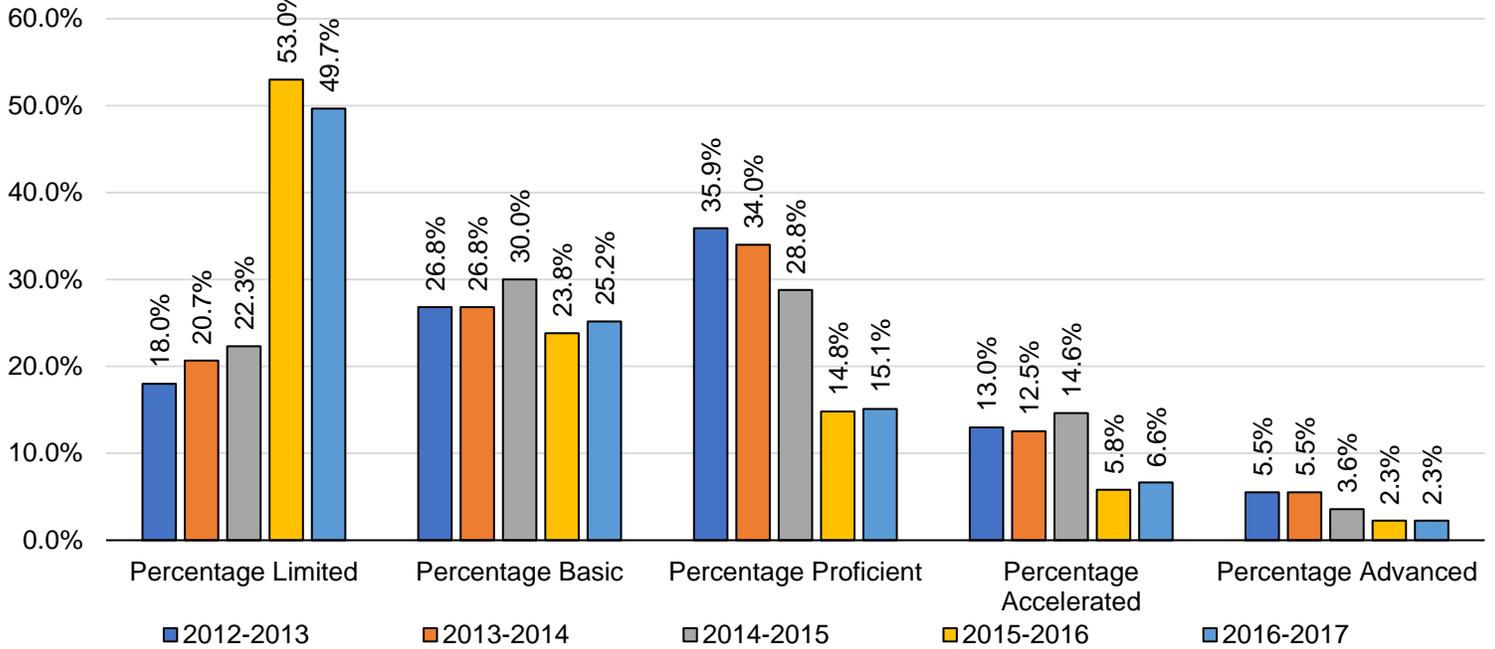


Figure B-14 Source: Ohio Department of Education Office of Accountability

Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Score	78.249	76.556	73.942	54.135	55.13

