

# Ohio

## Youngstown City School District

REVIEW CONDUCTED MARCH 19-23, 2018

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 from Feb. 12-16, 2018. The following summary highlights some of the strengths, challenges and recommendations, which are further explained in the report.

## STRENGTHS

### Leadership, Governance and Communication

- The strategic plan goals and measures of success drive the decisions and actions of the district.
- The district provides supports to develop building administrators' instructional leadership skills.

### Curriculum and Instruction

- The district utilizes an evidenced-based instructional framework across all-content areas.
  - **The district has established a process for curriculum development and revision.**
- District and building administrators provide immediate and consistent feedback on instructional practices and student engagement.

### Assessment and Effective Use of Data

- The district collects and analyzes student data to drive decision-making for improving student growth.
- The district uses a balanced assessment system to identify student needs.

### Human Resources and Professional Development

- The district hired trained staff and established hiring procedures to guide recruitment, selection and assignment of teachers.
- The district provides professional learning to educators to meet strategic plan goals.

### Student Supports

- **The district developed structures and procedures to address school climate and student academic and behavioral needs.**
- The district continues to strengthen comprehensive services to address the needs of the whole child.
  - **The district restructured its schools to ensure equal access to services and programs for students and families.**

## CHALLENGES

### Leadership, Governance and Communication

- The district does not systematically communicate progress on the strategic plan goals and priorities to all stakeholders.
- Elementary building leadership teams have not developed improvement plans that define the schools' individualized efforts to raise student achievement aligned to the strategic plan.
- The district does not consistently utilize educational evaluation models to determine the effectiveness and efficiency of programs and processes.

## Curriculum and Instruction

- The district has not systematically implemented behavior management practices to promote a respectful classroom environment conducive for learning.
- The district does not have a process for selecting instructional resources aligned to Ohio's Learning Standards.
- District leadership has not developed a system for the implementation of curriculum and delivery of instruction.

## Assessment and Effective Use of Data

- The district lacks a comprehensive technology plan that is aligned to the district's strategic plan.
- The teacher-based teams do not identify specific evidence-based intervention strategies based on analyzed data.

## Human Resources and Professional Development

- The district does not have a comprehensive professional development plan.
- The district does not establish shared accountability for all building administrators.

## Student Supports

- **The district is not compliant with special education performance profile indicators that are aligned to state and federal regulations.**
- The district has not fully implemented the multi-tiered systems of supports (MTSS) framework to identify and plan academic, behavioral and health interventions.
- The district has not provided the instructional supports needed to implement the co-plan and co-serve model for students with disabilities in general education classrooms.

## Fiscal Management

- The district does not have a comprehensive and participatory budget process.
- The district's monthly financial report revealed deficit spending of the general fund budget.
- The district continues to not have a comprehensive capital plan.

# RECOMMENDATIONS

## Leadership, Governance and Communication

- Develop a communication plan and tools to systematically inform and gather feedback from external and internal stakeholders on progress toward district strategic plan goals.
- Provide oversight and support to elementary building leadership teams to ensure the development of improvement plans that define the schools' individualized efforts to raise student achievement and align to the strategic plan.
- Develop and utilize educational evaluation models to determine the effectiveness and efficiency of programs and processes.

## Curriculum and Instruction

- Create a systematic and comprehensive process for developing a respectful climate and culture. Develop procedures for the full implementation of the new student code of conduct. Develop procedures for the implementation of behavioral expectations outlined in the student code of conduct.
- Create a systematic plan for developing all curriculum, instruction, resources and materials. Offer opportunities to teachers and staff to collaborate on creating a system for developing all curriculum, instruction, resources and materials.

- Prioritize the implementation of the Youngstown School City School District Strategic Goals Plan. Collaborate with staff and stakeholders to create a time of the implementation of the most important goals and goals that may render the greatest impact for student growth and learning.

### Assessment and the Use of Data

- Use available guidance documents, such as the National Education Technology Plan by the United States Department of Education or the International Society for Technology in Education, to develop a comprehensive technology plan, which includes budgeting, purchasing, implementation, teacher and student instructional outcomes, professional development and evaluation.
- Develop a professional development plan for teachers that focuses on designing complex instructional practices for both interventions and enrichment based on the formative and benchmark data collected in the district.

### Human Resources and Professional Development

- Engage in collaborative professional development planning by all district departments and stakeholders to support all educators through best-practice models and active engagement based on Ohio Standards for Professional Development and Ohio's Educator Standards.
- Develop job descriptions and evaluation tools aligned to district strategic goals for all levels of the organization that are performance based and used to promote a culture of individual growth and overall effectiveness.

### Student Supports

- Ensure that the district is compliant with the special education performance profile indicators to meet the requirements of state and federal guidelines.
- Train all staff in understanding and implementing the multi-tiered systems of supports framework.
- Provide instructional supports to general education teachers and intervention specialists to effectively implement the co-plan and co-serve model for students with disabilities in general education classrooms.

### Fiscal Management

- Meet and collaborate with district stakeholders to develop a budgetary process that includes involvement from all areas, specific by building and department and detailed for all accounts within the accounting system.
- Immediately address and analyze current staffing needs and purchased service needs as they align to the strategic plan. Identify which plans are most effective and those not found to be effective and plan to reduce spending in the areas that do not meet the district's improvement plan.
- Establish committees for a capital plan, including district staff from all administrative areas, that will develop a written plan to outline the needs of the district for equipment, technology, bus replacement, repairs, textbook adoption and curriculum material, both new and replacements, with priorities for the next five years.

# 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 March 19-23, 2018. The site visit included 55.6 hours of interviews and focus groups with approximately 291 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted nine focus groups with elementary, intermediate, middle and high school students, elementary, intermediate, middle and high school teachers, elementary, intermediate, middle and high school principals, newly hired teachers, 22 parents and seven representatives from community partners.

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

## DISTRICT PROFILE

Youngstown City Schools are in Mahoning County. According to the United States Census Bureau, the estimated population of Youngstown, as of July 1, 2016, was 64,312, which represents a 4 percent decrease in population since the 2010 Census.<sup>2</sup> Approximately 83 percent of the population graduated from high school. The median household income in Youngstown City is \$24,448, with 38 percent of the population living below the poverty line. In comparison, the median household income in Ohio is \$50,674, with 14.6 percent living below the poverty line.

The average teacher salary in Youngstown City School District for 2016-2017 was \$49,892 (see table B-1, Appendix B). The average teacher salary in the district decreased the last school year by \$6,204. During the same period, the percentage of teacher attendance has remained stable (around 93 percent) The percentage of

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

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

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

teachers with master's or doctorate degrees, as well as those designated as highly qualified has decreased since 2014.

According to the Bureau of Labor Statistics, the December 2017 unemployment rate for Youngstown was 5.7 percent, which is more than the state of Ohio's unemployment rate of 4.9 percent<sup>2</sup>. The racial makeup of the school district (2016-2017) is 13.9 percent Caucasian, 61.5 percent African American, 17 percent Hispanic, and 7.3 percent multiracial (see figure B-1, Appendix B).

The district's enrollment has decreased since the 2014-2015 school year (-4.1 percent; see figure B-2 in Appendix B). The African American and White subgroups between 2012-2012 and 2016-2017 have steadily decreased while other subgroups have increased.

During this same time span, the special population subgroups have seen increases for the Economically Disadvantaged group, which now encompasses 100 percent of the population and decreases for the Gifted subgroup, falling from 5 percent to 2 percent in the last 6 years. The English learner population has increased over the five-year span. The students with disabilities population steadily dropped from 21.6 to 17.4 percent over the last six years (see B-3 in Appendix B).

In the 2016-2017 school year, about 55 percent of students chose not to enroll in their district of residence. About 20 percent enrolled in community schools and about 13 percent took advantage of one of the state's scholarship opportunities to attend private schools (see figure B-4, Appendix B). The 2016-2017 enrollment numbers by school, race and special population are included in table C-1, Appendix C.

Youngstown is composed of the following 11 schools:

- Chaney High School
- Choffin Career and Technical Center
- East High School
- Harding Elementary School
- Kirkmere Elementary School
- Martin Luther King Elementary School
- McGuffey Elementary School
- Paul C Bunn Elementary School
- Rayen Early College
- Taft Elementary School
- Volney Rogers Elementary
- Williamson Elementary School
- Wilson Elementary School
- Youngstown Early College
- Youngstown Virtual Academy

## 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 four- and five-year cohort graduation rates; (7) suspension/expulsion rates; (8) prepared for success after high school; (9) attendance information; and (10) K-3 literacy. Data is reported for the district, its schools and student subgroups that have at least three years of assessment data.

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

### 1. The district Report Card Summary.

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

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

- A. None of the district’s subgroups met the annual measurable objectives (AMO) for reading (77.1 percent), mathematics (72 percent) or graduation rate (85.1 percent) in 2016-2017 (see Figure B-5A, Appendix B<sup>4</sup>). Most subgroups hover around a graduation rate of 70 percent, except for students with disabilities whose graduation rate is 82.9 and White students whose graduation is 65.2 (see Figure B-5B, Appendix B). All subgroups showed higher passing rates for mathematics than reading in 2016-2017.
- B. Students with disabilities showed the greatest gap in proficiency for math and reading, with 12.6 and 16.7 percent passing the reading and math assessments, respectively (see figures B-5A, 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’s State Tests in 2016-2017 (see figures B-6, Appendix B). More than 75 percent of students did not pass their reading test in grades 4,6,7 and 8. Further, more than 78 percent and 84 percent of students who took English Language Arts I and II did not pass the exams, respectively (see figure B-9 appendix B).
- B. No grade level outperformed the state or similar district averages in reading (see figure B-8, Appendix B). The greatest proficiency gaps between the state and the district are seen at grade 4 (-38.0 percentage points), grade 6 (-36.8 percentage points), and English Language Arts II (-39.6 percentage points; see figure B-8, Appendix B). Grade 3, 4, 5, 6, 7 as well as both English Language Arts I have improved from last year’s reading rates while the other grades have declined or remained stable in performance.
- C. Grade 8 and English Language Arts II test takers had evidence to support they had made progress similar to the Growth Standard in the 2017 growth measure. All other grades had moderate to significant evidence supporting progress less than the Growth Standard. (Please note that this analysis is based on two-year Value-Added composites, as displayed on the report card. See figure B-10, Appendix B.)

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

- A. Youngstown City School District has not had any subgroup meet the target AMO and more than 85 percent of students did not pass math in grade 8 or Algebra (see figure B-7, Appendix B). Additionally, it has not outperformed similar districts or state averages in any math assessment (see figure B-11, Appendix B). The greatest proficiency gaps between the state and Youngstown are in grade 8 (-45.7 percentage points), grade 7 (-40.2 percentage points) and grade 6 (-36.0 percentage points; see figure B-11, Appendix B).

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

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

<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 achievement assessments in 2016-2017. For all grades above 4, the passage rates in mathematics have decreased in the last year (see figure B-12, Appendix B).
- C. There was significant evidence that grades 3,4,6,7,8 and Algebra showed progress less than the Growth Standard in mathematics in the 2017 growth measure. For grade 5 and Geometry, there was significant evidence to support progress above the Growth Standard. (Please note that this analysis is based on two-year Value-Added composites, as displayed on the report card. 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 2016-2017 was 58. The district had a slight increase in Performance Index since last year. The percent of students scoring in the Limited proficiency group has spiked in the last two years while the other proficiency groups have seen less drastic changes (see figure B-13A, Appendix B).

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

- A. All subgroups have not reached the graduation rate target Annual Measurable Objectives for this year (see figure B-5B, Appendix B). The five-year graduation rate and the four-year graduation rates are lower than similar districts and the state average this year (see figure B-14, Appendix B). Approximately 26.2 percent of the district’s students did not graduate within four years, as compared to the state average of 16.4 percent. The four-year graduation rates have been hovering around the 70 percent range. The five-year graduation rate follows the same general trend of the four-year graduation rate but at about 6 percentage points above (see figure B-15, Appendix B).
- B. The dropout rate fluctuated between 2013 to 2017 with no obvious trend emerging, although it appears to decrease in 2016-2017 (see figure B-16, Appendix B).
- C. Across years, the majority of dropouts occur in 12<sup>th</sup> grade. In 2014-2015, dropouts decreased in the 12<sup>th</sup> grade only, which caused the overall dropout rate to decrease. In 2016-2017, dropouts were down across grade levels, which caused another decrease (see figure B-16A, Appendix B).

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

- A. Youngstown has decreased steadily in disciplinary actions per 100 students to around 68.3 since the high of 172.7 in 2014. In general, Youngstown has much higher disciplinary actions than the state and similar districts aggregated (see figure B-17, Appendix B and figure C-1, Appendix C).
- B. In general, East High School seems to have the largest number of out-of-school suspensions as compared to the other schools in the district (see table C-3, Appendix C). The numbers of out-of-school suspensions and in-school suspensions are roughly similar and make up the majority of disciplinary actions. The reasons behind these suspensions seem to be disobedient/disruptive behavior or fighting/violence. Disobedient/disruptive behavior accounts for 82.1 percent of the disciplinary instances within the district; followed by Fighting/Violence, which accounts for 11 percent; and then Harassment/Intimidation, accounting for 4.6 percent (see table C-2, Appendix C).

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

<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 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 who received regular or honors diplomas 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 high school credentials (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 careers.

- A. ACT participation for the 2017 graduating class was 41.7 percent. Of the students who participated, 2.6 percent received remediation-free scores (see figure B-18, Appendix B). ACT participation for the previous graduating class was 37.9 percent, making it a 3.8 percentage increase in a year. There was a slight increase in the percentage of students who received ACT remediation-free scores from 2016 to 2017 (1.7 percent in 2016 and 2.6 percent in 2017). Further, Dual Enrollment credit increased in 2016-2017, from 14.3 percent in 2016 to 15.7 percent in 2017. Additionally, Advanced Placement participation increased 3.9 percent and Honors Diplomas increased 0.6 percent.
- B. Over the past two years, no students participated in International Baccalaureate. Further, the participation in the Industry-Recognized Credentials program went from 2.6 percent in 2016 to 0.9 percent in 2017.

**9. Attendance Rates**

- A. Youngstown City School District attendance rates were within 4.1 percentage points of the state’s rates for the last four school years (see figure B-19, Appendix B).
- B. The district’s chronic absenteeism rate<sup>10</sup> ranged between 28.1 percent and 34.3 percent during the same period (see figure B-20, Appendix B). For the 2016-2017 school year, approximately 37 percent of the district’s students showed satisfactory attendance. Another 24 percent of the district’s students fell in the at-risk category (see figure B-21, Appendix B).
- C. The highest absenteeism rate for Youngstown City School District occurred in the 2016-2017 school year. Figure B-22 in Appendix B shows the percentage of district students in each grade who have missed at least 10 percent of the school year.

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

- A. About 15 to 75 percent of students in kindergarten to grade 3 were identified as not on track based on their grade-level diagnostic. Year 1 has the highest improvement in students who were off track who have then moved to on track as compared to other years (84 percent; see figure B-23, Appendix B).

**11. Financial Data**

- A. In 2016-2017 Youngstown City School District spent more on non-classroom instruction than the average of similar districts and the state average (see figure B-24, Appendix B). More than 40 percent of the expenditures are non-classroom based.
- B. More than 70 percent of district revenue came from the state, with local funds making up the second highest amount at 17 percent (see figure B-25, Appendix B).
- C. During the 2016-2017 school year, Youngstown City School District spent \$2,055 less on operating expenses per equivalent pupil as compared to the state average (see figure B-26, Appendix B).

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<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 reading test graduated on time, and only two-thirds of those scoring basic graduated on time. Conversely, more than four-fifths of the students scoring proficient or higher graduated on time. To address reading deficits early, the K-3 Literacy Improvement Measure is used to determine if more students are learning to read in kindergarten through third grade.

# Youngstown City School District Review Findings

## STRENGTHS

### Leadership, Governance and Communication

#### 1. The strategic plan goals and measures of success drive the decisions and actions of the district.

- A. According to document reviews, the district's strategic plan focuses the district improvement efforts around five priority goals: Goal I: academic achievement, Goal II: supporting the whole child, Goal III: parent, family and community engagement, Goal IV: world class workforce, and Goal V: operations, budget and accountability.
- Based on Appendix A: Action Plan, the strategic plan defines the focus for improvement, actions to achieve the goals and how success will be measured as follows:
    - Goals define desired and measurable results, i.e., "Operate an effective and fiscally responsible school system."
    - Objectives define how the goal will be accomplished, i.e., "Provide safe, efficient, and reliable transportation for students to and from school."
    - Strategy statements define the method used to reach the objective, i.e., "Maintain all buses to ensure they are safe to be on the road."
    - Action steps define who will do what, when they will do it and timelines for completion, i.e., "The Chief of Transportation will create a maintenance schedule and guidelines for all repairs on buses by Dec. 2016."
    - Metrics define measures of effectiveness, i.e., "By 2018-2019, 90 percent of bus routes safely arriving on time."
  - According to document reviews and interviews with district administrators, the Comprehensive Continuous Improvement Plans (CCIP) mirrors the strategic plan goals and action steps.
    - Comprehensive Continuous Improvement Plans outline how the district and schools utilize federal and state grant dollars to support instructional improvement efforts, based on Ohio Department of Education guidance documents.
    - The goals and action steps in the 2017-2018 Comprehensive Continuous Improvement Plans link to goals I and III of the strategic plan as follows:
      - Academic Achievement – Significantly increase academic achievement for all students by the 2018-2019 school year.
      - Parent, Family, and Community Engagement – Promote effective parental involvement in planning, implementing, and evaluating school improvement efforts.
  - Per document reviews and district administrator interviews, the district's "Focus" schools were awarded school improvement grants to implement improvement efforts aligned to the strategic plan.
    - A Focus school receives Title I funds and has one of the state's largest achievement gaps in student-performance and graduation rates, according to Ohio Department of Education guidance.

- School improvement grant competitive funds, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, “provide support and oversight to build the capacity of districts/schools to engage in inclusive, continuous, and targeted improvement to raise student achievement that is sustainable,” per Ohio Department of Education guidance.
  - Harding Elementary, Martin Luther King Elementary and Williamson Elementary, Focus schools, garnered competitive school improvement grant funds.
  - School improvement grant funds address Objective B under Goal I, “Provide the necessary support to all district employees so that they have the skills necessary to provide the highest-quality instruction,” and Objective B under Goal II, “Partner with community to support the mission and vision of the district.”
  - Based on document reviews and district administrator interviews, the school improvement grant for East High School, a “Priority” school, aligns to the strategic plan.
    - A Priority school receives Title I funds and ranks in the lowest 5 percent of schools in Ohio in student academic performance, per Ohio Department of Education guidance.
    - East High School received school improvement grant funds to address Goal II, supporting the whole child, and Goal III, family and community engagement, based on document reviews.
  - Chaney High School’s 2017-2020 Comprehensive Continuous Improvement Plan and East High School’s Action Plan goals support the district’s strategic plan, based on document reviews and principal focus group interviews.
- B. The district strategic plan informs decisions about the allocation of funds and resources, according to document reviews and district administrator interviews.
- Strategic plan goals guide decisions about funding priorities, according to the Youngstown City School District Fiscal Analysis as it Aligns with the Strategic Plan document, which was presented to the Academic Distress Commission on March 7, 2018.
  - The district allocated Fiscal Year 2018 funds for professional development to address Goal I: academic achievement, Objective B, “Engage all staff in Comprehensive Professional Learning Series aligned to the standards and the Instructional Framework,” per document reviews and district and building administrator interviews.
    - Elevated Achievement Group, Inc., an educational consulting company, focused on professional development supports to stakeholders and provided contracted services to support the development of a curriculum framework for English language arts for grades K-12, based on district administrator interviews.
    - Discovery Education™, a provider of digital educational content such as textbooks, games and professional development resources, delivered contracted services to support the development and implementation of an instructional framework for grades K-12.
  - The district allocated FY18 funds for professional development to address Goal II: supporting the whole child, Objective C, “Ensure every child attends a safe and nurturing school environment,” based on document reviews and principal focus group interviews.

