

# Ohio

## Youngstown City School District

REVIEW CONDUCTED APRIL 3-7, 2017

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

# YOUNGSTOWN City School District

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# Youngstown 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 Youngstown City School District was conducted April 3-7, 2017. The following summary highlights the strengths, challenges and recommendations, which are further explained in the report.

## STRENGTHS

### Leadership, Governance and Communication

- The district has clearly defined its strategic plan and shared it with internal and external stakeholders.
- The district evaluates school practices for effectiveness and efficiencies to help building administrators focus their work and the work of its staff on district goals.
- The district tracks and evaluates building administrator effectiveness in monitoring classroom instructional practices to determine areas of success and deficiency.

### Curriculum and Instruction

- The district has developed a clear process to identify and provide services to students performing below grade level at each school.
- The district and building administrators monitor instruction weekly and provide feedback to teachers on identified strategies designed to meet improvement goals.

### Assessment and Effective Use of Data

- The district has an effective information system that provides accurate, up-to-date records of student performance and is accessible to administrators and teachers.
- The district has established structures to create opportunities for collaboration on improving student performance.

### Human Resources and Professional Development

- The district provides building administrators and staff opportunities participate in staff selection.
- The district has implemented practices to attract a diverse pool of teacher applicants.
- The district provides teachers with leadership opportunities.

### Student Supports

- The district engages with families, internal and external partners, and providers to support students' academic progress and social and emotional well-being.
- The district uses a structured problem-solving framework to identify and plan for academic, behavioral and health interventions and supports.

### Fiscal Management

- The district's five-year forecast shows a positive general fund ending cash balance through June 30, 2021.

## CHALLENGES

### Leadership, Governance and Communication

- Building leadership teams did not develop, implement or monitor school improvement plans in the 2016-2017 school year.

- The district lacks a system for strategic allocation of resources to its lowest performing schools.
- The evaluation process for district administrators is not consistently linked to the district's strategic plan goals and metrics of progress.

### Curriculum and Instruction

- The district lacks a current comprehensive curriculum development, review and revision process.
- The district does not consistently align teacher-created assessments to the higher-order thinking required by Ohio's Learning Standards.
- The district does not use assessment data to address instructional needs or to modify educational programs.

### Assessment and Effective Use of Data

- The district lacks a comprehensive written technology plan that includes a system of support for the implementation and evaluation of technology.
- The district does not have a balanced system of formative, benchmark and common assessments.
- The district does not use the Ohio Improvement Process with fidelity.

### Human Resources and Professional Development

- There is a disconnection between the effectiveness of teaching staff and the student achievement rating on the district's report card.
- There is no evidence that the district follows the evaluation procedures defined in district policy or negotiated agreements.
- There is no evidence of formalized processes and policies to guide human resource operations.

### Student Supports

- The district does not ensure that all students have equitable access to curriculum, programs and services.
- The district is out of compliance with eight special education indicators that are aligned with state and federal regulations.
- The district has not fully implemented positive behavioral intervention and supports (PBIS) to address the socio-emotional and behavioral needs of students.

### Fiscal Management

- The district does not employ a comprehensive budget development process that is transparent and understandable for all stakeholders.
- The district does not accurately track spending and other financial transactions.
- The district does not have a comprehensive capital plan.

## RECOMMENDATIONS

### Leadership, Governance and Communication

- Establish a system of oversights and supports to assure the school improvement planning processes and improvement plans are operational and, together with the district plan, form a framework for raising student achievement.
- Determine a district-wide process for allocating resources that ensures the lowest performing schools receive additional targeted supports.

- Develop and utilize a systematic evaluation process for all administrators that includes key performance indicators aligned to the district strategic plan and metrics of progress.

### Curriculum and Instruction

- Create a process to develop, review, revise and align all curriculum to Ohio's Learning Standards in grades preK-12.
- Provide professional development to support teachers in creating and/or utilizing assessments that enable students to demonstrate learning on higher-order thinking skills.
- Utilize student performance data to determine the validity of use of specific vendors, programs, materials and assessments.

### Assessment and Effective Use of Data

- Develop a comprehensive technology plan that includes budget, purchasing, implementation, teacher and student instructional outcomes, professional development and evaluation. Inherent in achieving this recommendation is the full commitment of all stakeholders in the implementation and utilization of the technology plan.
- Develop a balanced assessment plan that includes formative, common and benchmark assessments in grades preK-12. Utilize the Illuminate Education™ already in place to determine common assessments by subject or grade level for monitoring ongoing progress. Identify benchmark assessments to be given three times per year. Provide professional development to all teachers in the full range of uses of Illuminate Education™.
- Develop a professional development plan for training all teachers in the effective use of the teacher-based team model for advancing student growth. Assist building administrators and teachers in creating teams that are manageable and have the ability to analyze shared data. Educate teachers on instructional strategies that align to standards and skills.

### Human Resources and Professional Development

- Develop and implement professional development and coaching around the Ohio Teacher Evaluation System in an effort to ensure fidelity in the teacher evaluation process.
- Establish a systematic approach for appropriate processes regarding storing evaluation documents in personnel files to ensure the evaluation process is followed and is transparent.
- Design and implement a system of operation and procedures for the human resources department.

### Student Supports

- Provide equitable access to curriculum, programs and services to enable students to receive high-quality instruction and educational opportunities that are available in the district.
- Ensure that the Operating Standards for Educating Students with Disabilities are implemented appropriately in the district to meet the requirements of state and federal guidelines.
- Train all staff in understanding and implementing the positive behavioral intervention supports (PBIS) framework.

### Fiscal Management

- Establish a budget process that includes input from staff and involved stakeholders; provides budget details by building and department; includes a budget narrative that is both easy to understand and demonstrates how the budget relates to district goals and initiatives. Evaluate current programs for cost effectiveness in student learning and use student data to establish budget amounts.
- Create systems for effective financial tracking, control procedures and annual financial audits. Evaluate, revise and/or implement internal control procedures to ensure that district administration can effectively prevent, detect and correct financial and recording errors.

- Prepare a long-term comprehensive capital plan that includes all buildings, components, structures and capital equipment and annual costs for maintenance and/or replacement of buildings, components and equipment, including technology.

# Youngstown City School District Review Overview

## PURPOSE

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

## METHODOLOGY

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

## SITE VISIT

The site visit to the Youngstown City School District was conducted from April 3-7, 2017. The site visit included 59 hours of interviews and focus groups with approximately 256 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted seven focus groups with elementary, middle and high school teachers; elementary, middle and high school students representing grades kindergarten through 12; and approximately 57 parents and community members.

A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendices B and C provide information about enrollment, expenditures and student performance. The team also conducted building observations and observed classroom instructional practices in 69 classrooms in 15 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

Youngstown City School District is located in Mahoning County. According to the United States Census Bureau, the estimated population of Youngstown, as of 2015 was 65,573, which represents a 5.8 percent decrease in population since the 2010 Census.<sup>2</sup> Approximately 81.7 percent of the population graduated from high school. The median household income in Youngstown is \$24,133 with 38.3 percent of the population living below the poverty line. In comparison, the median household income in Ohio is \$49,429 with 14.8 percent living below the poverty line.

The average teacher salary in Youngstown City School District for 2015-2016 was \$56,096 (see table B-1, Appendix B). The average teacher salary in the district has increased since the 2013- 2014 school year by an average of \$3,122. During the same time period, the percentage of courses taught by highly qualified teachers has

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

<sup>2</sup> United States Census Bureau, 2015

decreased by 1.2 percent and the percentage of teachers with master's or doctorate degrees has decreased by 9.2 percent. Teacher attendance has remained relatively stable over this four-year period, with the highest attendance rate in 2015-2016 at 93.7 percent. According to the Bureau of Labor and Statistics, the preliminary December 2016 unemployment rate for the Youngstown-Warren-Boardman area was 5.9 percent, which is almost one percent higher than the December 2016 estimate for the state of Ohio at 5 percent.

As of 2015, the racial makeup of Youngstown is 48.5 percent Caucasian, 44.5 percent African American, 10.3 percent Hispanic, 0.5 percent Asian, 0.6 percent American Indian or Alaska Native and 4.3 percent multiracial. The racial makeup of the school district (2015-2016) is 14.5 percent Caucasian, 62.2 percent African American, 16.2 percent Hispanic and 7.0 percent multiracial (see figure B-1, Appendix B).

The district's enrollment has fluctuated by 30-352 students (gains and losses), with the highest enrollment at 5,561 in 2011-2012, followed by two years of declines (see figure B-2, Appendix B). The racial makeup between 2011-2012 and 2015-2016 has experienced an increase for Hispanic students (+5 percentage points) and multiracial students (+1.6 percentage points) and has declined for African American students (-4.9 percentage points) and Caucasian students (-1.5 percentage points; see figures B-1, Appendix B).

During this same time span, there has been a decrease in the percent of gifted students (-3.4 percentage points) and disabled students (-3.4 percentage points). The percent of students identified as limited English proficiency (LEP) and disadvantaged has increased (LEP +1.3, disadvantaged +7.6; see figures B-3, Appendix B).

In the 2015-2016 school year, about 15 percent of students chose to travel to a neighboring district for their education. About 23.5 percent enrolled in a community or dropout recovery school and almost 12 percent took advantage of one of the state's scholarship opportunities to attend a private school (see figure B-4, Appendix B). The 2015-2016 enrollment numbers by school, race and special population are included in table C-1, Appendix C.

Youngstown is composed of the following 12 schools:

- Youngstown Virtual Academy;
- Youngstown Early College;
- Paul C Bunn Elementary School;
- Chaney Campus VPA & STEM;
- Mahoning Valley Opportunity Center;
- Rayen Early College;
- Harding Elementary School;
- M L King Elementary School;
- East High School;
- Taft Elementary School;
- William Holmes McGuffey Elementary School;
- Williamson Elementary School.

## STUDENT PERFORMANCE

Information about student performance includes: (1) The differentiated accountability status<sup>3</sup> of the district; (2) The progress the district is making toward narrowing proficiency gaps as measured by the gap closure component; (3) English language arts performance and student growth; (4) Mathematics performance and student growth; (5) Performance Index; (6) Annual dropout rates and 4- and 5-year cohort graduation rates; (7) Suspension/expulsion

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<sup>2</sup>Survey 5-Year Estimates

<sup>3</sup>Accountability defines the roles and expectations of the school district and the Ohio Department of Education based upon the performance of the local school district.

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, except for the end-of-course exams that were first administered in the 2014-2015 school year.

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. Please note that Ohio transitioned to new assessments in 2015 including a series of high school end-of-course tests. The state transitioned again in 2016 when it changed its test vendor.

### **1. The district report card summary.**

- A. On its 2015-2016 report card, the district received a “B” grade in Value-Added for gifted students, a “C” grade in K-3 Literacy, a “D” in the Value-Added component, and an “F” grade in Achievement, Indicators Met, Performance Index, students in the lowest 20 percent of achievement Value-Added, students with disabilities Value-Added, overall Value-Added, Annual Measurable Objectives (AMO), Prepared for Success, and Graduation Rate (including 4- and 5-year graduation rates).

### **2. Annual Measurable Objectives - proficiency gaps.**

- A. None of the district’s subgroups met the Annual Measurable Objectives for English language arts (74.2 percent), mathematics (68.5 percent) or graduation rate (82.8 percent) in 2015-2016 (See Figure B-5A, Appendix B<sup>4</sup>). The student groups have failure rates of 67.3 percent or more in English language arts and 61.5 percent or more in math. All subgroups showed higher passing rates for mathematics than English language arts in 2015-2016.
- B. Students with disabilities showed the greatest gap in proficiency, with 9.3 percent and 15.4 percent passing the English language arts and math assessments, respectively. The Hispanic subgroup had the lowest graduation rate (67.4 percent) among subgroups (see figures B-5A, B-5B, B-6 and B-7, Appendix B).

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

- A. The district did not meet indicators for performance on the English language arts Ohio Achievement Assessment in 2015-2016. Approximately 72 percent or more of students did not pass their English language arts tests in grades 3 through 8. Further, more than 75 percent of students who took English language arts I and English language arts II did not pass the exam(s) (see figure B-8 Appendix B).
- B. Youngstown City School District had lower proficiency rates than similar districts and the state average in English for all grade levels (see figure B-8, Appendix B). The greatest proficiency gaps between the state and the district are seen in grade 4 (-36.4 percentage points), high school English language arts I (-34.4 percentage points) and grade 5 (-31.7 percentage points; see figure B-8, Appendix B).
- C. There was significant evidence to show that students in grade 8 and high school English language arts II made more than expected progress and evidence to demonstrate that the growth made in high school English language arts I was similar to the expected growth. However, in grades 4-7, there was moderate to significant evidence supporting less than expected progress (see figure B-10, Appendix B).

### **4. The district’s mathematics performance and student growth.**

- A. Youngstown City School District had lower proficiency rates in math at all grade levels, except for third grade and geometry, when compared to similar districts and the state average (see figure B-11, Appendix B). The greatest proficiency gaps between the state and Youngstown are seen in grade 4 (-36 percentage points), algebra I (-35.8 percentage points), grade 8 (-35.7 percentage points) and grade 7 (-33.4 percentage points; see figure B-12, Appendix B).

<sup>4</sup> The blue dotted line in figure B-5 represents the English language arts AMO target. The orange dotted line in figure B-5 represents the mathematics target. The gold dotted line in figure B-5 represents the graduation target.

<sup>5</sup> Student growth, or growth standard, represents the minimum amount of progress students in the district should be expected to make in a grade.

- B. The district did not meet any mathematics indicators for performance on the mathematics Ohio Achievement Assessments in 2015-2016. Five in 10 students (or more) across all grades are not scoring proficient or higher on the math assessments (see figure B-12, Appendix B).
- C. There was moderate - significant evidence that grade 5 and high school geometry made more than expected growth in mathematics in 2015-2016; however, there was significant evidence that all other grades showed less than expected growth (see figure B-13, Appendix B).

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

- A. Youngstown City School District's Performance Index score for 2015-2016 was 57.8. The district has had a decline in Performance Index over the past 3 years (see figure B-14, Appendix B).

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

- A. Four- and five-year graduation rates for the classes of 2015 and 2014, respectively, are lower than similar districts and the state average (see figure B-15, Appendix B). Approximately 24.5 percent of the district's students did not graduate within four years, which is 7.5 percentage points less than the state average. The four-year graduation rate has experienced an increase since 2011 (+9.9 percent; see figure B-16, Appendix B).
- B. The number of dropouts dropped by nearly two-thirds from 2013-2014 to 2015-2016 (141 to 52, respectively; 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. Between 2012-2016, disciplinary actions per 100 students for all discipline types have been higher for Youngstown City School District than the average of seven of the 10 comparison districts, averaging 113.9 more occurrences per 100 students than the state average over the years (see figure B-18, Appendix B and figure C-2, Appendix C).
- B. The out-of-school suspension rates for Youngstown City School District has decreased by approximately 9 occurrences per 100 students since 2012 (see figure C-3, Appendix C). The most occurrences for out-of-school suspensions for the district between 2012 and 2016 are due to disobedient/disruptive behavior, harassment and fighting/violence (see table C-2, Appendix C). Out-of-school suspensions per 100 students for Williamson Elementary, East High School, Harding Elementary, Taft Elementary, Paul C Bunn Elementary and Youngstown Early College have increased over the past five years, with an increase of 48.1 occurrences per 100 students at East High School and an increase of 47.9 per 100 students at Williamson Elementary from 2012 to 2016 (see table C-3, Appendix C).

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

- A. ACT participation for the 2014 and 2015 graduating classes was 37.9 percent and 1.7 percent received a remediation-free score (see figure B-19, Appendix B). There was an increase in AP participation from 0 percent in 2015 to 7.4 percent in 2016.
- B. Dual Enrollment credit participation increased in 2015-2016 from 13.5 percent in 2014-2015 to 14.3 percent (+.8 percent). There was a decrease in industry-recognized credential participation from 4 percent in 2015 to 2.6 percent in 2016. In addition, 2 percent of students earned an honors diploma in 2016, a slight decrease from 2015 (3.1 percent; see figure B-19, Appendix B).

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

<sup>7</sup> Graduation rate is the percentage of students that received a regular or honors diploma during or before the end of the school year.

<sup>8</sup> As defined by the U.S. Department of Education, dropout rate represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate.)

<sup>9</sup> Beginning in 2014, the Ohio Department of Education released additional data about each district's graduates in a component called Prepared for Success. These elements show the extent to which a district's students are prepared for college or a career.

## 9. Attendance Rates

- A. Youngstown City School District attendance rates were 2.4 percent lower than the state average in the 2015-2016 school year (see figure B-20, Appendix B).
- B. The district's chronic absenteeism rate<sup>10</sup> increased by 1.5 percent in 2015-2016 since 2013-2014 (see figure B-21, Appendix B). For the 2015-2016 school year, less than half (41.9 percent) of the district's students showed satisfactory attendance. Another 29.4 percent of the district's students fell in the at-risk category (see figure B-22, Appendix B).
- C. The highest absentee rates for Youngstown City School District occurred at the high school level in 2015 - 2016. Figure B-23 in Appendix B shows the percentage of district students in each grade who have missed at least 10 percent of the school year.

## 10. K-3 Literacy<sup>11</sup>

- A. Approximately 58 percent of kindergarten through third grade students who were identified as not on track improved to on-track status in 2015-2016 (see figure B-24, Appendix B). When comparing 2014-2015 and 2015-2016 on-track percentages, the 2015-2016 rate is lower by approximately 6 percentage points.

## 11. Financial Data

- A. In 2015-2016 Youngstown City School District spent less on classroom instruction than the average of similar districts and the state average (see figure B-25, Appendix B). Among the 48 districts in the district's comparison group, Youngstown City School District ranks 48th in the amount spent in the classroom.
- B. The district had a total budget of approximately \$139 million for the 2015-2016 school year. Approximately 70 percent of its revenue came from the state with local funds making up the second highest percent (15.9 percent; see figure B-26, Appendix B).
- C. During the 2015-2016 school year, Youngstown City School District spent \$2,850 per pupil more than the state average (see figure B-27, Appendix B).

# Youngstown City School District Review Findings

## STRENGTHS

### Leadership, Governance and Communication

1. **The district has clearly defined its strategic plan and shared it with internal and external stakeholders. According to interviews and documents reviewed, the chief executive officer garnered input from stakeholders in the development of the Youngstown City School District 2016-2019 Strategic Plan.**
  - More than 150 community stakeholders attended meetings on June 29, 2016, July 5, 2016, and July 18, 2016, to share "ideas and suggestions on ways to improve [the] school district," based on district press releases and document reviews.

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

<sup>11</sup> An analysis of Ohio student data found that a student who does not read proficiently by the end of third grade is 3.5 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 English language arts 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.

In order to address English language arts deficits early, the K-3 Literacy Improvement measure is used to determine if more students are learning to read in kindergarten through third grade.

- “Parent/Student Stakeholder Meetings” were held at all school buildings from Aug. 8 to Aug. 18, 2016 to gather student and parent input regarding the needs and priorities of the district, based on district administrator interviews and document reviews.
  - Twelve “Coffee and Conversation [morning] Meetings” occurred between Oct. 19 to Nov. 3, 2016, at individual schools to gather parent input on the strategic plan draft.
    - Based on the district press release dated Oct. 13, 2016, “The purpose [of coffee and conversation meetings] is to discuss ways everyone can work together to provide the best educational opportunities and solutions for all children in the district.”
  - The chief executive officer presented a strategic plan draft on Oct. 12, 2016, and Dec. 19, 2016, to the 30-member Teacher Advisory Group for the purpose of gathering feedback on district priorities and goals, based on document reviews.
    - The Teacher Advisory Group consists of teachers from all grade levels, including the Youngstown Education Association president and two other representatives.
  - The chief executive officer held evening community meetings at each of the district schools on Oct. 19, Oct. 20, Oct. 24 and Oct. 26, 2016, to obtain input from parents, students and community members about the strategic plan draft, per documents reviews.
  - Based on interviews with municipal leaders, the chief executive officer requested input on the strategic plan draft from key city leaders.
  - According to district administrator interviews, meeting agendas and principal focus group participants, the chief executive officer received feedback from staff on the strategic plan draft at the executive cabinet meetings, district leadership team meetings and building leadership team meetings.
  - Per document reviews and district and building administrator interviews, the chief executive officer visits schools daily to talk with students and staff to gain insight on their concerns, as they relate to the district.
- A. The Youngstown City School District 2016-2019 Strategic Plan includes goals, objectives, strategies, action steps, timelines and measures of progress.
- Based on document reviews, administrator interviews and parent focus group participants, the strategic plan revolves around five goals.
    - Goal I: Significant increase of academic achievement for all students.
    - Goal II: Ensure every student benefits from the individualized instruction, supportive culture and caring relationships they need to be successful throughout their educational journey.
    - Goal III: Engage parents, families and the community in meaningful experiences that impact students.
    - Goal IV: Create a world-class workforce focused on continuous improvement.
    - Goal V: Operate an effective and fiscally-responsible school system.
  - According to document reviews, the strategic plan defines objectives, action steps and timelines that address the five goals. For example:
    - Goal I, Objective D, Strategy 1, Action Step (a) states, “Increase Pre-Kindergarten sites and enrollment [by] 7/2017.”
    - Goal IV, Objective A, Strategy 1, Action Step (a) states, “Establish and utilize an electronic form that lists actions, assigns responsibilities, and indicates progress for all improvement actions [by] 12/2016.”

- According to document reviews, the strategic plan identifies incremental measures of progress for each objective.
  - Based on Appendix B: Metrics of Progress in the district strategic plan, one progress measure will be the “Percentage of Kindergarten students at grade level in Reading” as follows:
    - 2015-2016 Actual - 45 percent
    - 2016-2017 Goal - 50 percent
    - 2017-2018 Goal - 55 percent
    - 2018-2019 Goal - 59 percent

B. District administrators monitor the implementation of the Youngstown City School District 2016-2017 Strategic Plan.

- According to document reviews and administrator interviews, the executive cabinet and the district leadership team monitor strategic plan goals, objectives, strategies and action steps at the weekly and monthly meetings, respectively.
- Per district administrator interviews, principal focus group participants and document reviews, the district launched key strategic plan strategies based on identified timelines as follows:
  - “Create a system to monitor, track and assess the completion of improvement efforts.”
  - “Monitor student progress with a focus on challenged sub-groups.”
  - “Provide out-of-school learning time for all students.”
  - “Work with a team of educators to define high-quality instruction.”
  - “Progress monitor academic performance grades K-12, targeting students needing support and interventions.”
  - “Provide feedback to teachers based on walk-through data.”
  - “Provide incentives for regular attendance to encourage students to attend school.”
- Based on document reviews and meeting agendas, the district updates stakeholders on the progress of the strategic plan.
  - The chief executive officer updated constituents on strategic plan development at 43 community meetings held from July 2016 to March 2017, per document reviews and district administrator interviews.
  - The March 19, 2017 and March 24, 2017, meeting agendas of Parents Realizing Involvement Determines Education (P.R.I.D.E.) included presentations by chief executive officer on strategic plan updates.
  - District administrators updated stakeholders on specific plan action steps including afterschool programs and alliances and transportation changes at the February 2017 Parents’ Community Meeting.
  - Parent focus group participants indicated that they are aware of strategic plan goals and priorities. Participant comments included:
    - “They have meetings at the schools to tell us about the goals”; and
    - “[The chief executive officer] spoke at the P.R.I.D.E. meeting about what they are doing to make the schools better.”

**IMPACT:** When the district collaborates with stakeholders to develop a strategic plan with measurable action steps and monitors its implementation, it may enable the district to focus on its predetermined improvement goals and stakeholders may be committed to the change effort.

## **2. The district evaluates school practices for effectiveness and efficiencies to help building administrators focus their work and the work of their staff on district goals.**

- A. The district reviews effectiveness of building administrators in conducting teacher evaluations to determine areas of success and deficiency in following district policies and procedures related to the Ohio Teacher Evaluation System.
- According to document reviews and district administrator interviews, a Teacher Quality Review process consists of "a principal categorizing his/her teachers by performance based on a 3-tiered system aligned to the Ohio Teacher Evaluation System rankings - i.e. ineffective, developing, skilled,"
    - The chief executive officer and district legal counsel executed follow-up meetings with each principal from Feb. 6 through Feb. 9, 2017, to discuss rankings and implications for classroom instruction, based on document reviews.
    - According to document reviews, "building leaders have the opportunity to collaborate with the [chief executive officer] and legal counsel in identifying ineffective and developing teachers, while creating individualized plans for improvement aligned to Ohio teaching standards."
    - According to document reviews and principal focus group participants, building administrators work with the chief executive officer and legal counsel to determine follow-up actions that include classroom and/or building supports or the development of a plan for individual teacher nonrenewal.
  - The chief executive officer and legal counsel utilize one-on-one meetings with building administrators and the Teacher Quality Review process to evaluate each building administrator's skills and challenges in effectively critiquing teacher performance.
    - Based on administrator interviews, building administrator evaluations include data collected on the implementation of the Teacher Quality Review process.
    - Building administrator effectiveness ratings are negatively impacted by "failure to follow local Ohio Teacher Evaluation System policies and/or negotiated language in a collective bargaining agreement along with state-mandated procedures and timelines," based on document reviews and administrator interviews.
    - The chief executive officer and legal counsel determine follow-up actions for building administrators that include professional development supports, an improvement plan and/or steps toward nonrenewal, according to document reviews.
  - The district provides all building administrators with professional development on how to effectively conduct teacher evaluations.
    - The legal counsel and the chief of Academic Accountability presented a "Strengthening Evaluations and Growth and Improvement Plans" workshop to all building administrators from 8:30 a.m. to 3:30 p.m. on Feb. 23, 2017, according to document reviews.
    - Legal counsel delivered an "Improvement Plan Workshop and Workable Alternatives" session to all building administrators on Saturday, March 4, 2017, from 8 a.m. to noon, based on document reviews.

## **3. The district tracks and evaluates building administrator effectiveness in monitoring classroom instructional practices to determine areas of success and deficiency.**

- According to document reviews, the Youngstown City School District 2016-2019 Strategic Plan identifies two fundamentals of an effective instructional program to be in place in every classroom; purpose statements and exit slips.