Figure B-15: Trotwood-Madison City SD Graduation Rate Comparison

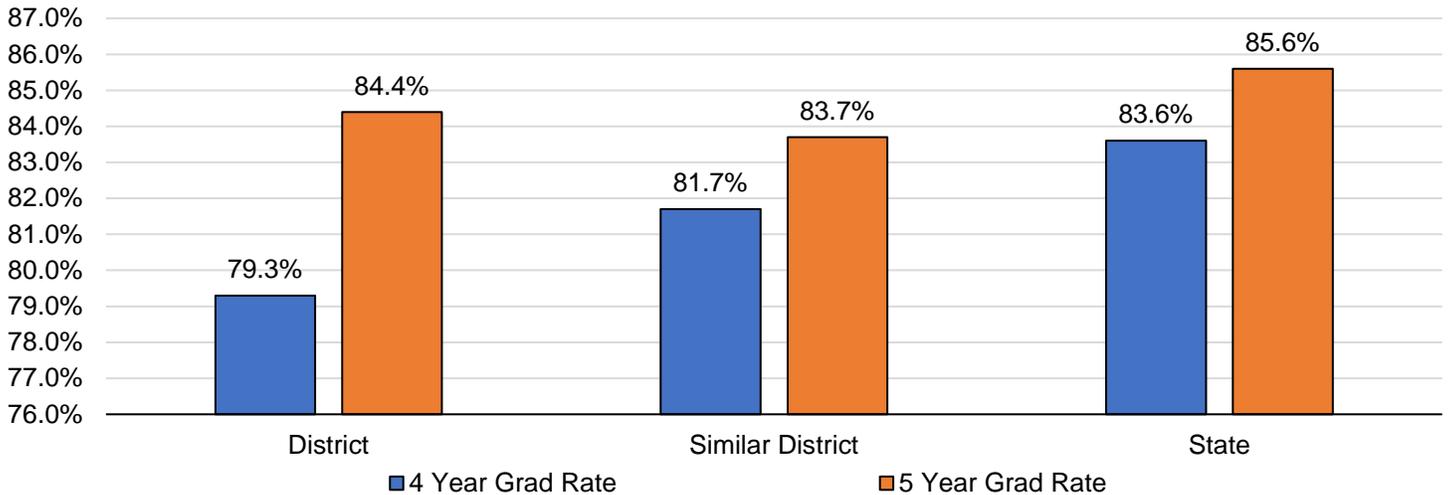


Figure B-15 Source: School District Ohio School Report Card

Figure B-16: Trotwood-Madison City SD Graduation Cohort Rates

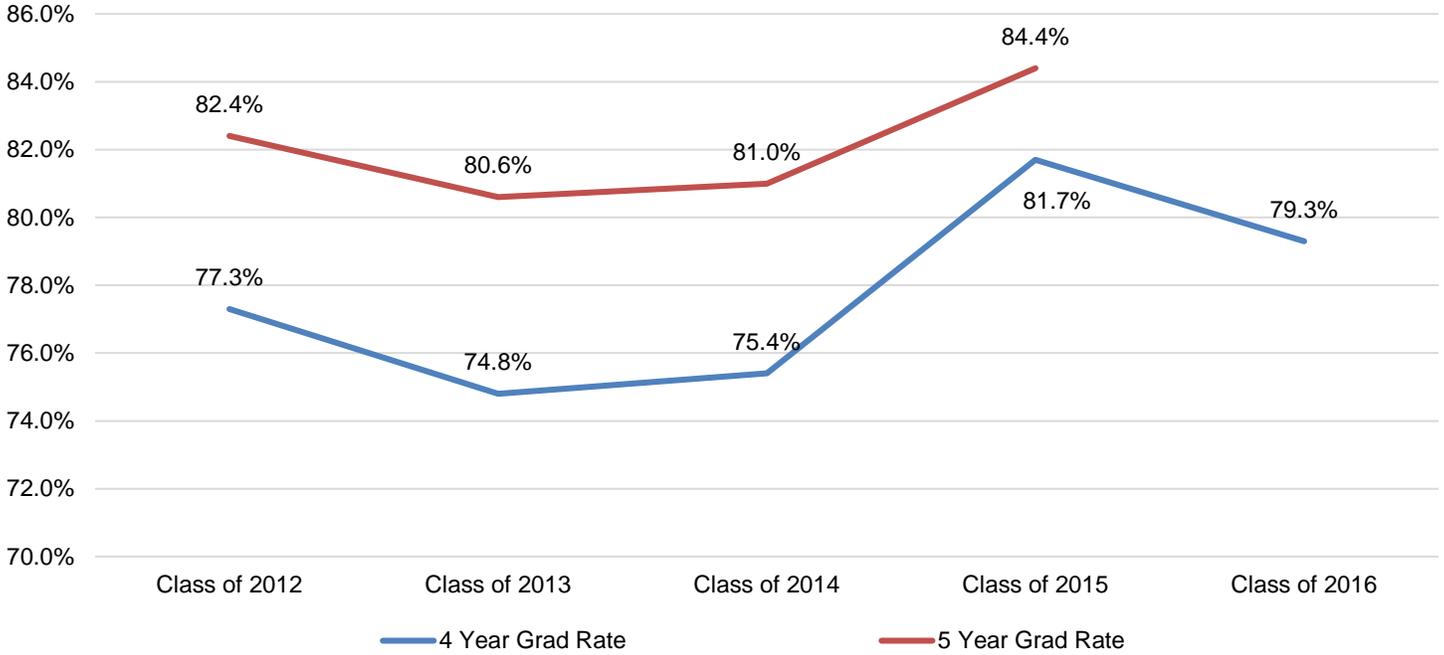


Figure B-16 Source: School District Ohio School Report Card

Figure B-17: Trotwood-Madison City SD Number of Dropouts Grades 7 - 12

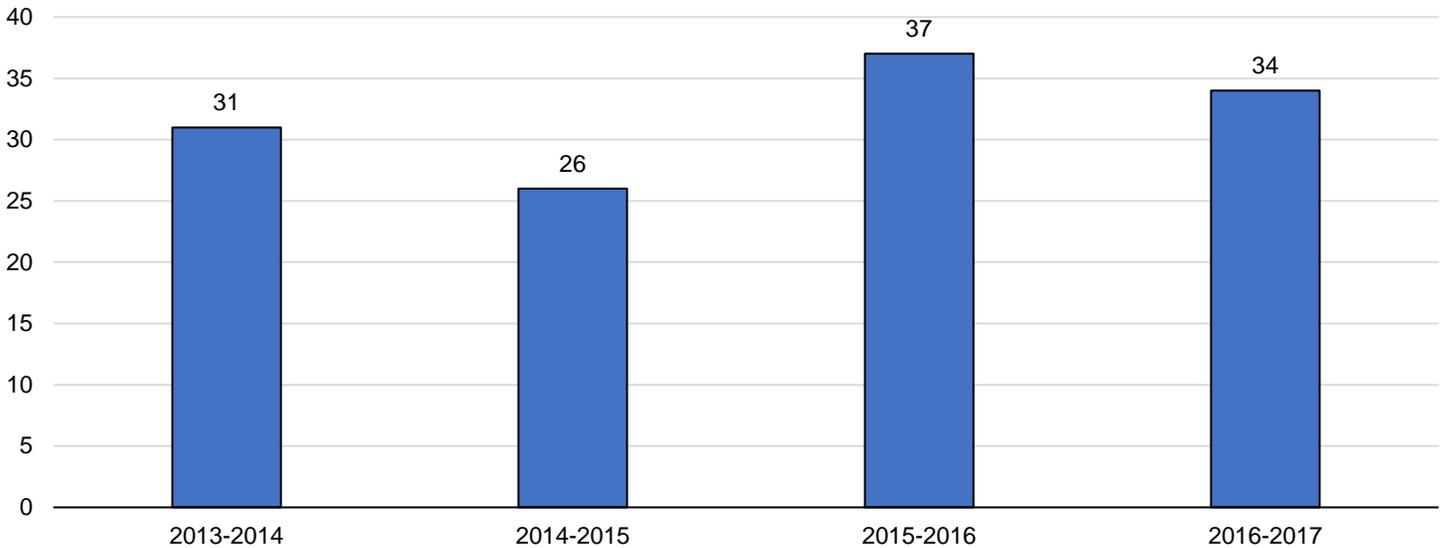


Figure B-17 Source: Ohio Department of Education Office of Accountability

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

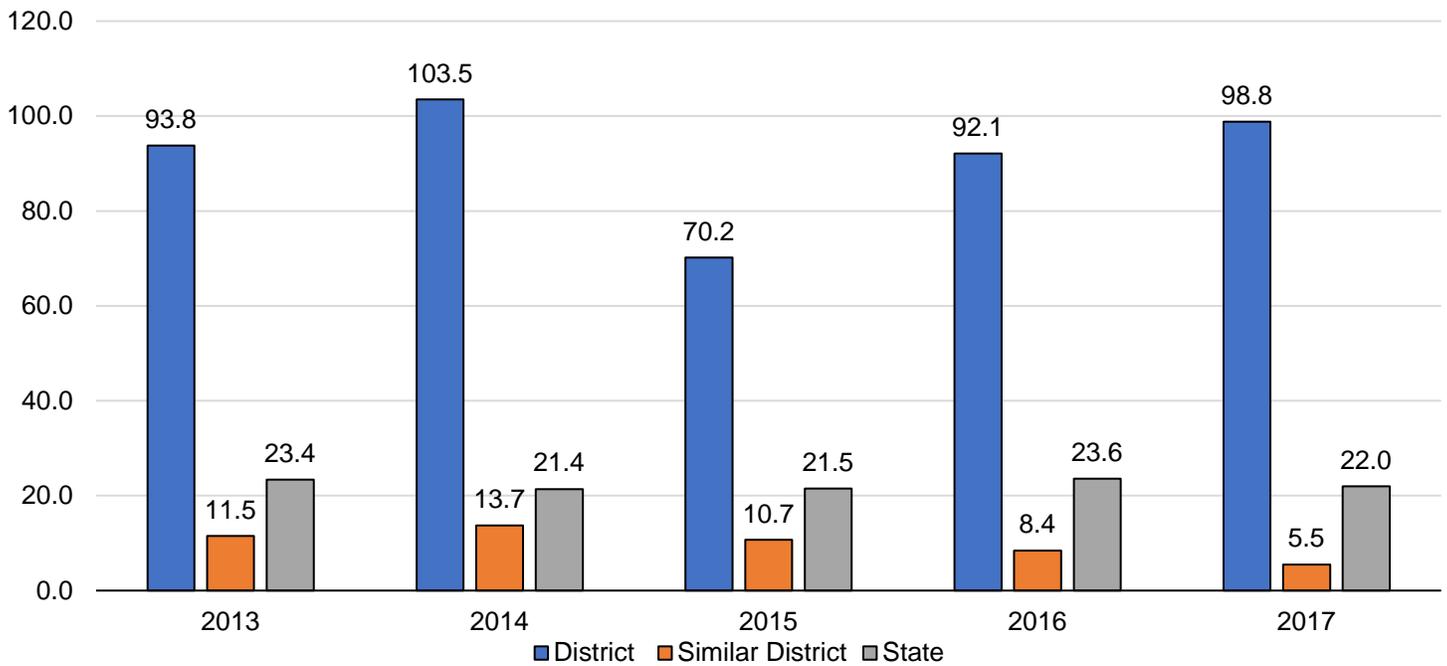


Figure B-18 Source: Ohio Department of Education Office of Accountability