- International Institute for Restorative Practices, a private accredited graduate school in Bethlehem, Pennsylvania, provided contracted services for staff professional development to enhance the delivery of behavior supports to students.
  - The district allocated FY18 funds to hire district and school staff to support Goal I: academic achievement through strengthening building leadership and instructional delivery, based on district administrator interviews and document reviews. Positions included:
    - Chief of teaching and learning and high schools;
    - Chief of elementary schools;
    - Deputy chief of instructional framework specialists;
    - Four deputy chiefs of school transformation; and
    - Fifteen instructional framework specialists.
  - The district allocated FY18 funds to hire 17 deans of students to address Goal II: supporting the whole child through maintaining a safe, positive school culture, according to document reviews.
  - The district organizational chart and assigned roles and responsibilities of administrative staff align to the strategic plan goals, based on document review and district administrator interviews.
    - The organizational chart, revised in January 2018, redefined reporting structures and job responsibilities of key building administrators to align with the strategic plan goals and measures of success, based on document reviews and an interview with chief executive officer.
    - Job responsibilities and reporting changes included the naming of a chief of accountability and assessment, deputy chief of data, deputy chief of climate and culture, deputy chief of school improvement, deputy chief of instructional framework specialists, and director of strategic initiatives, based on document reviews.
    - According to district administrator interviews, the district addressed gaps between the expected and achieved strategic plan goals by changing the organizational chart and job responsibilities. Comments from district administrators included:
      - “The chief executive officer wanted to shore-up the work on the strategic plan goals, so my job responsibilities have changed and are more focused;”
      - “My new job responsibilities address goals I and II of the strategic plan;”
      - “My department is held accountable for addressing objectives in Goal V;” and
      - “Everything I do is to support the strategic plan.”
- C. According to documents reviewed and interviews with district administrators, the district strategic plan informs decisions about practices, policies and programs.
- The district implements practices aligned to strategic plan Goal I that are designed to increase educator effectiveness, based on document reviews and interviews with focus groups of teachers and principals.
    - According to the strategic plan Goal I, Objective A, Strategy 2, the district “monitor[s] high quality rigorous instruction through daily walkthroughs tied to Ohio’s Learning Standards.”

- According to district administrator interviews, the district utilizes a walk-through tool to support teacher effectiveness in implementing the gradual release of responsibility instruction framework; an instructional practice that requires the teacher to gradually shift responsibility for performing a task to students owning the learning.
- Based on document reviews and principal focus group participants, the district utilizes the practice of learning tours to strengthen building administrator effectiveness in providing feedback to teachers on purpose statements, a description of the student learning target, exit slips, a means to assess learning at the end of the lesson and all components of the gradual release of responsibility model instructional framework.
- According to documents reviewed and interviews with district administrators, the district policies to address equity align to strategic plan Goals I and II.
  - According to the strategic plan Goal II, Objective B, Strategy 1, the district “completed a comprehensive review of all schools and programs within the district” and Strategy 2, “increase[d] highly rigorous course offerings for students.”
  - After the completion of the comprehensive review that indicated imbalances in program offerings from school to school, the district implemented a reconfiguration policy, assigning students to neighborhood schools rather than using a selection process for specialty schools to support equal access to high-quality programs for all students.
  - Following the reconfiguration, the district offered STEM pathways, foreign language, sports, one-to-one device technology, visual and performing arts, and increased accommodations for early college access in all schools. The district offers preschool in all K-8 schools.
- The district provides out-of-school learning programs to address Goal 1, Objective D, Strategy 2, “provide out-of-school learning time for all students,” based on document reviews.
  - The district offers after-school programs, Monday through Thursday, that provide three hours of daily intervention in reading and math and serve approximately 1,660 students. The programs include enrichment opportunities such as photography, engineering and culinary arts.
  - The district offers high school students, especially seniors, opportunities to recover course credits through an online credit recovery program offered at East, Chaney and Youngstown Early College.
  - The district offered a Third Grade Intervention Academy, High School End-of-Course Exams Intervention Program and summer enrichment camps in 2017, including computer-assisted instruction in reading and math, access to social-emotional supports and sports.

**IMPACT:** When a strategic plan is utilized to drive the decisions and actions of the district, there may be uniformity among stakeholders in working toward accomplishment of priority goals for student achievement.

## **2. The district provides supports to develop building administrators’ instructional leadership skills.**

- A. The district implements management tools and practices to support building administrators in meeting strategic plan goals, based on document reviews and interviews with building and district administrators.
- According to document reviews, strategic plan Goal I identifies the need to “provide the necessary support to all district employees so that they have the skills needed to provide the highest-quality education to students.”

- Building administrators receive a yearly Principal Score Report Card, an evaluation metric tied to the strategic plan and focused on the development of instructional leadership skills.
  - Building administrators receive a rating from 1 to 3 on each metric of the Principal Score Report Card, with 3 being the highest level of principal effectiveness.
  - Metrics include instructional leadership actions such as “[building administrators] informally observe every teacher each week and document it on the informal observation tracker.”
  - Metrics include student and teacher performance measures, such as “50 percent of school 3<sup>rd</sup>-8<sup>th</sup> grade classrooms attain growth scores in reading and math at or about 85 percent schoolwide.”
  - The final tally from the Principal Score Report Card factors into the building administrator’s Ohio Principal Evaluation System report at the end of the year, based on district administrator interviews.
- According to document reviews and district administrator interviews, the Cycles of Learning build the capacity of building administrators to implement the instructional framework strategic plan goal.
  - The district and building administrators conduct the Cycles of Learning quarterly in each building and focus the work on the instructional framework.
  - The building administrator leads the building leadership team in data analysis, collaborative planning, reflective practices and feedback around the quarterly instructional framework components.
  - The Learning Cycle Template identifies a series of metrics to evaluate the effectiveness of the quarterly implementation process.
  - The metrics hold building administrators accountable for building leadership team and teacher-based team meetings, professional development provided on instructional framework, professional readings, learning tours, peer visits, timely feedback to staff after classroom walk-throughs, completion of observations tools, and family and community engagement activities.
  - The metrics hold building administrators accountable for specific student and teacher performance goals. For example, “By the end of this cycle, 75 percent of teachers will implement independent instruction at a level 3 or above as defined by the guidance tool.”
  - Deputy chiefs of school transformation provide summary feedback to the building administrator bi-monthly, as well as weekly updates on progress toward metric targets.
  - The building administrator receives support from deputy chiefs of school transformation and district administrators to develop an improvement plan to address deficit areas, according to principal focus group participants.
  - The chief executive officer reviews completed Learning Cycle Templates and incorporates data into the final Ohio Principle Evaluation System summaries.
- Based on document reviews and principal focus group participants, the district utilizes the 5 Week Review process and rubric to monitor and provide feedback to building administrators on instructional leadership measures tied to the strategic plan goals.

- Building administrators complete the 5 Week Review form on a continuous cycle throughout the year and submit evidence to support measures of effectiveness defined in the 5 Week Review rubric.
  - The rubric rates the building administrator as accomplished, skilled, developing or ineffective on preparedness for the review, actions to address tardiness, attendance, grades and behavior, frequency of classroom observations, timeliness of feedback to teachers and follow-through on previous review recommendations.
  - The deputy chiefs of school transformation provide written feedback on each 5 Week Review form, as well as instructional support and guidance to the building administrator when gaps occur, based on district administrator interviews and document reviews.
  - The deputy chief of data holds data talks every week with each building administrator to assist in the analysis and interpretation of the 5 Week Review report, based on district administrator interviews.
  - The District Matrix Grid and School Progress Summary track school performance from cycle to cycle and illuminate gaps in instruction leadership to inform professional development planning, based on document review.
- B. The district provides building administrators sustained access to professional learning opportunities, based on document reviews and interviews with building and district administrators.
- Based on strategic plan Goal I, Objective B, Strategy 1, building administrators “engage in Comprehensive Professional Learning series aligned to the standards and the instructional framework.”
  - According to Youngstown City School District Comprehensive Professional Development Partnership Plan dated January 2017, personnel from Discovery Education™ provided core learning sessions and job-embedded coaching to building administrators to support the implementation of the instructional framework.
    - Based on document reviews, Discovery Education™ personnel engaged building administrators in leadership development workshops to build shared understanding of leading for change to improve effective teaching practices.
    - Building administrators participated in instructional leadership communities to build capacity around the instructional framework designed to improve instruction and student outcomes.
    - Content of sessions for building administrators included presentations, professional readings, sharing of tools and resources, collegial dialogue around learning tours through classrooms looking for qualities of effective instruction and using data toward instructional change.
    - Discovery Education™ personnel provided coaches and coaching sessions in each building to assist building administrators in understanding and guiding the implementation of the instructional framework.
  - Based on document reviews, high school building administrators received mentoring and coaching support through the International Center for Leadership in Education.
    - According to document reviews and principal focus group participants, International Center for Leadership in Education, a division of Houghton Mifflin Harcourt publishers specializing

in instructional leadership, partnered with the district to provide job-embedded professional development to high school building administrators.

- The International Center for Leadership in Education provided executive coaches and the Instructional Practices Assessment walk-through tool to determine the levels of rigor and relevance of classroom instructional practice and learner engagement at the high schools.
  - The executive coaches supported building administrators in the analysis of the walk-through data and the development and monitoring of improvement plans to address instructional needs, according to principal focus group participants.
  - The International Center for Leadership in Education presented a series of instructional leadership workshops for the district high school building administrators on the Daggett System of Effective Instruction, a research-based leadership approach rooted in the need to align all school improvement efforts around instructional excellence.
- According to interviews, the deputy chiefs of school transformation, the chief of teaching and learning and high schools, and the chief of elementary provide coaching and mentoring to building administrators, as part of assigned roles and responsibilities.
    - Based on the Academic Distress Commission State of the Schools 2016-2017 Progress Update, “The deputy chiefs of school transformation are expected to support building level administrators and teachers with the implementation of the strategic plan.”

**IMPACT:** When the district strengthens the instructional leadership skills of building administrators, these administrators may influence teachers’ instructional practices and, in turn, accelerate student learning.

## Curriculum and Instruction

### 1. The district utilizes an evidenced-based instructional framework across all-content areas.

- A. According to interviews and documents reviewed, on Sept. 5, 2016, the chief executive officer presented a Strategic Plan to the Academic Distress Commission. One of the main objectives of the plan is to “provide the necessary support to all district employees so that they have the skills needed to deliver the highest-quality education to students.”
- The strategies designed to meet the goals include:
    - Engaging all staff in comprehensive learning series aligned to the standards and the instructional framework;
    - Providing all needed resources to staff so they have the tools to be successful;
    - Offering one-on-one instructional and leadership coaching to classroom teachers, school administrators and district leaders; and
    - Creating a mentoring program for teachers and leaders.
- B. According to classroom observations and a review of district documents, including the professional development calendar, academic and cabinet meeting notes, district administrator’s discussion notes, Learning Cycle Tour data and targets, and district financials, the district implemented an evidenced-based instructional framework to deliver education to all students. Learning Cycle Tour data is data collected on the teachers’ use of the Gradual Release of Responsibility Framework strategies, i.e., purpose, focus, whole-group guided instruction, collaborative learning, independent learning, leveled independent learning and exit slip.

- The professional development calendar outlined the dates of the Discovery Education's training from August 2017 to May 2018 to train teachers, principals and district administrators on the Gradual Release of Responsibility Framework. The district contracted with Discovery Education to provide ongoing professional development to district personnel on the Gradual Release of Responsibility Framework, a learning process framework that “shifts the cognitive load from teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the learner” (Pearson &Gallagher,1983).
  - According to classroom observations, teachers use the Gradual Release of Responsibility Framework to teach academic standards to the students.
  - Interviews with teacher focus groups and the professional development calendar showed that the district provided several professional development opportunities for the Discovery Education to train all employees in the district who have direct responsibility and accountability for classroom instruction.
    - Chiefs and deputy chiefs, who have direct oversight and responsibility over their assigned schools for academic growth and performance, indicated in interviews that they received training in the summer by Discovery Education and participate in the ongoing training available for all teachers.
    - Teachers stated that once a month they are released from the classroom for training on the Gradual Release of Responsibility Frameworks. Some comments included:
      - “[The framework] gives [us] structure and really scaffolds the knowledge”;
      - “It makes me better in planning”; and
      - “In the beginning, I was against someone telling me how to teach in my classroom. But now, I have learned so much about how to teach.”
- C. According to interviews, instructional framework specialists attend all professional development trainings by Discovery Education to learn and be equipped to support teachers and principals in the delivery of the Gradual Release of Responsibility Framework. According to interviews, instructional framework specialists observe, coach and provide direct feedback to teachers and record performance data on the Gradual Release of Responsibility framework:
- A principal stated, “I don’t know what I would do without the eyes of the instructional framework specialists; they provide important feedback on the effective implementation of the Gradual Release of Responsibility strategies to support our teachers.”
  - Based on the October to December 2017 Learning Cycle calendar and interviews with teachers and administrators, there is dedicated time for instructional framework specialists to provide teachers with feedback and support on the Gradual Release of Responsibility Framework during daily teacher planning time and lunch time.
  - The Principals stated that they attend all Gradual Release of Responsibility Framework trainings and it enables them to support teachers and provide feedback to help them grow as professionals.
  - Principals commented, “Those teachers who are using the program effectively, looking at data and sharing it with students and families are showing great growth [as educators].”
  - “Our teachers are seeing the benefits [the teacher’s improved ability to engage all students more proficiently] from Gradual Release of Responsibility.”

**IMPACT:** When the district utilizes an evidenced-based framework to deliver instruction, teachers may effectively teach the standards to all students and increase learning.

## **2. The district has established a process for curriculum development and revision.**

- A. On Feb. 24, 2009, the district's board members adopted Policy-2220 Adoption of Course of Study, which states that the superintendent would recommend to the board courses of study that shall:
- “Align with the district’s mission, philosophy, educational goals and strategic plan;
  - Identify learning and performance expectations;
  - Provide scope and sequence of knowledge and skills to be learned;
  - Prescribe methods for assessment of student progress and means for interventions;
  - Address the development needs of early childhood, middle and adolescent through young adult students; [and]
  - Be guided by the Ohio’s state-adopted content standards.”
- B. Based on interviews, pacing guides for English language arts and math, established links to the Ohio curriculum, the professional development calendar and financials for release time, teachers, instructional framework specialists and district chiefs developed and revised pacing guides and lessons aligned with Ohio’s Learning Standards.
- C. According to district interviews and the document reviews, the teachers selected and implemented the math series by McGraw Hill for the 2017-2018 school year for grades K-12.
- D. The district also adopted ThinkCerca, a writing program for grades 4-8, to increase writing proficiency.
- E. The district selected and implemented the Heggerty Phonics program in grades preK-2 to systematically develop phonological and phonemic awareness for reading in kindergarten.

**IMPACT:** When the district implements a curriculum development and revision process, teachers across the district may have the opportunity to standardize pacing guides and plan instruction with grade-level colleagues to accurately monitor student learning.

## **3. District and building administrators provide immediate and consistent feedback on instructional practices and student engagement.**

- A. According to the Learning Cycle Tour reports, interviews and district administrators’ meeting notes, teachers receive consistent feedback on the Gradual Release of Responsibility Framework.
- Chiefs, deputy chiefs, instructional framework specialist and principals use a document titled Learning Cycle to track observations and provide immediate feedback to teachers on instructional practices and student engagement in the classroom.
  - Based on the review of the tool and documented comments, the tool included “highlights” of evidence of their practices and “bite-sized actions steps” for the teachers to focus on before the next visit. The tool maintains the data so that district and school staff can revisit recommendations and measure growth.
- B. Based on interviews with the instructional framework specialists, their primary role is to provide feedback on the Gradual Release of Responsibility Framework. In addition, they observe and provide feedback in teacher-based team and building leadership team meetings and grade-level curriculum meetings. The instructional framework specialists serve as reflective questioners and ask probing questions and provide feedback, when asked, in meetings.

- C. State Support Team 5 consultants provide feedback to principals on teacher-based team and building leadership team engagement and strategies on how to support teachers in increasing student learning opportunities and improving instructional practices.
- D. Based on interviews with the district's technology and data team, as well as observation of the data collection instruments and instructional programs available to teachers, the district provides several data displays to the classroom teachers and building administrators to guide their conversations in teacher-based team and building leadership team meetings, 5 Week Reviews and weekly reviews. Some examples of the data displays include data walls with student performance data, Learning Tour Data and weekly recorded data calls with district personnel.

**IMPACT:** When the district provides immediate, consistent and useful feedback to increase teachers' instructional expertise, it may lead to increased student engagement and academic performance.

## Assessment and Effective Use of Data

### 1. The district collects and analyzes student data to drive decision-making for improving student growth.

- A. The district reviews student assessment results, student growth data, as well as teacher implementation and effectiveness data to ascertain progress toward the goals of the district's strategic plan.
- B. According to reviewed documents and interviews with district administrators, the district purchased Illuminate Education™, a technology platform that provides tools to collect student information and assessment data. One component of the Illuminate Education™ system is a collection hub which stores student information to generate data reports. The other part of the platform houses interim content standard assessments and generates corresponding data reports for teacher use.
  - Illuminate Education™ is used to generate a weekly report of behavior, attendance and grades, as well as assessment and classroom observation data which is compiled for each building's 5 Week Review. Building administrators meet with district administrators for two hours every five weeks to review their building data.
  - Reviewed documents reveal that Illuminate Education™ provides data for the development of data walls by district and each building. Data walls are visual displays of summative data, which are updated quarterly and provide quick access to determine growth or challenges in each targeted area. The tracked measures for these data walls are aligned to the metrics of the district's strategic plan.
  - Illuminate Education™ also compiles reports used by district and building leadership teams to guide decision-making concerning students who need more academic or behavioral supports.
  - All district and building administrators attend a weekly phone conference where up-to-date data is reviewed providing checkpoints on student growth. The phone call is recorded, which enables building administrators to access the information if they are unable to participate in the phone conference.
- C. The district has established professional learning structures to collaboratively review and analyze student performance and adult implementation data.
  - According to reviewed documents and interviews with district and building administrators, the district has a defined collaborative team structure, consisting of a district leadership team, building leadership teams and teacher-based teams, which is used to make decisions based on student data to improve instructional practices.
- D. The district implemented the Gradual Release of Responsibility instructional framework, as an evidence-based practice for guiding instruction. As part of this framework, teachers are expected to develop purpose statements and exit slips for each lesson taught. District and building staff monitor the exit slip data.
  - Minutes from the district leadership team meeting show they review student performance data and teacher implementation of the Gradual Release of Responsibility framework data to guide their decision-making.

- The district created the role of instructional framework specialists to support teachers with the work of the Gradual Release of Responsibility framework in the 2017-2018 school year. One instructional framework specialist is assigned to each building.
  - Building leadership team minutes highlight the following examples of topics that have been discussed during their meetings: samples of exit slips, purpose statements and student work. The teams also analyze the adult implementation of the district’s instructional framework.
  - A review of documents indicates that teachers utilize teacher-based team time to collaboratively analyze completed exit slips, identify students for interventions and develop future purpose statements and exit slips.
- E. According to interviews and a review of documents, district and building administrators, as well as the instructional framework specialists, conduct learning tours to observe evidence of teacher usage of the framework. Learning tours are short classroom visits in which personnel observe the teachers’ implementation of the framework and provide feedback on a weekly basis.
- Observational data from the learning tours are entered into an online system called Kick Up. Kick Up provides immediate feedback to teachers on their implementation of the instructional framework.
  - Observers give actionable recommendations to teachers based on the data collected during the learning tours.
  - Kick Up data also is analyzed during the building and district leadership team meetings.
- F. Evidence from a document review and interviews with district and building administrators indicated the district contracted with the International Center for Leadership in Education to provide professional development and instructional support to the two high schools. This project examines rigor and relevancy of instructional practices and student engagement. The high school leadership teams use the data collected from the center as part of their 5 Week Review data discussions and to develop action plans for the buildings.
- G. According to a document review and interviews with district administrators, the district purchased Tableau,™ an online tool, which provides live visual analysis for data used throughout the district.
- The district and building administrators use Tableau™ to customize visual displays of data to assist in their decision-making at the building and classroom levels.
  - A review of the district website shows data displays made in Tableau™ posted for external stakeholders to access concerning district enrollment, attendance, discipline and intervention growth using Istation, an online intervention program.
- H. According to teacher focus group participants, they share individualized data reports with their students. Building administrators and instructional framework specialists state they have observed teachers conferencing with students on their individual performance data.
- I. The district provides weekly reports to parents concerning their child’s behavior, attendance and grades. In addition, the district generates student assessment reports twice per year as talking points for parent and teacher conferences. District and building administrators reported an increase in discussions with parents about their children’s data since these reports have been made available.

**IMPACT:** When the district utilizes data that focuses on teacher implementation and student outcomes to make decisions, the district may be able to build the capacity of teachers to maximize student learning.