- According to the district Guidance Tool document, exit slips are defined as "focused student questioning around the daily lesson, which allows individual teachers to assess the effectiveness of their instruction and reflect on their teaching strategies,"
- Per document reviews and administrator interviews, a purpose statement is a written objective aligned to Ohio's Learning Standards that tells students what they will learn,
- The district provides professional development modules and the district-developed Guidance Tool document that articulates expectations related to purpose statements and exit slips to teachers and building administrators, per principal focus group interviews.
- Per document reviews and principal focus group participants, building administrators "were asked to ensure that all teachers get feedback once per week on the effectiveness of [these] practices."
- The Observation Tracker tool serves to document administrator observations, confirm practices are in place, rate the level of effectiveness of implementation in each classroom and provide feedback, per document reviews.
- Based on administrative interviews and document reviews, the deputy chiefs of transformation work with building administrators using the Observation Tracker tool to:
  - Conduct observations;
  - Mentor principals on effective practices;
  - Define needed professional development for teachers and principals; and
  - Report out to the chief executive officer on each school's progress on a weekly basis and develop necessary interventions and supports for school administrators

**IMPACT:** When the district defines systems and structures to evaluate school practices for effectiveness and efficiency, accountability for school leaders to align their work and the work of their staff to district goals may be increased.

## Curriculum and Instruction

1. **The district has developed a clear process to identify and provide services to students performing below grade level at each school.**
  - A. Review of district documents and interviews revealed that the district staff monitors the academic performance of all students.
    - The deputy chiefs of school transformation (former DOT) provide oversight and collaborate with building leaders and teachers in the building.
    - Instructional effectiveness specialists collaborate with the principals to discuss walkthrough data and classroom Ohio Teacher Evaluation System observations.
    - All schools have a functioning positive student support team (PSST) to address the instructional and behavior needs of students who have not been successful in general education classrooms.
    - Principals attend a 'five-week review' to analyze student behavior, attendance and grades.
  - a. Memorandum from the district leadership team on April 10, 2017, states that during a five-week review, members "assess principals' progress on key metrics such as behavior, attendance and grades." This data from the Behavior, Attendance and Grades (BAG) report "drives the data conversation during the review."
  - B. According to interviews with district administrators, the district will implement a program called First Grade Promise to identify and support learning for students performing below grade level in kindergarten and first

grade. According to documents reviewed, the district will assess all kindergarten through first grade students with Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The district will utilize the data to determine the deficiencies in literacy skills and provide the necessary interventions to the students quickly.

- C. The district mails Illuminate Education™ reports to parents and students weekly. Illuminate Education™ is a technology platform that provides tools to collect student information and assessment data for all students in the district. These reports detail academic performance of students in grades 3-12.
- D. The district, in collaboration with Title I, United Way, 21st Century Grant, Youngstown Afterschool Alliance and Youngstown Foundation, conducts a summer enrichment program for all students in grades K-6. The district provides reading and math instruction during the summer along with enrichment activities and field trips at no cost to families.

**IMPACT:** When the district develops a process to identify students performing below grade level, teachers may have the opportunity to provide instructional supports that may improve the students' academic skills and reduce the achievement gap.

**1. The district and building administrators monitor instruction weekly and provide feedback to teachers on identified strategies designed to meet improvement goals.**

- A. The district provides teachers with consistent feedback on instructional practices, per a review of the Observation Tracker tool and interviews.
  - The Observation Tracker is a tool used by deputy chiefs of school transformation, coaches and principals to track observations and feedback of teachers' instructional practices in the district. The observation tracker is a tool that can capture instructional practices aligned to district goals. The tool contains short comments, date and time and stores information for review and progress monitoring on teachers' instructional practices and student engagement. The district staff uses the data (e.g., purpose statements, exit slips, student understanding of the learning target) to monitor district goal progress and provide feedback to increase student engagement.
  - The district uses Ohio teacher standards in the cycle of observation and feedback to inform instruction. Per Ohio Department of Education guidance, the standards are a designed framework for engaging teachers in reflective dialogue regarding strengths and areas of growth to increase student engagement and academic performance.
    - The principals received training on the effective use of the Ohio teacher standards to guide feedback on best instructional practices.
- B. Building leadership team meetings serve as an opportunity to discuss student performance and evidence-based instructional strategies.
  - The building leadership team meetings allow the building administrators, coaches and deputy chiefs of transformation to discuss grades of low-performing students and instructional strategies that may be used to increase student performance and teacher capacity.

**IMPACT:** When the district monitors instructional practices consistently and provides useful feedback to increase instructional expertise, teacher performance may improve and may lead to increased student achievement.

## Assessment and Effective Use of Data

**1. The district has an effective information system that provides accurate, up-to-date records of student performance and is accessible to administrators and teachers.**

- A. The district purchased Illuminate Education™, a technology platform that provides tools to collect student information and assessment data for all students in the district.

- B. According to reviewed documents and interviews with district administrators, the district uses the student information portion of the platform to accomplish the following:
- Generate weekly behavior, attendance and grade reports, which are shared with district staff, parents and students;
  - Generate five-week reports, a summary of the behavior, attendance and grades, which are used to monitor student progress; and
  - Generate student data reports based on administrator and teacher requests.
- C. District personnel designed a grade-level tracker report in Illuminate Education™ to provide data on assessment, behavior and attendance for each student.
- A demonstration of the Illuminate Education™ system highlighted all building-level assessment results such as Dibels®, Fountas and Pinnell™ English language arts benchmark assessments, writing assessments. The district also enters state testing results into the system.
  - The district uses the student data to make educational decisions at the district, building and teacher levels.
- D. Per interviews with district administrators and teachers, as well as evidence observed in the buildings, the district uses data generated from these reports at all levels.
- A building administrator expressed that the data can be “overwhelming, but it really makes me look at kids.”
  - Another principal commented, “It has taught me things about kids that I never knew before. We now have conversations [about students and data].”
  - Teachers commented about using the weekly behavior, attendance and grade reports in their building leadership team meetings and teacher-based teams.
  - During a classroom observation, the teacher was observed sharing individual behavior, attendance and grade reports with each student.
  - The district mails individual student behavior, attendance and grade reports to parents of students in grades 3-12. Teachers also provide copies to students to take home.
  - Student attendance data is charted and displayed in school hallways and in classrooms.

**IMPACT:** When the district uses data that is housed in a single location, it may enable enhanced communication concerning student performance among administrators, teachers, students and parents. This continued use of this tool may further increase the ability to improve student achievement.

## **2. The district has established structures to create opportunities for collaboration on improving student performance.**

- A. The district has defined a collaborative team structure, consisting of a district leadership team, individual building leadership teams and teacher-based teams, to collaborate on improving student performance and teacher practice.
- B. The district leadership team is comprised of the external facilitator from State Support Team 5, district and building administrators and teacher leaders from each building. According to the minutes of the meetings, the team meets monthly. The district leadership team reviews data collected on teacher practice and building improvement. The team aligns its tasks with the district strategic plan. The structure allows for the work of the district leadership team to be communicated to building leadership teams and teacher-based teams.

- One teacher shared, “Information is rolled out at the district leadership team down to the building leadership team and then to the teacher-based team.”
  - According to a building administrator, “We shared the strategic plan [from the district leadership team meeting] with our building leadership team. The teachers on the building leadership team then shared the plan with the teachers on their teams.”
  - The district leadership team minutes reveal that each building’s improvement progress is highlighted at these monthly meetings.
  - The chief executive officer and the district leadership team created a classroom walk-through tool to provide feedback to teachers on a weekly basis. The walk-through observers look for evidence of purpose statements and exit slips used during instruction. The data from the walk-through tool informs the district and building leadership teams of instructional practices occurring in classrooms.
- C. The district hired six deputy chiefs of transformation in addition to the deputy chief of data to support the goals of the district strategic plan. Their roles are to communicate and facilitate the school improvement processes occurring in the district. Each deputy chief has some of the following responsibilities:
- Monitor the school improvement process in two buildings;
  - Attend and evaluate the building leadership team meetings in his or her assigned schools;
  - Work with the building administrators to conduct classroom walk-throughs;
  - Report to the chief executive officer and leadership team weekly concerning the progress;
  - Provide leadership coaching to building administrators; and
  - Attend or review notes from teacher-based team meetings.
- D. According to teacher and administrator interviews and meeting notes, building leadership team meetings occur at least one time per month for two hours. Some buildings are choosing to meet two or three times per month.
- Building leadership teams consist of a representative from each grade level, counselors, building administrators and a deputy chief of transformation.
  - A member of the state support team attends meetings, especially in the focus schools.
  - The building leadership team reviews five-week data and the weekly behavior, attendance and grade reports at the meetings.
  - Teacher-based team minutes also are reviewed.
  - According to meeting notes, some teams are reviewing depth of knowledge levels, which examine the complexity of the thinking required of students, from exit slip data.
- E. According to meeting minutes, teacher-based teams occur in every building.
- District administrator interviews reveal that the state support team has provided training to teacher-based teams in the district.
  - One district administrator stated, “We trained the state support team member on using our data reports so she can show teacher-based teams the difference between a meeting with data and one without.”
  - Teachers review the behavior, attendance and grade reports in the teacher-based team meetings, according to focus groups and meeting notes

**IMPACT:** As a result of implementing team structures, the district may develop a culture of shared ownership to improve instruction and student achievement.

## Human Resources and Professional Development

### 1. The district provides building administrators and staff opportunities participate in staff selection.

- According to interviews with building and district administrators and teachers, building administrators are directly involved in the interview process to identify new staff for their schools.
  - Building administrators and teachers indicated there is collaboration in the interviewing and selection of staff.
  - During interviews with first-year teachers, they indicated they were involved in team interviews at the building level prior to district offers for employment.
- Based on interviews with building and district administrators, support is available from district training provided by senior staff to assist building teams, including the building administrator and teachers, in the interview and selection process of candidates.
  - Building administrators indicated they received some training using standard interview questions.
  - A review of first-year teacher personnel files showed that district and building administrators completed candidate interview ratings including score sheets.

**IMPACT:** When the process for selecting candidates is a collaborative effort that includes professional development, it may result in the selection and assignment of staff with the skills to address the learning needs of students.

### 2. The district has implemented practices to attract a diverse pool of teacher applicants.

- According to a review of documents and interviews, district administrators attended career job fairs during the 2016-2017 school year.
  - District administrators attended job fairs at Akron University, Cleveland State, Kent State, Ohio Northern University, University of Cincinnati, Wilberforce University, Miami University, Wilberforce University, Central State University and The Ohio State University.
  - Visits to these universities have resulted in more than 150 applications for teaching positions.
- Youngstown City Schools has hosted three career fairs recruiting more than 120 certified applicants.
  - The district has 14 minority applicants on file from these career fairs.
- Twelve Ohio Northern University students are interested in internships and student teaching opportunities during the 2017-2018 school year.
- Review of documents and interviews shows the district is working with the Youngstown Community Planning and Economic Development Office to create a marketing plan to attract new teachers to the Youngstown community.
  - The plan includes discussions with local housing developers (NYO Property Group, Youngstown State University, Rich Mills, Greg Strollo and Dominic Gatta) to identify and develop affordable housing options for new teachers in the Youngstown district over the next one to three years.
- Based on a review of the current Youngstown Education Association contract and interviews with district administrators and union leadership, the district has the option to place first-year teachers at step three on the salary schedule to attract teachers in designated high-need areas.

**IMPACT:** When the district makes an effort to recruit potential candidates across a wide geographic area, it may increase the likelihood of identifying, selecting and assigning teachers that address the learning needs of a diverse student population.

### **3. The district provides teachers with leadership opportunities.**

- A review of the Youngstown Education Association contracts, district documents and interviews with teachers and district administrators indicated there are opportunities for teachers to utilize their talents in leadership roles at the building and district levels.
  - At the building level, teachers demonstrate leadership opportunities by active participation in the building leadership team, service as a liaison on teacher-based teams and membership on the student learning objectives review committee.
  - These positions are responsible for the development and implementation of building initiatives that reflect district goals. This involves an understanding of best instructional practices as well as leading the design and deployment of professional development activities to ensure a positive impact at the classroom level.
- District-level leadership opportunities for teachers include participation on the district leadership team, academic coaching, teacher on special assignment, curriculum review committees, master teachers, CEO Teacher Advisory Group membership, teacher fellowship program and principal academy in partnership with Youngstown State University.
  - Teachers in these district leadership positions are responsible for the collaborative development, coordination, communication and implementation of district goals that provide guidance to buildings, which determine how individual schools can best serve the unique needs of their students and teachers.

**IMPACT:** When the district provides leadership opportunities for teachers, it may enable the staff to leverage their skills, talents and experience for the improvement of student learning.

## **Student Supports**

### **1. The district engages with families, internal and external partners and providers to support students' academic progress and social and emotional well-being.**

- A. As a part of Goal III of the district's strategic plan, which focuses on parent, family and community engagement, the district will engage parents, families and the community in meaningful experiences that impact students.
- B. According to interviews with focus groups, district and building administrators and a review of documents, the addition of parent advocates and social workers in the schools has increased parent involvement and student achievement.
  - During the 2016-2017 school year, the district hired school-based social workers and parent advocates to provide support to students and families in every building.
    - School-based social workers work with parents, students and school staff to address students' attendance, academic, behavioral, social-emotional and medical barriers that limit a student from being successful.
    - The social worker responds to referrals from building administrators, parents, counselors, teachers and school health personnel through the coordination and facilitation of the school's positive student support team.
      - The positive student support team is a problem-solving framework to assist students who are unsuccessful in the general education classroom and provide community resources, when appropriate.

- The district hired twelve of the 15 parent advocates during the 2016-2017 school year, to help parents become familiar with school policies, procedures and practices.
  - The parent advocates' role is:
    - To educate, empower and assist parents in advocating for their children through facilitating parent meetings;
    - Provide volunteer opportunities; and
    - Connect parents to the appropriate resources within the school and community, such as housing, transportation, food assistance and medical and dental care.
  - The district parent liaison provides guidance and direction to each parent advocate and assumes the role of ombudsman to mediate between parents and the district.
    - The district parent liaison coordinates a Parent Pathway Leadership Institute, which helps parents become familiar with educational programs and resources offered in the schools and community.
    - The district parent liaison, with support from the district personnel, conducts monthly parent community leadership meetings to educate parents on the district's policies, procedures and practices. The liaison holds presentations on academic support programs and state-mandated initiatives, such as parent involvement in Title I programs.
- C. Parents can partner with teachers and building administrators through parent-teacher organizations to share ideas and plan events and fundraising activities to support students and the school.
- D. The Parents Recognizing Involvement Determines Education (P.R.I.D.E.) group addresses parent involvement in a monthly meeting that occurs in every school.
- According to data provided by the district parent liaison, on average, there are 50-60 parent participants who attend each month.
    - With the support of the United Way, the district will offer its first Parent YOUiversity program in spring 2017 to educate parents, guardians and caretakers on empowerment and advocacy for their children.
  - Based on parent advocate interviews, the Parent YOUiversity program is designed to meet the district's strategic plan goal 3 to build parent and school relationships; provide volunteer opportunities; involve families in decision-making and help parents to collaborate with the community.
    - Data from the 2016-2017 parent school involvement documents indicate that parent attendance has improved at school events such as Donuts for Dads, Muffins for Moms, Literacy Nights, Holiday Celebrations and parent-teacher conferences.
    - Attendance logs for these programs show 3,999 parents district-wide have attended these events this school year, an increase from past school years.
- E. According to focus group interviews with external partners, district and building administrators, teachers and a review of documents, the district has developed partnerships with community organizations, neighboring universities and mental health agencies. These external partners come to schools during the day or at the end of the day to provide academic tutoring, mentoring, counseling or social services to students and assist with parent trainings.
- F. The district has a designated department, Office of Community Partnerships, to promote school-home community collaborations and support students, parents, teachers and the community. The community partners work in one of five areas: academic, behavior, safety/health, career or finance. Below are a few of the community partners and the services they provide:

- Alta Behavioral Healthcare partners with the district to provide on-site behavioral health services in every school. The services are designed to enhance the mental health of the students and assist staff with developing social and emotional strategies that foster success. Each school has an Alta counselor as part of each school's positive student support team.
  - Taft and McGuffey Elementary Schools partner with the HandsOn Volunteer Network to provide a reading program for students with disabilities and students at-risk for reading failure. Project MORE (Mentoring in Ohio for Reading Excellence) connects special education students with volunteers who tutor students in reading.
  - The district and Youngstown State University launched the Project PASS (Penguin Assistants for Student Success) afterschool program in November 2016 to provide additional reading and math support for all students in grades K-8.
  - Youngstown State University College of Education students are paired with second and third grade students to help them meet the state-mandated Third Grade Reading Guarantee requirements and to provide support in math instruction. Students receive a snack, dinner and transportation home.
  - Per the Youngstown City Schools Weekly News December Edition, the district-wide program serves nearly 900 students and runs Monday through Thursday. A district administrator stated, "This program is helping students to do better; improving the schools as a whole."
  - Beginning with the class of 2016, qualifying high school seniors were eligible to receive a scholarship from the YStar Education Foundation for up to \$3000 to attend Youngstown State University or Eastern Gateway Community College, based on the number of years at Youngstown City Schools.
    - A student who has attended Youngstown City Schools from freshman through senior year can receive up to \$3000; sophomore through senior year can receive up to \$2000; and junior and senior years can receive up to \$1000.
  - Per the district's news release in May 2016, 48 students from the early college received a YStar Scholarship.
- G. The district conducted a stakeholder survey in July 2016 to gather responses from parents, community partners and district staff to determine their perceptions of the district's program and services. Stakeholders were asked questions to discover ways that the district can support families, strengthen the academic program for all students and prepare students for college and career readiness.

**IMPACT:** When the district collaborates with families and internal and external partners to ensure that students receive high-quality instruction, intervention, services and supports, it may reduce barriers that hinder students' academic success and foster students' positive social and emotional development.

**2. The district uses a structured problem-solving framework to identify and plan for academic, behavioral and health interventions and supports.**

- A. Per interviews with district and building administrators, school psychologists, student support personnel and a review of documents, the district implemented a positive student support team problem-solving framework to support students who are having difficulty in the general education classroom and who may need supports to help them be successful in school. This problem-solving framework is a three-tiered intervention process.
- With Tier 1 interventions, 80 percent of the students in the school receive core instructional interventions and the instruction is differentiated and is designed to meet the specific needs of students in the class. In addition, students learn positive behavior expectations.

- With Tier 2 interventions, 15 percent of the students in the school receive targeted instructional interventions to meet their needs. Students may receive small group instruction in reading and/or math and social skills instruction to support their academic and behavioral needs.
  - With Tier 3 interventions, 5 percent of the students in the school receive intensive instructional interventions that focus on remediation of academic and social skills and occurs in small groups or is individualized to support student’s academic and behavioral needs.
  - The positive student support team is comprised of the building principal, school social worker, guidance counselor, the referring general education teacher, school nurse, speech pathologist, Alta Care group behavior therapist, parents and other agencies, if appropriate.
  - The positive student support team meets weekly to address student referrals and to update interventions and progress monitoring data.
  - Based on positive student support team guidelines and procedures, the critical point of the positive student support team is the implementation of student learning plans and/or behavioral intervention plans, which outlines the means of supporting the student’s educational and/or emotional needs.
  - The positive student support team develops, implements and monitors appropriate interventions to meet the student needs.
  - Per a review of guidelines and procedures, there are four steps to the positive student support team process:
    - In step 1, the general education teacher makes the referral to the positive student support team using the program referral form. The parents must give their permission before the student’s case can be discussed. The team documents their attempts at reaching parents on an “Attempts for Parent Participation” form.
    - In step 2, the parent attends the positive student support team meeting. The team collects Tier 1 intervention baseline data and develops a student learning plan and/or a behavior intervention plan.
    - In step 3, Tier 2 interventions are developed, implemented and monitored for a minimum of six weeks.
    - In step 4, Tier 2 interventions and progress monitoring data are reviewed. If needed, Tier 3 interventions are developed, implemented and monitored for six weeks.
    - In step 5, Tier 3 interventions and progress monitoring data are reviewed. If the student is not responding to the interventions, the positive student support team determines if the student should be referred to the special education action team.
    - A referral to is sent to the special education action team, which is comprised of the chief officer of student services, the building’s special education coordinators and the lead school psychologist.
    - The special education action team makes the decision to evaluate the student for special education services due to a suspected disability. The special education action team meets monthly to review referrals.
- B. To determine the familiarity of the positive student support team process, several interviewees were asked to share the steps in the positive student support team process.
- A school nurse listed the positive student support team steps and shared how she becomes involved. She stated, “Sometimes the student may need glasses, medication, and dental and/or medical care.”
  - A social worker added to the nurse’s comments by stating, “The school counselor [and I] take the lead. When we receive the referral, we call the parent to schedule the meeting.”

- During principal focus groups interviews, principals shared the positive student support team process and discussed the steps. A principal indicated it is important that principals ensure that interventions are implemented and there is documentation of the interventions in place.
- C. According to district administrators, school psychologists and document reviews, the positive student support team has a system to ensure that student intervention files accompany the students. Each student's file is labeled with a blue sticker on the front. The labeling is done to ensure that interventions follow students as they move to other schools or districts. The sticker indicates the level and amount of services the student received. The file also indicates whether the student's case is open, closed, has been referred to the special education action team or if the student was evaluated for special education services and the outcome of evaluation.
- D. The district webmaster uploaded the positive student support team handbook to the staff portal on Dec. 1, 2016. The handbook encompasses the following items:
- District's policy for the academic and behavioral intervention process;
  - Guidelines and procedures that outline the district's positive student support team framework;
  - District positive student support team forms;
  - District parent letter that explains the positive student support team process and an invitation to the positive student support team meeting; and
  - Documents that explain evidence-based interventions, how they are documented and the progress monitoring process that occurs by general education teachers within the classroom.
- E. A review of the district professional development calendar indicates that by Oct. 1, 2016, all teachers participated in professional development on the three-tiered system of supports, which is contained in the positive student support team framework. The focus of the training was on evidence-based interventions, targeted assessments and collecting and monitoring data to determine student growth and inform instruction.

**IMPACT:** When the district utilizes a tiered system of support to ensure student academic, socio-emotional or health needs are diagnosed and addressed early on, teachers may provide interventions and supports designed to help students overcome obstacles to learning and improve their academic performance.

## Fiscal Management

### 1. The district's five-year forecast shows a positive general fund ending cash balance through June 30, 2021.

- A. A review of the five-year forecast filed in October 2016 with the Ohio Department of Education revealed that the district has a positive cash balance through the end of the 2021 fiscal year.
- The forecast begins with the general fund cash balance on June 30, 2016, followed by a set of assumptions such as economic trend and future state budgets regarding anticipated revenues and expenditures during the forecast period.
  - The result is a financial forecast that shows beginning and ending cash balances, revenues, expenditures, encumbrances and available cash balances for each fiscal period 2017 through 2021.
  - General fund is the primary fund with which school districts operate.
- B. According to interviews with district administrators, the district created a positive general fund balance through increased state funding and reductions in operating costs. For example, the district made changes in employee health care plans and moved from a high-risk, self-insured plan to a lower-risk, fully insured health plan.

**IMPACT:** When the district's five-year forecast shows a positive cash balance, it may allow the district to use expected cash resources to address student achievement goals and provide stability of programs and services to the students, staff and district stakeholders.

## CHALLENGES AND AREAS FOR GROWTH

### Leadership, Governance and Communication

#### 1. Building leadership teams did not develop, implement or monitor school improvement plans in the 2016-2017 school year.

- A. Based on document reviews and principal focus group participants, building leadership teams failed to create and monitor school improvement plans for 2016-2017 using the Ohio Five Step Process.
- Chaney Campus, Paul C. Bunn Elementary, Taft Elementary and William Holmes McGuffey Elementary are “Watch” schools and, per guidance from the Ohio Department of Education, “These schools must implement an improvement plan to close gaps among low-achieving subgroups by targeting resources and interventions beginning in the 2015-2016 school year.”
  - At the time of the district review, building leadership teams had not developed, implemented or monitored school improvement plans using the Ohio Five Step Process in any of the four district “Watch” schools for 2016-2017.
  - Harding Elementary, Martin Luther King Elementary and Williamson Elementary are “Focus” schools and according to Ohio Department of Education guidance, “A Focus School receives support and monitoring from its regional state support team to implement a school improvement plan using the Ohio Improvement Process.”
  - Based on principal and teacher focus group participants and document reviews, building leadership teams in each of the three district “Focus” schools did not develop school improvement plans for 2016-2017.
  - East High School is a “Priority” school and based on Ohio Department of Education documents, “The Priority School’s district will be directed to assign district staff to help facilitate the Ohio Improvement Process and help implement the Priority School’s Improvement plan. Transformation specialists and state support team members support the process.”
  - Per document reviews and building administrator interviews, the building leadership team at East High School has not developed, implemented or monitored a school improvement plan for 2016-2017.
  - Based on interviews with state support team members, building leadership teams in “Watch,” “Focus,” and “Priority” schools did not develop required school improvement plans because the district was in transition from the “One Plan” to the Youngstown City Schools 2016-2019 Strategic Plan.
- B. The district provided limited coordination or oversight to building leadership teams to ensure individual school improvement plans were developed, implemented, monitored and aligned to the district strategic plan.
- According to interviews with school administrators and teacher focus group participants, the district did not define expectations for building leadership teams to develop, implement and monitor individual school improvement plans.
  - Building administrators identified no shared awareness of how to develop school improvement plans that aligned to the district strategic plan, based on principal focus group input.

- At the time of the district review, district oversight for the development, implementation and monitoring of school improvement plans was not evident, based on interviews with district administrators, principal focus groups and document reviews.

**IMPACT:** When building leadership teams fail to create and implement yearly improvement plans tailored to the needs of students and district goals and priorities, student achievement gains may be minimized.