Figure B-19: Trotwood-Madison City SD Prepared for Success 2-Year Comparison

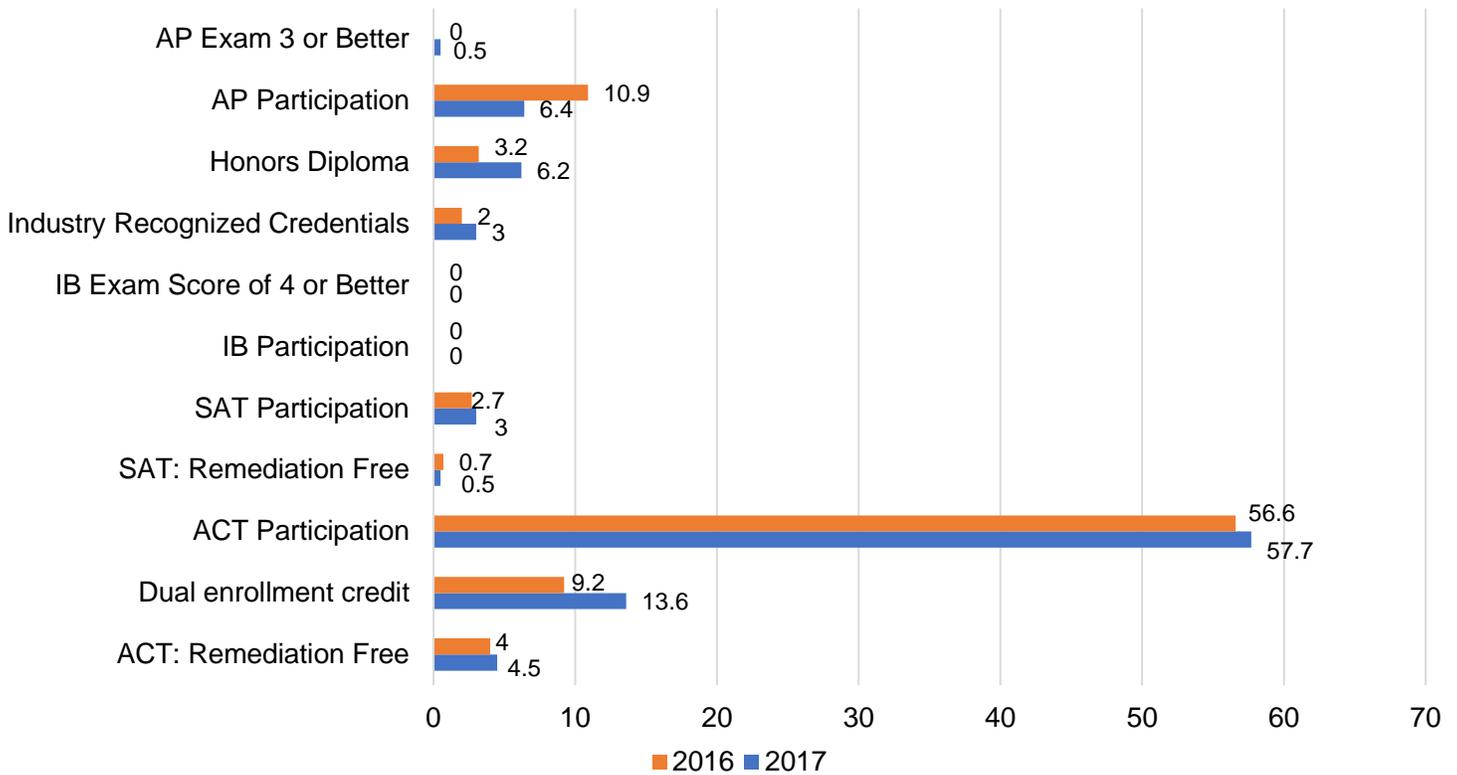


Figure B-19 Source: Ohio Department of Education Office of Accountability

Figure B-20: Trotwood-Madison City SD Attendance Rates Compared to the State

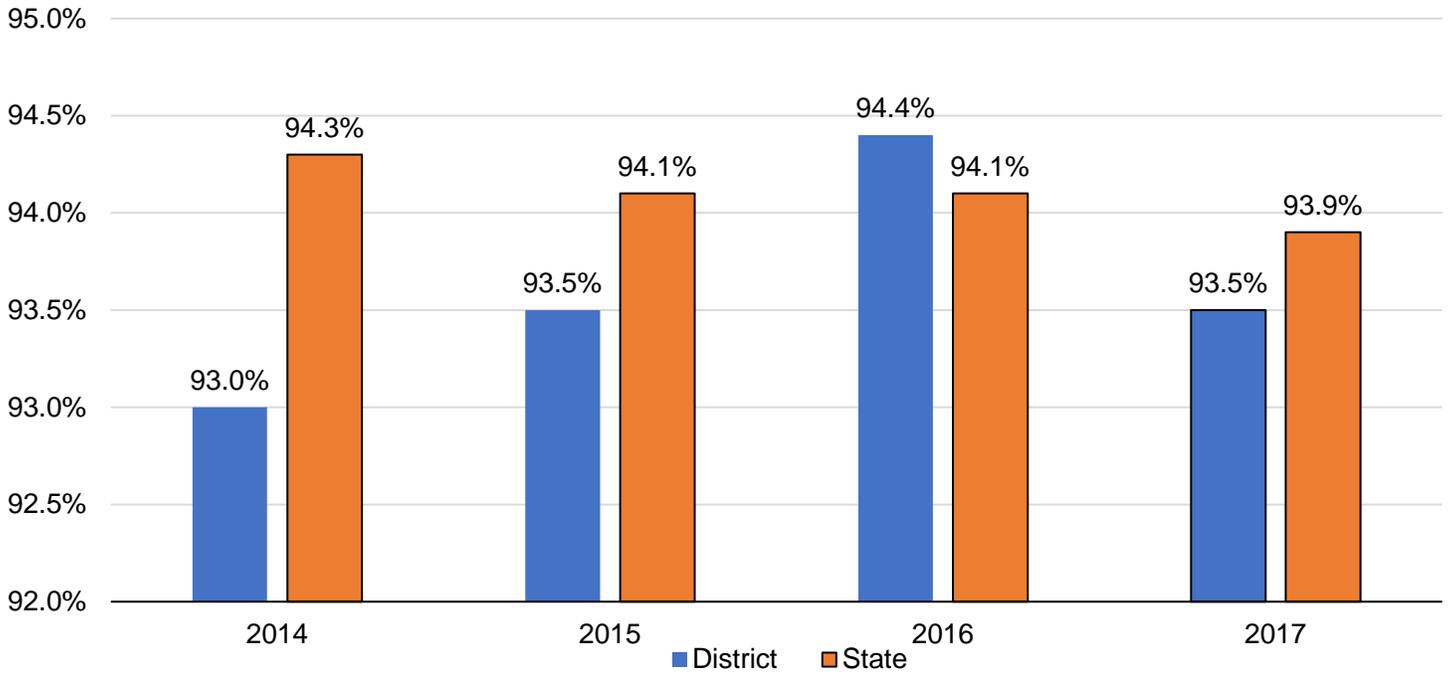


Figure B-20 Source: Ohio Department of Education Office of Accountability

Figure B-21: Trotwood-Madison City SD Chronic Absenteeism Rate Over Time

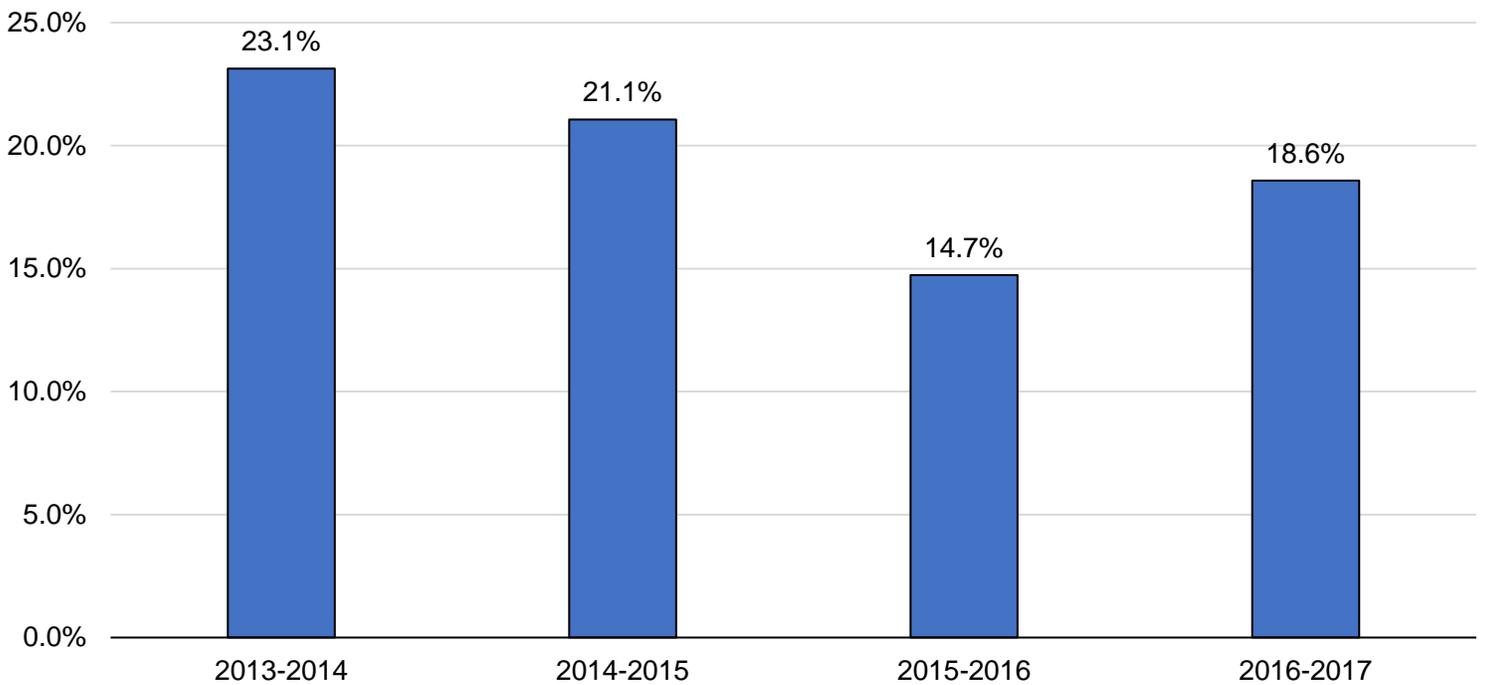


Figure B-21 Source: Ohio Department of Education Office of Accountability

Figure B-22: Trotwood-Madison City SD Chronic Absenteeism Disaggregated by Severity