## **2. The district uses a balanced assessment system to identify student needs.**

- A. A review of the district assessment matrix shows the district utilizes the Northwest Evaluation Association assessments to benchmark student growth for all students.

- Students in grades 2-12 are assessed in reading and students in grades K-12 are assessed in math. Both assessments occur three times per year. These scores also are used to identify students for gifted services.
- B. Interviews with district staff outlined that Istation Diagnostic assessments are administered monthly in reading to track student progress in grades preK-8.
- Istation is an online tool that the district uses for daily reading and math intervention. As part of this program, the teachers administer the monthly assessments to measure student growth.
  - Interviews with the district administrators indicated one of the reasons for selecting this program is that it contains a Spanish version to address the needs of English learners.
- C. Reviewed documents and interviews with district administrators indicate that teachers administer Dynamic Indicators of Basic Early Literacy Skills and the Text Reading Comprehension™ assessments for monitoring the progress of students on reading interventions in grades K-3.
- The assessments are administered weekly for students requiring the most intensive intervention; two times per month for students requiring moderate intervention and monthly for students requiring limited intervention.
- D. According to interviews with district administrators, during the 2017-2018 school year, the district began using the Heggerty Phonemic Awareness assessment for preschool and kindergarten students. This assessment provides data on phonics and pre-reading skills for developing interventions.
- E. Reviewed documents revealed the district administers WorkKeys and WebXam, assessments designed to support high school students focused on career pathways.
- F. According to reviewed documents, the district administers the Pre-Scholastic Aptitude Test (PSAT) to all students in grades 8-9 to prepare them to take the assessment later in their high school careers. All high school juniors participate in the Scholastic Aptitude Test (SAT), which aligns to the goals in the district's strategic plan.
- G. According to interviews with district and building administrators and teacher focus group participants, the district requires all teachers to administer formative assessments in the form of exit slips aligned to instructional purpose statements for each lesson taught. Formative assessments are short checks for understanding that teachers use to determine student understanding and to develop next instructional practices.

**IMPACT:** When the district has a balanced assessment system, educators may be able to identify student academic needs based on assessment results.

## Human Resources and Professional Development

### 1. The district hired trained staff and established hiring procedures to guide recruitment, selection and assignment of teachers.

- A. According to interviews, reviewed documents and observations, the district established administrative positions responsible for implementing a system of operation and processes for the human resources department.
- The district hired a chief of human resources with business and human resource experience in workforce administration and management. This action supports a recommendation provided in the April 3-7, 2017, district review to “establish an administrative position to lead the district recruiting, selection, assignment and managing of teachers and administrators.”
    - The chief of human resources focuses on providing structure to the human resource department. The human resources personnel coordinate with other district departments, specifically the fiscal department to provide appropriate compensation for staff.

- The district hired a director and assistant director of human resources. The responsibility of the director of human resources is to coordinate department daily operations. The assistant director of human resources' responsibilities include job posting, employee benefits and the workers' compensation program administration.
  - The district employs human resources generalists, each with an assigned role for collecting and maintaining employee records information (i.e., certified and classified) and supporting the system for requesting and assigning substitute teaching staff.
  - The human resources department created checklists to ensure employee records are compliant. These checklists include the New Hire Checklist, Employment Intake Checklist and Candidate Verification document, and a checklist of all documents to be included in a personnel file and attached to the file.
  - The district utilizes software programs to support the employment process.
    - Human Resources Kiosk, an electronic management solution, links to state software for licensure and other required document tracking.
    - Public School Works, an online safety and regulatory compliance tool, is used to monitor needed and completed staff training for topics, such as bloodborne pathogens and child abuse prevention.
  - The district can electronically collect and submit fingerprints for Ohio Bureau of Criminal Investigation and conduct Federal Bureau of Investigation background checks in house.
- B. According to interviews, reviewed documents and observations, the district has standardized processes for recruiting, selecting and assigning talent to address the needs of students in each building.
- The district uses multiple strategies to advertise certified positions, such as national search firms, college placement offices and the district's website.
  - The human resources staff established a new hire recommendation process that includes building administrators' input to make decisions regarding the selection and assignment of staff.
    - District personnel use an online Google form to request postings of job vacancies.
    - Building administrators can view completed applications and recommend potential candidates for interviews to the human resources department staff. Once human resources staff schedule interviews, the department develops a panel of building administrators to conduct the interviews using standardized questions from AppliTrack/Frontline Education, an electronic application platform, to ensure a fair and transparent process.
    - After the interview process is completed, building administrators discuss the candidates to make hiring decisions and assignments that address the needs of students in their buildings.
  - The district developed the reassignment form to standardize the process for building staff reassignment. The staff reassignment form outlines the approval and communication process for notifying district departments regarding staff reassignment. District and building staff can request reassignments to move within departments, within a building or to other buildings and positions.
  - The district utilizes a system and processes for identifying needs and assigning classroom substitute teachers to support increased professional development in the 2017-2018 school year.
    - The district is a member of the Mahoning Valley Regional Council of Governments to contract for substitute teachers and other outlying non-bargaining unit staff employed through the Mahoning Valley Educational Service Center.

- The district contracts with Rachel Wixey and Associates to facilitate the classroom substitute process using Aesop®, an online absence management system.
- The human resources generalists manage teacher absences and communicate unfilled vacancies to building administrators and Rachel Wixey and Associates through the Aesop® system and by telephone.

**IMPACT:** When the district has systems and processes in place to recruit, select and assign qualified teachers, personnel decisions may meet staffing needs.

## **2. The district provides professional learning to educators to meet strategic plan goals.**

- A. According to interviews, focus groups and reviewed documents, the district prioritizes one-to-one professional development.
- The strategic plan defines objectives, strategies and action steps for providing support so employees have the skills needed to deliver the highest-quality education for students. For example:
    - Goal 1, Objective B, Strategy 3 states “offer one-to-one instructional leadership coaching to classroom teachers, school administrators.”
    - Goal 1, Objective B, Strategy 3, Action Step (a) states “instructional coaches provide teachers with professional development, model best practices, and provide feedback.”
    - Goal 1, Objective B, Strategy 3, Action Step (b) states “instructional coaches meet weekly with all teachers to provide feedback and support.”
    - Goal 1, Objective B, Strategy 3, Action Step (c) states “provide leadership coaching to school principals.”
    - Goal 1, Objective B, Strategy 4, Action Step (a) states “assign all newly hired teachers to a mentor teacher.”
- B. According to interviews, focus groups and a review of documents, the district focuses on instruction and leadership for teachers and building administrators in job-embedded professional development.
- Resident Educator teachers stated their assigned Resident Educator mentors teach in their respective buildings and are available to work with them on their Resident Educator activities.
  - The district contracts with Discovery Education™ to receive customized professional learning specifically designed to explore, refine and nurture effective instruction.
    - Discovery Education™ professional development specialists provide professional development to all teachers and specific training to selected teachers, known as “master fellows,” based on their instructional expertise and other factors identified by the district. Discovery Education™ professional development specialists work directly in the master fellows’ classrooms.
  - The district employed and placed instructional framework specialists in school buildings for the 2017-2018 school year.
    - A review of the district’s job description for instructional framework specialists showed the instructional framework specialists “will serve as instructional experts and provide support to school leaders on implementing the instructional framework (Gradual Release of Responsibility) effectively and accurately.”

- At least one instructional framework specialist is assigned to each building to support principals with the instructional framework.
- The district assigned a deputy chief of school transformation to each building to provide oversight and support to principals.
- The district utilizes the International Center for Leadership in Education to support high school principals in developing academic leadership in the 2017-2018 school year.
  - International Center for Leadership in Education is an educational organization providing school improvement services, including job-embedded leadership coaching, to drive change and sustain student achievement.
  - According to principal focus groups, International Center for Leadership in Education coaches provide guidance and modeling in using the International Center for Leadership in Education's Rigor, Relevance and Learner Engagement rubric for classroom observations.
  - State Support Team 5 members shared their services include leadership development support to building administrators in schools identified for school improvement. The Ohio Department of Education provides regional state support teams to school leaders and building teams to support academic improvements and services for low-performing students.
  - East High School, identified as a Priority school, is given the highest level of support and monitoring for improvement help as outlined by the Elementary and Secondary Education Act (ESEA), federal legislation to ensure success for students and schools. According to Ohio Department of Education guidance, a Priority school ranks in the lowest five percent of schools statewide in student academic performance.

**IMPACT:** When the district promotes professional learning opportunities relevant to educators' day-to-day work, educators may enhance their knowledge and instructional skills.

## Student Supports

### 1. The district developed structures and procedures to address school climate and student academic and behavioral needs.

- A. According to district administrators, in August 2017, the district developed the Student Services Manual to ensure special education staff have access to guidance documents and procedures on all facets of the special education process. This is a recommendation written in the 2017-2018 district review report conducted by the Ohio Department of Education on April 3-7, 2017. The manual consists of eleven sections:
- Intake Procedures provide guidelines on enrolling students with disabilities in the school district;
  - Evaluation Team Reports (ETR) provide guidance on the evaluation process to determine if a child has a disability;
  - The Individualized Education Program (IEP) section provides guidance on how to write an individualized plan for a student with a disability;
  - The Checklists section contains guidance documents on the evaluation team report, special education requirements and reference forms;
  - The Frequently Used Forms for Special Education section contains forms related to special education discipline, case conference summary templates and procedures for reporting an incident and restraint;

- The Augmentative Communication Procedures section outlines the referral process to determine a child's needs for assistive devices, provides the evaluative process and instruction on the use of devices in the classrooms.
  - The Medical Home Instruction Procedures section contains the referral process for home instruction;
  - The Nonpublic School Guidelines section contains procedures to evaluate children attending chartered and non-chartered, nonpublic schools.
  - The Contracted Services Guidelines section contains procedures for contracting with outside agencies.
  - The Early Childhood Procedures section contains special education guidance documents for evaluating and serving preschool children; and
  - The Bed Bug Policy and Procedures contain district policy and prevention procedures to guide staff in taking steps to prevent an infestation of bed bugs on school district property and to instruct staff in caring for the student.
- B. According to the deputy chief of climate and culture, in August 2017, the district developed the Youngstown City Schools Culture and Climate Manual to provide staff with clear expectations of positive behavior and to reinforce acceptable behavior through positive behavior interventions and supports (PBIS) and restorative practices.
- Youngstown City Schools Culture and Climate Manual contains the district's culture and climate programs, Positive Behavior Intervention and Supports (PBIS) and restorative practices, and comprises the school district's code of conduct for the 2017-2018 school year.
    - The Cultural Standards section provides a definition of the concept of "culture" and its relationship to a school's culture.
    - The Positive School Culture and Climate Plan describes the procedures the district has put in place to maintain a safe, productive, learning environment. In the plan, the district addresses the restorative practices and Positive Behavior Intervention and Supports.
      - According to the reviewed documents, restorative practices focus on repairing and restoring relationships among student, staff and the school community.
      - Positive Behavior Intervention and Supports (PBIS) is a preventative approach to address the behavioral needs of all students.
  - Student Code of Conduct summarizes the district's policy on student behavior and what families can expect if their children are not meeting behavior expectations.
    - In the code of conduct, the district lists the expected behaviors for students and provides guidelines for governing a student's conduct.
    - The district lists descriptions of potential infractions and restorative strategies for level I, II, and III offenses.
    - Level I offenses are minor infractions, such as skipping class and horse play. Examples of restorative strategies listed for such infractions are to re-teach behavioral expectations or create a behavioral contract that includes expected student behaviors.
    - Level II offenses are more severe infractions, such as fighting and disrupting class. Examples of restorative strategies listed for such infractions are to conference with the student, referral to the school counselor and/or referral to community service.

- Level III offenses are intensive infractions, such as assault on a district employee or possession of drugs, alcohol or a weapon. Examples of restorative practices listed for such infractions are to arrange linkage with counseling or mental health agency, serve in-school suspension time, spend time in an alternative placement and/or file charges if the law is broken.
  - The district describes its anti-harassment and anti-bullying policies, which includes the formal complaint procedures, process of investigating, retaliation, reporting requirements, and notification of policy.
  - The district created a template for suspension and expulsion letters for principals to use when communicating with families.
  - The district manual includes: dress code policy, glossary of terms, and an acknowledgement and agreement of student code of conduct letter to be signed by parent and student.
  - The district's Positive Behavior Intervention and Supports (PBIS) incentive program addresses district-wide expectations for students and staff in the classroom, on the bus, in the halls, on the playground and in the cafeteria.
    - The district provides a "Y-Bucks" incentive program for recognizing students for positive behaviors.
  - The district hired 17 deans of students for the 2017-2018 school year. The district has assigned the deans of students to each school based on identified needs.
  - According to the job description, the dean of students works closely with the school's principal, assistant principal, building-level culture and climate teams, and the deputy chief of culture and climate to ensure culture programs and resources are meeting expectations and that outcomes are consistently being tracked.
  - Duties and responsibilities of the dean of students includes the following tasks:
    - Develops and manages a clear and consistent behavior and consequences framework as outlined in the student code of conduct and establishes a clearly defined role for every adult on the school's culture and climate team;
    - Ensures that teachers, administrators and parents understand the district's universal expectations;
    - Oversees the restorative practice professional development training;
    - Integrates Positive Behavior Intervention and Supports and restorative culture programs to existing programs such as anger management and conflict resolution; and
    - Develops and maintains systems to ensure that performance data is being monitored, reported and tracked.
  - According to the Culture and Climate Manual, the district describes the Positive Alternative to School Suspension (PASS) room, which is an out-of-classroom space where students can reflect, refocus and return to the general classroom. The manual describes PASS room entry and exit procedures for students in grades K-12.
- C. According to district administrators, in August 2017, the district's departments of student services and teaching and learning collaboratively developed the multi-tiered systems of support procedures.

- According to a guidance document, the district defines the multi-tiered systems of support as “a comprehensive continuum of evidence-based systemic practices to support a rapid response to students’ needs with regular observation to facilitate data-based instructional decision-making.”
- As described in the guidance document, the focal point for the multi-tiered systems of support is developing, implementing and monitoring of proactive interventions designed to assist students in the classroom in reading, math and behavior in response to student data at the Tier 1, 2, 3 levels.
- The guidance document provides guidance to staff on Tier 1 universal instructions, Tier 2 targeted interventions and Tier 3 intensive interventions. It suggests strategies, provides a tracking form and recommends frequency with which teams meet.
  - Tier 1 universal instruction is designed to address the needs of most of the school’s students.
  - Tier 2 targeted interventions are designed to remediate a student’s specific skill deficit of students who have not benefitted from Tier 1 instructional strategies.
  - Tier 3 intensive instruction account for students who have not benefitted from Tier 1 and Tier 2 interventions and need instruction that is more explicit, intensive and specially designed to meet the student’s individual needs.
- According to the multi-tiered systems of support guidance document, the district requires teachers to use a tracking form to analyze and quantify the problem, select interventions and develop a plan with timelines for implementation.
- The district uses a guidance rubric tool to determine if interventions are working.
- According to the multi-tiered systems of support guidance document, the district recommends that teacher-based teams meet weekly to discuss student progress and revise interventions plans, if applicable.
- Included in the multi-tiered systems of support guidance document are guidelines and procedures for implementation. A description of each section is identified and an explanation is provided. The following seven areas are described:
  - Roles and responsibilities for team members;
  - The adopted intervention system used by the district, including the timeline for implementation;
  - The observation process;
  - Special education referral process;
  - The multi-tiered systems of support process for students already identified for special education services;
  - Documentation of record reviews and data collection;
  - The process of retaining intervention documentation should the student move to a different building or leave the district.
- A resource link is provided to connect staff to other resources to support the multi-tiered systems of supports framework

**IMPACT:** When the district has structures and procedures in place to create a safe school environment and make effective use of systems for addressing student academic and behavior needs, educators may have the tools to provide interventions and supports to improve students' academic performance.

**2. The district continues to strengthen comprehensive services to address the needs of the whole child.**

- A. Goal II of the district's strategic plan states that the district's focus is on supporting the whole child by tailoring instruction to fully serve students with exceptional needs, expanding advanced course offerings to better engage students and prepare them for postsecondary and career opportunities and expanding school-sponsored after-school opportunities for students.
- B. According to interviews and a review of documents, the following external agencies have expanded or made changes to the services they are providing for the 2017-2018 school year:
- The Red Zone is a new service that partners with the district to provides on-site behavioral health services in every school. The Red Zone therapists support school administrators, teachers and families in addressing issues that interfere with students' academic achievement.
  - The Boys and Girls Club of Youngstown provides academic tutoring, character building and recreational services to approximately 100 students in grades K-8 during the afterschool program. The schools offering the program again this year are Paul C. Bunn Elementary, McGuffey Elementary and Martin Luther King Elementary.
  - Alpha Kappa Alpha Sorority, Incorporated Epsilon Mu Omega Chapter continues to provide mentoring services to high school girls each year. Lady Pearls mentoring program has expanded from 10 students to 15 students for the 2017-2018 school year. Each student receives academic intervention and participates in a service project.
  - Mahoning Valley College Access Program (MVCAP), a nonprofit agency, provides services to high school students in the Mahoning Valley to help them to apply to postsecondary programs including college, career and technical training, and the military. The MVCAP staff assists school counselors with registering students for the ACT and SAT and assists students with securing financial aid and acquiring scholarships.
  - The district continues to partner with Youngstown State University to implement the Project PASS (Penguin Assistants for Student Success) after-school program to provide a teacher intern to support reading instruction, two times per week for 45 minutes to one hour, for students in grades 3-5.
  - The United Way of Youngstown and the Mahoney Valley expanded Success After 6 provide after-school tutoring, access to food and clothing and health screenings for 540 students in grades K-8. They began serving students at Taft Elementary at the beginning of the 2016-2017 school year and expanded to include four additional elementary schools, with the goal to have a program in all nine elementary schools.

**IMPACT:** When the district strengthens comprehensive services that address social-emotional and academic needs to support the whole child, it may reduce barriers that hinder students' academic success.

**3. The district restructured its schools to ensure equal access to services and programs for students and families.**

- A. According to the 2016-2017 district review report, a recommendation indicates the district provides equitable access to curriculum, programs and services to enable all students to receive high-quality instruction and educational opportunities that are available in the district.
- B. As part of Goal III of the district's strategic plan, beginning in the 2017-2018 school year, the district restructured its schools to ensure that all students have access to appropriate services to support learning and to provide opportunities for every child.

- Evidence presented from district staff interviews and document reviews indicate that integrated services and programs are in every school.
  - Busing is provided for all students living more than one mile away from their schools.
  - Five day per week inclusive preschool programs for students with and without disabilities are offered in all preK-8 schools wherein students attend the entire day.
  - One-to-one device technology is provided to every student to use in the classroom and all students participate in technology classes.
  - Sports teams are available for all students: volleyball, football, cross country, track, baseball, softball and rugby.
  - Music and art programs are in each school.
  - Each school has afterschool programs to extend learning opportunities.
  - Each school has parent engagement coordinators to develop strong working relationships with the home and the school to support students' academic progress and social-emotional well-being.
  - In all schools, students with disabilities receive inclusive services in the general education classes with the intervention specialist co-teaching with the general education teacher to provide quality instruction and intervention support in the general education classroom.
  - The Red Zone behavioral health therapists provide on-site mental health services in each school.
  - East High School and Cheney High School offer STEM education and visual and performing arts opportunities. Each school has its own sports teams.
  - Rayen Early College Middle School was restructured to receive students in grades 4-8. Last year, the school served students in grades 6-8. The school has its own sports program.

**IMPACT:** When the district restructures its schools to ensure equal access to services and programs for students and families, all students may have opportunities to fully participate in high-quality programs and receive services to support learning.

## Fiscal Management

### 1. The district has a comprehensive five-year forecast that guides the administration in predicting current and future revenues and expenditures.

- A. The five-year forecast provides a method for the Ohio Department of Education and Auditor of State to identify district potential financial problems.
  - The purpose of the forecast is to engage the local board of education and the community in long range planning and discussions of financial issues facing the school district; and
  - It serves as a basis for determining the school district's ability to sign the certificate required by ORC §5705.412, commonly known as the "412 certificate."
- B. The five-year forecast and assumptions document dated October 2017, as presented to the Academic Distress Commission and filed with the Ohio Department of Education in October 2017, depicts detailed

financial information regarding the historical and forecasted effect on the district's annual revenue and expenditures.