## **2. The district lacks a system for strategic allocation of resources to its lowest performing schools.**

- A. At the time of the district review, three “Focus” schools and one “Priority” school comprised the district’s lowest performing schools.
  - Harding Elementary, Martin Luther King Elementary and Williamson Elementary are “Focus” schools. The Ohio Department of Education defines a Focus school as “a building that receives Titles I funds and has one of the states’ largest achievement gaps in student performance and graduation rates.”
  - East High School is a Priority School, defined by Ohio Department of Education as “a school that ranks in the lowest 5 percent of schools in Ohio in student academic performance.”
- B. Based on district administrator interviews and document reviews, the Focus and Priority schools receive general fund budget allocations based on a common district-wide formula.
- C. According to interviews with district administrators, document reviews and principal focus group participants, administrators in the Focus and Priority schools receive similar levels of support from the district.
  - Per the 2017-2018 school assignment document, seven deputy chiefs of transformation are assigned to two schools each to coach school administrators in conducting walk-throughs and providing feedback to teachers.
  - Based on administrator interviews, two instructional effectiveness specialists assist all principals and schools in the district with data collection and review and evaluation practices.
- D. Per a review of the Youngstown City School District 2016-2017 Professional Development Plan and calendar, all teachers and school administrators are offered the same trainings, despite higher needs for support and instructional improvements in the lowest performing schools.
  - Math and literacy coaches provide embedded professional development to teachers and are assigned to schools on an equal rather than a priority basis, according to document reviews and building administrator interviews.
- E. Based on building observations and building administrator interviews, instructional materials such as textbooks, technology and equipment are allocated to all schools based on a similar formula and timelines. The resources are not allocated according to levels of identified needs in buildings.
- F. According to document reviews and interviews with community partners and school administrators, community volunteer supports for students and families are not consistently targeted for high priority schools.
  - Project MORE (Mentoring in Ohio for Reading Excellence) specializes in helping students with disabilities learn to read at Taft Elementary, which is not a “Focus” or “Priority” school.
  - Success After Six, a United Way project, provides academic, health and social services to students and families only at Taft Elementary, which is not a “Focus” or “Priority” school.
  - Project PASS provides tutoring support to second and third graders through a collaborative with Youngstown State University and is offered only at William H. McGuffey Elementary, which is not a “Focus” or “Priority” school.

- Based on community partner focus group interviews and document reviews, there is no district-level guidance or criteria for determining the placement of a volunteer program at either “Focus” or “Priority” schools.
- G. Based on document reviews and district administrator interviews, highly qualified and experienced staff are not consistently placed and retained at the lowest performing schools.
- Hiring and staffing policies and practices follow negotiated agreements rather than priority needs of schools, based on interviews with district administrators and document reviews.
    - According to interviews with district administrators and document reviews, the Youngstown Education Association 2013-2016 Negotiated Agreement, Article VI, 6.07 and Successor (7/1/2016 through 6/30/2018) Collective Bargaining Agreement specifies how teachers are selected and placed.
    - Master teachers, identified as highly qualified and experienced educators, are assigned to buildings based on the criteria identified in the Youngstown Education Association Collective Bargaining Agreement.
  - The principal turnover rate at East High School for the past 10 years exceeds rates at all other district schools, based on building administrator interviews and document reviews.

**IMPACT:** When districts do not target additional supports to the lowest performing schools, achievement gaps in student performance and low graduation rates may persist.

### **3. The evaluation process for district administrators is not consistently linked to the district’s strategic plan goals and metrics of progress.**

- A. At the time of the district review, there was limited evidence of district administrator evaluation forms, processes or timelines for 2016-2017, according to document reviews.
- B. Although the Ohio Principal Evaluation System is in place for all building administrators and includes performance goals tied to the district strategic plan, the district does not use this or a similar system to evaluate or hold all district-level administrators accountable for performance targets aligned to the district strategic plan, per document reviews and district administrator interviews.
- The Key Performance Indicators for deputy chiefs of school transformation (2016-2017) was the single district evaluation tool and process linked to the strategic plan goals, based on document reviews.
- C. District administrators interviewed reported that performance goals were discussed with the chief executive officer, but no evaluation form or process has been developed that aligns to strategic plan goals and progress measures.

**IMPACT:** When all administrator evaluation tools and processes are not consistently aligned to the district strategic goals and measures of success, there may be no equity in the evaluation process or shared responsibility for student achievement results.

## **Curriculum and Instruction**

### **1. The district lacks a current comprehensive curriculum development, review and revision process.**

- A. On Feb. 24, 2009, the board adopted Policy-2220 Adoption of Course of Study, which states that the superintendent would recommend to the board a course of study that shall:
1. “Align with the district’s mission, philosophy, educational goals and strategic plan;
  2. Identify learning and performance expectations;
  3. Provide scope and sequence of knowledge and skills to be learned;

4. Prescribe methods for assessment of student progress and means for intervention;
  5. Address the development needs of early childhood, middle and adolescent through young adult students; [and]
  6. Be guided by Ohio's state-adopted content standards.”
- B. On Dec. 9, 2014, the board revised an initial adopted Policy-2210 Curriculum Development from Aug, 8 2004, stating that “... the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum development established by the Superintendent.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as:

- A. The courses of study, subjects, classes, and organized activities provided by the school;
- B. All the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group;
- C. Learning activities approved by the Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods;
- D. The plan for learning necessary to accomplish the educational goals of the District;
- E. All the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.”

Additionally, according to the policy, “The curriculum shall:

- A. Allow for the development of individual talents and interests as well as recognize that learning styles of students may differ;
  - B. Provide for continuous and cumulative learning through effective articulation at all levels;
  - C. Utilize a variety of learning resources to accomplish the educational goals;
  - D. Provide for the use of phonics in the teaching of reading in grades K - 3;
  - E. Encourage students to utilize guidance and counseling services in their academic and career planning.”
- C. Although the district has various textbook resources, volunteers and programs for interventions and student supports, there is not a comprehensive curriculum or plan that links everything to Ohio's Learning Standards.
- D. Based on district interviews and the document review, the district adopted and implemented Bridges for math in grades K-5. According to reviewed documents, the Bridges curriculum “focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems.”
- E. While the district adopted Bridges for math, there was no discussion of timeline for the development of a comprehensive curriculum plan as defined by the Board Policy 2220 and 2210.

- F. Based on the document reviews, the district provides professional development for various programs such as Scholastic Camp, Read 180, Close Reading Across Content and Purpose Statements. However, there are no offerings for curriculum development or alignment to Ohio's Learning Standards for all content areas.

**IMPACT:** When the district lacks a comprehensive curriculum development, review and revision process, teachers may lack guidance and support on the use of curriculum materials, pacing guides and balanced assessments to plan instruction and accurately monitor student achievement.

**2. The district does not consistently align teacher-created assessments to the higher order thinking required by Ohio's Learning Standards.**

- A. While the district monitors exit slips weekly, the guidance tool is not designed to determine the level of rigor, but compliance.
- B. District leadership team memorandum, April 10, 2017, states, "The [collection and analysis of] Purpose Statements is critical to successfully developing meaningful lesson plan alignment to Ohio's Learning Standards." Although this is a district-wide expectation and a vital element of instruction, only 76 percent of teachers are currently incorporating purpose statements on a daily basis.
- C. According to district data on learning cycle purpose statements and exit slips, "Currently [only] 15 percent of teachers are creating and delivering Purpose Statements and Exit slips that are a level 3 or above as defined by the Guidance tool."
- D. The "Exit Slip" has four categories for ratings. On a scale of 0-4, 4 is the highest rating for each category. One category states, "Exit Slip addresses Ohio's learning standards and skills." Based on the Guidance Tool, to receive a four, the exit slip must have a "discernable skill that aligns with Ohio's Learning Standards." There is no rubric to calibrate what constitutes a "discernable skill," therefore, the ratings collected may be based solely on the educator's judgement.
- E. Another category states, "Exit Slip Quality." Based on the Guidance Tool, to receive a four, the exit slip must have 1-3 questions and/or a brief formative assessment that students can complete in 3-5 minutes. The rubric does not include or address the rigor of the questions.
- F. While the district is at the beginning stages of evaluating teacher-created assessments, at the time of the review, there was not a professional development calendar with a list of dates or time to support the designing of assessments.

**IMPACT:** When teacher-created assessments are not designed to meet the rigor of Ohio's Learning Standards, nor are professional development opportunities afforded to teachers, the district may fail to meet the academic needs of students.

**3. The district does not use assessment data to address instructional needs or to modify educational programs.**

- G. Board-adopted policy 2605-Program Accountability and Evaluation states, "The Board of Education believes that effective education includes proper evaluation of the results produced from the educational resources provided by the community and the government. As the governing body of the District, the Board has the responsibility for assessing how well goals are being accomplished.
- The Board shall fulfill this responsibility by establishing a means for the continued evaluation of results which shall be systematic and specific.
  - The following elements will be included in its accountability program:

Clear statements of expectations and purposes for each program coupled with specifications of how their successful achievement will be determined;

Provisions for staff, resources and support necessary to achieve each program's purposes;

Evaluation of each program to assess the extent to which each program's purposes and objectives are being achieved; and

Recommendations for revisions and modifications needed to better fulfill expectations and purposes.

- The Superintendent shall maintain a calendar of assessment activities and shall make periodic evaluation reports to the Board. Findings of the assessment program may be used to evaluate the progress of students and:
  - the effectiveness of the curriculum;
  - the effectiveness of staff members;
  - the effectiveness of the school/delivery system.”
- Although there are policies in place regarding evaluations of programs, based on interviews with the office of Title I, there is no data collected to determine the effectiveness of programs such as summer school, the Literacy Collaborative and Reading Recovery.
- Based on the interviews with district administrators, the district does not evaluate the effectiveness of resources and programs such as literacy tutors, Read 180, i-Ready®, DIBELS or preschool programs inside and outside the district as a predictor of student performance on the Third Grade Reading Guarantee or state-mandated assessments.
- According to interviews, the district does not use student performance data from assessments to determine the impact of existing programs and resources on student achievement. The district also does not seek to determine if a correlation exists between how students perform on their district or vendor assessments and how students perform on the state assessments (Ohio’s computer-based assessments).
- Interviews with district administrators revealed that the district does not collect trend, longitudinal or cohort data of students involved in the district’s literacy program or students in the preschool programs. Due to the lack of data collection, the district staff confirmed its inability to determine if the programs have increased student proficiency or the long-term value in reducing the achievement gap.
- Principal focus group participants revealed that they do not collect data on the implementation or effectiveness of the programs used in the buildings.
- Although the district has vendor assessment reports, the district does not consistently use the report data to develop, implement, evaluate or refine specific evidenced-informed instructional strategies.

**IMPACT:** When the district does not consistently use data to make informed decisions about instruction and the use of programs, it may result in the misalignment of resources that continue to widen the achievement gap.

## Assessment and Effective Use of Data

### 1. The district lacks a comprehensive written technology plan that includes a system of support for the implementation and evaluation of technology.

- A. A section of goal one of the district’s strategic plan states, “Embed 21<sup>st</sup> century technology skills into all classrooms and provide students with access to appropriate technologies.” However, there is no evidence of a plan to support this strategy.
- B. According to document review and interviews with district administrators, the 2016-2017 technology plan is in outline form but no comprehensive plan exists.

- C. The district review team conducted 61 classroom observations to examine the use of technology during instruction. A 6-point scale was used to evaluate each setting. The average rating reflects little evidence of current teacher and student use of available technology. The following instructional practices were rated:
- “Students use technology as a tool for learning and/or understanding.” The district received an average rating of 1.34 out of a possible score of 5.
  - “The teacher uses available technology to support instruction and enhance learning.” The district received an average rating of 1.15 out of a possible score of 5.
- D. According to interviews with administrators and teachers, as well as responses from parent and student focus groups, the district does not effectively communicate up-to-date performance and attendance data to all parents and students.
- According to the Ohio Department of Education district review conducted Jan. 25-29, 2016, “The district staff does not frequently update the online student information system, ProgressBook®.” The following evidence indicates that this is still an issue in the district:
    - Forty-one percent of the high school students interviewed acknowledged that they do not use ProgressBook®.
    - When students from the high school forum group were asked why they did not use ProgressBook®, the students collectively agreed that in many instances the grades in the teachers’ grade books and ProgressBook® are not the same.
    - Interviews with building administrators and teacher focus groups revealed that they do not believe that parents are using the system. When asked why, one response was, “You can tell from the usage reports.”
    - A teacher stated, “There has not been training or a mandate [on the use of ProgressBook®] because the union doesn’t endorse it.”
    - Even though the weekly behavior, attendance and grade reports are based on data entered into ProgressBook®, there is no district requirement for teachers to enter grades in a uniform manner. The union contract states, “Keep grade books up-to-date and in a manner which will provide justification for evaluations which appear on reports to parents.”
    - The minutes from one building leadership team stated that, “Teachers need to be more consistent in documenting weekly grades in ProgressBook® so that this report is more accurate.”
    - The 2016-2017 professional development calendar did not clearly indicate that training on ProgressBook® had occurred, as some of the headings just said “professional development.”
- E. Even though the district has given Chromebooks or iPads to all high school students, the students interviewed expressed a concern that it was done quickly without much training for them or their teachers. Student comments included:
- “One teacher told us to ‘just figure it out.’”
  - “Some teachers know how to use [the technology], others, not so much.”

**IMPACT:** Without a comprehensive technology plan, the district’s staff may not be equipped with necessary skill sets to effectively communicate student progress and utilize technology to improve student learning.

**2. The district does not have a balanced system of formative, benchmark and common assessments.**

- F. A review of the 2016-2017 assessment calendar indicates that the district conducts beginning-of-the-year and end-of-the-year English language arts benchmark assessments in grades 3-8. However, the calendar does not indicate that benchmark assessments are given in other subjects.

- According to one administrative interview, there were teacher-created math benchmark assessments last year, however, they are not listed on the district assessment calendar.
- G. According to teacher and administrator interviews, the teachers administered the Renaissance Star360® reading and math assessments in November 2016. When asked if these would be the benchmark assessments, the following responses were given:
- “STAR was brought in, but it is not formalized as a benchmark. It is just a tool for teachers. We are hoping teachers will see its value and the union will add it to the assessment list.”
  - “We just started using it in November. We are using it as baseline data. The union has not approved it yet.”
  - During a teacher focus group, a teacher shared, “I am not sure about STAR and when it will be given again.”
  - “We are hoping that STAR will be our benchmark assessment for reading and math, given three times a year.”
- H. The 2016-2017 assessment calendar reads, “Formative/summative assessments (grades K-12) are expected to be administered by teachers. All assessments should be completed through Illuminate Education™ whether district created or teacher created.” However, there is little evidence that teachers across the district have been trained to use Illuminate Education™ as an assessment tool. When district administrators were asked about training for the use of the assessment portion of Illuminate Education™, the following comments were gathered:
- “We do not have a plan for this year to roll out professional development for all staff [using Illuminate Education™].”
  - “We are hoping to have a half-day training in at the beginning of the year for everyone.”
  - “It is our first year. The administrative team is helping their staff to understand [Illuminate Education™].”
  - “We are working with teachers and building staff when asked.”
  - “There are competing priorities [for staff training].”
  - “I don’t think we have fine-tuned how buildings and teachers ask for help with data and assessments. Principals may ask us to come in and present to the whole staff.”
  - The 2106-2017 professional development calendar does indicate that training on the assessment portion of Illuminate Education™ has occurred. However, attendance was based on choice and not mandated for all instructional staff members.
- I. Interviews with district administrators indicate gaps in the district’s assessment plan. The following quotes were collected:
- “We are working to build a better assessment matrix for next year.”
  - “When I came to the district, there was no assessment structure in place. We are moving in that direction.”
  - “We have no short cycle assessments.”
  - “We need to determine which assessments we are using now that are better predictors [of state testing outcomes].”
  - “We are looking for assessments that show growth.”

- J. Even though the district has the technological capability to provide common summative assessments by subject or grade level with Illuminate Education™, there is no evidence that this has been done.
  - According to teacher focus group interviews, some teachers are using Illuminate Education™ for assessing students in their classes, but there is no evidence that this is occurring across the district.
  - District administrator interviews indicate that there are no common assessments consistently identified and administered at all grade levels throughout the district.
- K. The district expectation is for teachers to administer an exit slip at the end of each lesson. Exit slips allow individual teachers to assess the effectiveness of their teaching. Even though this formative assessment is utilized at the end of instruction, the district review team saw little evidence of other formative assessment practices.
- L. The district review team conducted 61 classroom observations to examine the use of formative assessments. A 6-point scale was used to evaluate each setting. The average rating reflects little evidence of current teacher use of formative assessments. The following instructional practices were rated:
  - “The teacher conducts frequent formative assessments to check for understanding and inform instruction.” The district received an average rating of 1.71 out of a possible score of 5.

**IMPACT:** When a district does not have a balanced assessment system, it may lack the ability to gather student performance data that effectively informs teachers and administrators in decision-making concerning student growth and achievement.

### **3. The district does not use the Ohio Improvement Process with fidelity.**

- A. Even though teacher-based teams are in place in every building, teacher and administrative interviews and meeting notes indicate there is inconsistent practice occurring across the district with these teams. Teacher-based team minutes and teacher and administrator interviews indicate the following inconsistencies:
  - The data from 220 students was reviewed in one teacher-based team meeting. The identified strategies were based on whole group instruction rather than targeting specific skills to be taught;
  - In another building, eight different teachers attend the same teacher-based team meeting. Each teacher assessed students on different subject matter. All assessments results were combined into one data chart based on levels of student performance;
  - Meeting notes indicate that in some buildings, teachers of different subjects and grade levels attend the same teacher-based team meeting. When this occurs, there is no common data for teachers to review;
  - An administrator shared, “In one building, the whole school is the teacher-based team meeting”;
  - “The [building leadership team] is aware that not all teachers have turned in data”;
  - “In one building, the teachers meet two times a week for 20 minutes each time [as opposed to the recommended 40-minute weekly meeting]. Nothing can be accomplished in that amount of time”;
  - “In some buildings, teacher-based team meetings get cancelled frequently.”
- B. The minutes from 29 teacher-based team meetings were submitted for review. Of those, 86 percent of the teams used the Ohio Improvement Process five-step form to guide their meetings. However, there is little evidence of consistency and fidelity in using the process.
  - The minutes from several meetings indicate that the teams are using the Five-Step Process but not using the guiding questions. Bulleted notes of what is occurring in the classrooms or buildings are listed without data or specific standards addressed.

- Of the minutes submitted, 76 percent were not completed through step five.
- C. Step Two of the Ohio Five-Step Process is to analyze student work specific to the data. The team then identifies strengths and weaknesses of specific measurable skills. Of 29 teacher-based team minutes reviewed, only 20 percent of teams were able to analyze data to determine the specific measurable skills for intervention or enrichment. In some instances, teams skipped this step.
- D. Step Three of the Ohio Five-Step Process is for the team to define specific instructional strategies as they relate to the specific skill deficits. Of the 29 meeting minutes reviewed, 3 percent of teams were able to define instructional strategies aligned to the tested skill. Most practices listed were generic in nature and did not address the specific skill being taught. Examples include:
- “Watch exit slips for re-teaching or sending home remediation or enrichment”;
  - “Reteach as directed by the exit slip”;
  - “More writing needs to be done”;
  - “Lectures have been prepared by teachers”;
  - Only two teams identified students and grouped them by their performance levels. Only one of those included the instructional strategies used to teach each group.
- E. Step Four of the Ohio Five-Step Process is to define and implement changes occurring in instruction. Of the 29 teacher-based team minutes reviewed, 65 percent of teams completed this step. However, some of the strategies were generic in nature and did not detail specific teacher or student actions. Statements included:
- “The teachers will be prepared for the following day”;
  - “Students will work quietly on tablets or computers and teachers will be monitoring progress”;
  - “We had full implementation in our department. We all followed the same basic guidelines”;
  - “Objectives will be aligned to district expectations.”
- F. Step Five of the Ohio Five-Step Process is to collect, chart and analyze pre-/post-data. According to the teacher-based team minutes reviewed, only 24 percent of teams completed this step.

**IMPACT:** As a result of inconsistent understanding and use of the Ohio Improvement Process, teachers may be unable to use student data effectively to make decisions concerning core instruction, remediation and enrichment that impact the academic growth for all students.

## Human Resources and Professional Development

1. There is a disconnection between the effectiveness of teaching staff and the student achievement rating on **the district’s report card**.
  - A. Per the agreement in a memorandum of understanding with the Youngstown Education Association, the district currently uses the Ohio Teacher Evaluation System to evaluate teacher effectiveness.
  - B. The Ohio Teacher Evaluation System consists of two parts. First, teacher performance includes student understanding, knowledge of the content they are teaching, understanding of assessment design, creating a positive learning environment, collaborating with others and professional growth. Student growth or what students learn over time with a teacher makes up the second portion of the teacher evaluation.
    - A review of personnel files showed that more than 58 percent of the teachers evaluated during the 2015-2016 school year received a summative rating of accomplished, which is the highest rating possible.

- More than 39 percent of the teachers evaluated received a summative rating of skilled, the second highest rating of four possible ratings during the 2015-2016 school year.
- A review of the 2015-2016 district report card indicated the district received an F rating in student achievement.
- Interviews with Youngstown Education Association leadership and district administrators indicated that all teachers were required to complete two student learning objectives, a process to forecast student learning over time that accounts for 50 percent of a teacher’s evaluation.
- Interviews with teachers, building administrators and district administrators indicated teachers in areas with state testing, including English language arts, mathematics, science and social studies, used district-developed student learning objectives. Teachers in non-tested areas developed their own to set the projected growth of students while in their classes.
- A review of documents and interviews with teachers indicated that building committee members reviewed and approved student learning objectives and assessments.
- Some teachers who wrote student learning objectives and assessments also were on the team to evaluate their own learning objectives and assessment measures.

**IMPACT:** When the district does not follow the Ohio Teacher Evaluation System with fidelity, including both teacher performance in the seven teaching standards and student growth measures that reflect rigor and stretch, it may influence the final summative evaluation ratings of teachers that may not reflect the actual achievement of students in the school district.

**2. There is no evidence that the district follows the evaluation procedures defined in district policy or negotiated agreements.**

- A. Although the district policy on completed teacher evaluations states that “completed evaluations of employees are to be included in personnel files,” an examination of 43 teacher files, selected at random, did not find any evaluation materials for the 2015-2016 school year, the most recent year for completed evaluations.
- A random review of 43 teacher and 67 administrator files in the Human Resource office found no evidence of completed evaluations for the 2015-2016 school year.
  - Of the 43 teacher files reviewed, only 16 percent contained copies of professional licenses.
  - In a request to review teacher and administrator professional licenses that were not found in the personnel files, two boxes of unfiled documents were made available.
  - A review of the district documents that outlined administrative guidelines, board policy and Youngstown Education Association contract language indicated that the “evaluator will be responsible for returning signed Final Summative Form to Human Resources” and “only the final summative form will be in the employee’s personnel file.”
    - In Interviews with the human resources staff members, they indicated they had not received any copies of completed evaluations to place in personnel files for the 2015-2016 school year.
    - In an interview with district administrators, it was shared that evaluation results were retained by building administrators at the building level.
    - The Youngstown Education Association contract indicates “there shall be no more than one (1) official personnel file maintained for each employee and such file shall be maintained in the Personnel Office.”
- B. A spreadsheet was provided listing ratings from the 2015-2016 Ohio Teacher and Principal Evaluation Systems (eTPES) including performance ratings, student growth ratings and final summative ratings.

- The spreadsheet only included summative ratings. However, it did not provide any additional information that the evaluation process was informative, instructive or conducive to professional development.

**IMPACT:** When the district does not follow policy regarding employee evaluations, opportunities for the professional growth and development of administrators and teachers may be missed.

### **3. There is no evidence of formalized processes and policies to guide human resource operations.**

- A. In interviews with district administrators, they indicated that there are no published guidelines such as a handbook to guide the work of the Human Resources department.
- In interviews with district administrators and the Human Resources clerical staff, it was noted that there has been frequent turnover in Human Resource leadership in recent years.
  - The district filled more than 100 positions for the 2016-2017 school year.
  - Interviews with district leadership and Human Resources clerical staff indicated that most of the new hiring occurred in August 2016, limiting the available pool of applicants. During these interviews, concern was expressed that there was limited time to conduct screenings, interviews and reference checks.
    - The chief academic officer, who is responsible for human resources among other responsibilities, was hired mid-summer. The position was vacant until the chief executive officer, who was selected in June of 2015, then selected the new chief academic officer.
    - Teachers were scheduled to report for duty on Aug. 22, leaving few days to identify and place teachers in open assignments.
  - In interviews, first-year staff members stated that they received inconsistent communication from the district regarding their assignments, district policies and procedures, or district expectations, relying primarily on colleagues in their assigned schools with assimilation to the district. They specifically mentioned support using Progress Book™ and understanding and using district diagnostic tests such as STAR and DIBELS.
  - In interviews with the treasurer's staff, it was reported that hiring had occurred without the Human Resources office or the Treasurer's office being informed. When staff members submitted time sheets, it was discovered that they had not been properly processed by the district as new hires.

**IMPACT:** When the district does not develop policies and practices to guide human resource operations, efficient and effective management of employee selection, assignment, professional growth and evaluation may not occur.

## **Student Supports**

### **1. The district does not ensure that all students have equitable access to curriculum, programs and services.**

- A. Based on document reviews, interviews with focus groups and district and building administrators, the district does not offer the academic curriculum, programs and services in all schools.
- The district's science, technology, engineering and math (STEM) coordinator is the sole individual who makes selection decisions on who may and may not be accepted to a program of choice school. Having one primary decision-maker may arbitrarily provide bias to the selection process.
  - In interviews and on a district-wide survey completed by district staff, parents and community groups in July and August 2016, stakeholders expressed concern that program choice schools limit opportunities for all students to have access to a rigorous and more challenging curriculum.