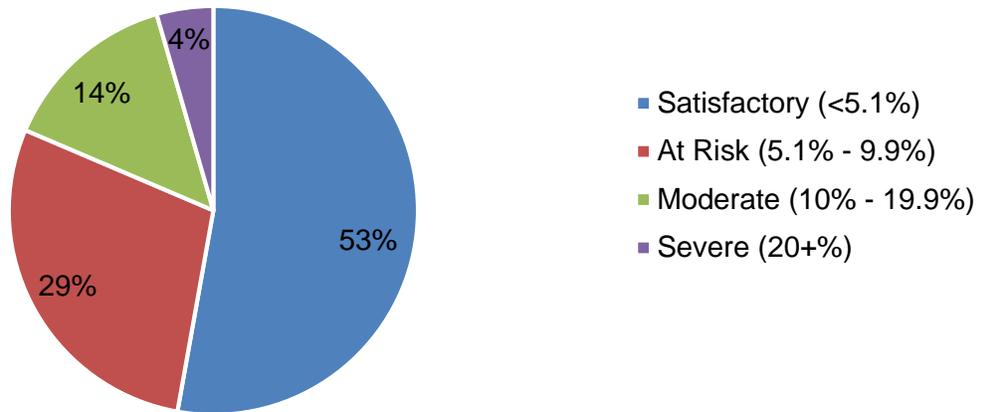


Figure B-23: Trotwood-Madison City SD Absenteeism Rate By Grade Level Over Time

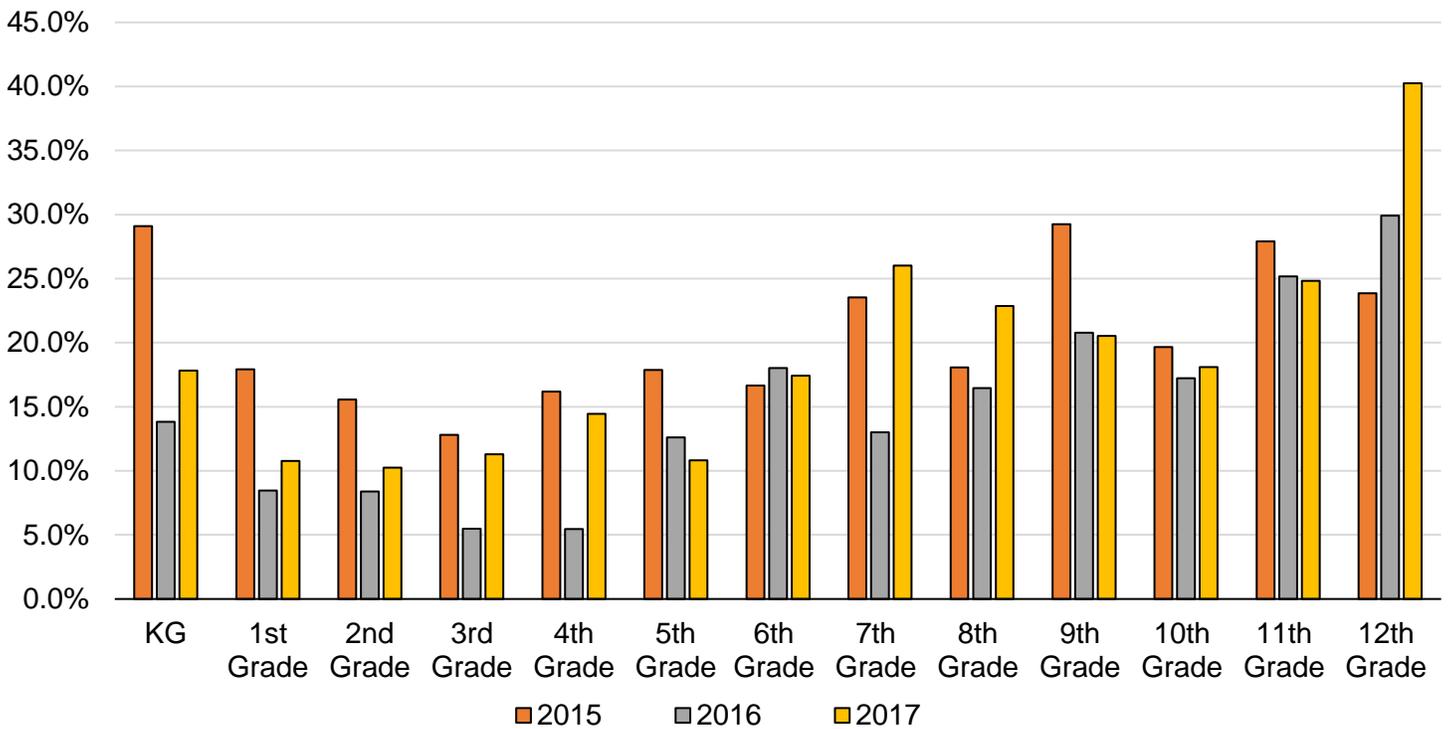


Figure B-23 Source: Ohio Department of Education Office of Accountability

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

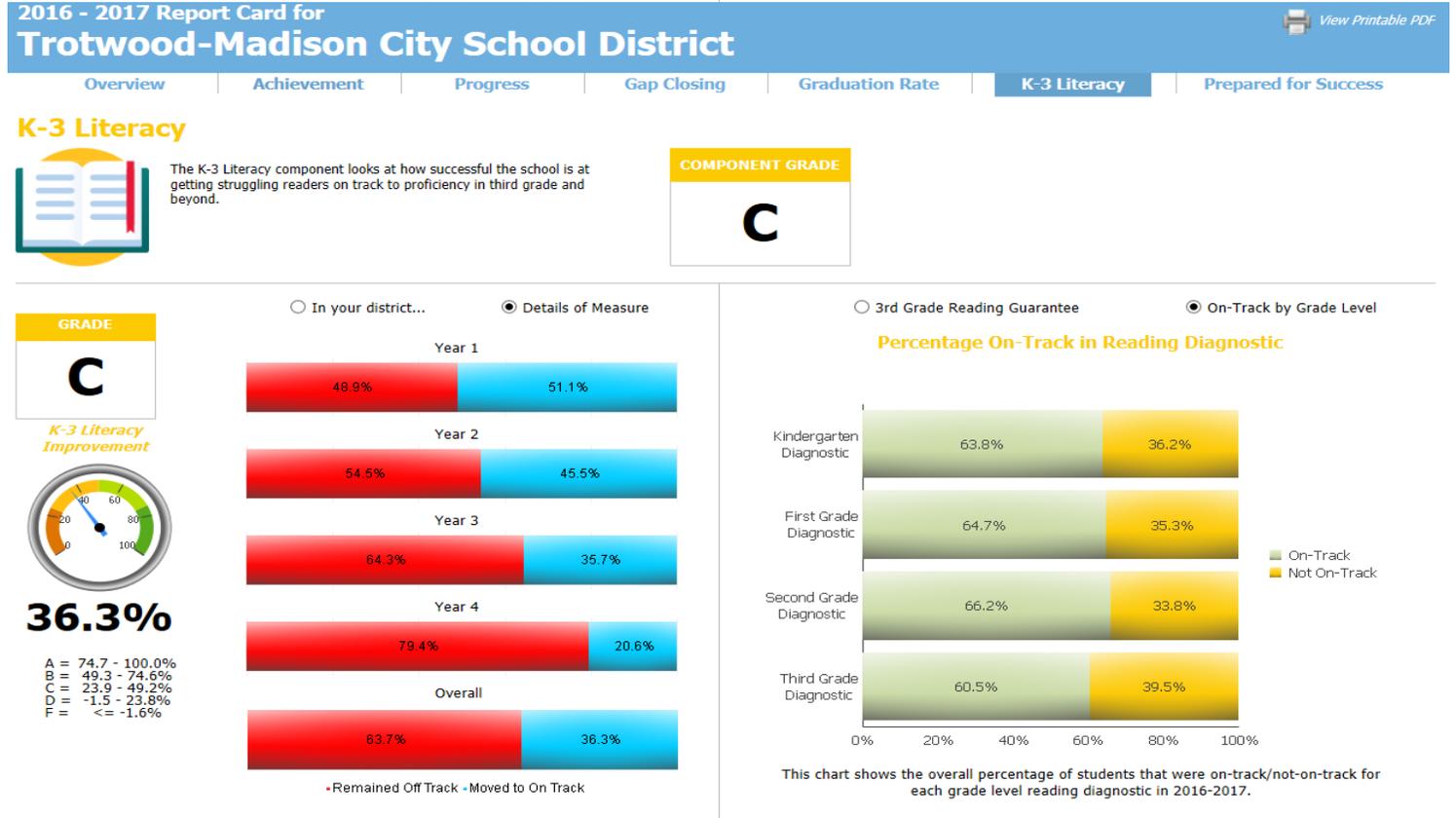
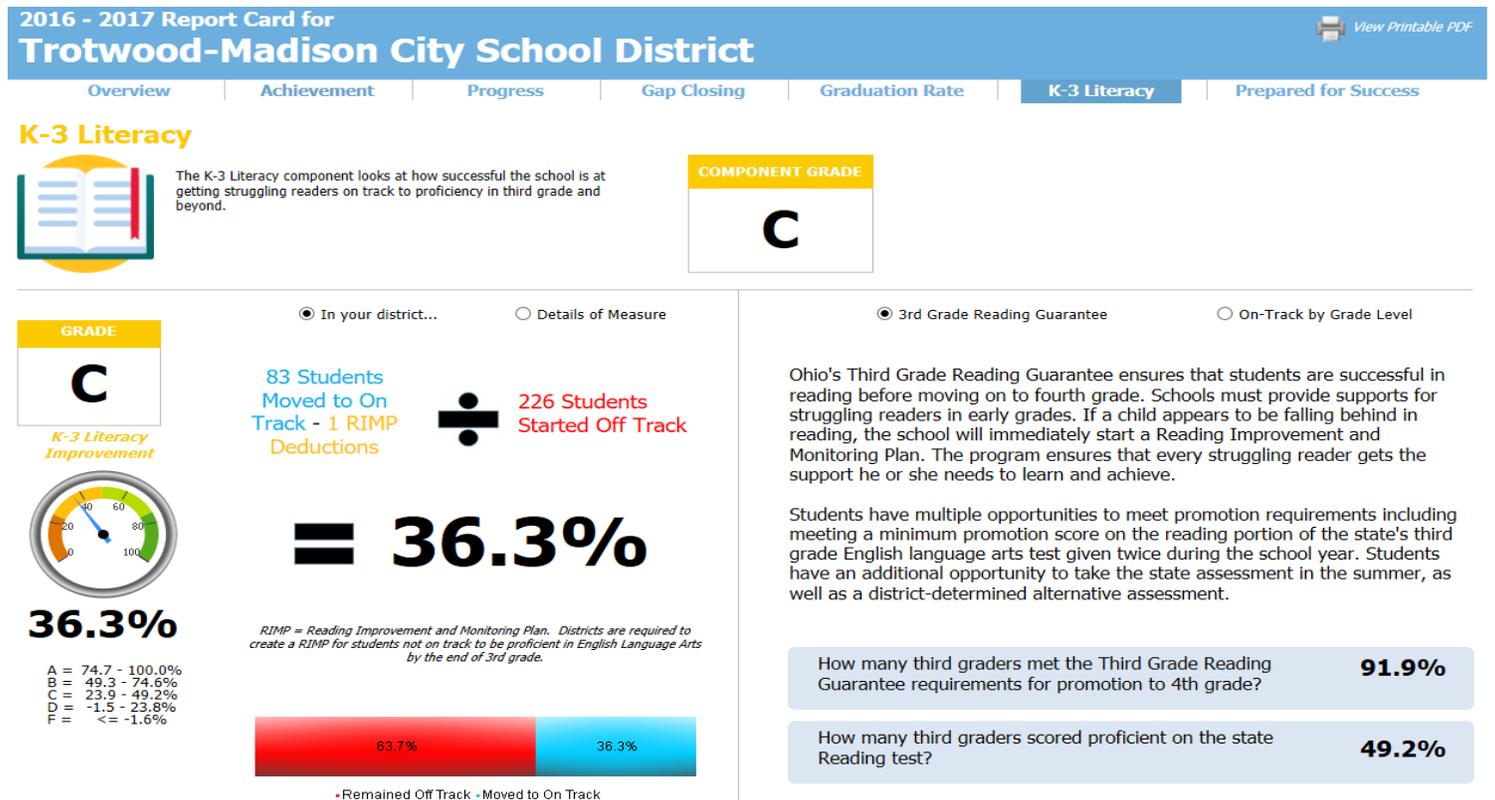


Figure B-25: Trotwood-Madison City School District 2016-2017 Percent of Funds Spent on Classroom Instruction Compared to Similar Districts and the State