- The five-year forecast and its assumptions provide a three-year history of the financial position of the district and an estimate of the next five years of revenues and expenditures. The five-year forecast and assumptions are a key resource to taking a proactive approach to managing district future finances and to identify financial challenges in advance.
  - The district employed qualified staff who manage their fiscal responsibilities in an accurate and timely approach. According to interviews, the district treasurer and chief fiscal officer worked together to ensure financial information was accurate and timely.
- C. A review of documents showed the district takes a detailed approach to identify revenues and expenditures as they affect the overall financial condition.
- The five-year forecast and assumptions presented in October 2017 address the revenue considerations, which include:
    - \$6.5 million fixed sum emergency levy renewal in 2020.
    - Student enrollment challenges due to students attending elsewhere, small fluctuations in the district's resident student enrollment can impact the district's calculated state funding levels.
    - State funding represents two-thirds of the district's overall revenue, making it a major factor in expected increases.
    - The average annual increase in operational revenue growth is expected to be 1.42 percent.
  - The five-year forecast and assumptions presented in October 2017 address expenditure considerations, which include:
    - Overall district operating expenditures have increased by an average annual rate of 2.08 percent during the past five years.
    - The district anticipates an overall expenditure growth rate of 1.92 percent for total operating expenditures going forward over the next five years.
    - Personnel services represent the district's second largest expenditure at 29.3.
      - For the percent of the overall budget, the two most significant changes in this expense line were increases in substitute teacher expenses and classified substitute costs. Based on trend, the district has included an increase of 2 percent in total salary expenses as an inflationary benchmark.
    - The treasurer projects employee benefit costs with market and historical trends.
    - Purchased Services is the largest expenditure category representing 35.2 percent of the overall general fund budget.
      - Students attending elsewhere-related expenses represent 77.8 percent or \$40.2 million of all purchased services expenditures, the largest type of tuition-related expense is for students attending charter schools.
      - New programs implemented with local partnerships and organizations during FY17 and staff development initiatives reflect the increase of contracted services by \$1.8 million. Beginning in FY20, these costs are expected to decrease.

- The district’s capital outlay expenditures were significantly higher in FY17 due to an investment in technology-related purchases, school buses and replacement equipment.

**IMPACT:** When the district employs an effective method to manage its resources and make allocation decisions, it may track revenue and expenditures to guide the financial decisions to align with district goals for student achievement.

**2. The district uses a technology software system to monitor and manage district finances.**

- A. Evidence shows the district uses the Auditor of State Uniform School Accounting System, based on the use of a systematic set of codes, each of which supplies different elements of information. By selecting the most appropriate code within each required dimension, each financial transaction of the school district can be adequately identified.
- The district has the accounting technology needed to provide timely and useful reports to track and manage district funds and to disseminate useful information to the appropriate district stakeholders.
  - The accounting system has the capabilities needed for tracking and managing funds, integrating program and school financial information into district-level budgeting, monitoring and forecasting. It is useful in providing detailed or summary reports to district leaders and the board of education.

**IMPACT:** When the district uses a software system to monitor and manage district finances, district stakeholders may have the ability to make educated decisions regarding the district’s goals.

## CHALLENGES AND AREAS FOR GROWTH

### Leadership, Governance and Communication

**1. The district does not systematically communicate progress on the strategic plan goals and priorities to all stakeholders.**

- A. At the time of the review, the district had not developed a plan to engage all stakeholders in timely and systematic communication about progress on the strategic plan goals, based on document reviews and district and building administrator interviews.
- According to document reviews and interviews with district administrators and principal focus group participants, a plan that provides strategies and action steps for communicating progress on the strategic plan goals to all stakeholders has not been created. According to comments:
    - “No communication plan or information on progress has been rolled-out to staff.”
    - “I’m not aware of progress on all of the goals in the strategic plan, and I don’t have information to communicate to my staff.”
  - Based on a review of the district’s strategic plan, Appendix A: Action Plan, the district did not identify strategies, action steps and timelines within the strategic plan to communicate progress to key people and groups critical to the success of implementation efforts.
  - Although tracking systems to assess improvement efforts were identified as completed in December 2016 under strategic plan Goal V, Objective A, Strategy 1, comprehensive reports on progress for each goal, strategy and action step are not assessable to all stakeholders, based on principal and teacher focus group interviews and document reviews.
    - Based on a review of cabinet meeting minutes dated Aug. 30, 2017, Sept. 6, 2017, Sept. 13, 2017, Oct. 25, 2017, Nov. 15, 2017, Dec. 13, 2017, Jan. 10, 2017, Feb. 15, 2018 and March 7, 2108, executive cabinet members, identified as district-level chiefs and the chief executive officer, report out at weekly cabinet meetings on challenges and accomplishments by department and strategic plan goals.

- Based on a review of documents, cabinet members received a meeting report detailing selected accomplishments by goal, strategy, and action step, titled YCSD 1<sup>st</sup> Semester 2017-2018 Strategic Plan Accomplishments by Goal, in February 2018.
  - Based on interviews with district administrators, only cabinet members receive the cabinet meeting minutes.
  - Based on a review of agendas from principal meetings dated Sept. 18, 2017, Oct. 9, 2017, Nov. 13, 2017, Dec. 11, 2017, Jan. 8, 2018, and Feb. 12, 2018, the district did not report progress on strategic plan goals, strategies and action steps.
  - The district does not consistently use communication mechanisms to inform a wide-range of stakeholders on district progress based on document and website review, principal focus group participants and district administrator interviews.
    - The district website includes a copy of the strategic plan but does not provide information on progress or how information can be obtained, based on review of the district's website.
  - Current communication methods inform a narrow range of participants and groups on district progress toward meeting strategic plan goals, based on document reviews and district administrator interviews.
    - Quarterly updates on district progress presented to the Youngstown City Schools Academic Distress Commission reach only a specific group of internal stakeholders, based on interviews with teacher and principal focus group participants, union leadership representatives and parent focus group participants.
    - According to interviews with community leaders, teacher and principal focus group participants and union leadership, the district has not consistently provided updates on strategic plan progress.
- B. Based on document reviews, the district did not identify a systematic process to gather feedback from key people and groups critical to the success of implementation efforts of the strategic plan.
- The district has not identified a mechanism and process for consistently receiving, reviewing and compiling feedback from external and internal stakeholders on strategic plan progress and roadblocks, based on interviews with district administrators, principal focus group participants and document reviews.
  - At the time of the district review, the district had not modified or revised its strategic plan goals, objectives, strategies, action steps and timelines in response to internal or external stakeholder input, based on district administrator interviews and document reviews.
- C. The district has not identified a process or timelines for reviewing the effectiveness of current communication activities to determine gaps and necessary changes.

**IMPACT:** When the district does not systematically communicate progress on the strategic plan, as well as solicit input from a broad array of internal and external individuals, commitment to the goals may be hindered.

**2. Elementary building leadership teams have not developed improvement plans that define the schools' individualized efforts to raise student achievement aligned to the strategic plan.**

- A. Based on district administrators interviews, principal focus group participants and document reviews, the elementary building leadership teams have not developed comprehensive plans for school improvement that are owned by the entire school community and tailored to its unique needs for the 2016-2017 and the 2017-2018 school years.

- Paul C. Bunn Elementary, Taft Elementary and William Holmes McGuffey Elementary, “Watch” schools, “must implement an improvement plan to close gaps among low-achieving subgroups by targeting resources and interventions beginning in the 2015-2016 school year,” per Ohio Department of Education guidance.
  - According to Ohio Department of Education guidance, Watch schools have a “D” or “F” on the Gap Closing component of the report card for two or more years and are receiving state funding for subgroups that are not making adequate achievement and progress.
  - Based on principal and teacher focus group participants and document reviews, building leadership teams at each of the three Watch school have not developed improvement plans.
- Harding Elementary, Martin Luther King Elementary and Williamson Elementary are “Focus” schools that receive support and monitoring from State Support Team 5 to implement a school improvement plan using the Ohio Improvement Process, per Ohio Department of Education guidance.
  - Focus schools include schools that receive Title I funds and have one of the state’s largest achievement gaps in student performance and graduation rates, according to Ohio Department of Education guidance.
  - According to principal focus group participants, State Support Team 5 consultants and district administrator interviews, the three Focus schools have not developed school improvement plans for 2016-2017 or 2017-2018.
- The scope of improvement efforts for all elementary schools mirror the strategic plan, however, the plans are identical from school to school, do not reflect or leverage staff capacity and training needs, school culture, student and family needs, school priorities and input from school stakeholders. Comments from principal focus group participants included:
  - “I would have liked to prioritize professional development in a way that matched my staff needs rather than a one-size-fits all model.”
  - “We have a totally new staff based on the reconfiguration. I needed time to develop a team first, but that was not on the [district-wide professional development] agenda.”
  - “Our school doesn’t have a plan that we created – it is the district’s plan.”
- B. The district provided limited coordination or oversight to elementary building leadership teams to ensure school improvement plans were developed.
- At the time of the district review, the district had no defined expectations or oversight for elementary building leadership teams to develop school improvement plans, based on document reviews.

**IMPACT:** When elementary building leadership teams fail to create and implement yearly improvement plans that are owned by the school community and tailored to its unique needs, student achievement gains may be minimized.

**3. The district does not consistently utilize educational evaluation models to determine the effectiveness and efficiency of programs and processes.**

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

- An educational program evaluation is defined as “a rigorous, systematic, objective, impartial, expert-based examination of programs and/or processes to answer questions about how effectively and efficiently a program and/or processes are working in the pursuit of [the district’s] higher achievement and quality goals,” according to the United States Department of Education guidance.
- According to Ohio Revised Code 3301-35-11(B)(1), “Educational program reviews shall be conducted periodically and scheduled to generate timely data.”
- According to Ohio Revised Code 3301-35-11(B)(2), “School districts that have developed and implemented a continuous improvement plan shall use that plan as a framework for conducting the review.”
- At the time of the district review, the district did not have rigorous, systematic, objective, impartial, expert-based examinations in place to determine the effectiveness and efficiency of programs.
  - Although the district uses rubrics and conducts learning tours to determine if teachers are implementing the instructional framework model effectively, the district did not develop impartial and expert-based plans to systematically answer questions about the effectiveness of the Discovery Education™ model and training process such as:
    - What amount of money and time were invested?
    - Were all training sessions delivered and how effectively?
    - Did all teachers attend all the sessions, who did and who did not? Why?
    - Knowledge and skill increased? For whom? Why? What else happened?
    - Behavior change? For whom? Why? What else happened?
    - What were measures of student success? For what students? What else happened?
  - Although the district implemented Istation Reading, an e-learning program used for intervention in grades K-8 that includes management tools for tracking student time on-task, lessons mastered, and measures of achievement and growth, the district did not design a program evaluation model to determine program effectiveness.

B. According to district administrator interviews and principal and teacher focus group participants, the district does not have a comprehensive evaluation tool in place to examine how well programs are being implemented and to inform necessary modifications.

- The district has not consistently established feedback loops to inform decisions about how to modify or improve processes in a timely manner. For example, the district did not have consistent feedback loops in place for Discovery Education™ program training.
- The district held Discovery Education™ trainings during the school day, requiring multiple substitute teachers on multiple days. The district did not collect timely feedback from the participants or adjust the scheduling practices despite concerns voiced regarding the impact of substitutes’ use in classrooms. Principal and teacher focus group participants voiced the following concerns:
  - “Because the district couldn’t find enough substitutes, some of the teachers were not trained on the [instructional framework model] and were still held accountable for implementation.”
  - “Teachers were being pulled out the building multiple times for professional development on the instructional framework and Restorative Justice, and students had several different substitutes.”
  - “One parent wouldn’t send her child on the days that teachers were out for trainings.”

- C. The district has not identified or developed educational evaluation models and tools that assure the appropriate data is collected to credibly answer questions about cause and effect of program use.
- Based on a review of district data reports, such as the District Matrix Grid and the School Progress Survey, the district does not collect data that systematically addresses the comprehensive components of a program evaluation model including:
    - Program’s rationale/design (staff, money, partners, research evidence);
    - Goals and/or objectives or desired outcomes for a target population (assumptions about what will be achieved, unintended changes, questions to be answered, and needs to be met);
    - Interventions or processes (activities and participation);
    - Results (short-term and intermediate outcomes achieved); and
    - Impact (long-term benefit).
  - According to interviews with district administrators, the district has not allocated resources to obtain external expertise to identify or develop program evaluation models and tools or to build the capacity of internal staff to do so.
- D. The district does not utilize educational evaluation models to prioritize program implementation, determine ineffective programs, and/or identify program effectiveness, based on document reviews, interviews with district administrators, and principal and teacher focus group participants.

**IMPACT:** When the district does not consistently utilize educational evaluation models to determine and improve program and process effectiveness and efficiency, students may not have access to the most successful tools and high-yield strategies to impact learning.

## Curriculum and Instruction

### 1. The district has not systematically implemented behavior management practices to promote a respectful classroom environment conducive for learning.

- A. The Strategic Plan Goal 2 C states, “Ensure every child attends a safe and nurturing school environment with a positive and vibrant culture that promotes the success of the whole child.”
- B. One of the strategies to meet this goal is, “Create a culture and expectation of positive behavior through district-wide implementation of Positive Behavioral and Intervention Supports (PBIS).”
- C. The action steps include:
- “Update the code of conduct to ensure appropriate behavior is clearly defined and consequences along with restorative practices are uniformly implemented in every classroom in every school”;
  - “Educate students on appropriate school behavior and integrate character education and drug prevention into the curriculum at all grade levels”;
  - “Create incentives in each school to honor and celebrate students who portraying the appropriate school going behaviors in the areas of attendance and behavior”;
  - “Provide high-quality professional learning to all staff members in culturally responsive teaching and equity traps”; and
  - “Provide character education teachings to all children which includes curriculum on race, equity, inclusion, and drug prevention.”

- D. Although the district has hired a deputy chief of climate and culture, whose responsibility was to oversee the implementation of the new student code of conduct and support the building implementation of the plan, the district did not create a full implementation schedule of the strategies listed in the strategic plan to create a culture and climate respectful for all.
- E. Based on interviews with teachers, counselors, principals and district leaders, counselors only teach character education as way to provide a planning period for teachers. Several counselors commented:
  - “We have no curriculum for character education”;
  - “We were told the first day of school to teach daily in the classrooms character education”;
  - “We did not have a chance to plan for the role and responsibility”;
  - “We have not planned consistently with one another”;
  - “We don’t have meetings to discuss how this new role is impacting our students who need more emotional and social support.”
- F. According to district and building interviews, even though the district added a dean of students and a Positive Alternative to Suspension for Students (PASS) room in every building, all the deans were not properly trained to implement the new student code of conduct with fidelity to address the inappropriate behavior of students.
  - Teacher focus group participants shared that, discipline consequences were inconsistent. Some teachers revealed that “Students went to the Positive Alternative to Suspensions for Students (PASS) room to get treats and watch movies.”
  - Students shared, “kids who were misbehaving knew they were not going to get in trouble.”
  - During interviews, various stakeholders, including parents, teachers and building and district administrators, held the district accountable for insufficient and inconsistent training. The district held the teachers accountable for not being more engaging during instructional time and parents voiced concerns about other parents’ inability to control their children’s behaviors and its effect in the classroom.
- G. Principals voiced concerns that the number of teachers who may be released from a building for professional development may range from 7-14 teachers at a time, based on the building size. According to building and district administrators, teachers and parents, students have difficulty adjusting to change and adapting monthly or weekly to new teachers.
- H. According to interviews, substitutes are surrounded with other substitute teachers who cannot support them because they also are new to the school building environment. Principal focus group participants agreed that these factors, coupled with the fragmented implementation of the discipline plan, impact student behavior.

**IMPACT:** When the district does not implement a positive behavior approach or framework in a comprehensive and systematic way, inappropriate student behavior may increase and result in an environment not conducive for learning.

**2. The district does not have a process for selecting instructional resources aligned to Ohio’s Learning Standards.**

- A. The board-adopted policy 2605-Program Accountability and Evaluation, which 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.”

- B. 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.
- C. Although there are policies in place regarding specifications of program choice, this year, the district adopted Heggerty Phonics, ThinkCerca, Restorative Practices, Gradual Release of Responsibility Framework, and IStation, but there were no data or agendas or meeting notes to confirm how these programs were adopted or objectives that they must meet to be considered for use in the future.
- D. Principal and teacher focus group participants were unable to provide a rationale for the adoption or how these programs came into existence in the district.
- E. Although the chief executive officer gave teachers autonomy to select the math series for 2017-2018 school year, there was no process involved in deciding that the previously adopted Bridges for Math program in grades K-5 from the 2016-2017 school year would no longer be implemented.
- F. District administrators stated that instructional leadership (resources, professional development, curriculum, programs, leaders, etc.) was the responsibility of the CEO.

**IMPACT:** When the district does not consistently implement a process or framework for selecting instructional materials, it may result in a misalignment to Ohio's Learning Standards or poor implementation, which may inhibit student academic progress.

**3. District leadership has not developed a system for the implementation of curriculum and delivery of instruction.**

- A. Although, the district systematically implemented the Gradual Release of Responsibility Framework, there was no systematic plan of how they would train counselors on the delivery of a character education program, the implementation of ThinkCerca, McGraw Hill's new math series, the Heggerty Phonics program, IStation, and eSPARK.
- B. According to interviews with building administrators and teachers, the district requires numerous offerings of new programs and initiatives to be implemented in a short period of time.
- C. Based on reviewed documents, the district did not provide a timeline, professional development schedule or the release of programs, books, etc., to help teachers teach students.
- D. According to building administrators, the superintendent has not clearly communicated the progress of the strategic plan to all the stakeholders and how that may impact the curriculum and instruction.
- E. Although the building and district administrators are aware of the goals of the strategic plan, they are not aware of the progress toward meeting the goals.

**IMPACT:** When the district does not develop a system for implementation of curriculum and instruction, curricular programs and resources, technology and staff may be selected without careful analysis in order to fulfill an immediate need.

**Assessment and Effective Use of Data**

**1. The district lacks a comprehensive technology plan that is aligned to the district's strategic plan.**

- A. A review of the district’s strategic plan highlights that a strategy in Goal 1 is to “embed 21st century technological skills into all classrooms and provide students with access to appropriate technology.” However, there is no evidence of a plan for accomplishing this strategy.
  - During an interview with the technology staff members, they concurred that “everything we do supports the strategic plan.” However, there is no evidence of a comprehensive document to detail how the district plans to provide students with 21<sup>st</sup> century technology skills and access.
- B. The district’s 2017-2018 technology plan outlines four goals, however, it does not contain details such as budgeting, purchasing and replacement cycle, implementation, teacher and student outcomes, professional development and evaluation.
  - There is no evidence that the district used a guidance document, such as the National Education Technology Plan from the United States Department of Education, to build the district’s 2017-2018 technology plan.
- C. At the time of the review, the district had not developed a plan to fully implement ProgressBook™, the online student information system the district uses to inform parents and students of up-to-date performance and attendance data.
  - Evidence from Ohio Department of Education district reviews conducted Jan. 25-29, 2016 (p.19), and April 3-7, 2017 (p. 31), noted ProgressBook™ was not being used consistently at the time of those reviews.
  - Interviews with district administrators indicate that for accurate behavior, attendance and grades reports, which go home weekly to parents, teachers need to input grades weekly into ProgressBook.
  - According to interviews, a district administrator verbally informed teachers at the start of the 2017-2018 school year that they are required to enter a minimum of one grade per subject per week in ProgressBook. However, interviews with parents, students and teachers indicated this practice is not occurring consistently by all teachers.
  - The technology staff confirmed they do not run reports on ProgressBook usage even though the program allows for monitoring up-to-date teacher implementation.

**IMPACT:** When the district lacks a comprehensive technology plan that is aligned to the district’s strategic plan, it may not use technology resources in the most efficient manner to impact student learning.

**2. The teacher-based teams do not identify specific, evidence-based intervention strategies based on analyzed data.**

- A. Although the district implemented the Gradual Release of Responsibility Framework, interviews with district and building administrators, teacher leaders and members of State Support Team 5 indicated there are limited evidence-based strategies for the development of interventions when students are not mastering concepts and skills.
  - District administrators and members of State Support Team 5 who attend teacher-based team meetings across the district made the following comments on the rigor of teacher-developed intervention:
    - “The work in teacher-based teams is not reflecting all of the professional development that has occurred in the district. I’m not seeing it yet.”
    - “There is a disconnect between how we go deeper.”
    - [Quality of interventions] “That is one of the areas we need to work on. It is still an area of growth for most teachers.”
    - “Teachers are struggling with how to provide meaningful interventions.”