- Program choice schools with science, technology, engineering and mathematics (STEM) curriculum have courses that are not offered in the traditional middle and high schools in the district. Likewise, Rayen Early College and Youngstown Early College provide their students opportunities to take college courses and graduate with associate degrees. This is not an option offered in the traditional middle and high schools in the district.
  - The results of the district-wide survey affirm that the stakeholders want the same programmatic options in all schools. This includes STEM, advanced placement and other accelerated programs.
  - All schools do not have afterschool tutoring programs to support students who need additional assistance with reading and math instruction. While the Project PASS (*Penguin Assistants for Student Success*) program provides additional reading support for all students in grades K-8, its major focus is to support students with passing Ohio’s State Tests to meet the Third Grade Reading Guarantee requirement. Per the chief executive officer, more than 350 students are still on a waiting list for reading tutoring because there are not enough volunteers.
- B. Based on interviews with district administrators and special education coordinators and a review of the Special Education Audit conducted by the Office for Exceptional Children, the current selection process for program of choice schools for students with disabilities does not provide equitable access and programming for students with disabilities.
- C. Per interviews with student focus groups, some students perceive that certain schools offer more student activities and extracurricular activities than what is offered at East High School.
- One student indicated, “We need more after-school activities. They offer nothing here but the basic sports.” Another student confirmed, “There are other schools with better stuff...Other schools have gaming classes.”
  - Students attending Rayen Early College and the STEM program at Chaney Campus School indicated that they have a challenging curriculum and “lots of things are different here than at other schools in the district.” Some students stated that they were in sixth grade but working on eighth grade standards. This practice of accelerated courses and learning is not consistent in all schools in the district.

**IMPACT:** When the district does not have equitable opportunities for all students to access curriculum, programs and services, it may inadvertently discourage inclusive practices and lead to the widening of the achievement gap.

**2. The district is out of compliance with eight special education indicators that are aligned to state and federal regulations.**

- A. Based on a 2016 audit report of the district’s compliance with IDEA regulations and a review of documents from the Office for Exceptional Children, the district is out of compliance on the following special education indicators:
- Child Find;
  - Delivery of Services;
  - Least Restrictive Environment (LRE);
  - Timely Initial Evaluations;
  - Resource Management (Nonpublic Child Find);
  - Resource Management Equipment/Capital Outlay;
  - Resource Management (Non-Payroll Expenses);
  - Early Intervening Services; and

- Policy, Practices and Procedures.
- B. The district was mandated by the Ohio Department of Education to develop 16 corrective action plans to respond to the areas that were out of compliance.
- C. According to the corrective action plan that addresses Child Find, there is one area of noncompliance.
- School-age initial evaluations do not appropriately document interventions provided to resolve concerns for students performing below grade-level standards.
- D. Per the corrective action plan that addresses Delivery of Services, there are five areas of noncompliance.
- Junior high and high school students receive pre-determined special education services, rather than services based on their needs decided through a data-driven individualized education program process.
  - School-age individualized education programs do not contain present-level academic achievement and functional performance goals that address student needs.
  - Functional areas of needs, as determined by the evaluation team report and the student profile section of the individualized education program, are not addressed in the annual goals of school-age individualized education plans.
  - School-age individualized education programs do not contain measurable goals.
  - School-age individualized education programs do not show alignment between what is written in the individualized education program document and the actual educational services and supports delivered.
- E. Per the corrective action plan that addresses least restrictive environment (LRE), there are four areas of noncompliance.
- Some students' individualized education programs did not identify supports for school personnel to enable the student to be involved in and make progress in the general education curriculum. Supports for school personnel also did not describe services and the professional by title who would deliver the services.
  - While some students received either all or a portion of their educational services with only disabled students, their individualized education program did not include an explanation of the extent to which the student would participate with non-disabled students in the general education classroom.
  - The current selection process for programs of choice results in forced student placement based on the presence of a disability and not based on individual needs.
  - While the need for assistive technology was indicated in the evaluations of some students, their individualized education programs did not indicate needs for assistive technology at all or did not specify the types of assistive technology needed. An example of an assistive technology device is an adapted computer keyboard for a student with a visual impairment or a communication device to be used by a student who has no oral communication.
- F. Per the corrective action plan that addresses timely initial evaluations, one initial evaluation team report was submitted six days late with no noncompliance code to specify why the record was late.
- G. Per the corrective action plan that address resource management related to nonpublic child find, the district is not following regulations regarding providing consultation with nonpublic schools. Also, the district is not ensuring equitable participation for students with disabilities in private schools.
- H. Based on the corrective action plan that addresses equipment and capital expenditures, such as office furniture and filing cabinets, the district does not track items purchased with Individuals with Disabilities Education Act Part B funds. Items were not properly inventoried, recorded and tracked.

- I. Based on the corrective action plan that addresses resource management in non-payroll expenses, the district had two areas of noncompliance.
- The district is not following its board-approved purchase policy. Vouchers demonstrated that materials were purchased before a properly signed purchase order or authorization had been obtained.
  - The contracted transportation services were not aligned with the students' individualized education programs. The district was assigning students to special transportation services not based upon the students' needs indicated in their individualized education programs.
- J. Per the corrective action plan that addresses early intervention services for students who have not been identified to have disabilities, the district's purchasing documentation, such as invoices, receipts and statements reveal that some of the expenditures do not accurately reflect if they pertained to early intervention services. Furthermore, several expenditures were not special education-related purchases.
- K. Per the corrective action plan that addresses policy, practices and procedures, in some instances, staff members providing instruction and services to students with disabilities were not properly licensed.
- L. The district was required to write a corrective action plan on each area of improvement. The plans are to be sent to the Office for Exceptional Children at the Ohio Department of Education. The corrective action plans must include the following:
- A statement regarding the root cause of the noncompliance;
  - A goal to correct the area of improvement;
  - An activity to demonstrate that the area was corrected;
  - A statement to indicate resources needed to accomplish the goal and activity;
  - A list of individuals responsible for ensuring implementation;
  - Individuals responsible for supervision of implementation;
  - How the activity will be implemented;
  - A timeline of completion of the activity;
  - Evidence to demonstrate that the activity was completed; and
  - Evidence of improvement.
- M. Per the chief officer of Student Services, State Support Team 5 and the educational consultant from the Office for Exceptional Children, the district must work toward completing all corrective action plans by June 1, 2017.

**IMPACT:** When the district is not in compliance with IDEA regulations to improve services and learning outcomes for students with disabilities, students' unique individual academic and behavioral needs may not be met.

**3. The district has not fully implemented positive behavioral intervention and supports (PBIS) to address the socio-emotional and behavioral needs of students.**

- A. According to district and building administrators and school psychologists, not all staff members have received training on positive behavioral intervention and supports.
- Based on reviewed documents, building administrators received professional development on positive behavioral intervention supports in October 2016. According to focus group participants, building administrators were to return to their buildings and begin to train staff. However, training has been inconsistent from school to school. Per teachers, "We are just starting [the training]."

- Based on interviews with State Support Team 5, positive behavioral intervention and supports training took place with a small core group within each school building. According to interviewees, “The training is not ongoing this year. Universal expectations are inconsistently displayed in buildings.”
  - Although the 2016-2017 Youngstown City School District Student Code of Conduct was revised to include positive behavioral intervention and supports in April 2017, one teacher reported that, “We just received the code of conduct in an email.”

**IMPACT:** When all staff is not trained in the positive behavioral intervention and supports (PBIS) framework and a systemic approach to implementation of the framework does not exist, problem behaviors may increase, which may negatively impact school culture and climate and limit the academic performance of students.

## Fiscal Management

### 1. The district does not employ a comprehensive budget development process that is transparent and understandable for all stakeholders.

- A review of the 2016-2017 appropriation (budget) documents, board minutes, interviews with board members and the treasurer revealed that the district’s budget presented to the general public does not provide detailed budgets per building and department, nor does it provide a summary of budget trends over three years.
- The documents and presentation provided to the public did not explain district priorities and goals and how they aligned with the budget, nor did it explain changes in programs and operations from the previous school year to the current school year.
- At the time of the review, there was no formalized process that demonstrated that student needs assessment and program evaluation data were used to determine the allocation of resources.

**IMPACT:** When the district does not develop a comprehensive and transparent budget that is understandable for all stakeholders, resources may not be allocated in a cost effective manner to support district improvement goals.

### 2. The district does not accurately track spending and other financial transactions.

- A review of the district’s finalized 2015 fiscal year audit, the 2016 fiscal year draft audit, management audit letters and interviews with the chief fiscal officer, treasurer and building administrators revealed that the district continues to receive citations for noncompliance with state and federal requirements.
- Additionally, the district received recommendations for improvements in internal control procedures to reduce errors in financial operations and reporting.
- Citations, internal control procedure issues and errors noted in the audits include:
  - District employees make purchases for supplies and materials without proper authorization and certification of the treasurer;
  - New employees begin working in district positions prior to being approved and recorded in the payroll department records;
  - The district did not ensure that district cash balances agree with adjusted bank cash balances on a monthly basis as required;
- A \$1.4 million reporting error was made in the district’s 2016 annual financial report.
  - The district loaned money from its general operating fund to other operating funds in the Fiscal Year 2011 to cover negative cash balances in those funds.
  - In the FY16, the board took action to forgive the loans through permanent transfers, since there was still no cash to pay the loans.

- 2016 financial statements reflected the \$1.4 million as loans rather than a permanent transfer of cash.
- The incorrect financial statements showed a general fund balance with \$1.4 million more in assets than was actually in the fund.
- The treasurer's office incorrectly recorded receipt amounts in the district's general fund account. For example:
  - A \$10,800 receipt for special education state funding was erroneously recorded as \$108,000; and
  - An \$82,899 reimbursement from a federal grant was incorrectly posted as a refund of a prior year expenditure.
- The treasurer's office made incorrect severance payments to retired employees.
- The district's annual audit revealed errors in federal grant operations and reporting. Examples include:
  - The district did not complete required biannual federal grant equipment inventories;
  - The district did not provide evidence that "state and local funds were distributed fairly and equitably to all schools";
  - The district compiled an inaccurate federal schedule of funds in the 2016 financial report.

**IMPACT:** When the district does not accurately track spending and other financial transactions, it may result in overspending, loss of grants or an unfavorable audit of the district's annual financial report.

### **3. The district does not have a comprehensive capital plan.**

- A. A comprehensive capital plan provides a detailed, long-term plan of action for the maintenance and ultimate replacement of all district capital assets, including costs. These include:
  - All district buildings, structures and their components. Components would include heating, air conditioning, ventilation, electrical, plumbing and security systems; vehicles; playgrounds; technology; furniture; and other equipment.
- B. According to interviews with district administrators, the district's current capital plan does not address the maintenance and replacement of structures and components, including costs, for all school buildings.
- C. The district administrators shared that the current plan has not been updated since 2010. The Ohio School Facilities Commission requires districts to update capital plans every five years.
- D. A review of the technology plan, part of the district's current capital plan, does not include required annual replacement costs for equipment such as computers, laptops, notebooks, projectors or interactive whiteboards.

**IMPACT:** When the district does not have a comprehensive, long-term capital plan to address long-term maintenance, repairs and replacement of capital assets, unexpected capital costs may negatively impact the budget and possibly compromise the safety and learning of students.

# Youngstown City School District Review Recommendations

## Leadership, Governance and Communication

- 1. Establish a system of oversights and supports to assure the school improvement planning processes and improvement plans are operational and, together with the district plan, form a framework for raising student achievement.**
  - Hold building leadership teams accountable for collaboratively problem solving and utilizing the five-step process to develop, implement and monitor the school improvement plan.
  - Provide schools flexibility to customize school improvement plan goals, strategies, action steps and timelines that reflect the needs of students and parent priorities.

**BENEFIT:** Districts that monitor and support the development of individual school improvement plans and processes aligned to district goals and metrics of progress may strengthen the capacity of the school for increasing student achievement.

- 2. Determine a district-wide process for allocating resources that ensures the lowest performing schools receive additional targeted supports.**

**BENEFIT:** Districts that have responsive systems to support school needs, especially as it relates to the lowest performing schools, may have greater success in closing the achievement gaps across all subgroups (High Schools That Work, 2010).

- 3. Develop and utilize a systematic evaluation process for all administrators that includes key performance indicators aligned to the district strategic plan and metrics of progress.**

**BENEFIT:** When evaluation processes for all administrators include performance targets aligned to the district goals and measures of success, the process may serve as a leadership tool to focus district efforts and model shared accountability for student achievement.

## Curriculum and Instruction

- 1. Create a process to develop, review, revise and align all curriculum to Ohio's Learning Standards in grades preK-12.**
  - Seek assistance from the state support team and external partners to develop the district teams' capacity to develop a process to align the curriculum to Ohio's Learning Standards.
  - Offer opportunities for teachers to serve on the teams to provide reflections and guidance regarding the vertical and horizontal alignment of standards.
  - Provide professional development on the creation of assessments that align to Ohio's Learning Standards and the implementation of the curriculum.
  - Provide several professional development days throughout the year to support the continuous implementation, review and evaluation of the assessment data to determine the effective use of the plan.

**BENEFIT:** When a district has a curriculum and a process to review, revise and update support materials, teachers may make effective use of aligned, documented and cohesive curriculum materials for all content areas. If teachers effectively implement the curriculum, students may have access to their grade level curricula.

- 2. Provide professional development to support teachers in creating and/or utilizing assessments that enable students to demonstrate learning on higher-order thinking skills.**

- Provide professional development on assessment literacy to help educators understand different assessment methods, how to appropriately match tests to their objectives and how to integrate assessment data into classroom instruction.
- Offer opportunities, under the guidance of the Curriculum and Instruction department, to create assessments and review data to determine the assessment tools available in the district to support learning.
- Develop a plan to write assessments that are aligned to the rigor of Ohio's Learning Standards.
- Review assessment data to determine if the use of various types of assessments yield positive results or are good predictors of proficient performance on Ohio's state assessments.

**BENEFIT:** When the district supports teachers in developing assessments that are rigorous and aligned to the learning standards, it may have a positive impact on student achievement gains and gap closing. The professional training also may expand the capacity of teachers to lead others in understanding the use of assessment results to support instruction.

**3. Utilize student performance data to determine the validity of use of specific vendors, programs, materials and assessments.**

- Collect data through various formats (e.g., cohort, trend, program evaluation, assessment, vendor assessment data) to determine if it correlates with higher achievement on Ohio's state tests.

**BENEFIT:** When the district implements an evaluation process to determine the impact of programs on student achievement, then the information gained may direct the use of programs as well as support instructional practices. It also may help the district to minimize the use of ineffective programs or materials.

## Assessment and the Use of Data

**1. Develop a comprehensive technology plan, which includes budgeting, purchasing, implementation, teacher and student instructional outcomes, professional development and evaluation. Inherent in achieving this recommendation is the full commitment of all stakeholders in the implementation and utilization of the technology plan.**

**BENEFIT:** A comprehensive technology plan may ensure that the district is using both technological and personnel resources to maximum advantage for improving student learning. With tools and training for both staff and students, students may develop the necessary skills that prepare them for the world beyond high school.

**2. Develop a balanced assessment plan that includes formative, common and benchmark assessments in grades preK-12. Utilize the Illuminate Education™ already in place to determine common assessments by subject or grade level for monitoring ongoing progress. Identify benchmark assessments to be given three times per year. Provide professional development to all teachers in the full range of uses of Illuminate Education™.**

**BENEFIT:** The district may effectively measure student growth by developing a balanced assessment system. This will allow educators to guide planning and instruction as well as identify students' progress toward achievement goals.

**3. Develop a professional development plan for training all teachers in the effective use of the teacher-based team model for advancing student growth. Assist building administrators and teachers in creating teams that are manageable and have the ability to analyze shared data. Educate teachers on instructional strategies that align to standards and skills.**

**BENEFIT:** The district may experience greater gains in student achievement when teachers effectively use the teacher-based team model to improve data analysis and instructional practices.

## Human Resources and Professional Development

### 1. Develop and implement professional development and coaching around the Ohio Teacher Evaluation System in an effort to ensure fidelity in the teacher evaluation process.

- Train evaluators to use the evaluation guidelines for a growth-centered approach to identify areas for teachers' professional growth.
  - Provide training so that all evaluators have a common understanding of the ratings in each of the teaching standards. The district can provide recalibrations trainings to ensure inter-rater reliability.
  - Provide training to evaluators to better align the process as a growth-based evaluation system, including the development of goals and professional learning exploration and training.
- Provide training in the development and assessment of student learning objectives.
  - Provide training to teachers and building administrators in the development of high-quality student learning objectives that would provide both rigor and stretch within the learning objective targeted to Ohio's Learning Standards.
  - Provide training to teachers and building administrators in the development of assessments that can better provide for the wide variety of learning levels and abilities of students and allow teachers to effectively demonstrate their impact on student learning.
  - Provide training to building teams that review and approve student learning objectives to develop a more critical review of learning objectives that reflect rigor and stretch and follow Ohio's Learning Standards, minimizing the possibility that a teacher would review and approve both student learning objectives and the assessment designed to measure growth.

**BENEFIT:** Following the Ohio Teacher Evaluation System with fidelity may better provide for the understanding of needed professional development resulting from the evaluation process. Increased understanding of the process, resulting in professional conversations around teaching and learning and professional growth may result in improved instructional practices that can improve student performance.

### 2. Establish a systematic approach for appropriate processes regarding storing evaluation documents in personnel files to ensure the evaluation process is followed and is transparent.

- Develop a systematic approach to personnel files to ensure compliance with district policies, guidelines and negotiated agreements.
- Determine what level of documentation will be included in personnel files regarding evaluation and appropriate professional licenses.
- Develop and follow a procedure for the placement of appropriate documents in personnel files.
- Refine the district's teacher and administrator evaluation process to provide evidence that the process is transparent, informative, instructive and conducive to professional development.

**BENEFIT:** When district policies and procedures regarding evidence of professional staff evaluation are clear and/or uniformly followed, the district may be better positioned to maintain accurate personnel records and identify professional growth needs to better serve students.

### 3. Design and implement a system of operation and procedures for the Human Resources department.

- A. Establish an administrative position to lead the district recruiting, selection, assignment and managing of teachers and administrators.

B. Develop a human resources handbook that outlines systems, procedures and timelines to guide all human resource functions across the district.

- Design and implement a standardized process for recruiting, selecting and assigning talent on a timely basis that best meets the needs of students in each building.
- Review current positions and job duties to ensure an efficient staffing plan based on the needs of the district and each school.
- Design and implement a formalized process that provides appropriate orientation for new hires.
- Design and implement a process to ensure compliance with processes and procedures during the recruiting, selection, assignment and orientation of newly hired staff.
- Develop and implement a tracking system that monitors staff assignments and coordinates work between and among other departments, such as the Treasurer's office, within the district.

**BENEFIT:** When the district utilizes a clear and detailed system of operations and procedures, including a review of current positions and an effective hiring process that is monitored and coordinated with other district offices, the efforts of the Human Resources department to attract, keep and reward the best talent may better address the needs of students.

## Student Supports

### 1. Provide equitable access to curriculum, programs and services to enable students to receive high-quality instruction and given educational opportunities that are available in the district.

- Create a committee and rubric to interview and select students who apply for the program of choice schools.
- When examining program choice schools, ensure that students are served in a manner consistent with federal and state regulations and students with disabilities have access to programs and services. Ensure meaningful access to allow services in the individualized education program to be appropriately provided within these program choice schools.
- Ensure that all families have access to information on educational opportunities to enable informed choice and district accountability.
- Consider responses by stakeholders on the fall 2016 district-wide surveys regarding the placement of STEM programs in all schools throughout the district. Create a committee, with varied district personnel and external partners, to discuss and plan how to effectively provide these programs in all schools.

**BENEFIT:** When the district provides equitable access to curriculum, programs and services, this may encourage inclusive practices and may lead to the closing of the achievement gap.

### 2. Ensure that the *Operating Standards for Educating Students with Disabilities* are implemented appropriately in the district to meet the requirements of state and federal guidelines.

- Meet all timelines for completion of activities of the 16 corrective action plans addressing the eight areas of noncompliance.
- Continue to seek professional development in writing compliant individualized education programs and develop a compliancy checklist for special education teachers to refer to when writing individualized education programs.
- Internally engage in auditing individualized education programs and evaluation team reports to ensure that they are written appropriately and meet the state and federal guidelines that establish compliance.

- Conduct informal “walk throughs” to monitor special education delivery of services and verify that appropriate models, including co-teaching are occurring. The “walk throughs” may be conducted by the chief officer of student services and each building’s special education coordinator.

**BENEFIT:** The district’s compliance with the implementation of state and federal special education regulations may ensure that students receive appropriate services and supports needed to improve academic performance and social-emotional development.

**3. Train all staff in understanding and implementing the positive behavioral intervention and supports (PBIS) framework.**

- Establish a timeline in which training and the implementation of positive behavioral intervention and supports (PBIS) will occur for all staff. Ensure that the implementation process is systemic to allow for strategic implementation.
- Given that the district’s student code of conduct is immersed in positive behavioral intervention and supports (PBIS) and restorative justice practices, establish a leadership team within each school to provide school-wide implementation.

**BENEFIT:** When the district has developed a district-wide training and implementation process for staff, they may be prepared to implement positive behavioral intervention and supports that may address the socio-emotional and behavioral needs of students and a climate may be established in which appropriate behavior becomes the norm.

**Fiscal Management**

**1. Establish a budget process that includes input from staff and involved stakeholders; provides budget details by building and department; and includes a budget narrative that is both easy to understand and demonstrates how the budget relates to district goals and initiatives. Evaluate current programs for cost effectiveness in student learning and use student data to establish budget amounts.**

**BENEFIT:** A budget process that is open, collaborative and uses student data and program assessment data may result in a more efficient use of resources to meet the needs of students. A clear, concise and understandable budget document and presentation may make school financial operations transparent for stakeholders and may lead to better understanding and support by district stakeholders.

**2. Create systems for effective financial tracking, control procedures and annual financial audits. Evaluate, revise and/or implement internal control procedures to ensure that district administration can effectively prevent, detect and correct financial and recording errors.**

**BENEFIT:** Accurate financial tracking and reporting may lead to improved financial decisions and resource allocation.

**3. Prepare a long-term comprehensive capital plan that includes all buildings, components, structures and capital equipment and annual costs for maintenance and/or replacement of buildings, components and equipment, including technology.**

**BENEFIT:** Having a long-term comprehensive capital plan may reduce long-term building and equipment replacement costs and increase sound financial planning and decisions.

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

The review was conducted from April 3-7, 2017, by the following team of Ohio Department of Education staff members and independent consultants.

1. Dr. Claire Huff-Franklin, Director, Academic Distress Commissions and Education Reform
2. Dr. Delores Morgan, Leadership Governance and Communication
3. Dr. Linda Gibson, Curriculum and Instruction
4. Dr. Ann Roberts, Assessment and Effective Use of Data
5. Greg Sampson, Human Resources and Professional Development
6. Dr. Mari Ellen Phillips, Student Supports
7. Jonathan Boyd, Fiscal Management

### District Review Activities

The following activities were conducted during the review:

- ABLE Coordinator
- Accountants
- Accounting Specialist Clerks
- Accounts Payable Clerks
- Administrative Assistants
- Board of Education Members
- Building Testing Coordinators
- Career Coordinator
- Chief Academic Officer
- Chief Executive Officer
- Chief Financial Officer
- Chief Information Officer
- Chief of Accountability and Assessment
- Chief of Alternative Education
- Chief of Career Tech and Adult Education
- Chief of Security
- Chief of Student Services
- Chief of Transportation
- Chief Operations Officer
- College Credit Plus Director
- Community Connections Coordinator
- Community Partnerships Director
- Computer Technicians
- Coordinator of Installation and Support
- Credit Recovery Director
- Deputy Chief of Data
- Deputy Director of Human Resources
- Director of Child Nutrition
- Director of Early Childhood

- Directors of Special Education
- Directors of Transformation
- District Legal Council
- District Testing Coordinator
- EMIS Coordinator
- Executive Director of State and Federal Programs
- Fine Arts Director
- Gifted Program Director
- Human Resource Specialists
- Instructional Technologist
- Language Literacy Instruction/Third Grade Guarantee Director
- Lead Counselor
- Lead Psychologist
- Lead Social Worker
- Manager, Educational Technology
- New hires; certificated and classified
- Non Public/Scholarship and Tuition Director
- Occupational Therapist
- Parent Advocates
- Parent Pathway Coordinator
- Physical Therapist
- Programmer/Analyst
- Representatives of the teacher's association: president, vice president, officers, utility teacher on special assignment and teachers on special assignment
- Resident Educator Supports
- Resource Officers
- Safety and Training Coordinator
- Safety Assistants
- School Counselors
- School Counselors
- School Nurses
- School Psychologists
- Speech Pathologists
- State Support Team 5
- STEM Director
- Student Administrative Assistant
- Summer School Coordinator
- Superintendent
- Supervisors of Special Education
- Systems Analyst
- Title 3 -ESL Director
- Transportation Technology Coordinator
- Treasurer
- Truancy Coordinator

### **Focus Groups**

- Elementary, middle and high school teachers

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

#### **Onsite Observations**

- 12 building observations
- 69 classrooms observations at all school levels

**Youngstown City School District**

**20 W. Wood Street, Youngstown, Ohio 44503**

**Official District Review Schedule – April 3-7, 2017 (Revised 4/29/2017)**

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

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

**Day 1—April 3, 2017**

<b>Time</b>	<b>Activity</b> <i>Room Location – Room 301</i>	<b>Time</b>	<b>Activity</b> <i>Room Location – Room 214</i>	<b>Time</b>	<b>Activity</b> <i>Room Location – Room 302</i>
7:30-8:00	<b>ODE DRT Team Meeting – Team Work Room Location- Caucus Room</b> <b>ALL DRT Members</b>				
8:00-8:15	<b>Orientation with District Leaders – Location- Board Room</b> <b>ALL DRT MEMBERS</b>				
8:30-9:30	<b>Assessment &amp; Data Interview</b>	8:30-9:30	<b>Leadership Interview</b>	8:30-9:30	<b>Student Supports Interview</b>
	Deputy Chief of Data Manager, Educational Technology  <b>A&amp;D, HR/PD</b>		Chief Executive Officer Chief Operations Officer Chief Financial Officer  <b>LG&amp;C, FM</b>		Chief of Student Services Director of Community Partnerships Truancy Coordinator  <b>SS, C&amp;I</b>
	<b>Student Supports Interview</b>	<u>9:30-11:00</u>	<b>Leadership /Fiscal Interview</b>	9:30-11:00	<b>HR &amp; PD Interview (focusing on OTES/OPES)</b>