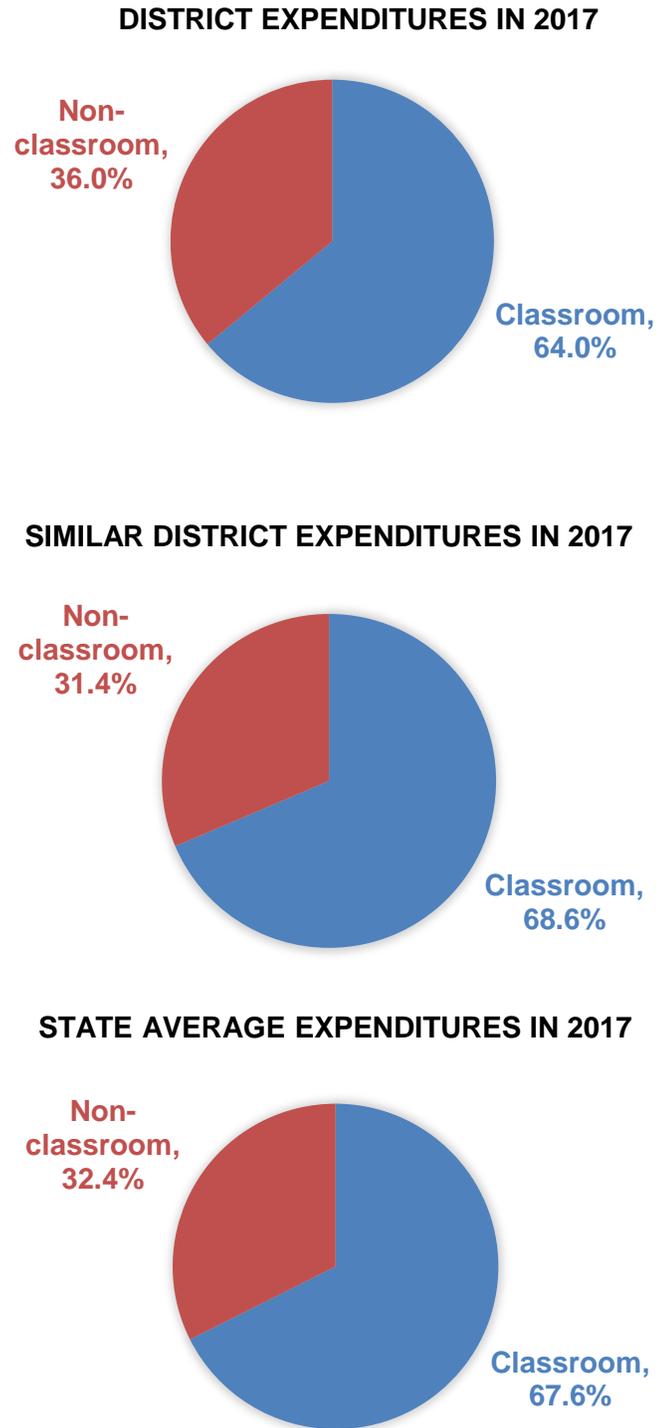


Figure B-25 Source: Ohio Department of Education Office of Accountability

Figure B-25A: Trotwood-Madison City SD Sources of Revenue in 2017

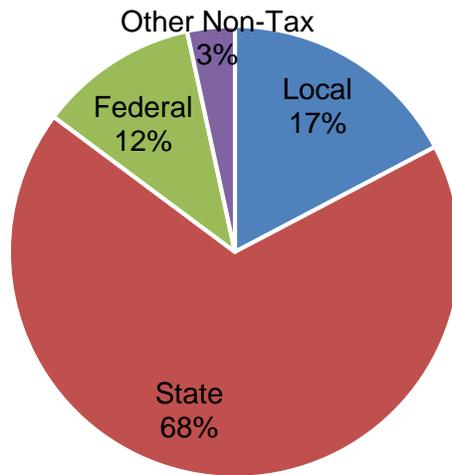


Figure B-25A Source: Ohio Department of Education Office of Accountability

Figure B-26: Trotwood-Madison City SD Operating Spending Per Equivalent Pupil Compared to the State