- B. A review of teacher-based team minutes from January to March 2018 showed that overall, teachers are not identifying specific, evidence-based intervention strategies. Examples of general, non-evidence based interventions listed in the minutes include:
- “Teacher toolbox material.”
  - “Teachers will work in small groups or individually to reteach through modeling, guidance and collaboration.”
  - “Work closely with students who have difficulty.”
  - “Students will be pulled for a small group during collaborative learning.”
  - “Lunchtime tutoring”
  - “Find ways to improve reading skills and knowledge of sight words.”
- C. A review of teacher-based team minutes indicated some team configurations are comprised of teachers representing a variety of content areas or grade levels. Since these teachers do not instruct the same students or subjects, the identification of specific, evidence-based interventions is limited. This same challenge was highlighted in the Ohio Department of Education district review conducted April 3-7, 2017 (p. 33).
- D. Interviews with teacher focus groups indicate that teachers are unclear about which data to review in teacher-based team meetings.
- A discussion during teacher focus groups revealed that some teachers are only allowed to use exit slip data during their teacher-based team meetings. Other teachers said they ask their principals if they can look at Dynamic Indicators of Basic Literacy Skills data™ or Northwest Evaluation Association assessment data when it is released. Other teachers stated that they are required to have an additional meeting to review student assessment data.

**IMPACT:** When teacher-based teams do not identify specific, evidence-based intervention strategies based on analyzed data, they may not choose interventions that will maximize the impact on student achievement and growth.

## Human Resources and Professional Development

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

- A. According to interviews, focus groups and reviewed documents, the district does not collaboratively plan for professional development among departments.
- At the time of the review, the district did not provide evidence that departments collaborate in the design or implementation of professional development.
- B. According to interviews, focus groups and reviewed documents, curriculum, programs and tools adopted by the district are not consistently supported with professional development.
- Teacher focus groups revealed the district does not provide guidance for using new English language arts resources.
  - The district provided training on restorative practice to building deans of student, but not to teachers. Restorative practice is a shift in approach to student behavior for managing and punishing behavior to focus on building, nurturing and repairing relationships.
  - While access to data for making instructional decisions has increased, teacher focus groups revealed the district does not provide training to identify which data source to use in developing solutions for instructional needs.

- C. According to interviews, focus groups and reviewed documents, the district does not engage teachers and building principals in designing schedules or implementation expectations for professional development planning.
  - Building administrator focus group participants shared not all classrooms can be filled by substitute teachers given the number of teachers scheduled for professional development during the school day.
    - Teachers not scheduled for professional development may be absent if it is anticipated additional students will be assigned to their classrooms for the school day.
- D. Teacher focus group participants revealed the district does not plan curriculum professional development with equity for English language arts and math. The district schedules English language arts curriculum professional development during the school day, however, the district asks mathematics teachers, although provided compensation, to voluntarily attend professional development on Saturdays.
- E. Teacher focus group participants revealed they are responsible for “get[ting] the learning” if they are unable to attend professional development “because they are still expected to know what went on.”
  - Teachers missing a professional development can ask to attend a similar session not with their cohort or grade level. Teachers indicated they were not aware of a district-initiated process to reschedule a teacher to attend a missed professional development session.
- F. While teachers received professional development on co-teaching, schedules of general education teachers and instruction specialists do not consistently align content expertise with classroom assignments and teacher planning time.
- G. Comments from teacher focus groups include:
  - “While the professional development is purposeful and beneficial, a lot of change is thrust on us at one time” and “teachers feel rushed to learn, then implement.”

**IMPACT:** When the district does not develop a comprehensive professional development plan, improvements in teaching and student performance may not be achieved.

**2. As noted in the April 3-7, 2017, district review, the district continues inconsistently link evaluation tools and processes for all administrators with strategic goals and performance measures.**

- A. The district does not consistently evaluate district administrators using a standards-based tool and job expectations.
  - At the time of the review, the district did not provide evidence of a performance-based evaluation tool, processes or timelines for district administrators.
  - At the time of the review, the district did not provide job descriptions for the following district administrators: chief of elementary schools, deputy chief of school transformation, deputy chief of gifted education, deputy chief of data, deputy chief of climate and culture and director of strategic initiatives.
  - A review of personnel files showed the district did not evaluate all district administrators in 2016-2017.
- B. Although performance goals tied to the district strategic plan and the Ohio Principal Evaluation System are used for evaluating building administrators, the Ohio Principal Evaluation System is not being implemented with fidelity.
  - The Ohio Principal Evaluation System is designed to assess the performance of Ohio principals.
    - The two equal-weight components of the Ohio Principal Evaluation System are principal performance on Ohio Standards for Principals and student academic growth rating.

- Ohio Principal Evaluation System final summative performance ratings are “Ineffective,” “Developing,” “Skilled” and “Accomplished.”
- In a review of the personnel files of 12 building administrators that included Ohio Principal Evaluation System evaluation documentation, eight received summative ratings of “Skilled,” three received summative ratings of “Accomplished, and one personnel file did not include an Ohio Principal Evaluation System evaluation for 2016-2017.
- Ohio Principal Evaluation System summative evaluation results are not consistent with the district’s Ohio School Report Card results.
  - The Youngstown City School District 2016-2017 Ohio School Report Card provides component grades of “F” in Achievement (percentage of students passing state tests and how well they performed); “B” in K-3 Literacy (getting struggling readers on track to proficiency in third grade and beyond); “F” in Gap Closing (vulnerable student populations meeting expectations); “D” in Progress (student growth); “F” in Graduation Rates; and “F” in Prepared for Success (how well students are prepared for all future opportunities following graduation).

**IMPACT:** When all administrator evaluation tools and processes are not consistently linked to the district’s strategic goals and performance measures, there may be not equity in the evaluation process or shared responsibility for student achievement results.

## Student Supports

### 1. The district is not compliant with special education performance profile indicators 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 Ohio Department of Education’s Office for Exceptional Children sanctioned the district based on non-compliance of special education profile indicators.
- B. In January 2016, the district was issued Corrective Action Plans, which provide, in detail, the areas and steps for improvement.
- C. The district is working to finalize focused areas for improvement and to submit requested documents to the Office for Exceptional Children’s Urban Supports and Monitoring Team.
  - In accordance with an email sent on March 14, 2018, from the Office for Exceptional Children’s Urban Supports and Monitoring Team, the district is required to submit the following items:
    - Twenty evaluation team reports and 20 individualized education programs (IEPs) with accompanying documentation for review.
    - Sign-in sheets and documents to validate professional development and training on the following: roles and responsibilities of the general education teacher for students with disabilities, co-plan to co-serve with the general education teacher and individual education plan compliance guidelines.
    - Based on a complaint filed by a parent in the district in November 2017 regarding evaluation of students, the district received a letter on Feb. 18, 2018, from the Office for Exceptional Children that identified issues cited and four submission dates in which documents must be returned to the Office for Exceptional Children: March 2, 2018; March 23, 2018; May 11, 2018; and June 8, 2018.

- The district submitted an additional Correction Action Plan on March 14, 2018, based on the district's special education performance profile report to address evaluations not completed within the 60-day timeline of receiving parent requests for assessments.

**IMPACT:** When the district continues to not be compliant with special education performance profile indicators aligned to state and federal regulations to improve learning outcomes for students with disabilities, students' unique academic and behavioral needs may not be met.

**2. The district has not fully implemented the multi-tiered systems of supports (MTSS) framework to identify and plan academic, behavioral and health interventions.**

- A. Based on recommendations from the April 2017 district review summary report, the district does not have a tiered system of positive behavior and intervention supports in place.
- B. According to interviews with district administrators, focus groups and document reviews, the multi-tiered systems of supports framework is new for the 2017-2018 school year and all staff are not trained.
  - A district wide multi-tiered system of supports framework was created by the departments of student services and teaching and learning and communicated to staff in a PowerPoint presentation at a district-wide professional development held on opening day, Aug. 24, 2017.
  - The multi-tiered systems of supports forms and templates were not provided to staff until December 2017, when they were sent in an email. At the time of the April 2018 district review, there has been no formalized training to staff on how to use the forms and templates.
  - According to district administrators, principals were given autonomy on training their staffs since the process is like the positive student support team framework, a problem-solving process that was used last year.
  - According to interviews with principal focus groups, there are so many initiatives that it is hard to provide training to staff. One principal indicates, "You are building a plane as you are flying it. We are still using the positive student support team process."
  - Interviews with school counselors suggest that they are unsure of the multi-tiered system of support process. "We teach nineteen classes per week. We are on the multi-tier systems of supports team if we are available to go to the meetings. Last year, we were very involved in the positive student support team process." The counselors indicate that many people do not understand the process.

**IMPACT:** When the district's staff members are not trained to implement the multi-tiered systems of supports framework, students' needs are not diagnosed and addressed early on, the achievement gap becomes greater and students' academic, behavioral and socio-emotional needs may not be met.

**3. The district has not provided the instructional supports needed to implement the co-plan and co-serve model for students with disabilities in general education classrooms.**

- A. For the 2017-2018 school year, the district made changes to its co-teaching model for students with disabilities served in general education classrooms.
  - According to State Support Team 5, on Aug. 24, 2017, they provided a one-day training to the entire staff, which focused on the roles and responsibilities of the general education teacher for students with disabilities and the co-plan and co-serve teaching model.
    - Co-teaching involves two or more certified teachers who share instructional responsibilities for a single group of students primarily in a single classroom or workspace for specific content or objectives with mutual ownership and joint accountability (Friend & Cook 2016).
    - There are six approaches to co-teaching. Different models can be used to match the lesson and target student needs:

- **One teach, one support/observe.** Co-teachers decide in advance what types of specific information will be observed, and one teaches while one observes and gathers data. This model is used when new material is being introduced and one teacher has greater content expertise than the other.
  - **One teach, one assist.** One person has the primary responsibility for teaching while the other teacher circulates around the room to help students as needed.
  - **Parallel teaching.** Both teachers cover the same information, but they divide the class in two groups and teach simultaneously.
  - **Station teaching.** Teachers divide content and students, and one teacher teaches the content to one group and subsequently repeats the instruction for the other group. A third group of students work independently.
  - **Alternative teaching.** One teacher takes responsibility for the large group while the other works with a smaller group.
  - **Team teaching.** Both teachers are delivering the same instruction at the same time. This also can be called tag team teaching.
- According to Friend & Cook, 2016, “For instruction to be considered a co-teaching format, both teachers must participate fully in all aspects of instruction. Full participation does not mean doing the same thing all the time; however, it does mean that each teacher’s role is coordinated to contribute to the effectiveness of the lesson.”
  - According to interviews with district administrators and building-level special education specialists, the co-teaching model used in the district during the 2016-2017 school year is described as: intervention specialists co-taught with a core subject general education teacher, i.e., math, science, social studies, etc. for the entire school day.
    - According to interviews with teacher focus groups, the intervention specialists worked collaboratively with the general education teacher for the entire school day. Teachers had opportunities to plan lessons together.
  - According to interviews with district administrators, building-level special education specialists and teacher focus groups, the co-teaching model used in the district during the 2017-2018 school year is described as: the intervention specialist is assigned to two or more core subject general education classrooms at different grade levels during the school day.
    - One teacher stated, “my co-teacher is not highly qualified in the subject that I teach. This makes it very hard for her to understand the lesson. I feel like I have to teach her before I teach the students.”
    - The district uses the co-plan and co-serve model. This model is where teachers co-plan and co-serve through proactive strategies that meet the needs of learners across grade levels. Teacher interviews revealed that co-teachers do not have a common planning time.
    - According to interviews with teacher focus groups, many teachers were moved to different buildings based on the district’s school reconfiguration. Teachers indicate that the move to different schools or classes occurred from the beginning of the school year through December making it difficult to build relationships with the co-teacher and to co-plan lessons to meet the needs of students in the general education classrooms.

**IMPACT:** When the district does not provide the instructional supports needed to implement an effective co-plan and co-serve model, teachers may not be able to deliver high-quality instruction for all students and differentiated support to increase academic learning.

## Fiscal Management

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

- A. At the time of the district review, the district did not provide evidence of a complete budget document that includes a process for involving building and district administrators, which would lead to alignment of district goals to budget allocations.
- Interviews with district leaders and a review of the board minutes and documents revealed the district does not have a participatory plan to include building and department leaders in developing the district's annual budget.
  - Although the treasurer did state the district is working toward developing a participatory budget process, at the time of the review, there was no evidence that the building and district administrators provided input on the construction of the budget.
  - The annual budget document did not explain how district priorities and goals are aligned with the budget.

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

### 2. The district's monthly financial report revealed deficit spending of the general fund budget.

- A. A comparison of the Jan. 18, 2018, monthly financial report and the October 2017 Five-Year Forecast shows a significant change to the district's financial outlook. The financial report shows deficit spending of \$8.3 million by June 30, 2018. The financial report is based on revenues and expenditures through December 2017.
- According to the Jan, 18, 2018, financial report, actual revenue collected through December 2017 is consistent with the amount received during the same period of the prior fiscal year. Year-to-date actual revenue collections were 0.7 percent more than estimated to be received during July to December of the current fiscal year.
    - October 2017 EMIS data shows an increase of 176 students, thus increasing state aid.
    - The district collected \$390,124 more than estimated in October 2017.
    - Total estimated revenue for FY18 is \$121,011,907.
  - According to the Jan. 18, 2018, financial report, actual expenditures for the same period of July through December 2017 have exceeded estimates by 9.92 percent.
    - Salary estimates for FY18 have increased to \$48,631,235. This is an increase of \$4,978,571 over the October 2017 estimates.
    - Employee benefits for FY18 have increased to \$19,381,663. This is an increase of \$1,101,627 over the October 2017 estimates.
    - Professional and technical service expenses have increased to \$52,679,652. This is an increase of \$636,628 over the October 2017 estimates.
    - Total estimated expenses for FY18 are \$129,337,415
  - According to the Jan, 18, 2018, financial report, the estimates show the district spending \$8,325,508 more than the amount that will be received during the same period.
  - Based on the Jan. 18, 2018, monthly financial report, the cash balance is expected to fall to \$509,140 by the end of FY20, contributing to a cash deficit of \$10.8 million by the end of FY21.

**IMPACT:** Based on the current revenue projections and increased spending level projections, the district's fiscal stability will be at risk within the next two fiscal years.

### **3. The district continues to 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, security systems, vehicles, playgrounds, technology, furniture and other equipment.
- The absence of a comprehensive capital plan was addressed in the review conducted in April 2017.
  - According to interviews with district administrators, the district does not have an organized, long-term financial capital plan that clearly and accurately reflects anticipated future capital development and improvement needs that align to the district's strategic plan.
  - Interviews with district leadership and staff revealed the district does not have a method to determine the funding source for emergency repairs or replacements of building equipment or vehicles that could cause a decrease in funding of other areas.

**IMPACT:** When the district does not have a comprehensive capital plan with input from appropriate stakeholders to address long-term maintenance, repairs and replacement of capital assets, it may not ensure educational and program facilities are well maintained and conducive to student learning.

# Youngstown City School District Review Recommendations

## Leadership, Governance and Communication

1. Develop a communication plan and tools to systematically inform and gather feedback from external and internal stakeholders on progress toward district strategic plan goals.

**BENEFIT:** Districts that systematically communicate and seek feedback about strategic plan goals and measures of progress from all stakeholders may strengthen commitment to the mutual goals and help create advocacy for student success.

2. Provide oversight and support to elementary building leadership teams to ensure the development of improvement plans that define the schools' individualized efforts to raise student achievement and align to the strategic plan.

**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.

3. Develop and utilize educational evaluation models to determine the effectiveness and efficiency of programs and processes.

**BENEFIT:** Districts that utilize education evaluation models to determine effectiveness and efficiency of programs and processes may assure that teachers and students have access to the highest quality instructional resources to meet achievement goals.

## Curriculum and Instruction

1. Create a systematic and comprehensive process for developing a respectful climate and culture. Develop procedures for the full implementation of the new student code of conduct. Develop procedures for the implementation of behavioral expectations outlined in the student code of conduct. Establish district-wide positive reinforcements and opportunities for positive engagement between students and staff. Provide professional development on procedures for systematic supervision and management of effective school environments. Provide professional development on the use of student data to assist administrators and teachers in the decision-making process regarding students' behaviors, practices, transition times, suspension, etc.

**BENEFIT:** A systematic and comprehensive process for developing a respectful climate may ensure that parents, staff and students have sufficient information to make decisions. Professional development with the administrators and teachers may provide effective tools to develop a learning environment with techniques and strategies to support, reinforce, redirect and correct student behavior when necessary, as well as create an environment of trust and respect because expectations and consequences are clear and rewards are evident.

2. Create a systematic plan for developing all curriculum, instruction, resources and materials. Offer opportunities to teachers and staff to collaborate on creating a system for developing all curriculum, instruction, resources and materials. Offer opportunities to teachers and staff to analyze the current data regarding the use of programs, curriculum and resources to determine student effectiveness.

**BENEFIT:** A systematic plan for developing curriculum, instruction, resources and materials can provide a timeline to analyze, design, develop, implement and evaluate the adoption or purchase of resources to effectively teach students and support student learning.

3. Prioritize the implementation of the Youngstown School City School District strategic plan. Collaborate with staff and stakeholders to create a timeline for implementation of the most important goals and goals that

may render the greatest impact for student growth and learning. Provide an opportunity for teachers, community and staff to serve on teams to discuss and reflect on the implementation of goals and the impact on school buildings and community.

**BENEFIT:** Prioritizing the implementation of the district's plan clarifies the goals to be achieved and provides a timeline for more effective use of time and the steps in which the goals will be achieved. This eliminates the trial-and-error process and helps to ensure the opportunity for success.

## Assessment and the Use of Data

1. Use available guidance documents, such as the National Education Technology Plan by the United States Department of Education or the International Society for Technology in Education, to develop a comprehensive technology plan, which includes budgeting, purchasing, implementation, teacher and student instructional outcomes, professional development and evaluation.

**BENEFIT:** A comprehensive technology plan may ensure the district is using both monetary and human resources to maximize the opportunities for improving student learning. By providing tools and training to both teachers and students, students may develop the skills needed to improved learning and develop lifelong skills that will be utilized beyond high school.

2. Develop a professional development plan for teachers that focuses on designing complex instructional practices for both interventions and enrichment based on the formative and benchmark data collected in the district.

**BENEFIT:** The district may achieve greater gains in student achievement when teachers effectively use data to design complex instructional practices to enhance learning for all students.

## Human Resources and Professional Development

1. Engage in collaborative professional development planning by all district departments and stakeholders to support all educators through best-practice models and active engagement based on Ohio Standards for Professional Development and Ohio's Educator Standards.

**BENEFIT:** When the district supports a collaborative culture to develop a professional development system, changes in instructional practices may results in improved student outcomes.

2. Develop job descriptions and evaluation tools aligned to district strategic goals for all levels of the organization that are performance based and used to promote a culture of individual growth and overall effectiveness.

**BENEFIT:** When the district defines expectations and assess the effectiveness of all educators in the system, shared responsibility for student learning and continuous progress toward achieving district goals may promote higher levels of professional practice by all educators.

## Student Supports

1. Ensure the district is compliant with the special education performance profile indicators to meet the requirements of state and federal guidelines. Meet the remaining timelines for completion of activities of the corrective action plans addressing the areas of correction and improvement. Ensure the district-developed compliance checklists, individual education programs (IEPs) and evaluation team reports (ETRs) are written appropriately and meet the state and federal guidelines. Continue to conduct learning tours to monitor delivery of special education services and ensure students have access to accommodations and modifications to support learning. Hold informal conferences with intervention specialists to review observations. Ensure all special education staff use the student services procedural manual to ensure consistency in implementing procedures and processes throughout the district.

**BENEFIT:** When the district is compliant with the implementation of state and federal special education regulations and creates a system for communicating special education policies, procedures and practices, teachers may be more effective in improving the academic performance, behavior and social-emotional development of their students, which may improve the achievement gap.

2. Train all staff in understanding and implementing the multi-tiered systems of supports framework. Develop a timeline for training and implementation of the multi-tiered system of supports framework in each school. Establish a leadership team within each building to train staff in the process using the guidance documents that have been developed by the student services and teaching and learning departments. Use each school's culture and climate team to be a part of the implementation process.

**BENEFIT:** When the district has developed a district-wide training and implementation process for staff, they will be prepared to implement the multi-tiered system of supports process that may address the academic learning and socio-emotional needs of students, creating a culture and climate in which appropriate behavior becomes the norm.