<b>Time</b>	<b>Activity</b> <i>Room Location – Room 301</i>	<b>Time</b>	<b>Activity</b> <i>Room Location – Room 214</i>	<b>Time</b>	<b>Activity</b> <i>Room Location – Room 302</i>
9:30-10:15	Directors of Spec Ed Supervisor of Preschool (3)  <b>SS, A&amp;D</b>		Mayor  <b>LG&amp;C, FM</b>		YEA President YEA Vice President YEA Officer  Utility Teacher on Special Assignment  Teacher on Special Assignment (2)  <b>HR/PD, C&amp;I</b>
10:15-11:00	Supervisors of Special Ed. (3)  <b>SS, A&amp;D</b>				
11:00-12:15	<b>DRT Meeting/Working Lunch ALL DRT MEMBERS</b> Team Work Room				
12:15-1:45	<b>Student Supports Interview</b>	12:15-1:45	<b>Assessment &amp; Data Interview</b>	12:15-1:45	<b>HR-PD Interview (Focus on PD)</b>
	Lead Social Worker Lead Psychologist Lead Counselor Pathway Coordinator  <b>SS, Building Observer</b>		EMIS Coordinator Testing Coordinator Programmer John Hopkins, Instillation and support Analyst  <b>A&amp;D, Building Observer</b>		Chief Academic Officer Chief of Accountability and Assessment Instructional Tech Utility TSA TSA  <b>HR/PD, C&amp;I</b>
		12:15-1:45	<b>Fiscal Interview</b> <i>CEO Conference Room</i>		
			Treasurer Exec Dir, Fed & State Programs <b>LG&amp;C, FM</b>		
1:45-2:15	<b>Document Review-Team Workroom ALL DRT Members</b>				

<b>Time</b>	<b>Activity</b> <i>Room Location – Room 301</i>	<b>Time</b>	<b>Activity</b> <i>Room Location – Room 214</i>	<b>Time</b>	<b>Activity</b> <i>Room Location – Room 302</i>
2:15-3:30	<b>Student Supports Interview</b>	2:15-3:30	<b>Leadership Interview</b>	2:15-3:30	<b>Assessment &amp; Data Interview</b>
	Gifted Program Chief of Alternative Education Chief of Career Tech/ Adult Education  <b>C&amp;I (2:15-3:10), SS</b>		Chief of Operations Chief of Transportation Chief of Information  <b>FM, LG&amp;C</b>		Directors of Transformation (5)  <b>A&amp;D, HR/PD. C&amp;I (3:10-3:30)</b>
3:30-4:30	<b>Leadership Interview</b>	3:30-4:30	<b>Student Support Interview</b>	3:30-4:30	<b>HR/PD Interview</b>
	Chief of Alternative Ed. Chief of Accountability (4:15-4:45) Chief of Student Service Chief Academic Officer ESC Consultant with Special Education  <b>LG&amp;C, FM, C&amp;I</b>		Resource Officers (3) Safety Assistants (3)  <b>A&amp;D, SS</b>		New Hires (certified & classified) (6)  <b>HR/PD</b>
4:30-5:30	<b>Student Supports Interview</b>	4:30-5:30	<b>HR/PD Interview</b>	4:30-5:30	<b>Assessment &amp; Data Interview</b>

<b>Time</b>	<b>Activity</b> <i>Room Location – Room 301</i>	<b>Time</b>	<b>Activity</b> <i>Room Location – Room 214</i>	<b>Time</b>	<b>Activity</b> <i>Room Location – Room 302</i>
	District Parent Advocate  <u>Parent Advocates</u> Williamson East Programs of Promise Taft Chaney  <b>SS</b>		<u>HR Support Staff</u> Assistant HR HR Generalists (3)  <b>HR/PD</b>		District Testing Coordinator  Building Coordinators (6)  <b>A&amp;D, C&amp;I</b>
5:30-6:30	Board of Education Interview  Board President  <b>LG&amp;C, FM</b>	5:30: -6:30	Board of Education Interview  Board Members (1)  <b>C&amp;I, A&amp;D, Building Observer</b>	5:30 -6:30	Board of Education Interview  Board Members (2)  <b>SS, HR/PD</b>
6:30	<b>Review Team Debrief</b> Team Workroom <b>ALL DRT MEMBERS</b>				

**Site Visit Schedule**  
**Day 2—April 4, 2017**

<i>Time</i>	<i>Activity</i> <i>Room Location- Room 301</i>	<i>Time</i>	<i>Activity</i> <i>Room Location - Room 214</i>	<i>Time</i>	<i>Activity</i> <i>Room Location - Room 302</i>
8:00-8:30	<b>DRT Meeting ALL DRT MEMBERS</b> Team Workroom - <i>Location - Caucus Room</i>				
8:30-9:30	<b>Leadership, Governance &amp; Communication Interview</b>	8:30-9:30	<b>Curriculum &amp; Instruction Interview</b>	<u>8:30-10:30</u>	<b>HR Review of Personnel Files:</b> Location (HR Office)
	Chief of Security  <b>LG&amp;C, FM</b>		STEM ESL Credit Recovery College Credit Plus  <b>C&amp;I, A&amp;D, SS</b>		<b>HR/PD</b>
8:30-12:30	<b>Classroom Observations will be conducted by the Team Classroom Observer</b> <b>Building Observations will be conducted by the Building Observers</b>				
9:30-10:30	<b>Student Supports Interview</b> <i>Room Location – Room 301</i>	9:30-10:30	<b>Assessment &amp; Effective Use of Data Interview</b> <i>Room Location - Room 214</i>	9:30-10:30	<b>Leadership, Governance &amp; Communication Interview</b> <i>Room Locations: Board Room Room 302</i>
	TSA, ELA Coord Dir. Title 1 Aux  <b>SS</b>		ABLE Coordinator (9:30-9:45) <b>A&amp;D</b>  Chief Information Officer (9:45-10:45)  <b>A&amp;D, C&amp;I</b>		Community Partnerships, Community Connections Coordinator, Homeless <b>FM</b>  Police Chief  <b>LG&amp;C</b>
10:30-11:30	<b>State Support Team</b> SSTR5 External Support SSTR5 External Support SE SSTR5 High School Transition  <b>ALL DRT MEMBERS</b>				

<b>Time</b>	<b>Activity</b> <i>Room Location- Room 301</i>	<b>Time</b>	<b>Activity</b> <i>Room Location - Room 214</i>	<b>Time</b>	<b>Activity</b> <i>Room Location - Room 302</i>
11:45 –12:45	<b>Middle School Student Focus Group</b> Location – REC  <b>FM, SS</b>	11:45-12:45	<b>Elementary Student Focus Group</b> Location – McGuffey  <b>LG&amp;C, C&amp;I</b>	11:45-12:45	<b>High School Student Focus Group</b> Location – East  <b>A&amp;D, HR/PD</b>
12:45-2:00	<b>DRT Meeting/Working Lunch ALL DRT MEMBERS</b> Team Workroom –				
2:00-3:00	<b>Student Supports Interview</b> Location – Board Room				
	Community (External) Partners  <b>FM, SS, LG&amp;C, C&amp;I, A&amp;D</b>				
2:00-4:00	<b>Classroom Observations will be conducted by the Team Classroom Observer</b> <b>Building Observations will be conducted by the Building Observers</b>				
3:15-4:15	<b>Teacher Focus Group</b> <b>High and Middle School</b> Location- Board Room  <b>ALL DRT MEMBERS</b>	4:15-5:15	<b>Teacher Focus Group</b> <b>Elementary</b> Location- Board Room  <b>ALL DRT MEMBERS</b>		
5:15-6:15	<b>Parent Focus Group (include those who may have left district; no district personnel at this meeting)</b>  Location – Board Room  <b>ALL DRT MEMBERS</b>				
6:15	Review Team Debrief: <b>ALL DRT MEMBERS</b> Location -Team Workroom				

**Site Visit Schedule**  
**Day 3—April 5, 2017**

<b>Time</b>	<b>Activity</b> <i>Room Location - Room 301</i>	<b>Time</b>	<b>Activity</b> <i>Room Location - Room 214</i>	<b>Time</b>	<b>Activity</b> <i>Room Location - Room 302</i>	
8:00-8:30	<b>DRT Meeting ALL DRT MEMBERS</b> Location : <b>Team Work Room</b>					
8:30-10:00	<b>Student Supports Interview</b> <u>School Nurses (3)</u> <u>Psychologists (2)</u> <u>Occupational Therapist (1)</u> <u>Physical Therapist(1)</u> <u>Speech Pathologists (2)</u>  <b>SS, HR/PD</b>	8:30-9:30	<b>Leadership Interview</b>  District Attorney  <b>LG&amp;C, FM (8:30-9:00)</b>	8:30-10:00	<b>Curriculum &amp; Instruction Interview</b>  Career Coordinator LLI/TGRG Fine Arts  <b>C&amp;I, A&amp;D</b>	
		9:00-10:00	<b>Leadership Interview</b>  Strategic Partnerships Community Partnerships  <b>FM, LG&amp;C (9:30-10:00)</b>			
10:00-11:00	<b>Leadership Interview</b>  Interim Superintendent  <b>LG&amp;C, FM</b>	10:00-11:00	<b>Curriculum &amp; Instruction Interview</b>  Summer School Coordinators (4)  <b>A&amp;D</b>	<b>5-Week Review</b>  CEO Deputy Directors of Transformation  <b>C&amp;I</b>	10:00-11:00	<b>HR/PD Interview</b>  Policy Residence Educators  <b>HR/PD</b>
11:00-12:00	<b>Fiscal Interview</b>  Accountant Accounts Payable Payroll  <b>FM</b>	11:00-12:00	<b>Student Supports Interview</b>  Food Services Transportation Safety & Training Transportation Tec  <b>SS</b>	11:00-12:00	<b>Leadership Interview</b> Superintendent's Office Staff Administrative Assist. Student Assistant  <b>LG&amp;C</b>	

11:00-12:00	<b>Technology Staff Demonstration – Student Information System Location: Board Room</b> Chief Information Officer and Designated Technology Staff <b>A&amp;D, C&amp;I, HR</b>				
<b>Time</b>	<b>Activity</b> <i>Room Location- Room 301</i>	<b>Time</b>	<b>Activity</b> <i>Room Location - Room 214</i>	<b>Time</b>	<b>Activity</b> <i>Room Location - Room 302</i>
12:00-2:00	<b>Working Lunch/Document Review: ALL DRT MEMBERS</b> Location: <b>Team Workroom</b>				
12:00-1:00	<b>Student Support Interview: Location: Room 301</b> School Resource Officers <b>SS</b>				
2:00-3:15	<b>Leadership Interview</b>  Director, Non Pub/Scholarship and Tuition  <b>LG&amp;C, C&amp;I (2:00-2:30)</b>	2:00-3:15	<b>Student Supports Interview</b>  School Counselors (18)  <b>SS, FM</b>	2:00-3:15	<b>Assessment &amp; Data Interview</b>  Chief of Accountability Chief of Academic  <b>A&amp;D, HR/PD, C&amp;I (2:30-3:15)</b>
3:15-4:15	<b>Middle and High Schools Principals Focus Group</b> <b>Location- Board Room</b>  <b>ALL DRT MEMBERS</b>		4:15 -5:15	<b>Elementary Principals Focus Group</b> <b>Location- Board Room</b>  <b>ALL DRT MEMBERS</b>	
5:00	<b>Review Team Debrief</b> <b>Location – Team Workroom</b>  <b>ALL DRT MEMBERS</b>				

## Site Visit Schedule

Day 4—April 6, 2017

Time	Activity	Time	Activity	Time	Activity
	<b>DRT Meeting ALL DRT MEMBERS</b> Location: <b>Team Workroom</b>				
8:00-9:00	<b>HR/PD Interview</b> Location: <b>Room 214</b> Deputy Chief of HR <b>HR/PD</b>				
8:45-10:15	<b>Classroom Visits</b> East High School <b>SS</b>	8:45-10:15	<b>Classroom Visits</b> Programs of Promise at Wilson <b>LG&amp;C, A&amp;D</b>	8:45-10:15	<b>Classroom Visits</b> Martin Luther King Elementary <b>C&amp;I</b>
10:15-10:30	<b>Travel time, if needed</b>				
10:30-12:30	<b>Classroom Visits</b> East High School <b>C&amp;I</b>	10:30-12:30	<b>Classroom Visits</b> Taft Elementary <b>LG&amp;C, A&amp;D</b>	10:30-12:30	<b>Classroom Visits</b> Williamson Elementary <b>SS</b>
12:30-1:30	<b>DRT Lunch ALL DRT MEMBERS</b>				
1:30-1:45	Travel time				
2:15-6:00	<b>Emerging Themes Meeting</b> Location— <b>Team Workroom</b> <b>ALL DRT MEMBERS, EDITING TEAM</b>				

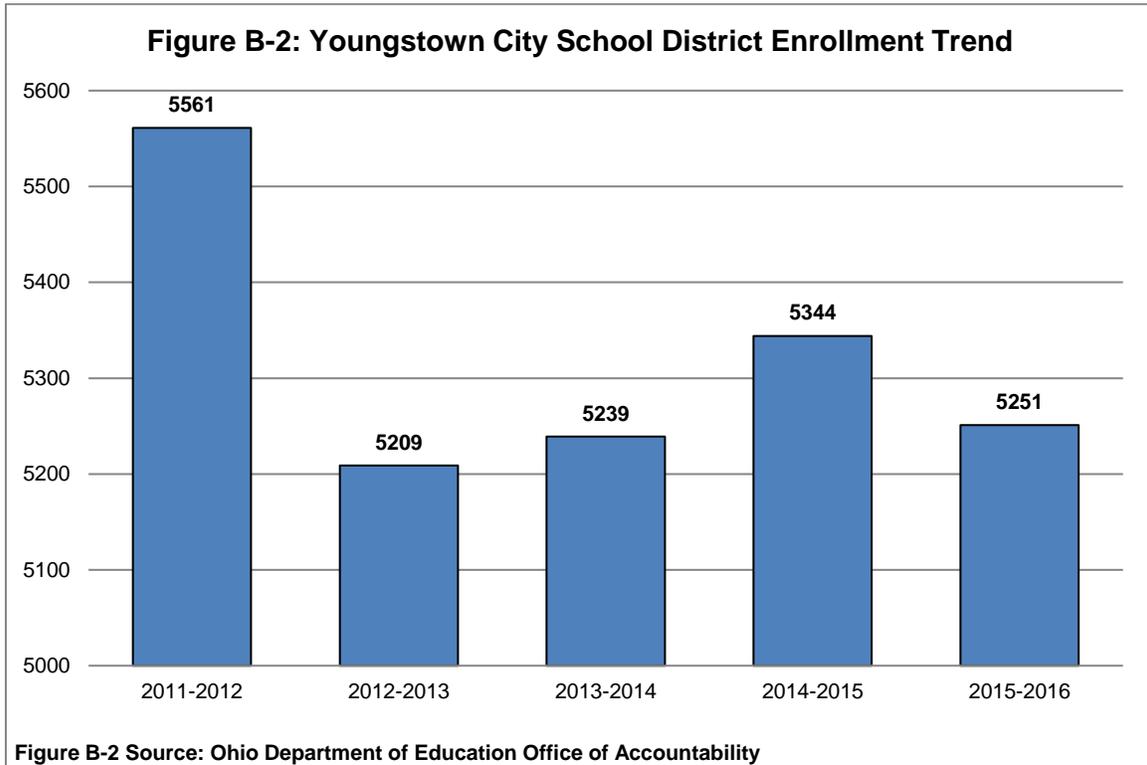
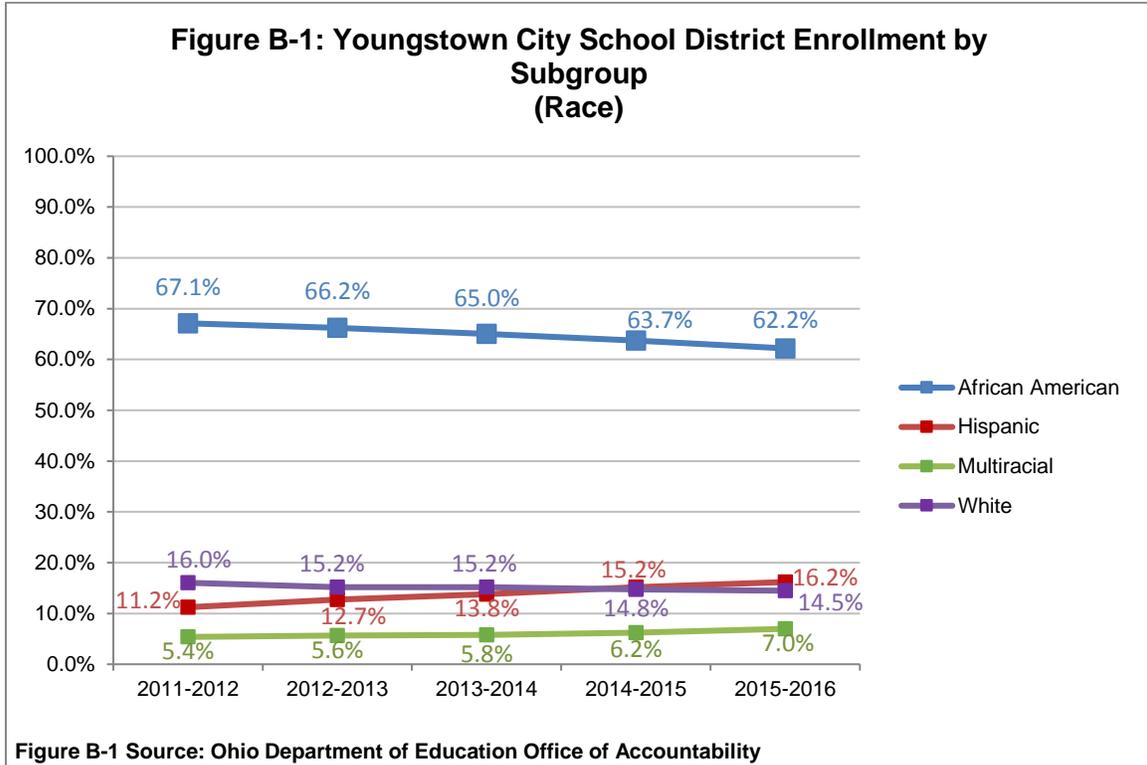
**Site Visit Schedule**  
**Day 5—April 7, 2017**

<i>Time</i>	<i>Activity</i>
7:15-8:00	<b>Meeting with Superintendent re Emerging Themes</b> <b>Location – CEO Office Conference Room</b> CEO  <b>Dr. Clairie Huff-Franklin, Dr. Delores Morgan</b>
8:00-11:00	<b>DRT Final Morning Meeting</b> <b>Location - Team Workroom</b>  <b>ALL DRT MEMBERS</b>
11:00-11:45	<b>District Debriefing Meeting with leadership team re Emerging Themes</b> <b>Location - Board Room</b>  <b>ALL DRT MEMBERS</b>
11:45-12:00	<b>Working Lunch/ Q &amp; A/ Compliance Tracking System</b> <b>Location - Team Workroom</b>  <b>ALL DRT MEMBERS</b>

**Standards Key**

- A&D = Assessment & Effective Use of Data**
- C&I = Curriculum & Instruction**
- F&M = 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-3: Youngstown City School District Enrollment by Subgroup (Special Populations)**

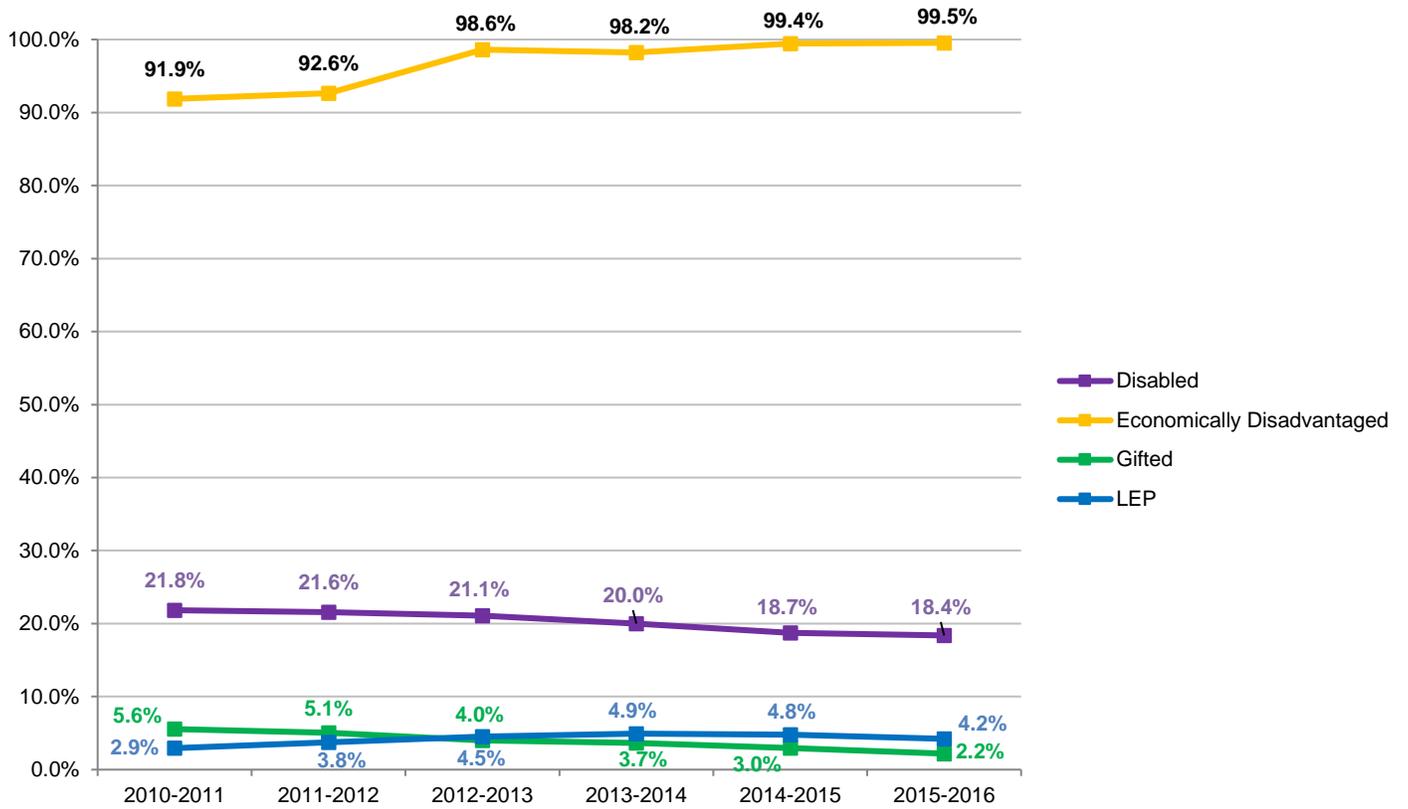


Figure B-3 Source: Ohio Department of Education Office of Accountability

**Figure B-4: 2015 - 2016 Enrollment Location for Students Who Live in the Youngstown School District Attendance Area**

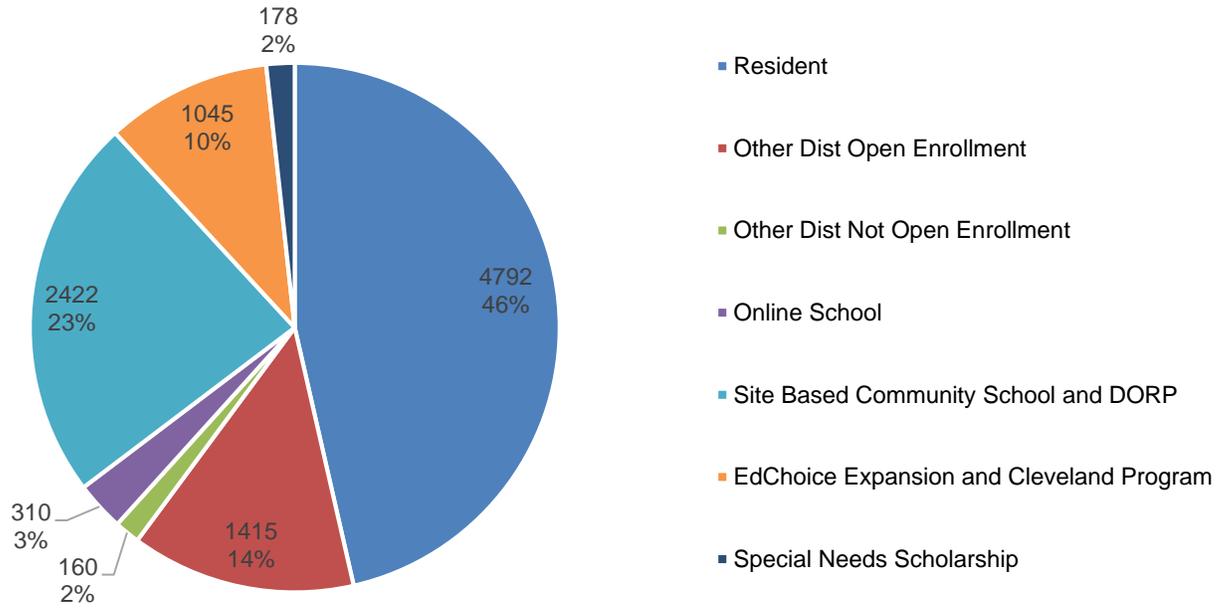


Figure B-4 Source: Ohio Department of Education Office of Accountability

**Figure B-5: Youngstown City School District 2015-2016 Annual Measurable Objectives by Subgroup**

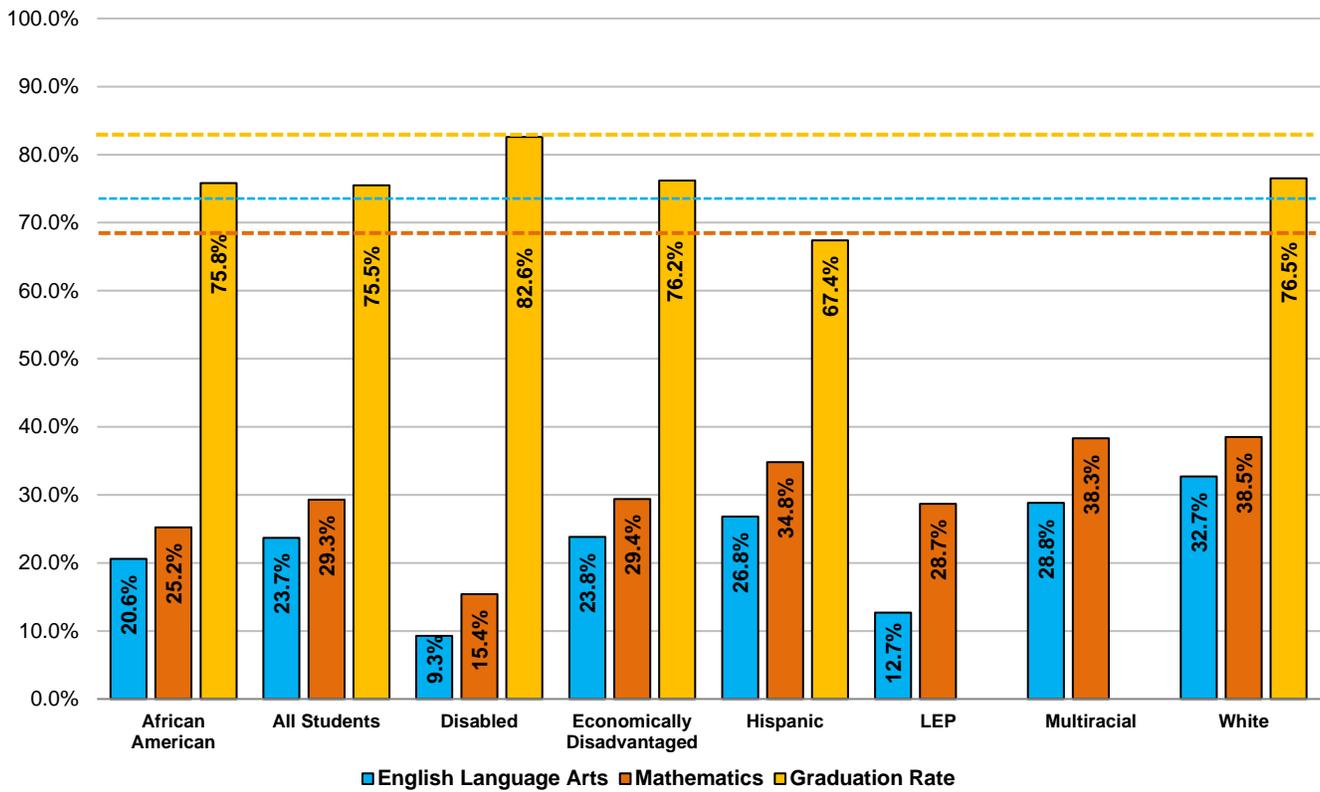


Figure B-5 Source: Youngstown City School District Ohio School Report Card, Ohio Department of Education Office of Accountability