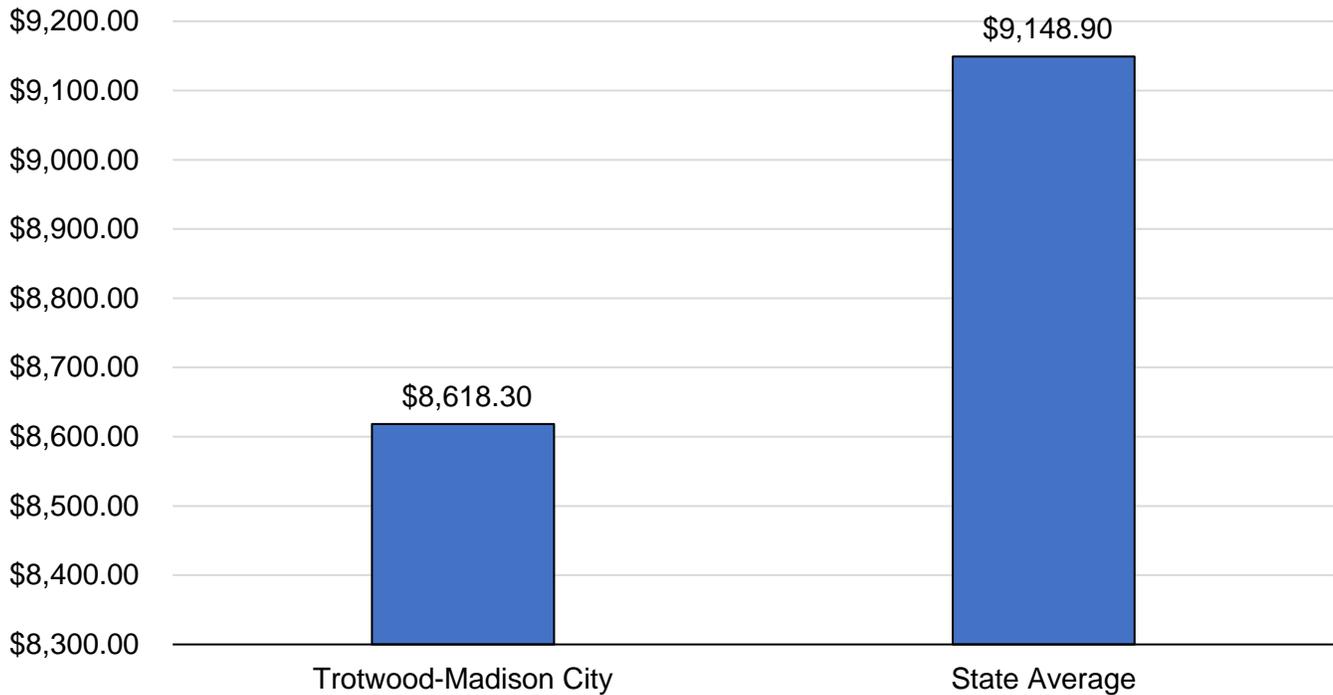


Figure B-26 Source: Ohio Department of Education Office of Accountability

Table B-1: Trotwood-Madison City School District Teacher Demographic Data

YEAR	2012	2013	2014	2015	2016	2017
Average Teacher Salary	\$55,889	\$54,147	\$55,004	\$54,850	\$55,354	\$57,630
Highly Qualified Teacher %	100	99.8	99.7	98.7	98.6	96.5
Teacher Attendance	95.9	95.7	95.1	94.5	92.5	92.9
Percent of Teachers with Masters or Doctorate	65.8	66.7	62.8	62.2	54.6	53.3