3. Provide instructional supports to general education teachers and intervention specialists to effectively implement the co-plan and co-serve model for students with disabilities in general education classrooms. Provide ongoing professional development to general education teachers and intervention specialists in understanding the co-teaching models to deliver instruction to students with disabilities as a philosophy of inclusive practices. Emphasize the roles and responsibilities of the general education teacher and intervention specialist in the co-teaching process. Develop a schedule for general education teachers and intervention specialists that support the common planning concept to allow for collaboration time to plan lessons, review individualized education programs (IEP) and accommodations and modifications to ensure students with disabilities are receiving specially designed instruction and accommodations and modifications to the curriculum.

**BENEFIT:** When the district provides instructional supports to general education teachers and intervention specialists to effectively implement the co-plan and co-serve model for students with disabilities, all students may receive improved instruction that addresses students' specific and diverse learning needs, which may foster positive learning outcomes for students.

## Fiscal Management

1. Meet and collaborate with district stakeholders to develop a budgetary process that includes involvement from all areas, specific by building and department and detailed for all accounts within the accounting system.
  - Communication between the chief executive officer and treasurer on a regular basis may ensure resources are available and allocated in the budget as it relates to district goals and initiatives.
  - Execute the budgetary process to include budgetary amounts, as well as a budget narrative that is both understandable and demonstrates how the budget relates to goals and initiatives.
  - Review and evaluate current programs for cost effectiveness in student learning and use student and program data to set budget amounts.

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

2. Immediately address and analyze current staffing needs and purchased service needs as they align to the strategic plan. Identify which plans are most effective and those not found to be effective and plan to reduce

spending in the areas that do not meet the district's improvement plan. Prioritize financial decisions to fall within the district budget to avoid deficit spending.

**BENEFIT:** By reducing and aligning expenditures to be within the district budget, the financial stability of the district may be ensured.

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

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

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

The review was conducted from March 19 – 23, 2018 by the following team of Ohio Department of Education staff members and independent consultants.

1. Dr. Claire Huff-Franklin, Center for Accountability and Continuous Improvement
2. Dr. Delores Morgan, Leadership Governance and Communication
3. Dr. Linda Gibson, Curriculum and Instruction
4. Dr. Ann Roberts, Assessment and Effective Use of Data
5. Carolyn Sue Mash, Human Resources and Professional Development
6. Dr. Mari Ellen Phillips, Student Supports
7. Rhonda Zimmerly, Fiscal Management

### District Review Activities

The following activities were conducted during the review:

#### Interviews

- District Superintendent
- Director of special education
- Technology coordinator
- Testing supervisor
- Director of State and Federal Programs
- Executive assistant of personnel
- Facilities maintenance supervisor
- Interim treasurer
- Executive assistant to the treasurer
- Accounting clerks
- Payroll clerks
- President of the board of education
- Representatives of the teacher's association and non-certified association: both presidents and four other representatives
- District leadership team
- Building leadership teams
- Teacher based teams
- English language arts instructional coaches
- State Support Team 5
- District assessment team
- Educator support program coordinator
- Newly hired teachers

#### Focus Groups

- Elementary (PreK-8) and high school students
- Elementary (PreK-8) and high school teachers
- Elementary (PreK-8) and high school principals
- Newly hired teachers and non-certificated staff

- Parents
- External partners of the district that included behavior and mental health partners, county foundation, local community college representatives, local business partners, and government officials

### **Onsite Visits**

- Building and Classroom Observations at all levels

## Youngstown City School District

**East High School - 474 Bennington Ave., Youngstown, OH 44505**

### **Official District Review Schedule - Date: March 19 - 23, 2018 (Revised 4/8/2018)**

(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 will not be scheduled in interviews or focus groups with those under their supervision.*

#### **Day 1 — Monday, March 19, 2018**

<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>
7:30-8:30	<b>ODE DRT Team Meeting – East High School - Room #130 - 474 Bennington Ave., Youngstown, OH 44505</b> <b>ALL DRT Members</b>				
8:00-8:15	<b>Orientation with District Leaders – East High School - Room #105 - 474 Bennington Ave., Youngstown, OH 44505</b> <b>ALL DRT MEMBERS</b> Superintendent/Chief Operations Officer; Chief Academic Officer/Chief of Staff; Chief Information Officer; Chief of Teaching and Learning and High Schools; Chief of Accountability and Assessment; Chief of Student Services; Chief of Parent Engagement; Treasurer; Chief of Human Resources; Deputy Chief of Transformation; Deputy Chief of Culture and Climate; Deputy Chief of Data; Deputy Chief of Instructional Framework Specialists; Director of Communications; Deputy Chief of School Improvement				
8:30-9:25	<b>Assessment &amp; Data Interview</b> <b>East High - Room # 105</b>	8:30-9:25	<b>Leadership Interview</b> <b>East High - Room # 10</b>	8:30-9:25	<b>Student Supports Interview</b> <b>East High - Room # 130</b>
	Chief Information Officer Instructional Technology Services (1) Technology Support (1) Deputy Chief of Instructional Framework Specialists  <b>A&amp;D, HR/PD</b>		Treasurer       <b>LG&amp;C, FM</b>		Chief of Student Services Registration Director of Attendance and Truancy       <b>SS, C&amp;I</b>
9:30-10:25	<b>Student Supports Interview</b> <b>East High - Room # 10</b>	9:30-10:25	<b>Leadership /Fiscal Interview</b> <b>East High - Room # 105</b>	9:30-10:25	<b>HR/PD Interview</b> <b>(focus on OTES/OPES)</b> <b>East High - Room # 130</b>
	Early Childhood Supervisor  Building Coordinator for Taft, Wilson, and Mahoney County High School Career and Technical Center  Building Coordinator for Martin		Community Leaders- 7th Ward Youngstown Chapter NAACP- President and Vice President Mahoney County Educational Services and Mahoney County High School Career and Technical Center		Chief of Human Resources Chief of Teaching and Learning and High Schools       <b>HR/PD, C&amp;I</b>

<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>
	Luther King Elementary and Harding Elementary Deputy Chief of Student Services Deputy Chief -Gifted Program Director of English Learners  <b>SS, A&amp;D</b>		Superintendent Pres./Chief Executive Office Chamber  <b>LG&amp;C, FM</b>		
10:30–11:25	<b>Leadership Interview</b> <b>East High - Room #105</b> Youngstown Education Association Representatives (3)  Classified Union Representatives (4)  <b>ALL DRT MEMBERS</b>				
11:30-12:15	<b>DRT Meeting/Working Lunch ALL DRT MEMBERS</b> Team Workroom - <b>Room # 130</b>				
12:20-1:25	<b>Student Supports Interview</b> <b>East High - Room # 105</b>	12:20-1:25	<b>Assessment &amp; Data Interview</b> <b>East High - Room # 10</b>	12:20-1:25	<b>HR-PD Interview (Focus on PD)</b> <b>East High - Room # 130</b>
	Psychologists- (2) Speech Therapists- (2) Adaptive PE- (1) Occupational Therapist- (1)  <b>SS</b>		EMIS Coordinator Chief of Accountability and Assessment Third Grade Guarantee Specialist District Test Coordinator  <b>A&amp;D, FM</b>		Deputy Chief of Instructional Framework Specialists Deputy Chief of Data Deputy Chief of School Improvement  <b>LG&amp;C, HR/PD, C&amp;I</b>
1:30-2:55	<b>Assessment &amp; Data Interview</b> <b>East High - Room # 105</b>	1:30-2:25	<b>Fiscal Interview</b> <b>East High - Superintendent Office Room #20</b>		
	Chief of Teaching and Learning and High Schools  <b>A&amp;D, C&amp;I, LGC, HR/PD</b>		<b>Finance Office Personnel</b> Payroll (2) Accounting Specialist (1) Accountant (1) Accounts Payable (2)  <b>FM</b>		
1:30-2:55	<b>Document Review-Team Workroom SS, FM (2:30)</b>				

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
	Team Workroom - <a href="#">Room # 130</a>				

<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>
3:00-3:55	<b>Curriculum &amp; Instruction Interview</b> East High - Room # 105	3:00-3:55	<b>Leadership Interview</b> East High - Room # 50	3:00-3:55	<b>Assessment &amp; Data Interview</b> East High - Room # 130
	Special Education Supervisor Deputy Chief of Student Services Director of English Learners Deputy Chief – Gifted Education Early Childhood Supervisor  Building Coordinator for Taft, Wilson, and Mahoney County High School Career and Technical Center  Building Coordinator for Martin Luther King Elementary and Harding Elementary  <b>C&amp;I, SS</b>		Director, Business Affairs  Superintendent/Chief Operating Officer  <b>FM, LG&amp;C</b>		District Ohio Improvement Process Facilitators (3)  <b>A&amp;D, HR/PD</b>
4:00-5:00	<b>Leadership Interview</b> East High - Room # 105	4:00-5:00	<b>HR/PD Interview</b> East High - Room # 130		
	Director of Communications Chief Information Officer  <b>LG&amp;C, FM</b>		New Hires (10 certified & 10 classified)  <b>HR/PD, C&amp;I, A&amp;D</b>		
4:00-5:00	Document Review-Team Workroom Team Workroom - Room # 130  <b>SS</b>				
5:15-5:45	<b>Board of Education Interview</b>	5:50-6:20	<b>Board of Education Interview</b>	5:15-5:45	<b>Board of Education Interview</b>

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
	Board President Vice President  <b>LG&amp;C, FM</b>		Board Members (2)  <b>LG&amp;C, FM, C&amp;I</b>		Board Members (2)  <b>A&amp;D, SS, HR/PD</b>
6:30	<b>Review Team Debrief</b> Team Workroom - <b>Room # 130</b> <b>ALL DRT MEMBERS</b>				

**Draft Site Visit Schedule**  
**Day 2 — Tuesday, March 20, 2018**

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
8:00-8:30	<b>DRT Meeting ALL DRT MEMBERS</b> Team Workroom - <b>Room # 130</b>				
8:30-9:25	<b>Student Supports</b> <b>East High - Room # 105</b>	8:30-9:25	<b>Curriculum &amp; Instruction Interview</b> <b>East High - Room # 10</b>	8:30-10:30	<b>HR Review of Personnel Files:</b> Location (HR Office) <b>East High - Room # 138-9</b>
	Police Chief Security Chief Fire Chief Student Resource Officer (1)  <b>SS, FM, LGC</b>		High School Counselors (2) K-8 Elementary School Counselors (4)  <b>C&amp;I, A&amp;D, SS (9:00)</b>		<b>Audit Files In HR Office</b>  <b>HR/PD</b>
9:30-10:25	<b>Leadership Interview</b> <b>East High - Room # 10</b>		9:30-10:25	<b>Student Supports Interview</b> <b>East High - Room # 105</b>	
	Coordinators, Accountability & Federal Programs (3)  <b>LG&amp;C, FM</b>			Instructional Framework Specialists (5) (Volney, Williamson, Youngstown Early College, Taft, and Rayen Early College)  <b>SS, C&amp;I, A&amp;D</b>	
10:30-11:30  (see maps & directions)	<b>Middle Grade Student Focus Group (11 Students)</b> Location – <b>East High - Room # 105</b>  <b>FM, SS</b>	10:30-11:30	<b>Elementary Student Focus Group (10 Students)</b> Location - <b>East High - Auditorium</b>  <b>LG&amp;C, C&amp;I</b>	10:30-11:30	<b>High School Student Focus Group (11 Students)</b> Location – <b>East High - Room Library</b>  <b>A&amp;D, HR/PD</b>
11:45-12:50	<b>DRT Meeting/Working Lunch ALL DRT MEMBERS</b> Team Workroom – <b>East High - Room # 130</b>				
1:00-1:55	<b>State Support Team SST 5</b> Location – <b>East High - Room # 105</b>  <b>ALL DRT MEMBERS</b>				

<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>
2:00-2:55	<b>Student Supports Interview</b> Location – <b>East High - Room # 105</b>  Community Partners (e.g., Non-profit organizations, for-profit organizations, etc.)  <b>ALL DRT MEMBERS</b>				
3:00-3:40	<b>Fiscal Management Interview</b> Location – <b>Room 10</b>  Technology Support Instructional Technology Services (1)  <b>FM, LG&amp;C</b>	3:00-3:40	Document Review-Team Workroom Location - <b>Room # 130</b>          <b>HRPD, SS, C&amp;I, A&amp;D</b>		
4:00-5:00	<b>Teacher Focus Group (Limit to combination of 25 total Core Content, Gifted, EL teachers and Intervention Specialists) Elementary PreK-8</b>  Location – <b>East High - Room # 105</b> <b>ALL DRT MEMBERS</b>				
5:05-6:05	<b>Teacher Focus Group (Limit to combination of 25 total Core content, Gifted, EL teachers and intervention Specialists) High School (9-12)</b>  Location – <b>East High - Room # 105</b> <b>ALL DRT MEMBERS</b>				
6:10-7:10	<b>Parent Focus Group (Limit to 30 total parents NOT employed by the district)</b> Location – <b>East Library and Cafeteria</b> <b>ALL DRT MEMBERS</b>				
7:30	Review Team Debrief: <b>ALL DRT MEMBERS</b> Location - Team Workroom - <b>East High - Room # 130</b>				

## Site Visit Schedule

### Day 3 — Wednesday, March 21, 2018 (DISTRICT CALAMITY DAY)

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
9:00-10:00	<b>DRT PLANNING</b> Location: <b>Off-Site Workroom</b>  <b>ALL DRT MEMBERS</b>				
10:00-11:00	<b>Assessment &amp; Data Interview</b> Location: <b>Off-Site Conference Call</b>  Chief Executive Officer  <b>A&amp;D, SS, C&amp;I</b>	<b>10:00-11:00</b>	<b>OPEN/Evidence Review &amp; Triangulation</b> Location: <b>Off-Site Workroom</b>  <b>HRPD, FM, LG&amp;C</b>		
11:00-3:00	<b>OPEN/Evidence Review &amp; Triangulation</b> Location: <b>Off-Site Workroom</b>  <b>ALL DRT MEMBERS</b>				
3:00 – 8:00	<b>Emerging Themes Meeting</b> Location: <b>Off-Site Workroom</b>  <b>ALL DRT MEMBERS</b>				

**Site Visit Schedule**  
**Day 4 — Thursday, March 22, 2018**

<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>
8:00-8:30	<b>DRT Meeting ALL DRT MEMBERS</b> Location: Team Workroom - <b>East High - Room # 130</b>				
8:30-9:10	<b>Student Supports Interview</b> <b>East High - Room # 105</b> Social Workers (5) School Nurses – (1 from each school level)  <b>SS</b>	8:30-9:10	<b>Fiscal Management Interview</b> <b>East High - Room # 20</b>  Treasurer  <b>FM</b>	8:30-9:55	<b>Curriculum &amp; Instruction Interview</b> <b>East High - Room # 10</b>  Curriculum & Instruction Specialists (3) Deputy Chief of Early Literacy Deputy Chief – Gifted Education Deputy Chief (1) Deputy Chief of Instructional Framework Specialists Deputy Chief of English Learners  <b>C&amp;I, A&amp;D, HR/PD (8:30), SS (8:30)</b>
9:15–9:55	<b>Fiscal Management Interview</b> Location - <b>East High - Room # 105</b>  Deputy Chiefs of Operations and Special Projects (2)  <b>FM, SS (9:15)</b>	9:15-9:55	<b>Chiefs –</b> Accountability and Assessment Deputy Chief of Data Deputy Chief of School Improvement Director of Strategic Initiatives  <b>LG&amp;C, HR/PD (9:15)</b>		
10:00-10:55	<b>Student Services Interview</b> <b>East High - Room # 10</b>  Chief of Athletics Athletic Support  <b>SS</b>	10:00-10:55	<b>Leadership Interview</b> <b>East High - Room # 130</b>  Chief Academic Officer/Chief of Staff  <b>LG&amp;C, C&amp;I, A&amp;D, FM</b>	10:00-10:55	<b>HR/PD Interview</b> <b>East High - Room # 20</b>  Chief of Human Resources Director of Human Resource LPDC Members SLO Team Members  <b>HR/PD</b>

<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>
11:00-12:00	<b>Technology Staff Demonstration – East High Room # 10</b> Student Information System, iReady, IStation, ThinkCerca, eSpark, ConnectEd, ALEKS, Rosetta Stone, GIZMOs, STEM Fuse Chief Information Officer Deputy Chief of Data Technology Support Services (1)  <b>A&amp;D, C&amp;I</b>	11:00-12:00	<b>Student Supports Interview East High - Room # 105</b> Chief of Food Services Chief of Transportation Safety and Training Coordinator Technology Coordinator (Transportation) Routing Coordinator  <b>SS, FM</b>	11:00-12:00	<b>Leadership Interview East High - Room # 20</b>  Superintendent’s Office Staff - Exec Assistants (2)  <b>LG&amp;C, HR/PD</b>
12:00-1:00	<b>Leadership Interview</b> <b>Location: Chief of Teaching and Learning and High School’s Office</b>  Chief Executive Officer  <b>LG&amp;C, FM</b>				
12:00-2:50	<b>Classroom Observations</b>  <b>A&amp;D, C&amp;I, SS</b>				
12:00-1:50	<b>Working Lunch/Document Review: ALL DRT MEMBERS</b> <b>Location: Team Workroom - East High Room # 130</b>				
1:00-2:00	<b>Leadership Interview</b> <b>Location: Team Workroom – East High Room #130</b>  Deputy Chief of Data Deputy Chief of School Improvement  <b>LG&amp;C</b>				
2:00-3:00	<b>OPEN / Evidence Review &amp; Triangulation</b>  <b>Location – Team Workroom - East High Room #130</b>	2:00-3:00	<b>Assessment &amp; Data Interview</b> <b>Location – East High Room # 10</b> District Testing Coordinators (3) Chief Information Officer Deputy Chief of Accountability	2:00-3:00	<b>Fiscal Interview</b> <b>Location – East High Room # 105</b>  Support Staff - 2 of each of the following:

<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>	<b>Time</b>	<b>Activity</b>
			and Assessment Deputy Chief of Data  <b>LG&amp;C</b>		Cooks Custodians Bus Drivers Grounds/Maintenance  <b>FM</b>
3:00-4:00	<b>High School Principals Focus Group</b> Location- <b>East High School Room #105</b>  <b>ALL DRT MEMBERS</b>	4:00 – 5:00	<b>Elementary School Principals Focus Group</b> Location- East High School Room #105  <b>ALL DRT MEMBERS</b>		
6:30-9:30	<b>Emerging Themes Meeting</b> Location – TBD off-site  <b>ALL DRT MEMBERS</b>				

**Site Visit Schedule**  
**Day 5 — Friday, March 23, 2018**

<b>Time</b>	<b>Activity</b>
7:45-8:45	<b>Curriculum &amp; Instruction</b> Location: <b>Team Workroom</b>  Chief of Accountability and Assessment  <b>A&amp;D, C&amp;I, LG&amp;C</b>
8:00-11:00	<b>Classroom Observations</b>  <b>A&amp;D, FM, C&amp;I (9:00-10:00)</b>
8:45-9:15	<b>HR/PD Interview</b> Location: <b>HR Office</b>  Human Resource Generalists (3)  <b>HR/PD</b>