**Figure B-5B: Four Year Graduation Rate by Subgroup 2014-2016**

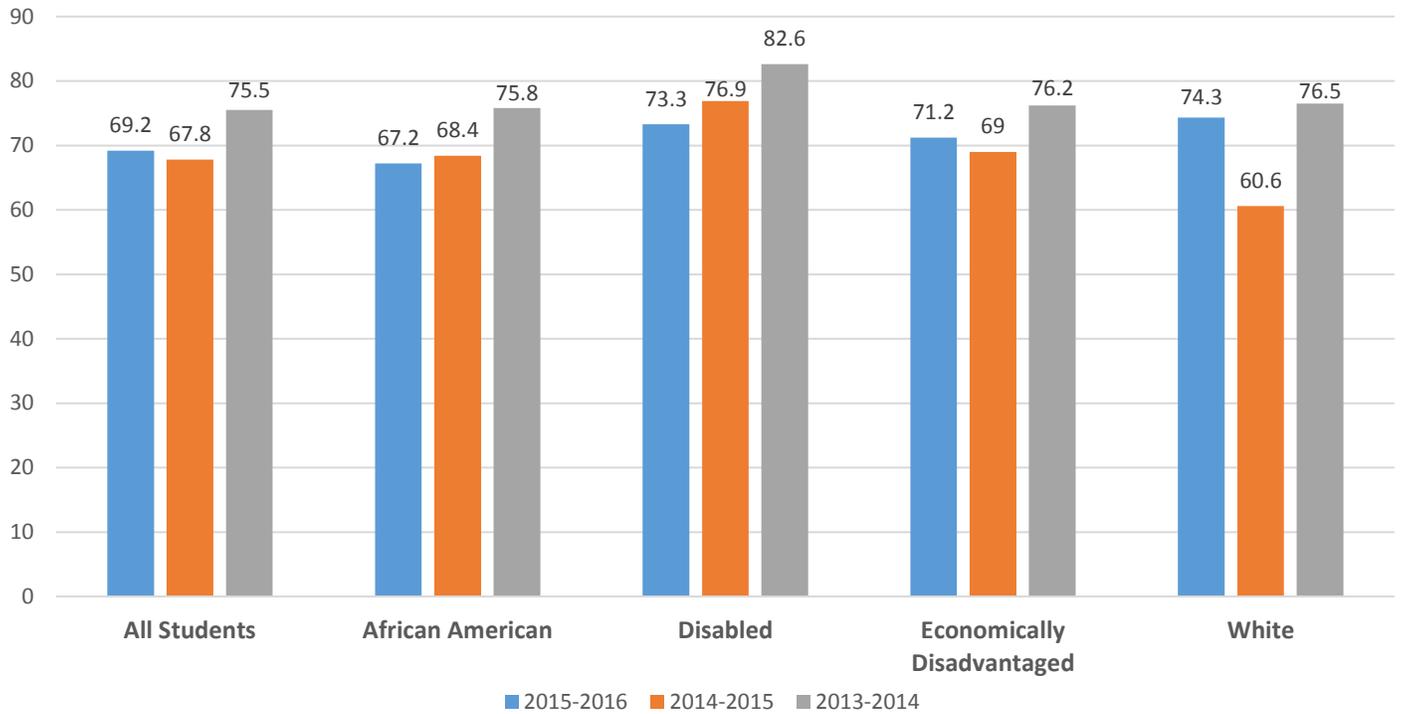


Figure B-5B Source: Ohio Department of Education Office of Accountability

**Figure B-6: Youngstown City School District English Language Arts Passing Rate Trends by Subgroup**

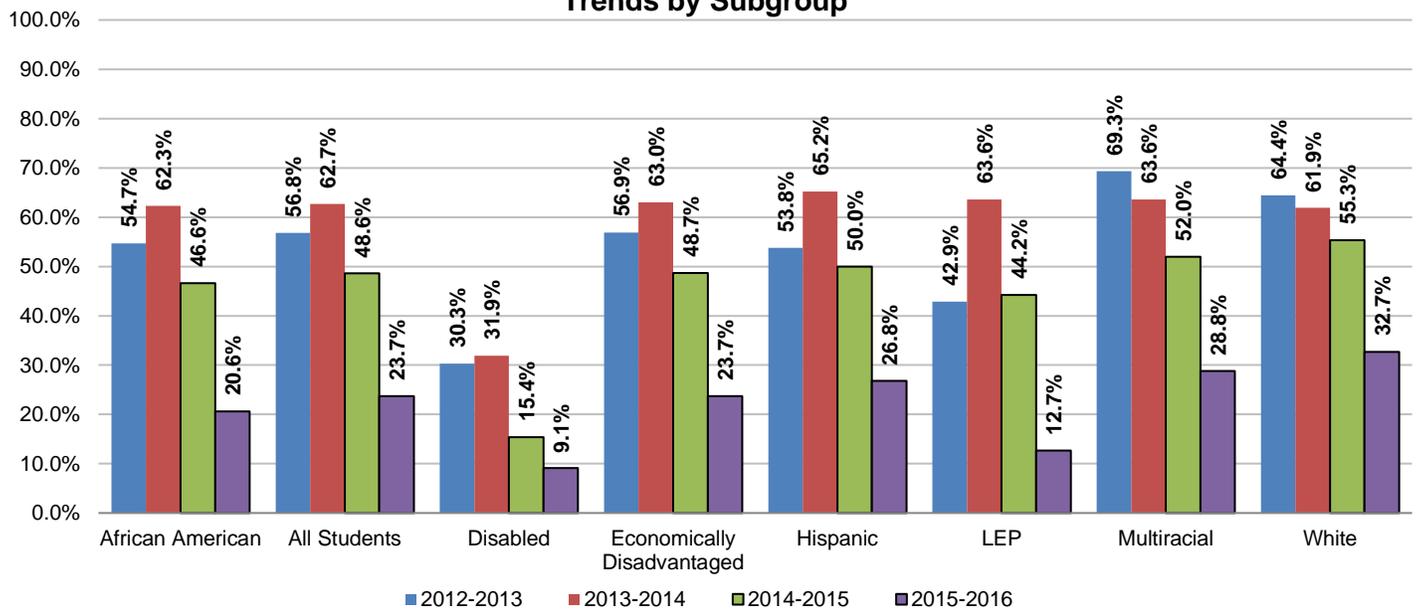


Figure B-6 Source: Youngstown City School District Ohio School Report Card; Archived Report Cards

**Figure B-7: Youngstown City School District Mathematics Passing Rate Trends by Subgroup**

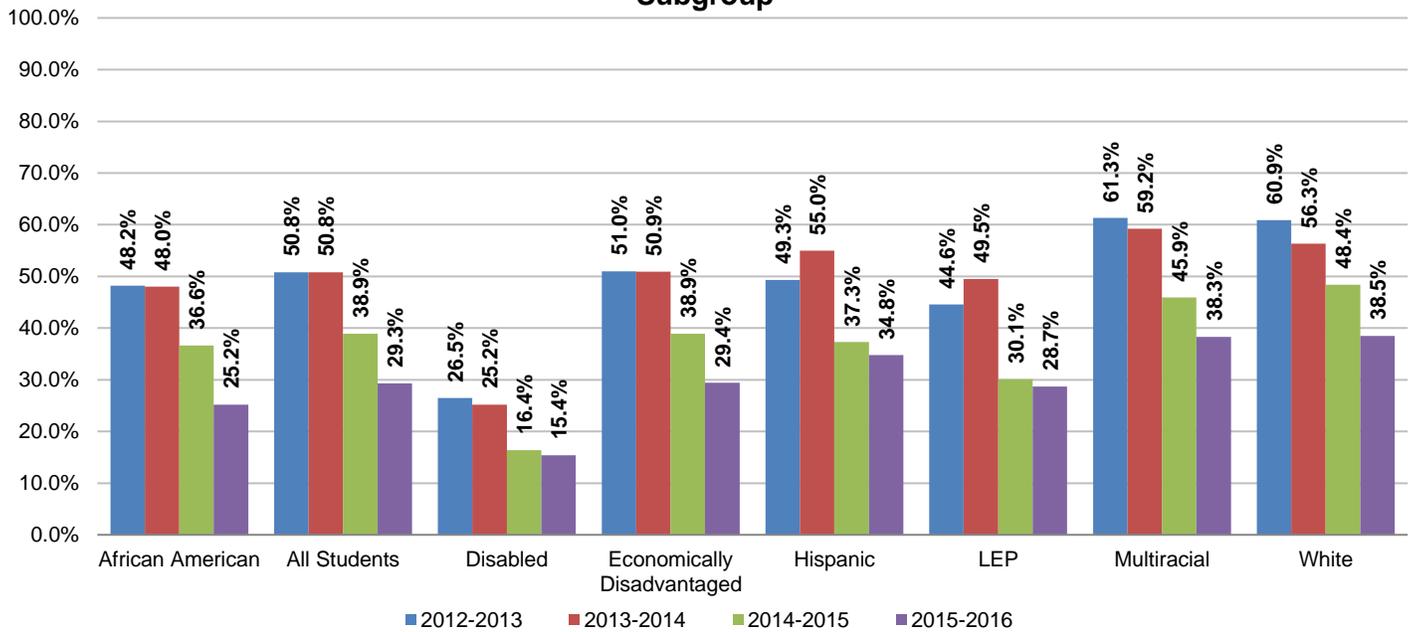


Figure B-7 Source: Youngstown City School District 2015-2016 Ohio School Report Card; Archived Report Cards

**Figure B-8: Youngstown City School District 2015-2016 English Language Arts Performance Comparisons by Grade Level**

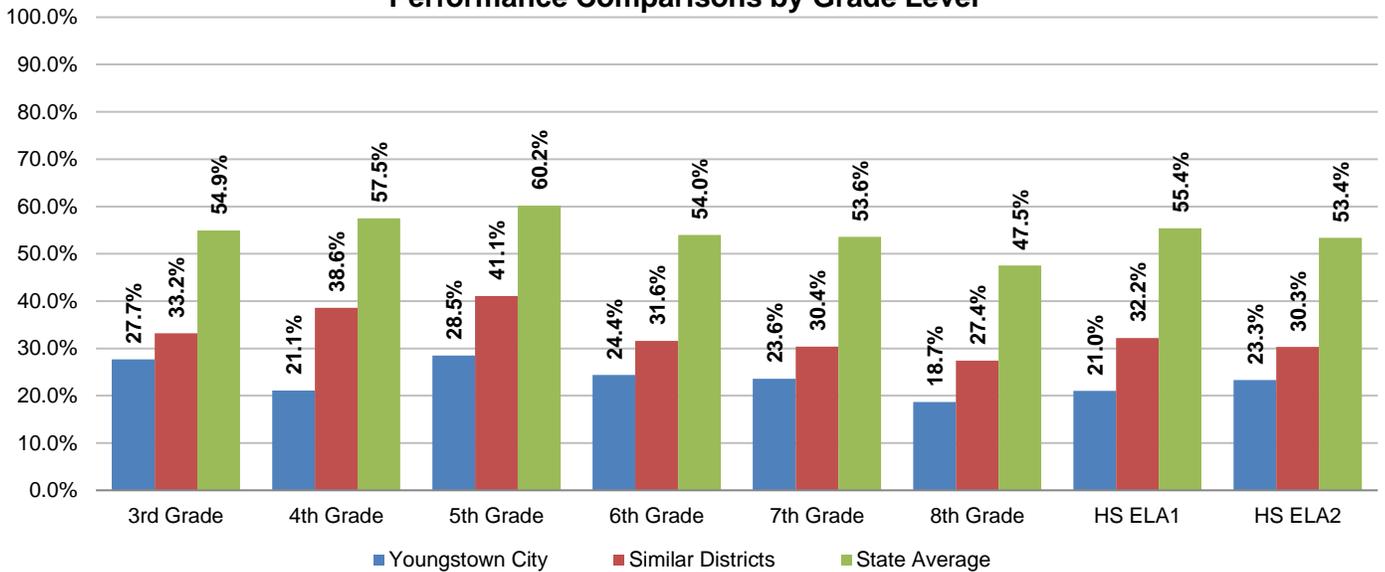


Figure B-8 Source: Youngstown City School District Ohio School Report Card

**Figure B-9: Youngstown City School District English Language Arts Passing Rates by Grade Level**

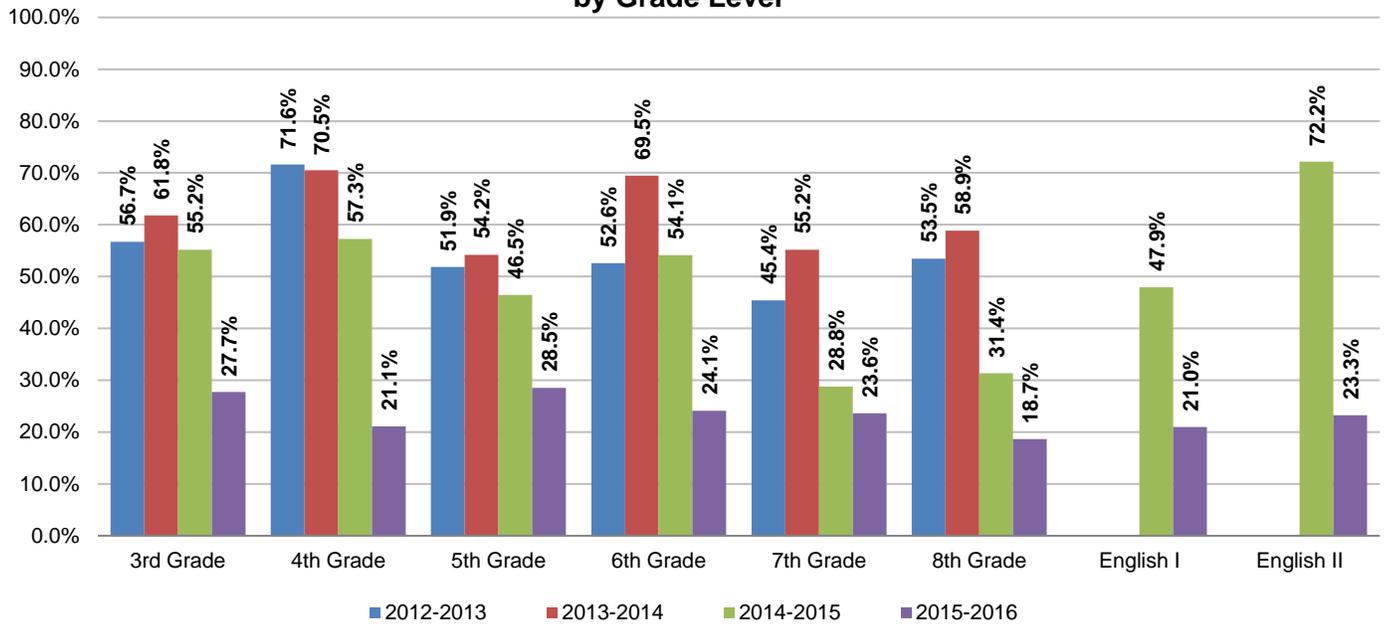


Figure B-9 Source: Youngstown City School District Ohio School Report Card

**Figure B-10: Youngstown City School District Fall 2015-2016 English Language Arts Value-Added Report**

Estimated District Growth Measure								
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard	
Growth Standard		0.0	0.0	0.0	0.0	0.0		
2014 Growth Measure								
Standard Error								
2015 Growth Measure								
Standard Error								
2016 Growth Measure		-1.4 O	-3.8 R	-1.9 R	-5.7 R	3.8 DG	-1.7	
Standard Error		0.8	0.8	0.7	0.8	0.8	0.3	
3-Year-Average Growth Measure								
Standard Error								
Estimated District Average Achievement								
Grade	3	4	5	6	7	8		
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0		
2013 Average Achievement								
2014 Average Achievement								
2015 Average Achievement	36.2	41.9	38.0	40.7	30.1	30.3		
2016 Average Achievement	37.0	35.1	36.3	37.0	34.8	34.4		
Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2016	400	680.1	21	680.2	21	-0.1 Y	0.7
Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts II	2016	295	680.8	21	676.5	18	4.1 DG	0.9

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

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

**Figure B-11: Youngstown City School District 2015-2016 Mathematics Performance Comparisons by Grade Level**

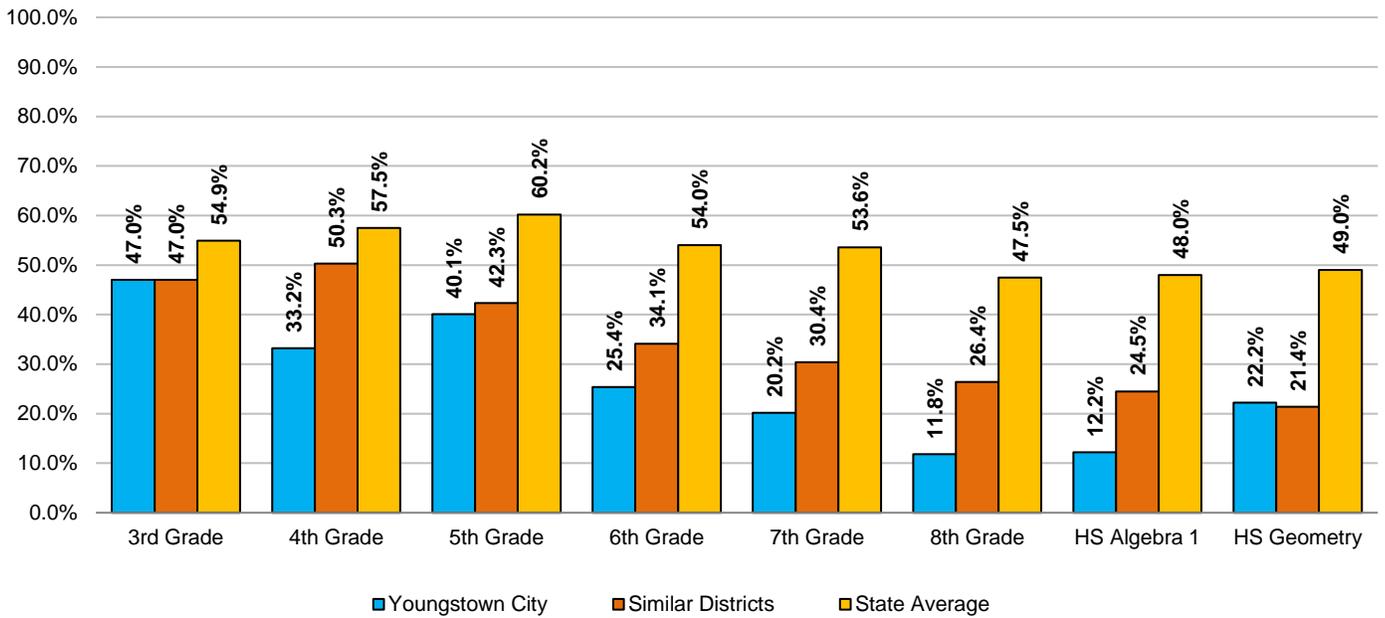


Figure B-11 Source: Ohio Department of Education Office of Accountability

**Figure B-12: Youngstown City School District Mathematics Passing Rates by Grade Level**

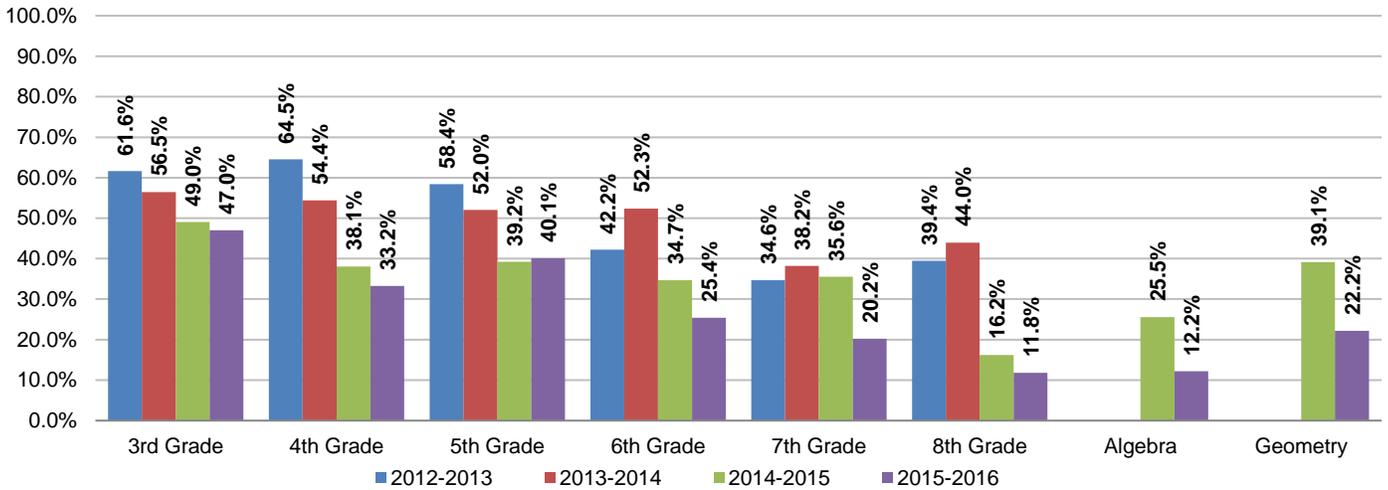


Figure B-12 Source: Ohio Department of Education Interactive Local Report Card (ILRC)