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

Appendix C: Additional Figures and Tables

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

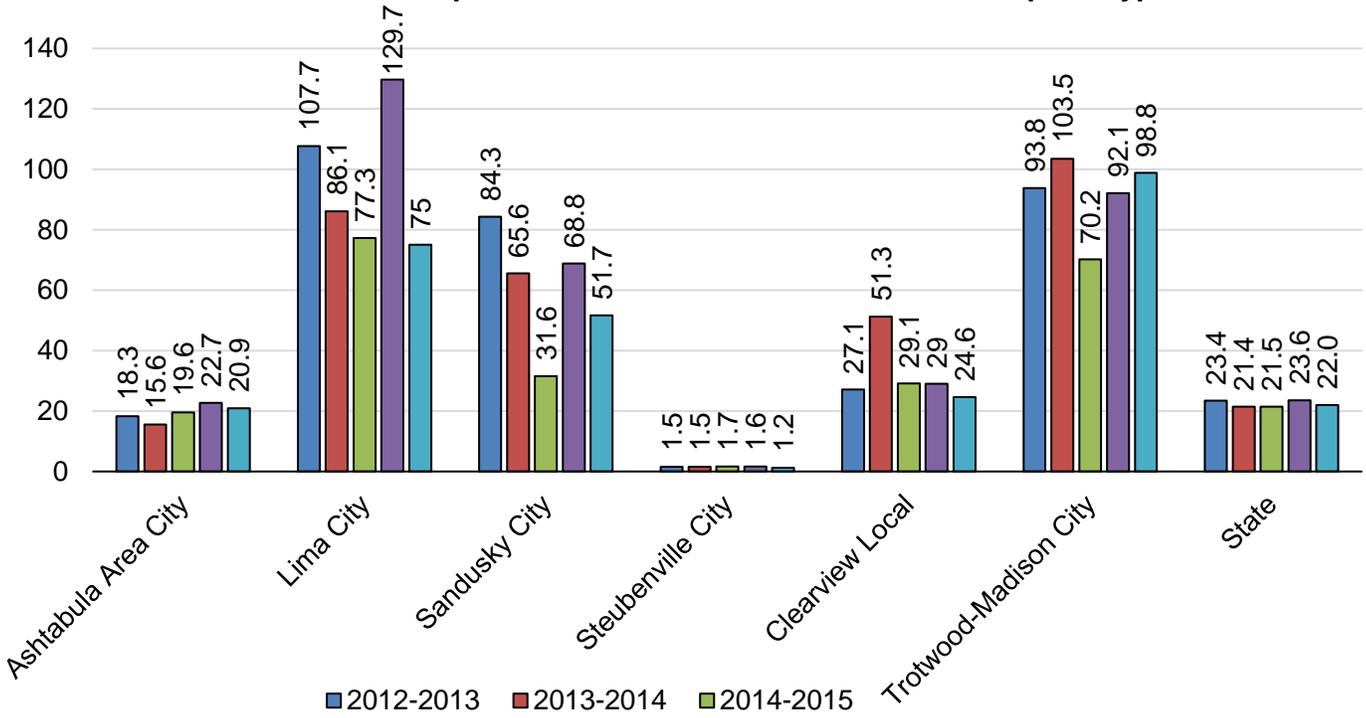


Figure C-1 Source: Ohio Department of Education Similar District Methodology

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

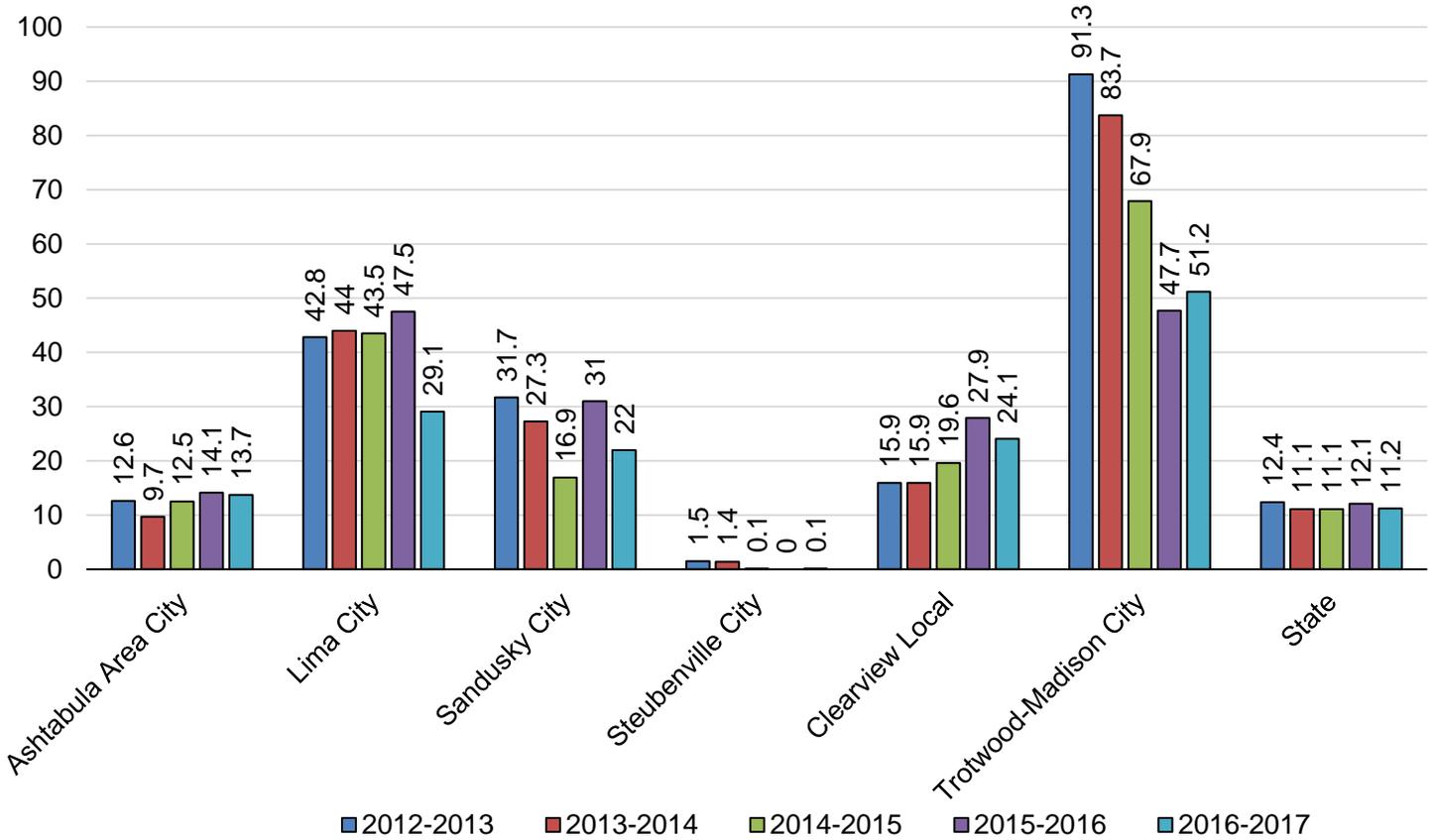


Figure C-2 Source: Ohio Department of Education Similar District Methodology

Table C-1: 2016-2017 Trotwood-Madison City School District Enrollment by Race and Special Populations

Name of Building	Total Number of Students by Race			Total Number of Students by Special Populations	
	African American	Multi-Racial	White	Students with Disabilities	Economically Disadvantaged
Madison Park Elementary	353	11	30	59	398
Westbrooke Village	357	15	30	82	408
Trotwood-Madison Middle School	431	21	34	91	493
Trotwood-Madison High School	750	27	37	142	823
Trotwood-Madison Early Learning Center	378	41	40	70	466

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

Table C-2: Trotwood-Madison School District Discipline Occurrences (District Level)

Discipline Reason	2015				2016				2017			
	Emergency removal by district personnel	Expulsion	In-School Alternative Discipline	Out of School Suspension	Emergency removal by district personnel	Expulsion	In-School Alternative Discipline	Out of School Suspension	Emergency removal by district personnel	Expulsion	In-School Alternative Discipline	Out of School Suspension
Disobedient/Disruptive Behavior	3		22	765	6	6	632	544	1	6	618	529
False alarm/Bomb threats				4		0		6				1
Fighting/Violence	2	2	14	404		5	106	388	1	8	126	531
Harassment/Intimidation	1	1	6	212	1	4	153	136		2	160	133
Theft		0		31			9	14		1	6	18
Truancy				238			130	59			281	86
Use/Possession of explosive/incendiary/poison gas				3				3			1	1
Use/Possession of alcohol						0				3		
Use/Possession of other drugs		2		7		18		5		8		2
Use/Possession of tobacco				2				3				3
Use/Possession of weapon other than gun/explosive		4		15		9		3		3		9
Vandalism			1	11			7	8			6	11

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

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

Building	2013-2014	2014-2015	2015-2016	2016-2017
Madison Park Elementary	47.4	22	17.9	21.3
Westbrooke Village	.	59.3	54.5	67.9
Trotwood-Madison Middle School	135.4	97.5	73.4	72.3
Trotwood-Madison High School	101.7	111.2	66.6	70.4
Trotwood-Madison Early Learning Center	8.4	8.3	8.2	5.8

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

**Table C-4: Trotwood-Madison City School District-FY 2017 Profile Report/Cupp Report
Expenditure per Student Comparison**

Expenditure	Trotwood-Madison City SD Expenditure per Student	Comparable District Average	State Average
Administration	\$1,943.54	\$1,765.66	\$1,548.26
Building Operations	\$2,434.75	\$2,425.16	\$2,200.71
Instruction	\$6,511.31	\$6,838.20	\$6,739.46
Pupil Support	\$836.64	\$739.23	\$701.24
Staff Support	\$442.11	\$509.34	\$413.45

Table C-4 Source: FY 2017 CUPP Report

Expenditure Data (Adapted from ODE District Profile explanation)

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

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

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

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

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

Note: The expenditure figures provided in the report only pertain to the public school districts and do not reflect expenditures associated with the operation of start-up community schools or other educational entities. Only the expenditures of community schools that are sponsored by public school districts (conversion schools) are included in

these figures as these community schools are the creations of the sponsoring public school districts and as such the public school districts are responsible for their operations. Traditionally, the calculation of the expenditure per pupil has been predicated on dividing the total cost of a category of expenditure by the total yearend ADM of the district. In recent years a second approach to this calculation has also been developed in which the ADM base of the calculation is first adjusted based on various measures of need of the students involved. In this manner students who are economically disadvantaged or have special needs or participate in additional educational programs are weighted more heavily than regular students based on the notion that these students require higher levels of investment to be educated. Depending on the context, one of these calculations may be preferred over the other. Historically we have included the unweighted calculation of the per-pupil revenue on the District Profile Report and to keep the report consistent over time the updates reflect the same per-pupil calculations. Users can consult the Report Card source on ODE website if they wish the both calculations. This situation also applies to the Revenue by Source information also provided on this report.

**Table C-5: Trotwood-Madison City School District-FY 2017 Profile Report/Cupp Report
District Financial Status from Five-Year Forecast Data**

Expenditure	Trotwood-Madison City SD	Comparable District Average	State Average
Salaries	49.42%	48.84%	53.07%
Fringe Benefits	16.93%	19.66%	21.06%
Purchased Services	27.27%	27.31%	21.10%
Supplies and Materials	2.88%	2.92%	3.07%
Other Expenditures	3.50%	1.27%	1.70%

Table C-5 Source: FY 2017 CUPP Report

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

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

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

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

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

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

Standards I, II and V: Instructional Inventory

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

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

Students: _____ #Teachers: _____ #Assistants: _____

Class: Gen ED EL SWD Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: _____

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
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 implements appropriate and varied strategies that meet all students' diverse learning needs.								
12. The teacher conducts frequent formative assessments to check for understanding and inform instruction.								
13. The teacher uses available technology to support instruction, engage students, and enhance learning.								
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								
The teacher conducts frequent formative assessments to check for understanding and to inform instruction.								
The teacher uses Formative Instructional Practices (FIP) to enhance student learning.								
Student performance data, including formative assessment results, is displayed in classrooms, hallways, etc.								
SOUND INSTRUCTIONAL PRACTICES								
Differentiated instruction in the classroom is demonstrated through remediation, enrichment, or grouping strategies.								
Standards-based instruction is demonstrated through the use of clear learning targets.								
ACCESS TO TECHNOLOGY								
Working technology (e.g. smart boards, laptops, desktops, tablets, etc.) are available for student use.								
USE OF TECHNOLOGY								
Students are using technology as part of their classroom instruction.								
The teacher integrates the use of technology in instruction.								