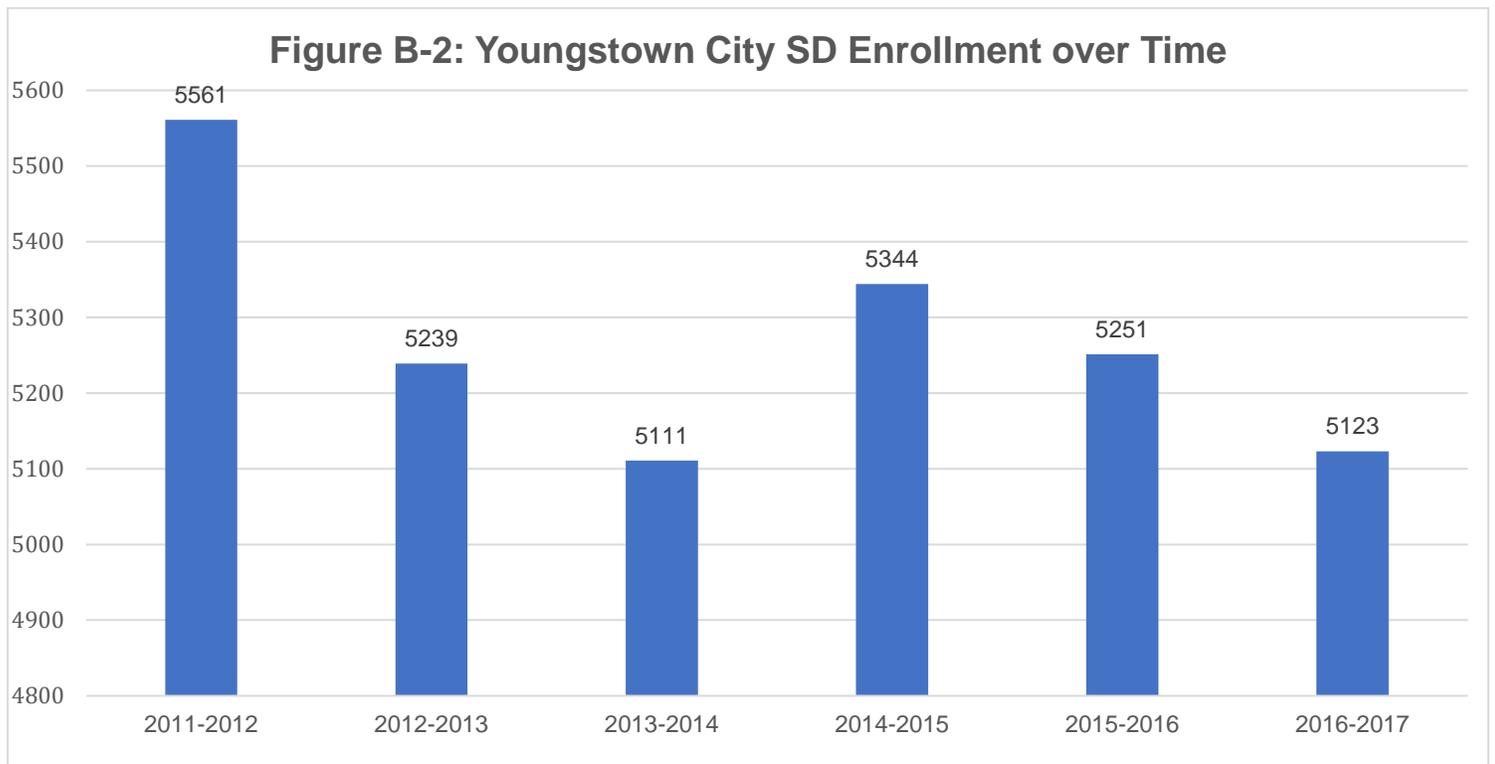
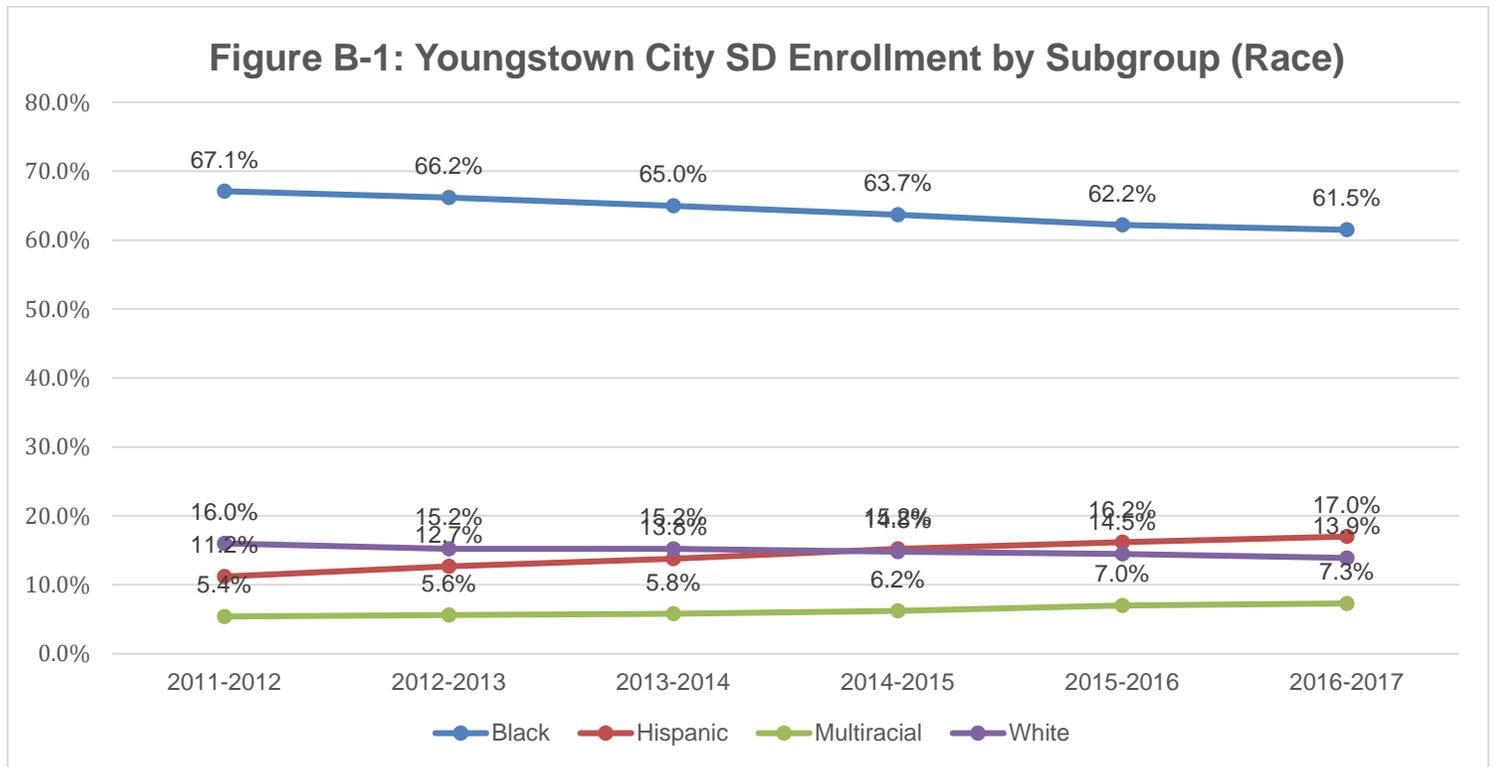
9:00-10:00	<p><b>Student Supports Interview</b>  <b>East High - Room # 105</b>  Chief of Family Engagement  HS Parent Engagement Coordinator (1)  Pre-K-8- Parent Engagement Coordinators (5)</p> <p><b>SS</b></p>
9:15-11:15	<p><b>HR/PD Interview</b>  <b>Location: HR Office</b></p> <p><b>Human Resource Generalists (3)</b></p> <p><b>HR/PD</b></p>
10:00 11:00	<p><b>Debriefing Session with Chief Executive Officer</b>  <b>CEO Office</b></p> <p>Dr. Clairie Huff-Franklin  Dr. Delores Morgan</p>
10:00-10:55	<p><b>Student Supports Interview</b>  <b>Location – Room #10</b></p> <p>Deputy Chief of Early Literacy  Early Childhood Supervisors (2)</p> <p><b>SS, C&amp;I</b></p>
11:00-11:45	<p><b>Student Supports Interview</b>  <b>Location – Room #10</b></p> <p>Deputy Chief of Climate &amp; Culture</p> <p><b>SS, LG&amp;C, A&amp;D, C&amp;I, FM</b></p>
11:45-2:00	<p><b>Working Lunch/ Q &amp; A/ Compliance Tracking System</b>  <b>Location - Team Workroom - Room # 130</b></p> <p><b>ALL DRT MEMBERS</b></p>
12:00-1:00	<p><b>Leadership Interview</b>  <b>Location - Team Workroom - Room # 129</b></p>

	<b>Chief of Elementary</b> <b>A&amp;D, C&amp;I, LG&amp;C</b>
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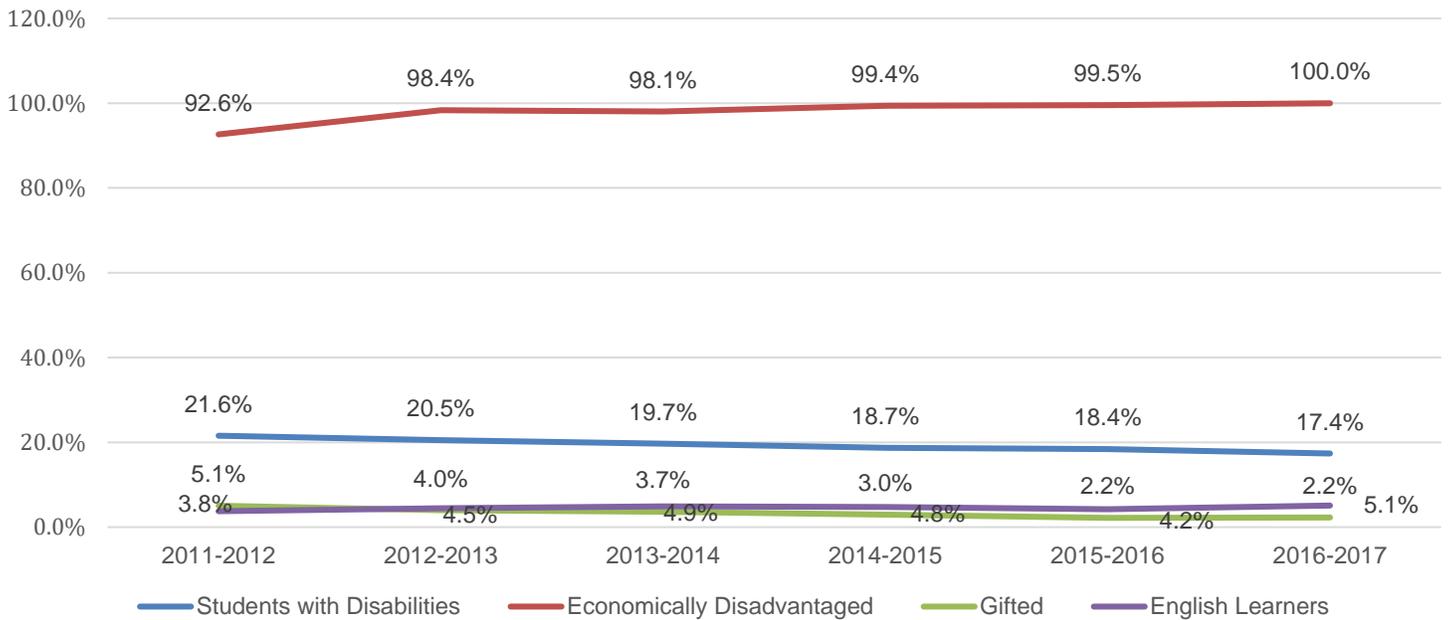
Key

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

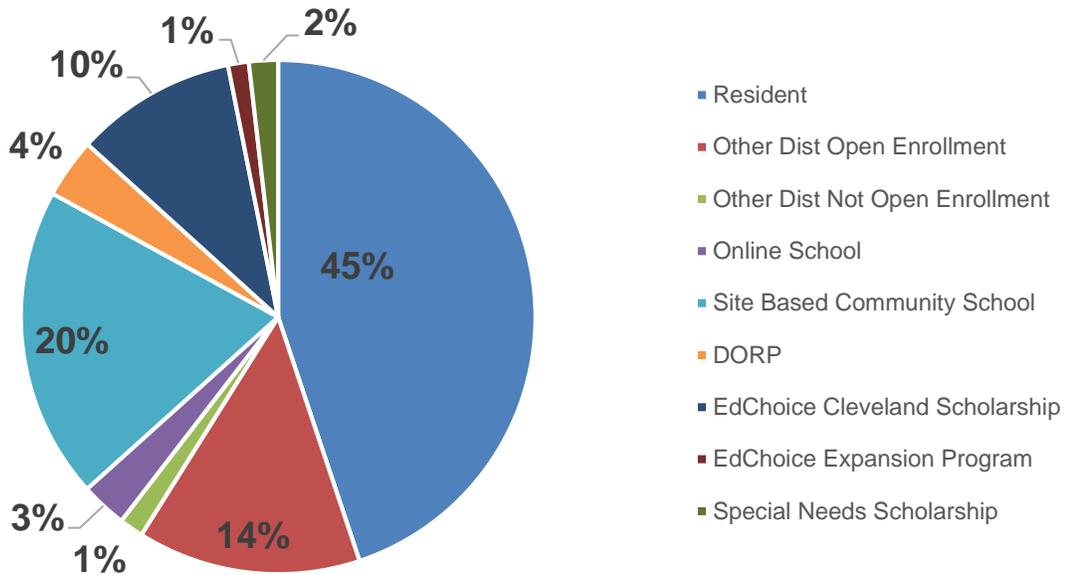
## Appendix B: Figures and Tables Related to Accountability



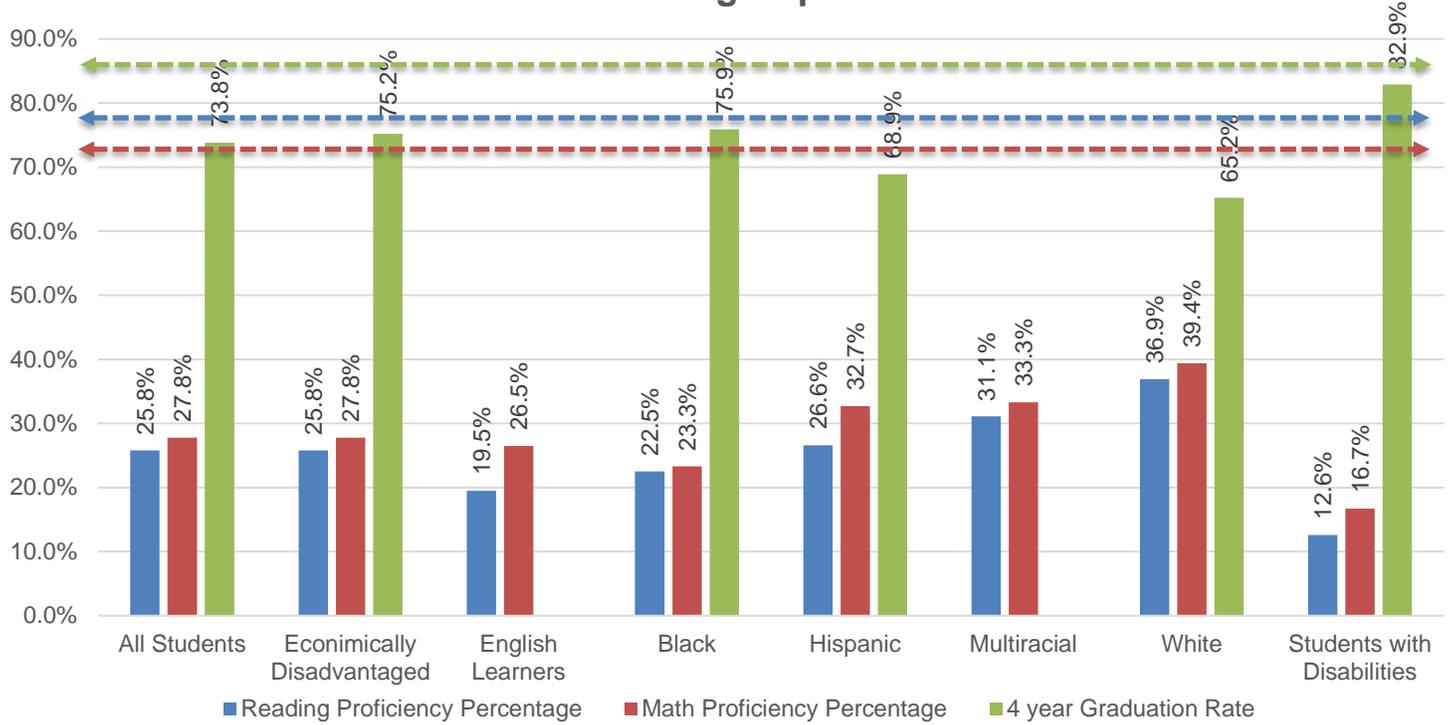
**Figure B-3: Youngstown City SD Enrollment by Subgroup (Special Populations)**



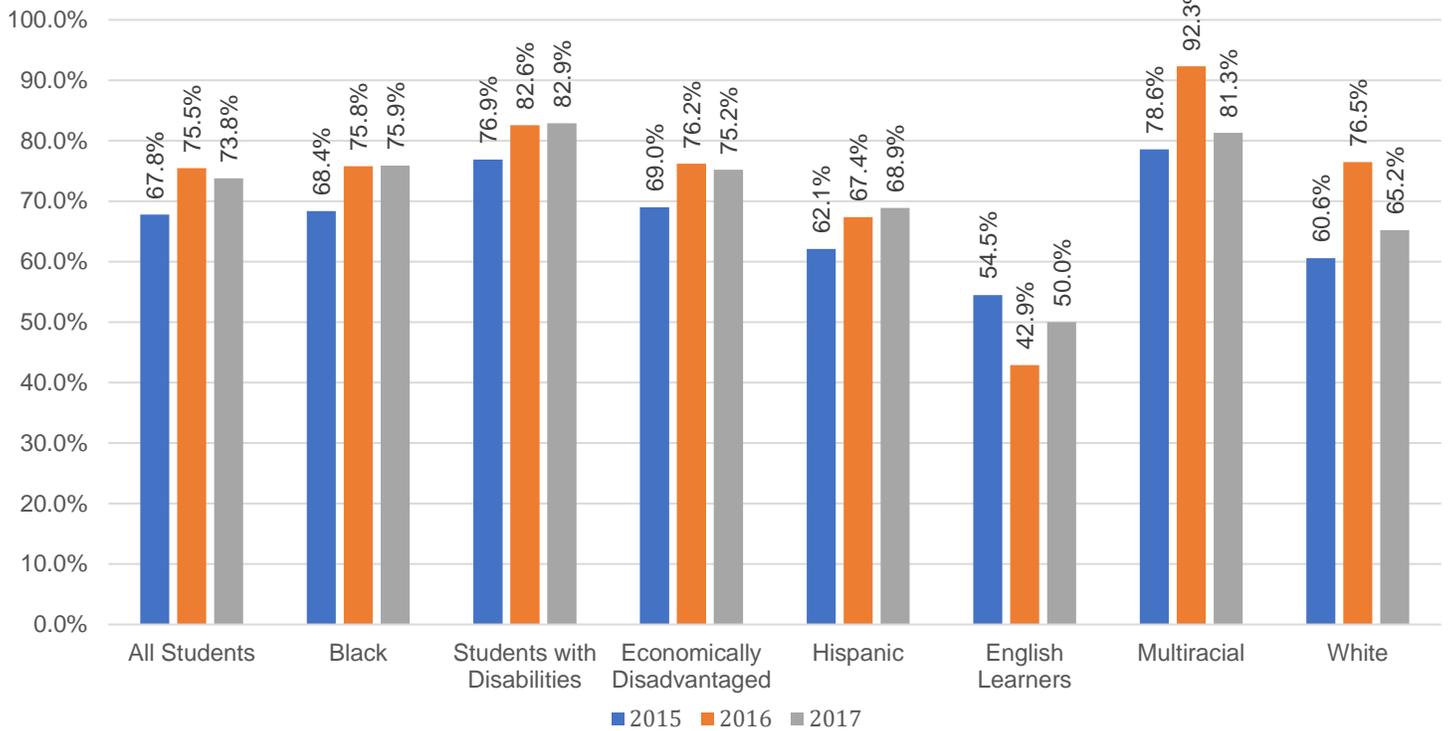
**Figure B-4: 2016 - 2017 Enrollment Location for Students Who Live in the Youngstown City School District Attendance Area**