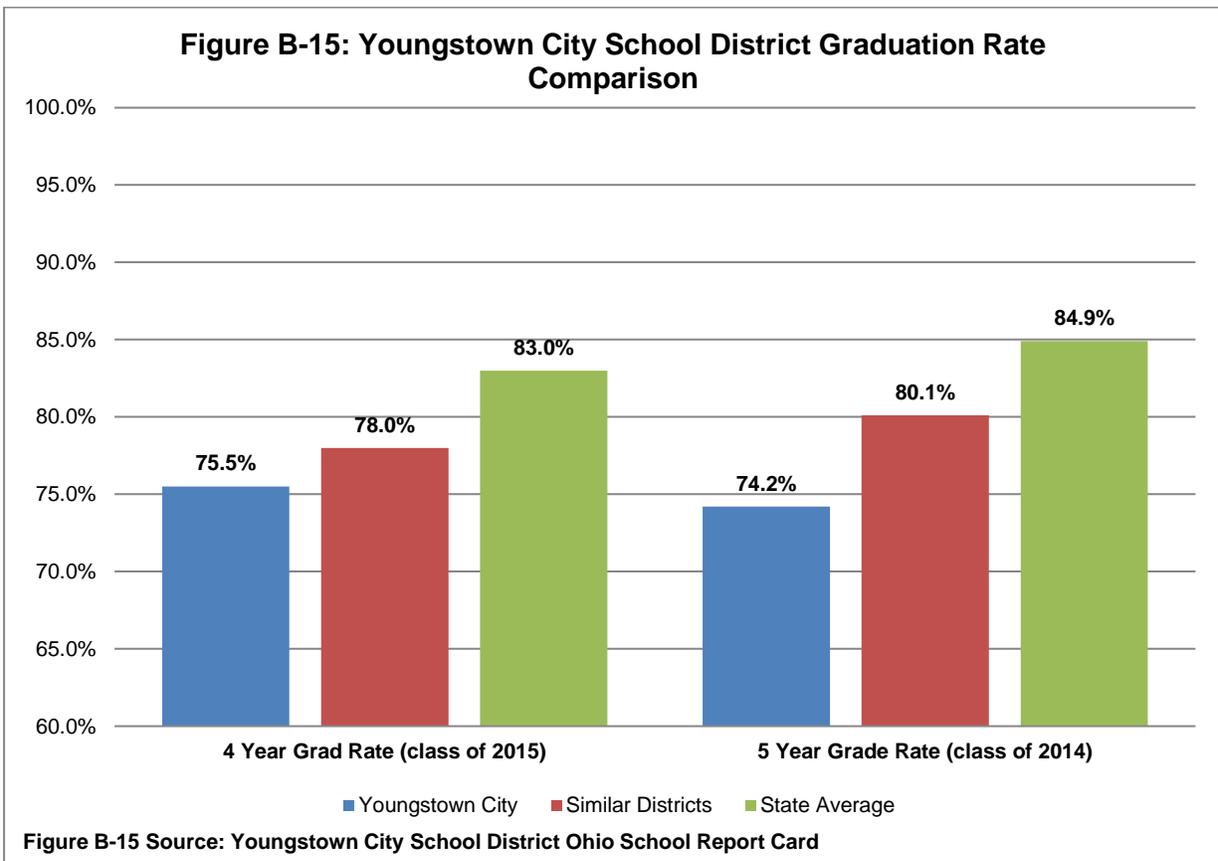
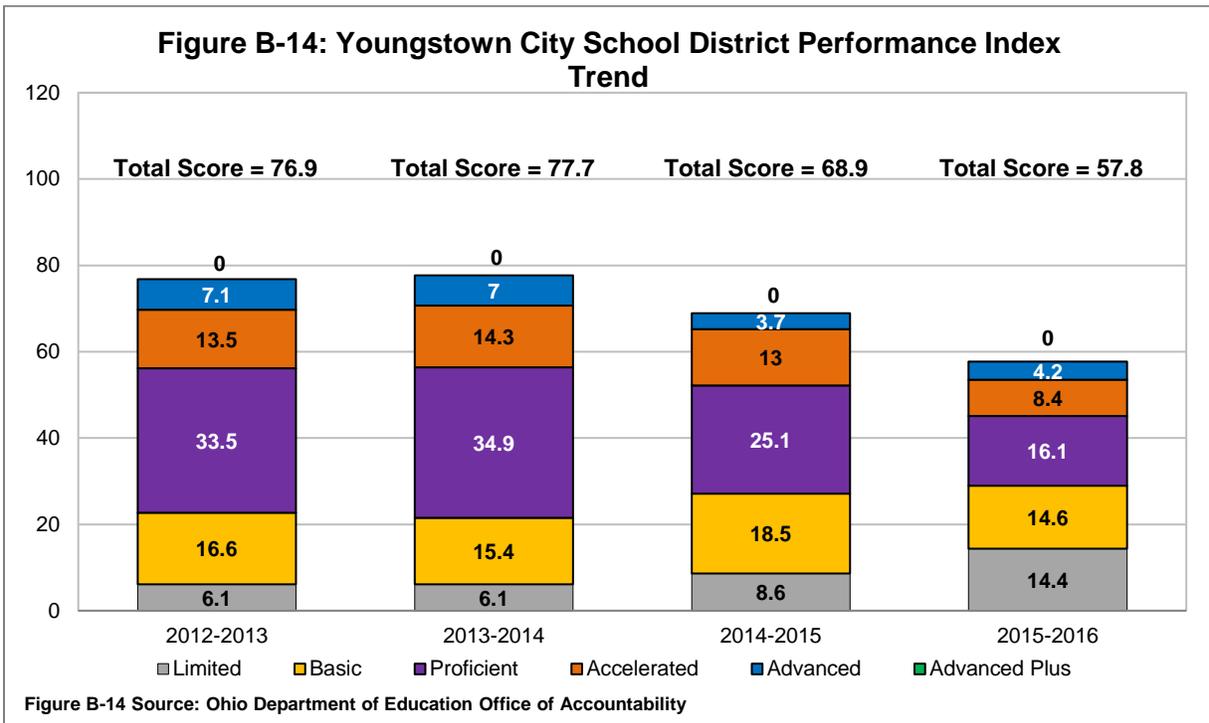
**Figure B-13: Youngstown City School District Fall 2015-2016 Math Value-Added Report**

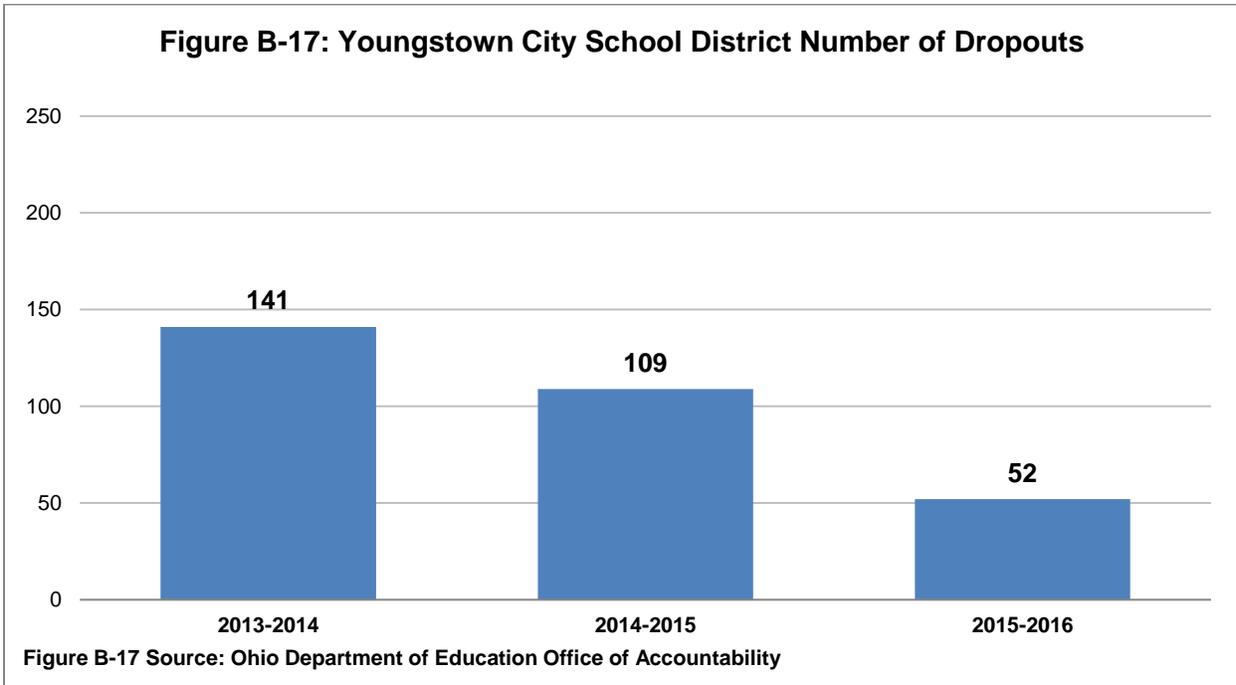
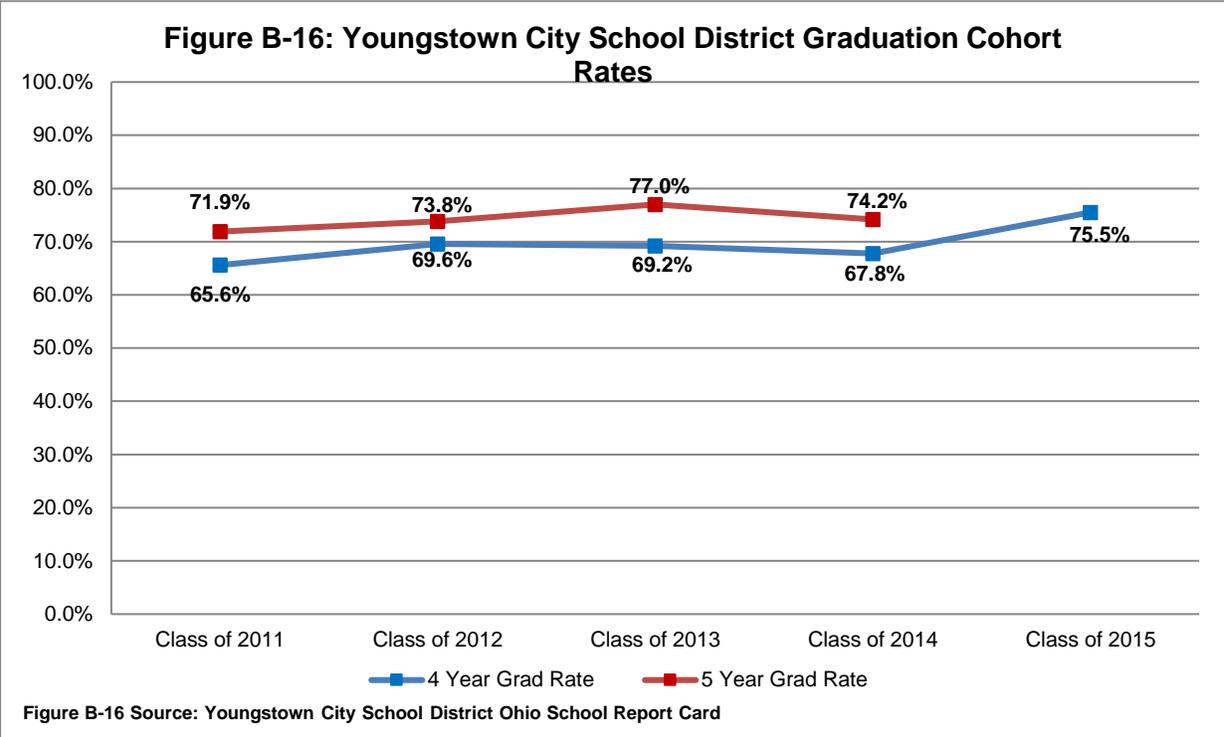
Estimated District Growth Measure								
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard	
Growth Standard		0.0	0.0	0.0	0.0	0.0		
2014 Growth Measure								
Standard Error								
2015 Growth Measure								
Standard Error								
2016 Growth Measure		-5.1 R	1.3 LG	-1.9 R	-3.7 R	-4.7 R	-2.7	
Standard Error		0.7	0.7	0.6	0.7	0.8	0.3	
3-Year-Average Growth Measure								
Standard Error								
Estimated District Average Achievement								
Grade	3	4	5	6	7	8		
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0		
2013 Average Achievement								
2014 Average Achievement								
2015 Average Achievement	41.0	38.9	37.1	34.7	35.1	27.9		
2016 Average Achievement	40.6	35.6	38.7	36.1	31.5	30.4		
Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	510	673.3	21	675.6	24	-2.2 R	0.7
Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Geometry	2016	324	680.7	26	676.1	21	4.6 DG	0.9

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

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





**Figure B-18: Youngstown City School District Disciplinary Actions Per 100 Students Compared to the State- All Discipline Types**

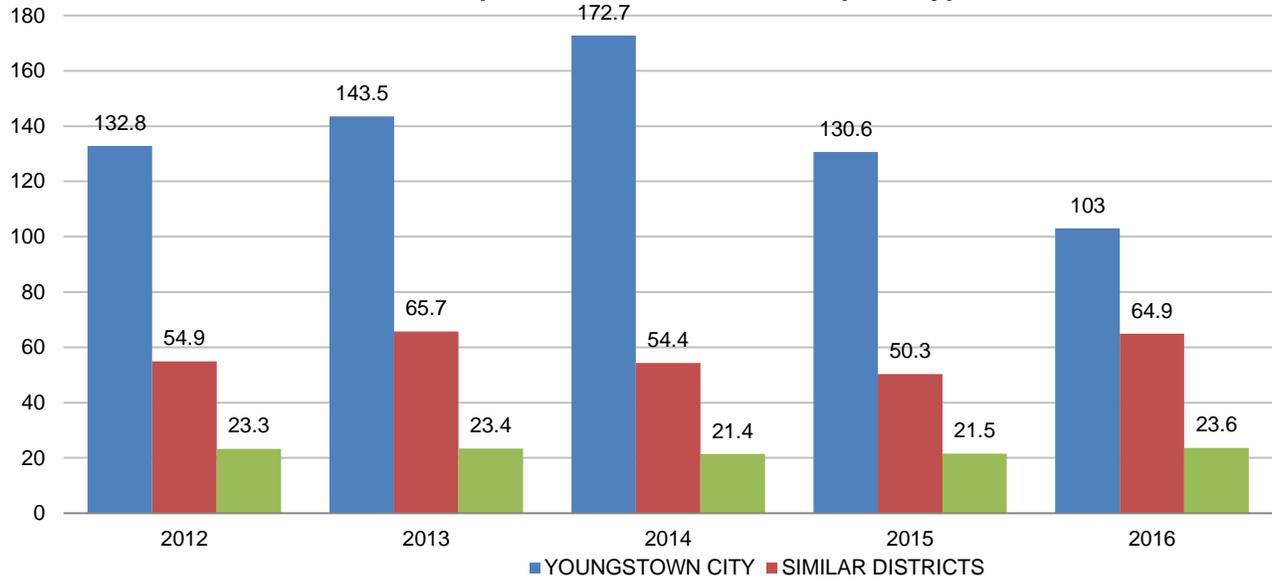


Figure B-18 Source: Ohio Department of Education Office of Accountability

**Figure B-19: Youngstown City School District Prepared for Success 2-Year Comparison**

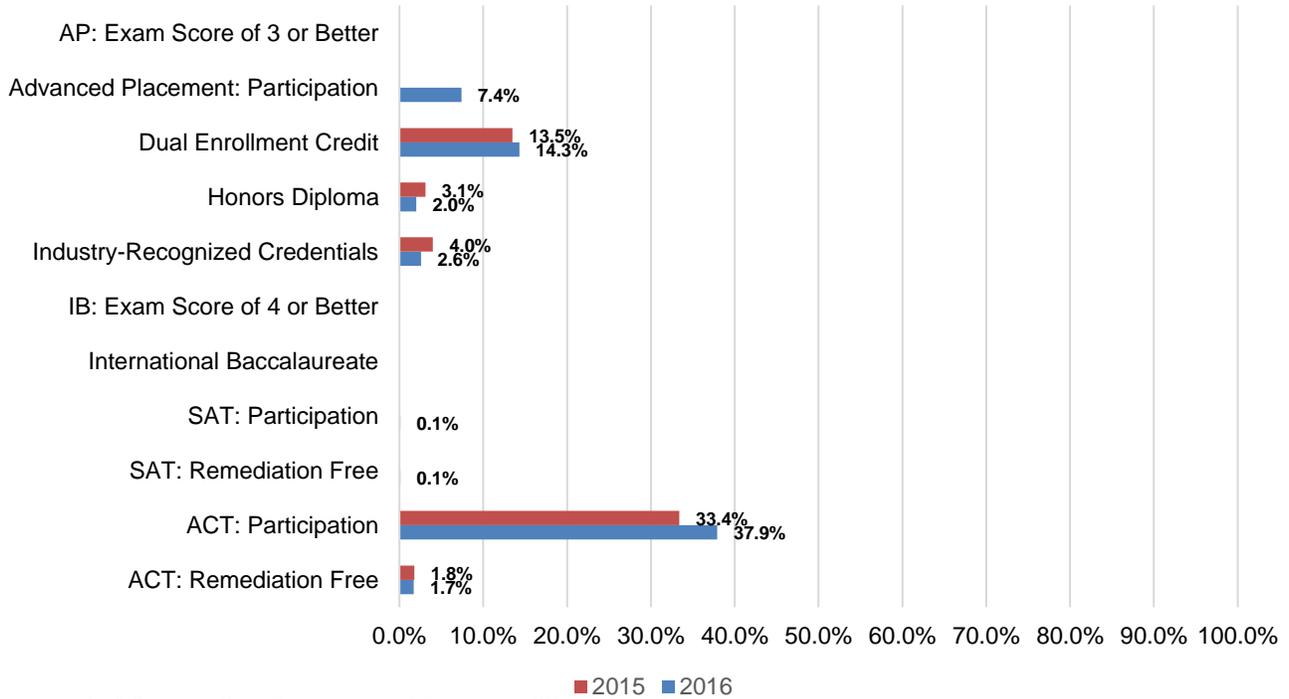
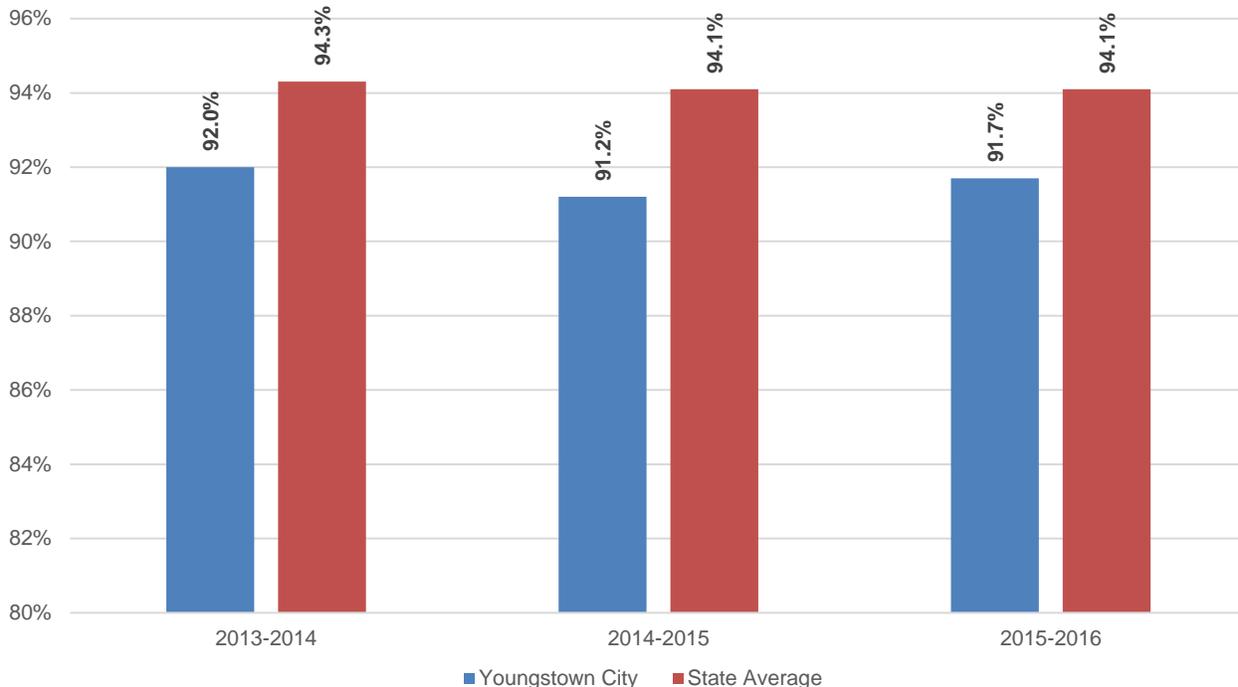


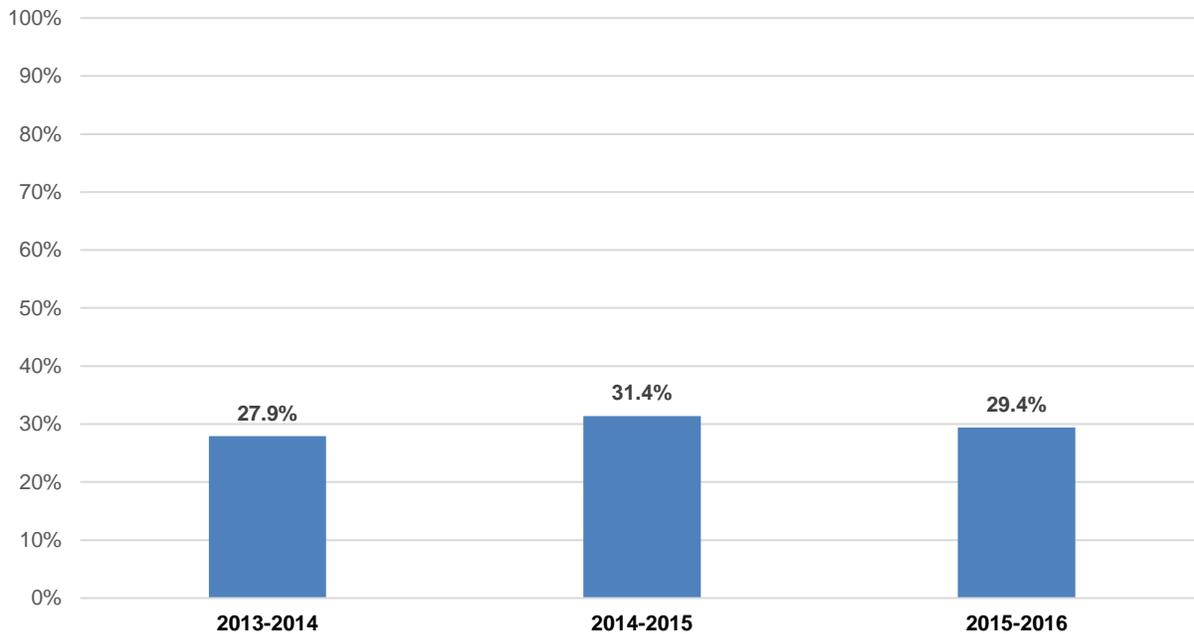
Figure B-19 Source: Ohio Department of Education Office of Accountability

**Figure B-20: Youngstown City School District Attendance Rates**



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

**Figure B-21: Youngstown School District Chronic Absenteeism Rate**



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

**Figure B-22: Youngstown City School District Absenteeism Data 2015-2016**

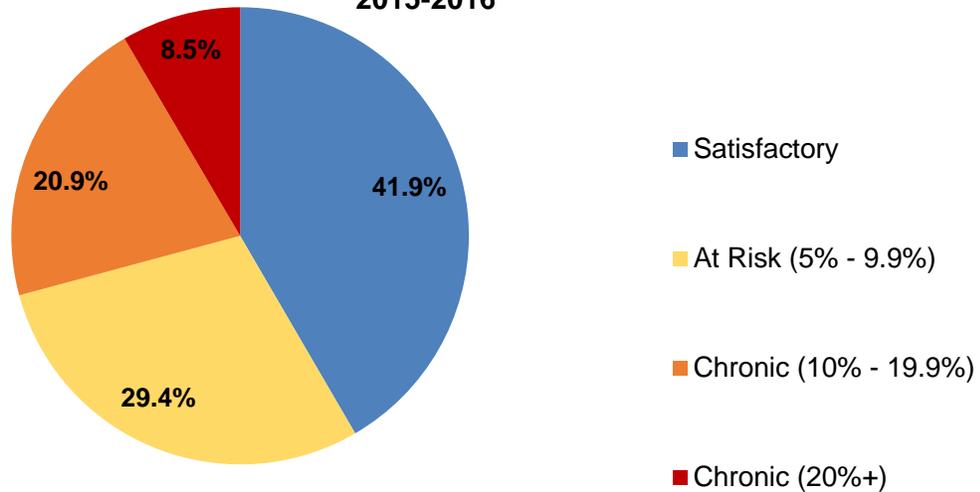


Figure B-22 Source: Ohio Department of Education Office of Accountability

**Figure B-23: Youngstown City School District Absenteeism Rate By Grade Level**

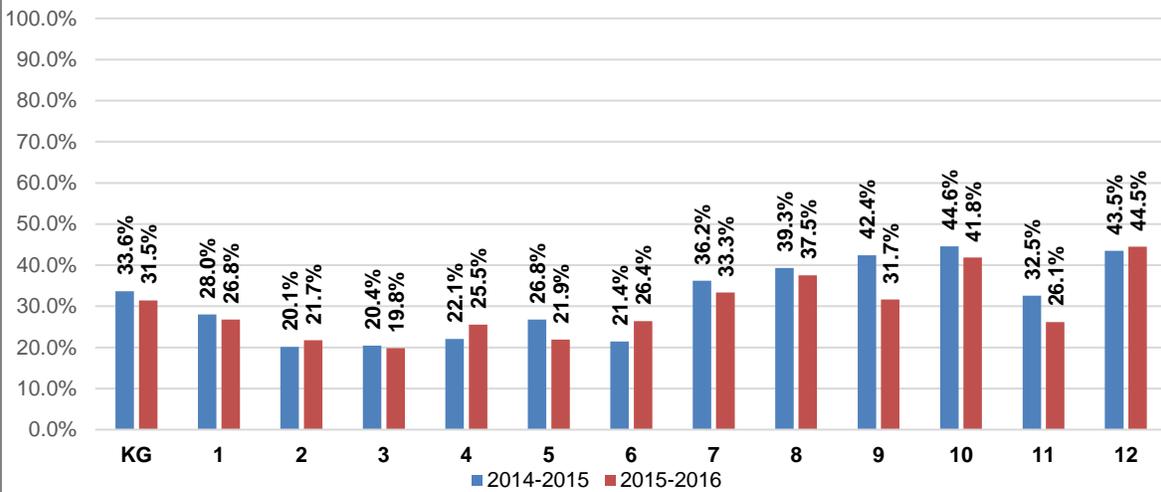


Figure B-23 Source: Ohio Department of Education Office of Accountability

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

2014 – 2015

2015 – 2016

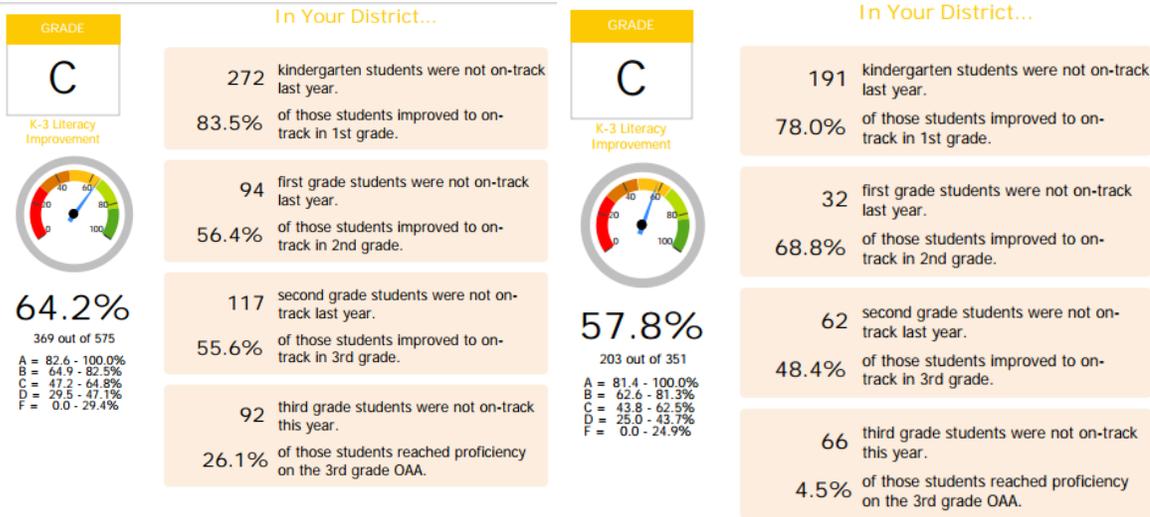


Figure B-24: Source: Youngstown City School District 2014-2015 and 2015-2016 Ohio School Report Card