Standard VI: Fiscal Inventory

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

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

Students: _____ #Teachers: _____ #Assistants: _____

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: _____

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

Cabinet Meeting Minutes for June 22, 2016, Mar. 8, 2017
District Leadership Team Meeting Agenda for June 22, 2016
"Ram Bucks" incentive procedures
Understanding by Design Work Session 11/10/2015
Appendix F: Curriculum Revisions
Early Learning Center Building Leadership Team Meeting Minutes 9/13/2017
Trotwood-Madison High School Building Leadership Team 5-Step Process Meeting Agenda and Minutes Template
Trotwood-Madison Middle School Building Leadership Team Agenda for Aug. 15, 2017, Aug. 22, 2017, Sept. 2, 2017, Sept. 12, 20
Trotwood-Madison Middle School Achievement Plan 2016-2017
Trotwood-Madison Middle School Instructional Cycle 2017-2018
Westbrook Elementary Building Leadership Team Agenda Nov. 1, 2017
Trotwood-Madison Board of Education Regular, Work Session, and Executive Session Agendas from Jan. 5, 2017 - April 12, 2018
Trotwood-Madison City School District Classroom Observation Form
Northwest Education Assessment Summary Report for Trotwood-Madison for Fall 2015-2016
Trotwood-Madison Executive Cabinet Member List
District Leadership Team Climate Survey for Spring 2017
Performance Evaluations for Attendance Coordination 2016-2017, Human Resources Director 2016-2017, and Curriculum Coordinator 2016-2017
District Improvement Plans 2016-2017 and 2017-2018
Early Learning Center Building Improvement Plan 2017-2018
Trotwood-Madison Middle School Improvement Plan 2017-2018
Madison Part Elementary School Improvement Plan 2017-2018
Westbrook Village Elementary 30-60-90 Day Improvement Plan, Semester 2, 2017-2018
Superintendent Revised Job Description April 2016
Learn to Earn 10/9/2017
School Board Members Committee List for 2017
Superintendent Evaluation (Kevin Bell) for 2016-2017
Trotwood-Madison Negotiated Agreement 7/1/2016 - 6/30/2019
Administrator Meeting Agendas for July 26, 2017, Aug. 19, 2017, Oct. 14, 2017, and Nov. 11, 2017
Trotwood-Madison Local School District Plan Crosswalks to Academic Distress Commission Recommendations 2015-2016
Teaching and Learning Review of Instruction Implementation Review Report, Feb. 1, 2018
Fiscal Year 2018 Budget Detail for High School, Special Education, Early Childhood
Trotwood-Madison City Schools PowerPoint Moving Forward with Purpose, Passion and Perseverance - 100% Success for Every Child!
Principals Instructional Leadership Training Agendas for July 28, 2015
Principal Retreat Agenda and Handouts for July 28, 2015
Professional Development Plan Approval Form
Curriculum Review Committee new Course of Program Development Criteria
Online Text Resource Scavenger Hunt
Key Talking Points for Title I Annual Meeting
Images of School
Workshop Model/UBD Template
Know Understanding Do Sort Activity
Understanding by Design Curriculum Unit Plan with Differentiated Instruction
Trotwood Madison City Schools System of Assessment for and of Student Learning
District-Wide Professional Development Listing for Dec. 19, 2016
District Improvement Professional Development Plan 2017-2018 Requirements

Curriculum Communicator April 2017, Nov. 2017
 A Message from the Superintendent 2017-2018 School Year
 Administrator Observation Non-Negotiables
 Special Education Inclusion Co-Teaching Expectations
 Gifted and Talented Learners District Policy Statement on Gifted Education 2017-2018
 Mathematics, Science, Social Studies, and English Language Arts Non-Negotiables Grades K-5 and 6-12
 Trotwood-Madison City Schools Report Card PowerPoint What Does the Data Really Mean dated 12/12/2016
 Trotwood-Madison City School Board Retreat PowerPoint Charting a Course to Raise Achievement dated Aug. 24, 2017
 2016 Professional Development Follow-Up Observable Implementation Evidence K-12
 Trotwood-Madison City Schools Building Leadership Team Professional Development PowerPoint Organizational Change for Sustainability and Excellence
 Taking It to the Next Level Understanding by Design through Online Resources PowerPoint
 Monthly Implementation Report from Curriculum Department dated 2/16/2017, 4/10/2017, 4/14/2017, 4/26/2017
 Trotwood -Madison City Schools Year Two of District Implementation, Office of Curriculum and Instruction, 2016-2017 School Year
 Memorandum from Superintendent to Kiara Williams dated Sept. 26, 2017
 Instructional Coach Walk-Through, Mrs. C. White
 English 9 Unit Plan (2) 2015-2016
 District Resources by Tiered Support Levels for Core Content Areas
 Five Year Forecast 2017-2018
 Assumptions to the Forecast
 Trotwood-Madison City Schools Website
 Foundation Settlements Fiscal Year 2018, April #1 and October #1
 State Audit Report
 School Foundation Payment Report 2017-2018
 BUDWRK
 Trotwood-Madison City Schools Organizational Chart 2017-2018
 CUPP Report
 Tax Settlements
 Emails regarding Fund 516
 District and schools Comprehensive Continuous Improvement Plans
 REVSUM
 Treasurer Monthly Updates 8-17-4-17
 Trotwood-Madison Website
 District and schools Report Cards 2016-2017
 District Assessment Calendar 2017-2018
 Agendas for Building Leadership Team Meetings for Elementary, Middle, and High Schools for 2017-2018
 McKinney-Vento Homeless Assistance Booklet
 Trotwood-Madison High School Course Catalogue
 Job Descriptions for Curriculum Director and Coaches 2017-2018
 Trotwood-Madison Amended Certificate of Estimated Resources
 Appropriation Resolution
 District Capital Plan
 Trotwood-Madison Technology Plan
 Title I 2017-2018 Budgets
 Rates and Amounts Tax Resolution
 District Information Community Postcards
 SM2
 FINSUMM
 Finance Committee Management Packet for July 20, 2017-April 19, 2018
 Value Added Scores for 2016-2017
 Trotwood-Madison School District Review Report February 2015

Report on Instructional Staff Attendance
Job Description 110 - Director of Personnel
Evaluations - High School Principal
Trotwood-Madison Middle School Master Schedule
Madison Park Elementary Master Schedule
Trotwood-Madison High School Master Schedule
Walkthrough Template
Appendix D: Teacher Certification & Training
Westbrook Village Elementary Staff Handbook
Superintendent Staff Handbook - Trotwood-Madison Expectations 2017-2018
Trotwood-Madison High School Staff Handbook 2017-2018
Evaluations for Central Office Directors, Operations Department Administration, and Elementary Level Administrators 2017-2018
Teacher-Based-Team Meeting Agendas for the Early Learning Center, High School Math Department, and High School Social Studies Department for 2017-2018
Ohio Teacher Leadership Framework
Ohio Teacher Evaluation System, Ohio Principal Evaluation System, and Ohio Classified Evaluation System Results for 2016-2017
Early Learning Center Staff Handbook
Human Resource Calendar 2017-2018
Human Resource Recruitment Plan 2017-2018
Staff Selection Administrative Guidelines
Fall to Spring Climate Survey Comparison 2017
Teacher Personnel Files (33 teacher files)
Administrator Personnel Files (36 administrator files)
Chart of Approved Assessments
Data Analysis Tools- District Leadership Team Data Spreadsheet 2015-2016
Data Analysis Tools - Northwest Education Assessment 2018 Predict Report
Illuminate Phone Meeting with Vendor
Performance Matters Phone Meeting with Vendor
Dr. Gregory Professional Development Handouts
Illuminate Sign Ins & Training Plan
ITQ August 2017 Meeting Agenda
Madison Elementary Procedure Matrix
Understanding by Design White Paper
Trotwood-Madison Quality Profile
Family and Community Engagement Website
Parent Engagement Monthly Report
AIR Comparison Chart Spring 2017
Building Maps
PBIS Lesson Plans
Job Descriptions for Special Education Teachers and Supervisors
Monthly Discipline Reports