**Figure B-25: Youngstown City School District 2015-2016 Percent of Funds Spent on Classroom Instruction Compared to Similar Districts and the State**

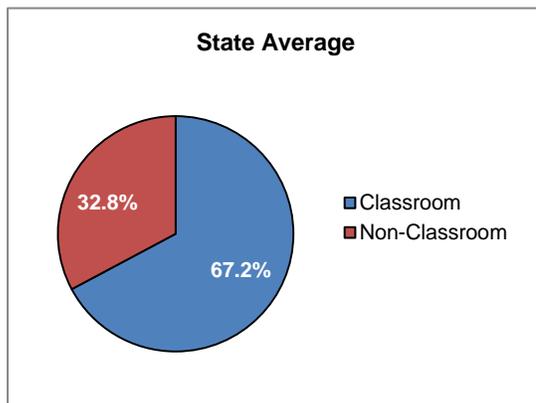
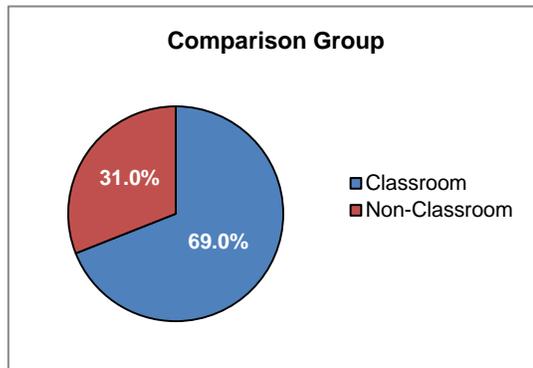
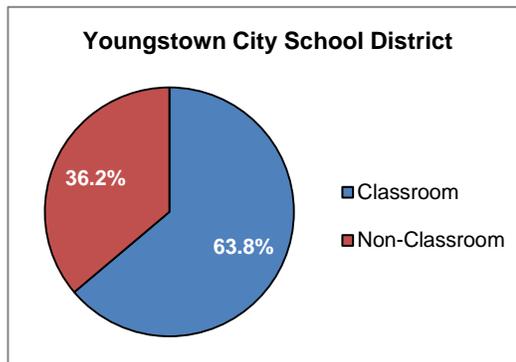


Figure B-25 Source: Ohio Department of Education Office of Accountability

**Figure B-26: Youngstown City School District 2015-2016  
Source of Revenue**

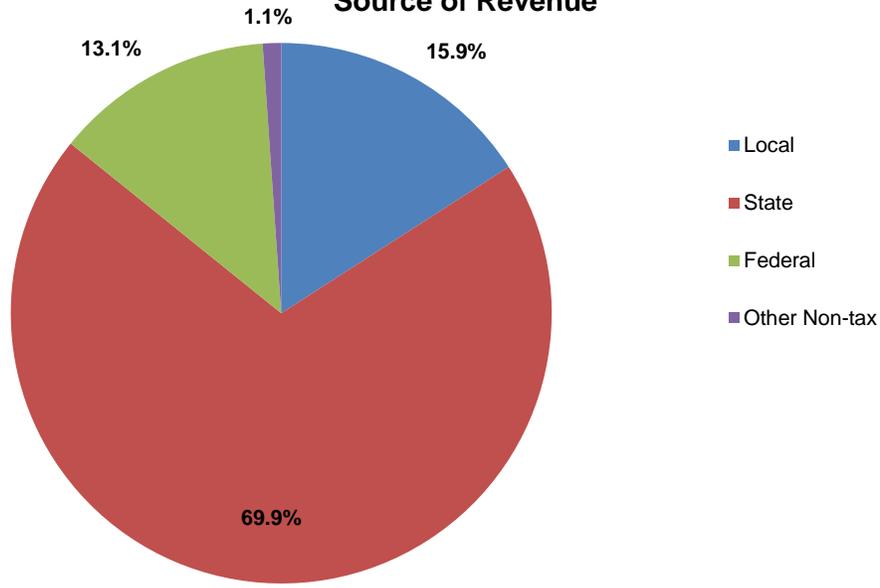


Figure B-26 Source: Ohio Department of Education Office of Accountability

**Figure B-27: Youngstown City School District 2015-2016  
Operating Spending Per Equivalent Pupil Compared to the  
State**

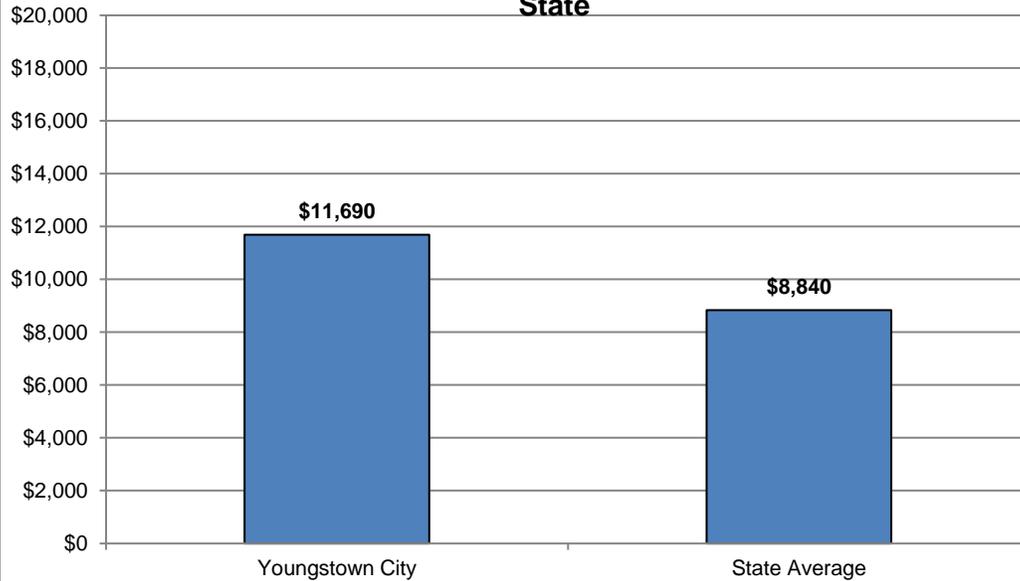


Figure B-27 Source: Ohio Department of Education Office of Accountability

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

<b>Year</b>	<b>Teacher Salary Average</b>	<b>Percent of Core Courses Taught by Highly Qualified Teachers</b>	<b>Teacher Attendance</b>	<b>Percent of Teachers with Masters or Doctorate Degrees</b>
2011-2012	\$ 51,539.00	98.6	93.3	54.4
2012-2013	\$ 52,528.00	99.1	93.5	55.6
2013-2014	\$ 52,974.00	100	92.5	53.9
2014-2015	\$ 52,372.00	99.5	92.8	48.3
2015-2016	\$ 56,096.00	98.2	93.7	44.3

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

## Appendix C: Additional Figures and Tables

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

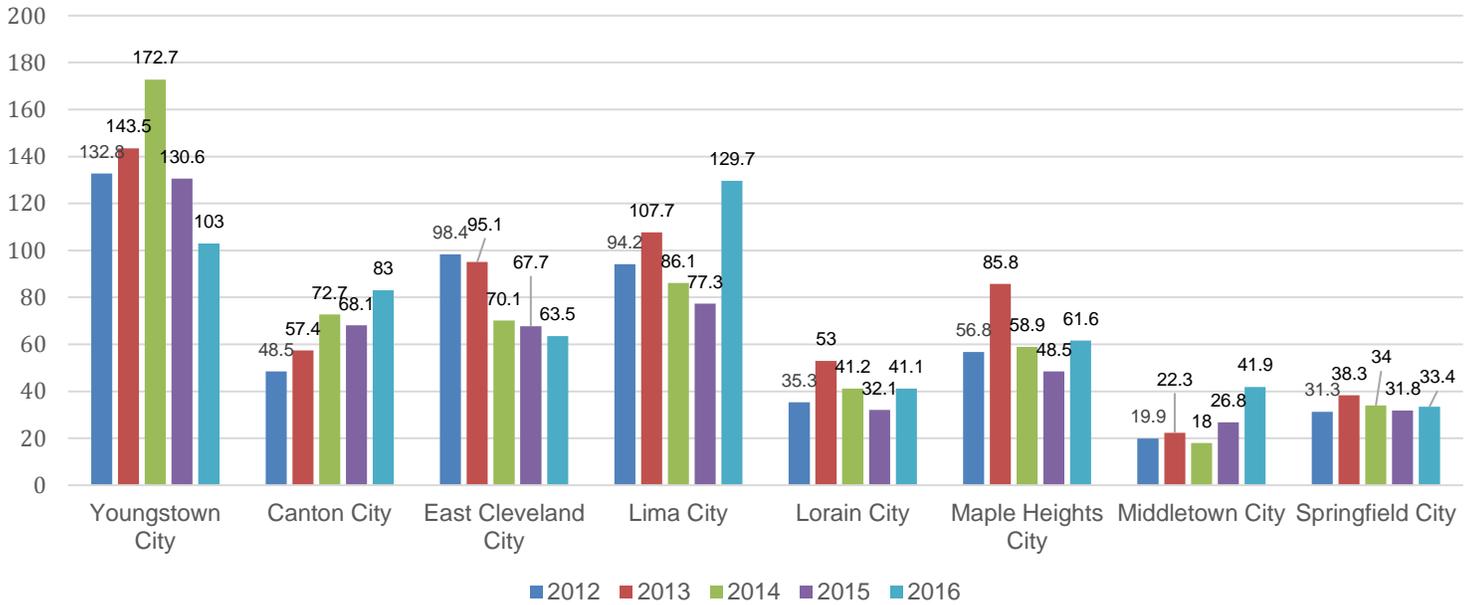


Figure C-1 Source: Ohio Department of Education Similar District Methodology

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

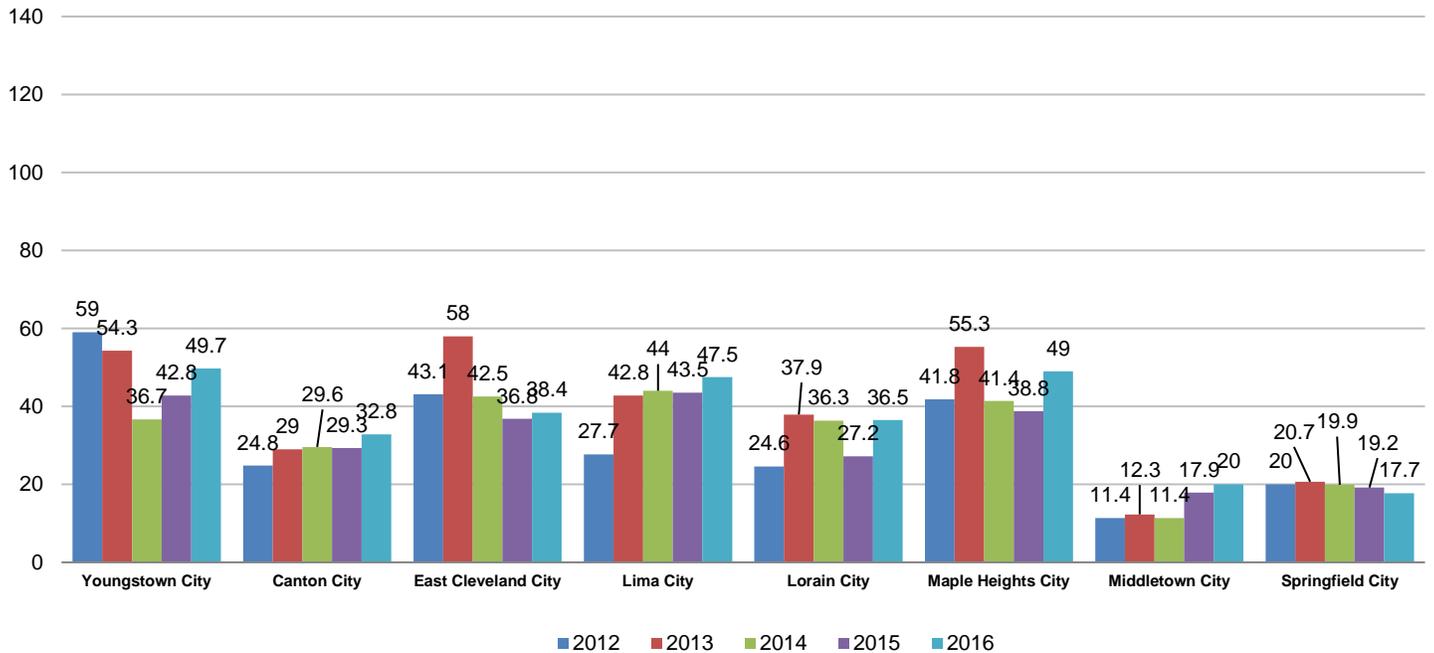


Figure C-2 Source: Ohio Department of Education Similar District Methodology

**Table C-1: 2015-2016 Youngstown City School District Enrollment by Race and Special Populations**

Total Number of Students by Race					Total Number of Students by Special Populations		
Name of Building	African American	Hispanic	White	Multi-Race	Economically Disadvantaged	English Language Learners	Special Education
Youngstown Virtual Academy	23	NC	10	NC	40	NC	NC
Youngstown Early College	187	24	15	10	237	NC	NC
Paul C Bunn Elementary School	172	66	148	60	444	NC	63
Chaney Campus VPA & STEM	326	62	69	21	479	NC	62
Mahoning Valley Opportunity Center	NC	NC	NC	NC	NC	NC	NC
Rayen Early College	108	31	18	15	172	NC	NC
Harding Elementary School	352	53	49	49	504	NC	84
M L King Elementary School	228	176	27	22	453	83	62
East High School	850	201	113	52	1204	59	370
Taft Elementary School	238	93	46	26	401	33	88
William Holmes McGuffey Elementary School	436	81	217	63	794	16	167

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

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

Discipline Reason	2013-2014		2014-2015			2015-2016		
	Out of School Suspension	Emergency removal by district personnel	Out of School Suspension	In-School Suspension	Emergency removal by district personnel	Out of School Suspension	In-School Suspension	Emergency removal by district personnel
Alcohol	0	0	1	0	0	4	0	0
Disobedience	567	179	675	921	179	772	842	215
Explosive	1	0	0	0	0	1	0	0
Fighting	336	17	389	19	57	322	24	36
Firearm Look-a-like	5	0	5	0	0	1	1	0
Harassment	117	5	141	7	10	155	55	38
Other Drugs	29	0	0	0	0	13	0	0
Theft	15	0	13	2	1	19	5	3
Tobacco	7	0	14	1	0	8	0	0
Truancy	2	2	0	17	0	0	0	0

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

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

Building	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Youngstown Virtual Academy	39.7	46.6	7.2	8.1	21.1
Youngstown Early College	2.5	8.5	10	13.4	28.3
Paul C Bunn Elementary School	16.3	17.2	8.8	11.8	21.5
Chaney Campus VPA & STEM	39.6	43	46.5	36.3	24.6
Rayen Early College	39.6	25.6	17.6	24.9	16.3
Harding Elementary School	32.2	17.3	22.6	51.6	54.9
M L King Elementary School	7.3	23	14.6	18.3	14.1
East High School	61.6	103.1	77	91.9	109.7
Taft Elementary School	13.2	6.8	3.5	13.7	27.6
William Holmes McGuffey Elementary School	34	23.3	33.2	16.3	23
Williamson Elementary School	19.5	7	22.4	45.6	67.4

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

**Table C-4: Youngstown City School District-FY 2016 Profile Report/Cupp Report Expenditure per Student Comparison**

Expenditure	Youngstown City SD Expenditure per Student	Comparable District Average	State Average
Administration	\$2,419.95	\$1,806.21	\$1,513.93
Building Operations	\$3,571.95	\$2,383.97	\$2111.45
Instruction	\$8,609.83	\$6,670.44	\$6,469.19
Pupil Support	\$944.27	\$774.61	\$665.75
Staff Support	\$1,017.64	\$577.84	\$403.85

Table C-4 Source: FY 2016 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 2016.

*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 2016.

*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 2016.

*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 2016.

*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 2016.

**Table C-5: Youngstown City School District-FY 2016 Profile Report/Cupp Report  
District Financial Status from Five-Year Forecast Data**

Expenditure	Youngstown City SD	Comparable District Average	State Average
Salaries	37.2%	46.7%	52.9%
Fringe Benefits	19.04%	19.0%	21.1%
Purchased Services	41.41%	30.6%	21.0%
Supplies and Materials	1.4%	2.6%	3.2%
Other Expenditures	0.9%	1.2%	1.8%

**Table C-5 Source: FY 2016 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 2016 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 2016 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 2016 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 2016 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 2016 Five Year Forecast file.

Note: The district's October 2016 forecast was used to calculate the information above. Further, debt payments to repay the state for advances to cover the district's 2014 deficit, other debt payments and capital expenditures were not included in the calculation, as they are not part of 2016 fiscal year operations, per state calculations.



# Standards I II and V: Instructional 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: \_\_\_\_\_

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

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
learning objective(s) aligned to Ohio's Learning Standards.								
10. The teacher implements appropriate and varied strategies that meet all students' (including, but not limited to EL, SPED and Gifted) diverse learning needs that would address differentiation of content, process, and/or products.								
11. The teacher implements teaching strategies that promote a learning environment where students can take risks such as making predictions, judgments and conducting investigations.								
12. The teacher conducts frequent formative assessments to check for understanding and inform instruction.								
13. The teacher uses available technology to support instruction and enhance learning.								
<b>LEARNING</b>								
14. Students are engaged in challenging academic tasks.								
15. Students articulate their thinking or reasoning verbally or in writing either individually, in pairs or in groups.								
16. Students recall, reproduce knowledge or skills, apply multiple concepts, analyze, evaluate, investigate concepts and/or think creatively or critically to solve real-world problems. (Webb's Depth of Knowledge). [Please circle all that apply and provide examples.]								
17. Students make connections to prior knowledge, real world experiences, or can apply knowledge and understanding to other subjects.								
18. Students use technology as a tool for learning and/or understanding.								
19. Students assume responsibility for their own learning whether individually, in pairs, or in groups. [Please provide examples.]								
20. Student work demonstrates high quality and can serve as examples.								

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

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

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

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

Class: Gen ED ELL Special ED Self Contained Title I

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

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

## Standard VI: Fiscal Inventory

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

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

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

Class: Gen ED ELL Special ED Self Contained Title I

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

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

**X. 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

Y.

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

# Building Observation Report

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

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

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

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

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

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

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

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

## Appendix E: List of Documents Reviewed

2016-2017 5-Week Review Calendar  
2016-2017 Technology Professional Development Calendar  
504 Manual  
5-Week Reviews  
Administrative Directives re: Professional Improvement  
Administrative Meeting Schedule  
Administrator Evaluations for Ohio Department of Education Audit 2016-2017  
Administrator Job Descriptions  
American Federation of State, County, and Municipal Employees Contract through January 2018 and Memorandum of Understanding After Contract Negotiations  
Attendance, Truancy/Communications  
Audit Management Letters  
Building Improvement Plans 2015-2016  
Building Leadership Team Roosters  
Capital Plan  
Central Office Secretary Job Descriptions  
Chaney Schoolwide Plan  
Chief Executive Officer Calendar 2016-2017  
Chief Executive Officer Reports to Youngstown Board of Education  
Chief Executive Officer Goal Targets  
Community Partners Information: Notes on Community Partners  
Community Partnership Application Proposal  
Community Stakeholders Meeting July 5, 2016  
Cover Sheet for Teacher Attendance Data  
Deputy Chief of Transformation School Assignments  
Deputy Chief to Schools Transformation Key Performance Indicators  
District 5-Year Forecast filed October 2016  
District Audit Reports for 2015 & 2016 Fiscal Years  
District Discipline Data  
District Attendance Data  
District Formative Assessment Data  
District Leadership Team (DLT) Agendas and Minutes  
District Safety Plans A/Program Operations  
District Safety Plans C/Program Operations  
District-Building Safety B-001/Program Operations  
Each High Teacher Handbook  
Early Childhood Profession Development-Positive Intent and Empathy  
Early College Master Schedule  
East High School District "One Plan" Revision Academic Goal 2015-2016  
Equity Analysis Tool for Youngstown City School  
eTPES results for 2015-2016  
Federal Grant Program Description  
Federal Programs End of Year Review 2015-2016  
Final Summative Completion Status  
Harding Elementary Master Schedule  
Harding Elementary School Faculty Handbook  
Harding Elementary Teacher Schedules  
Harding Elementary-goals state 2016-2017  
High Quality Teacher Compliment June 15, 2016  
High Quality Teacher Professional Development 2015 and 2016

Human Resources and Fiscal Office Staff Joint Meeting dated March 6, 2017  
 Illuminated.com  
 Intervention Strategies  
 iReady Usage Report  
 Job Descriptions/Communications  
 Learning Cycle - Purpose Statements and Exit Slips  
 Let's Talk Meeting Announcements  
 Martin Luther King 2016-2017 Faculty Handbook  
 New Teacher Orientation-Universal Design for Learning/Formative Instructional Practice/Co-teaching  
 Observation Tracker  
 Ohio Department of Education Cupp Report  
 Ohio Department of Education, Office of Exceptional Children 2015-2016 Selective District Summary Report  
 Ohio Principal Evaluation System Principal Ratings 2015 and 2016  
 Ohio State University Extension SNAP-ED Highlights in Mahoning County Flyers  
 Ohio Teacher Evaluation System Ratings for 2015-2016  
 Parent Community Meeting and Parent Empowerment Meeting Notice  
 Parents Realizing Involvement Determines Education (P.R.I.D.E.) Conference Flyers and agendas  
 Partner Program Evaluations/Program Reports/Documents  
 Positive Behavior Interventions and Supports Introduction  
 Positive Student Support Team Spring Data Overview  
 Professional Development-Indicator 16-Special Education Individual Education Plan Training  
 Purpose Statement and Exit Slip PowerPoint  
 Purpose Statement Guidance Tool  
 Resident Educator Professional Development - Individual Education Plans 2/2017  
 Site Schedule/Communication  
 Special Education Technology Plan  
 Strategic Plan Fiscal Report/Communication  
 Strategic Plan/Chief Executive Officer Meetings with Students and/or Parents June 29, 2016 - March 20, 2017  
 Strengthening Evaluations and Growth and Improvement Plans PowerPoint dated February 23, 2017  
 Student Support Programs/  
 Student Support Programs/Social Workers  
 Student Weekly Report - Behavior, Attendance, and Grades  
 Summary Guidance MEMO regarding Chief Executive Officer  
 Summary Guidance Memorandum from District Leadership to District Review Team  
 Summer School Documents  
 Teacher Attendance Data for January and March, 2016 and January and March, 2017  
 Teacher Based Team Minutes 2016-2017  
 Teacher Certification and Training by School  
 Teacher Certification by Building  
 Teacher Improvement Plans  
 Teacher Planning Schedules  
 Teacher Quality Index (TQI) Notes  
 Technology Plan  
 The Teacher Quality Review  
 The Vindicator reports on Youngstown City School  
 Tiered Intervention - Positive Student Support Team (PSST)  
 Tiered Intervention Learning Plans  
 Tiered Intervention Programs  
 Value-Added Student Growth Measure ratios  
 Weekly Directors of Transformation (DOT) Building Review  
 Youngstown City School District Board of Education Meeting Minutes 2015 & 2016  
 Youngstown City School District Board of Education Policy Manual  
 Youngstown City School District "One Plan" Revision Academic Goal 2015-16

Youngstown City School District 2016-2017 Professional Development Calendar  
Youngstown City School District 2016-2017 Professional Learning Implementation Plan  
Youngstown City School District 2016-2019 Strategic Plan  
Youngstown City School District 2-16-2017 Strategic Plan Appendix A  
Youngstown City School District Demographic Data/Communication  
Youngstown City School District Grievance #16-17-05 Response dated January 27, 2017  
Youngstown City School District Leadership Team Meeting Evaluations  
Youngstown City School District Administrator Performance Evaluation Reports dated 2015-2016  
Youngstown City School District Press Releases  
Youngstown City School District Professional Development Express Course Catalog 2015-2016  
Youngstown City School District Report Cards  
Youngstown City School District School Report Cards  
Youngstown City School District Student Code of Conduct 2016-2017  
Youngstown City School District Summer Professional Development Opportunities  
Youngstown City School District Value Added 2015-2016/Performance Measures  
Youngstown City School District Website  
Youngstown City Schools 2017 Summer Enrichment Program Flyer  
Youngstown City Schools Assessment Calendar  
Youngstown City Schools Community Partnerships 2017  
Youngstown City School District Review Conducted Jan. 23-29, 2016  
Youngstown City School District Spring Review Report Conducted May 4-8, 2015  
Youngstown City Schools Dress Code Policy  
Youngstown City Schools Equity Reports  
Youngstown City Schools Organizational Charts dated March 11, 2017  
Youngstown City Schools Planning Tool Youngstown Personnel Files Policy 8320  
Youngstown City Schools Principal Expectations School Year 2016-2017  
Youngstown Community Partnership Survey - Afterschool Staff Survey  
Youngstown Education Association Contract  
Youngstown Teacher Lists (Numbered and Random)