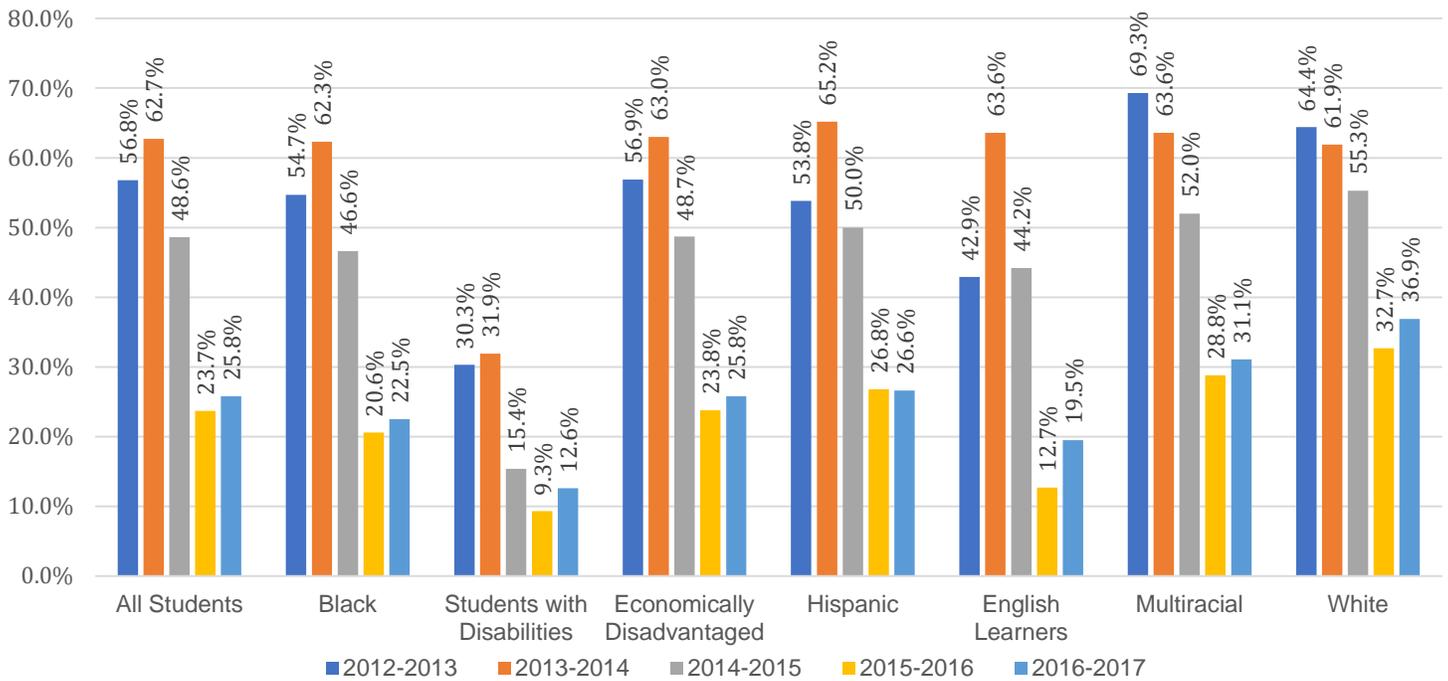
**Figure B-5A: Youngstown Annual Measurable Objectives by Subgroup**



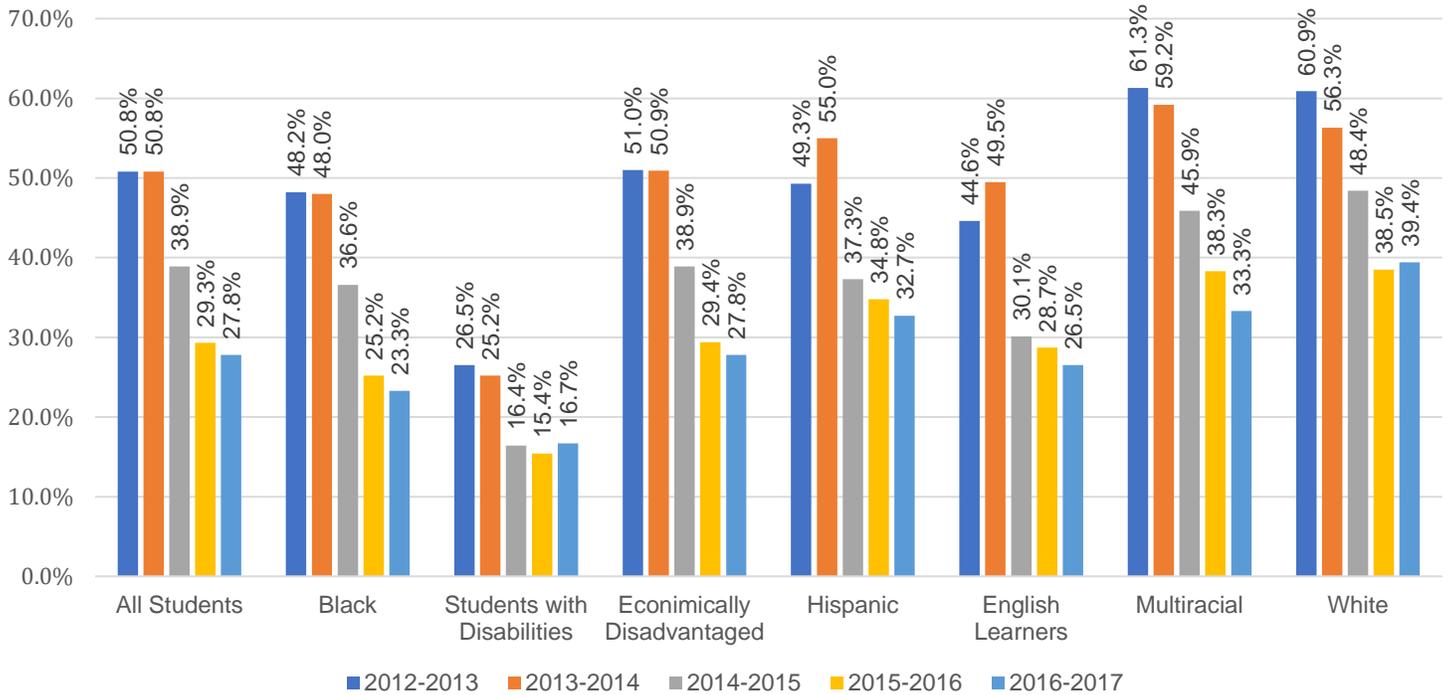
**Figure B-5B: Youngstown City SD Subgroup Graduation Trends**



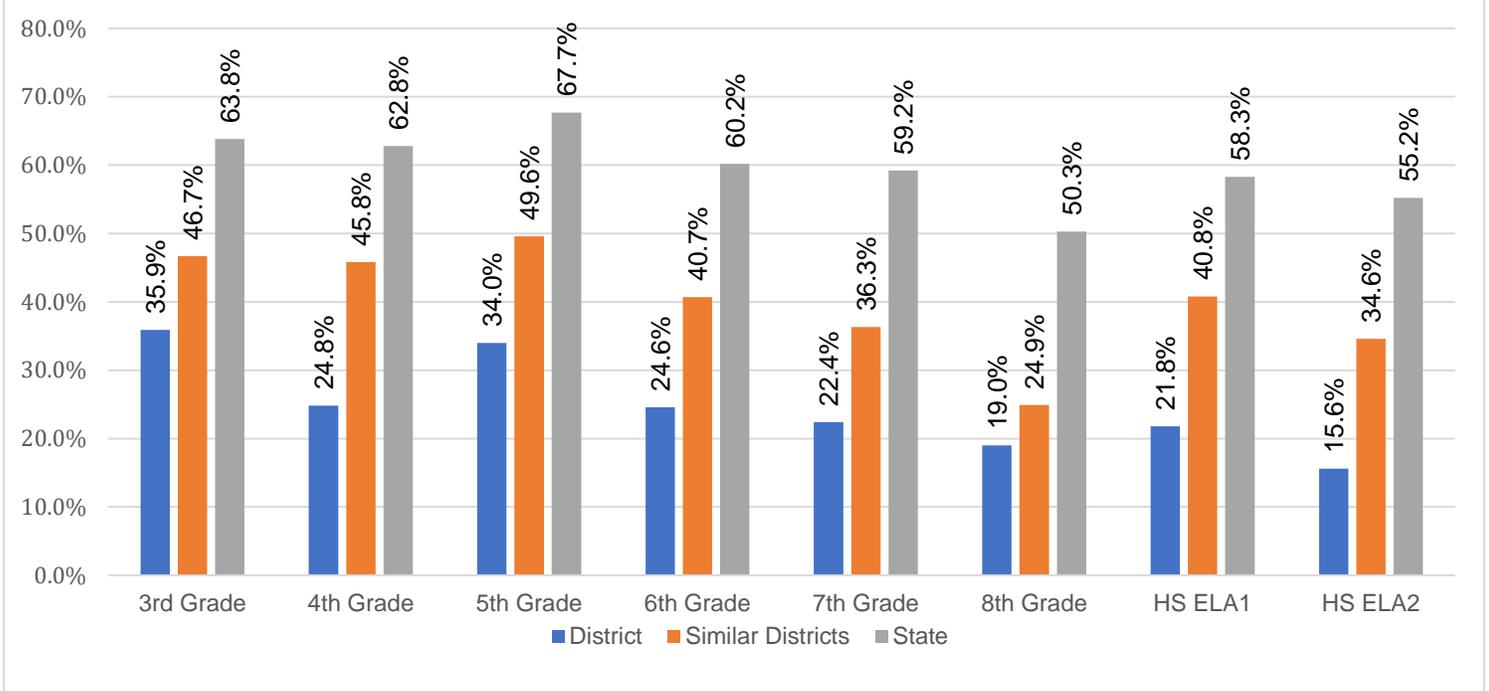
**Figure B-6: Youngstown City SD Reading Passing Rate Trends by Subgroup**



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



**Figure B-8: Youngstown City SD Reading Performance Comparisons by Grade Level**



**Figure B-9: Youngstown City SD Reading Performance Trends by Grade Level**

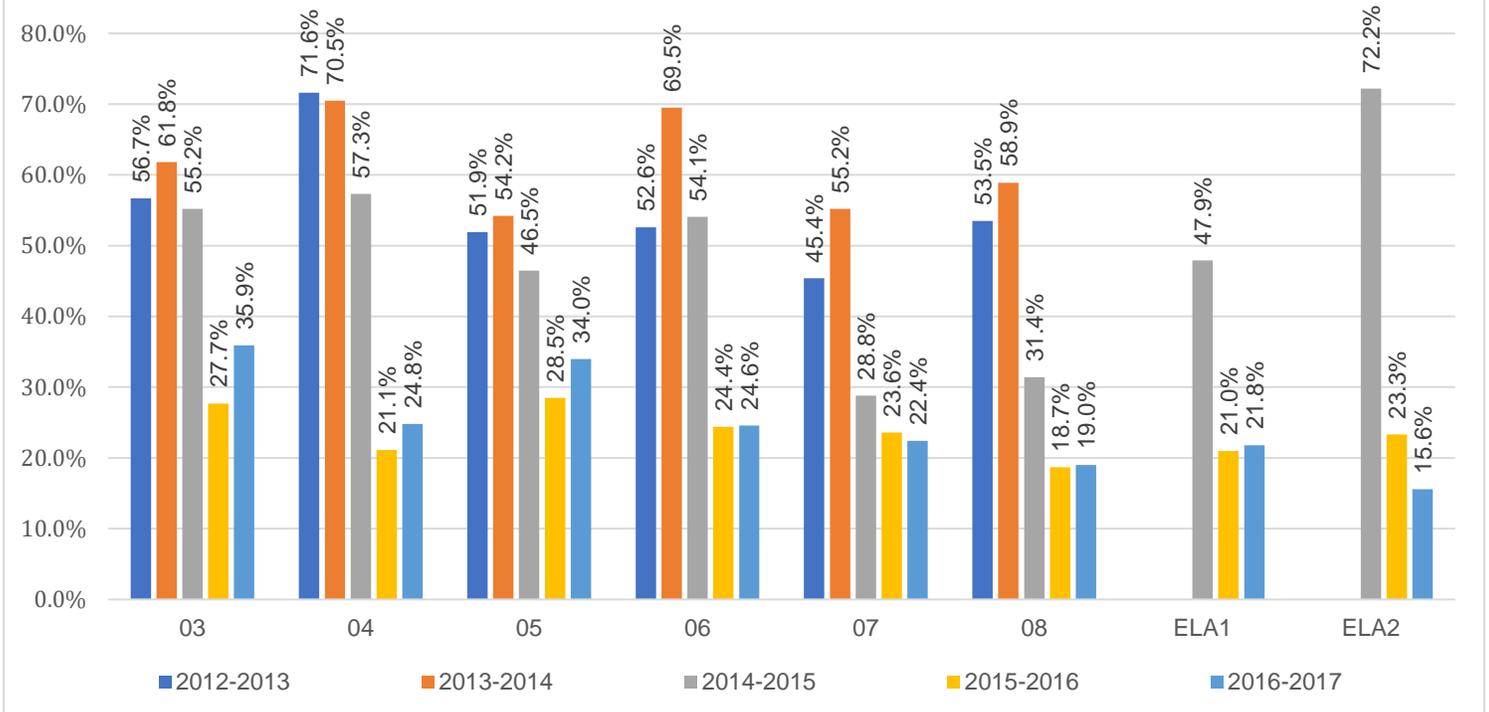


Figure B-10: Youngstown City School District Fall 2016-2017 English Value-Added Report

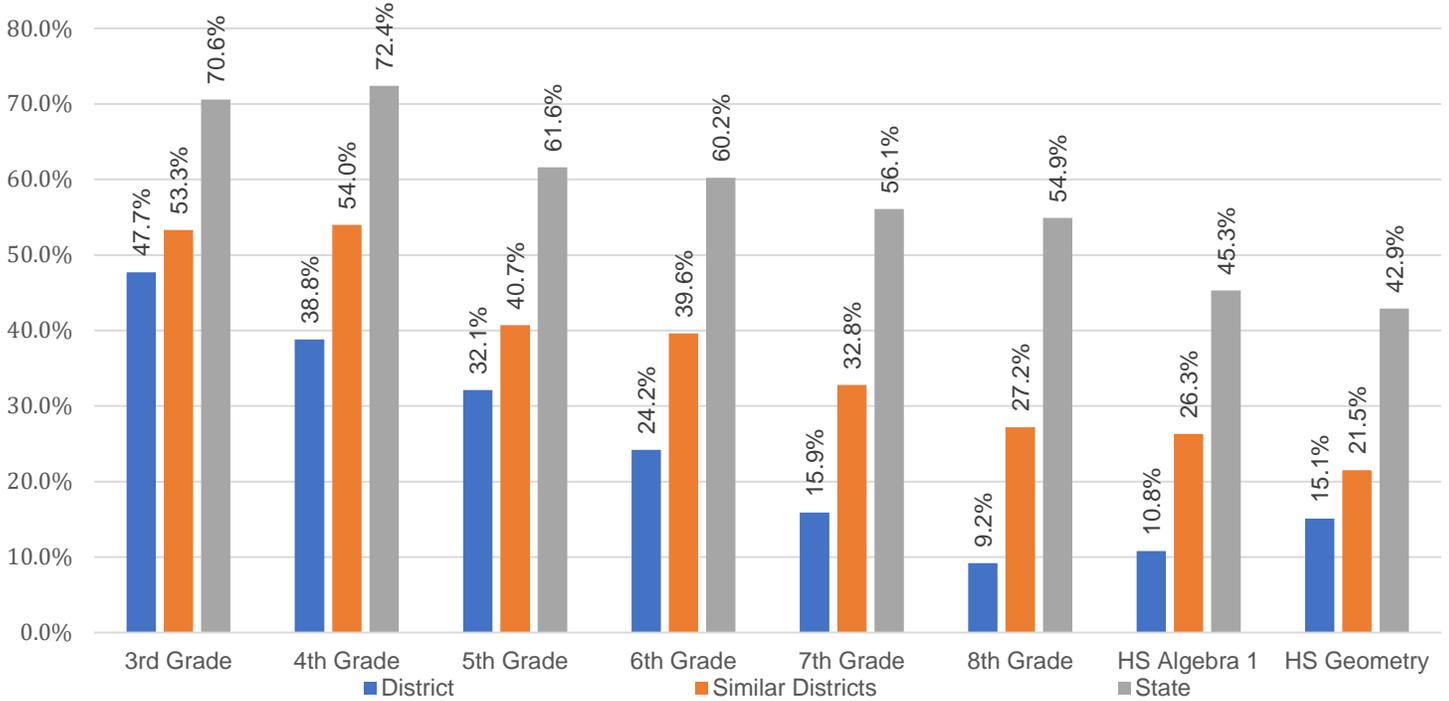
Estimated District Growth Measure								
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard	
Growth Standard		0.0	0.0	0.0	0.0	0.0		
2015 Growth Measure								
Standard Error								
2016 Growth Measure		-1.3 O	-3.8 R	-1.7 R	-5.7 R	3.8 DG	-1.7	
Standard Error		0.8	0.8	0.7	0.8	0.7	0.3	
2017 Growth Measure		-3.3 R	0.0 Y	-1.2 O	-3.5 R	-3.6 R	-2.3	
Standard Error		0.8	0.8	0.8	0.7	0.8	0.3	
3-Year-Average Growth Measure								
Standard Error								
Estimated District Average Achievement								
Grade	3	4	5	6	7	8		
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0		
2014 Average Achievement								
2015 Average Achievement	36.3	42.0	38.0	40.4	30.0	30.1		
2016 Average Achievement	37.1	35.2	36.4	37.2	34.4	34.2		
2017 Average Achievement	37.6	34.1	35.3	34.6	33.1	31.2		
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
	2017	549	683.8	20	687.0	23	-3.0 R	0.6
English Language Arts II	2016	295	680.8	21	676.5	18	4.1 DG	0.9
	2017	457	677.5	18	681.0	21	-3.3 R	0.7

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

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

**Figure B-11: Youngstown City SD Mathematics Performance Comparisons by Grade Level**



**Figure B-12: Youngstown City SD Mathematics Performance Trends by Grade**

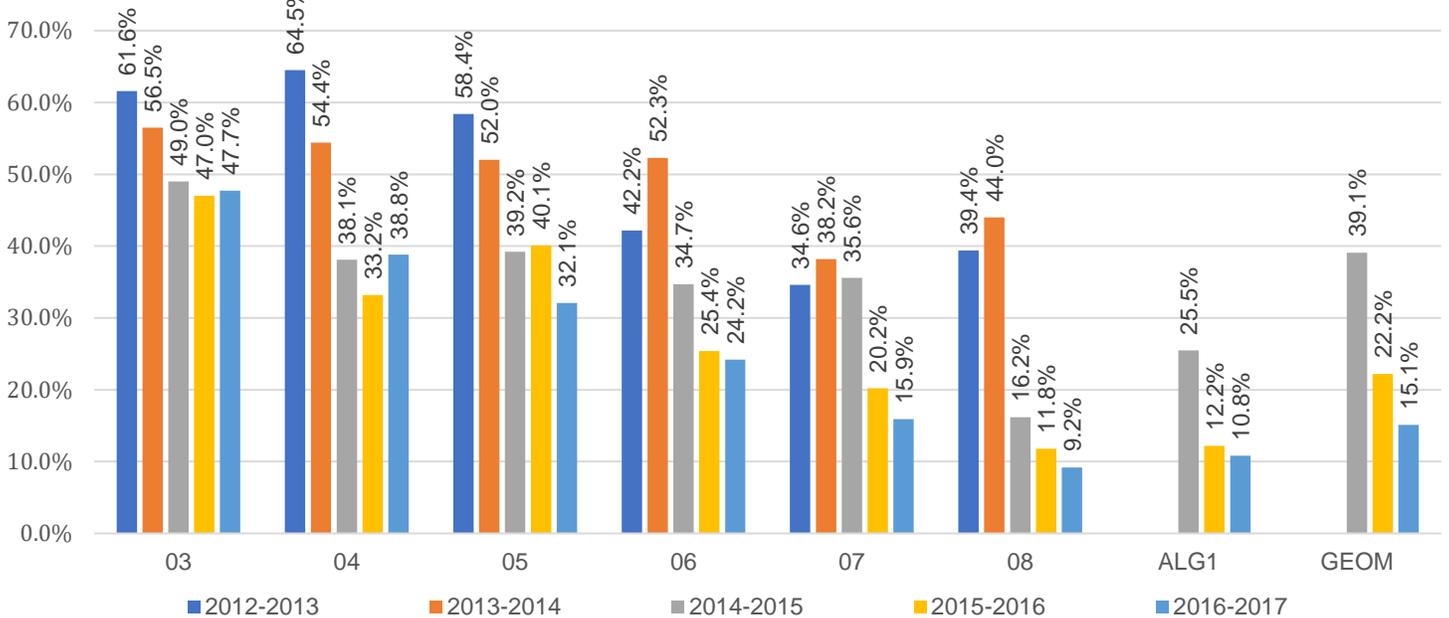


Figure B-13: Youngstown City School District Fall 2016-2017 Math Value-Added Report

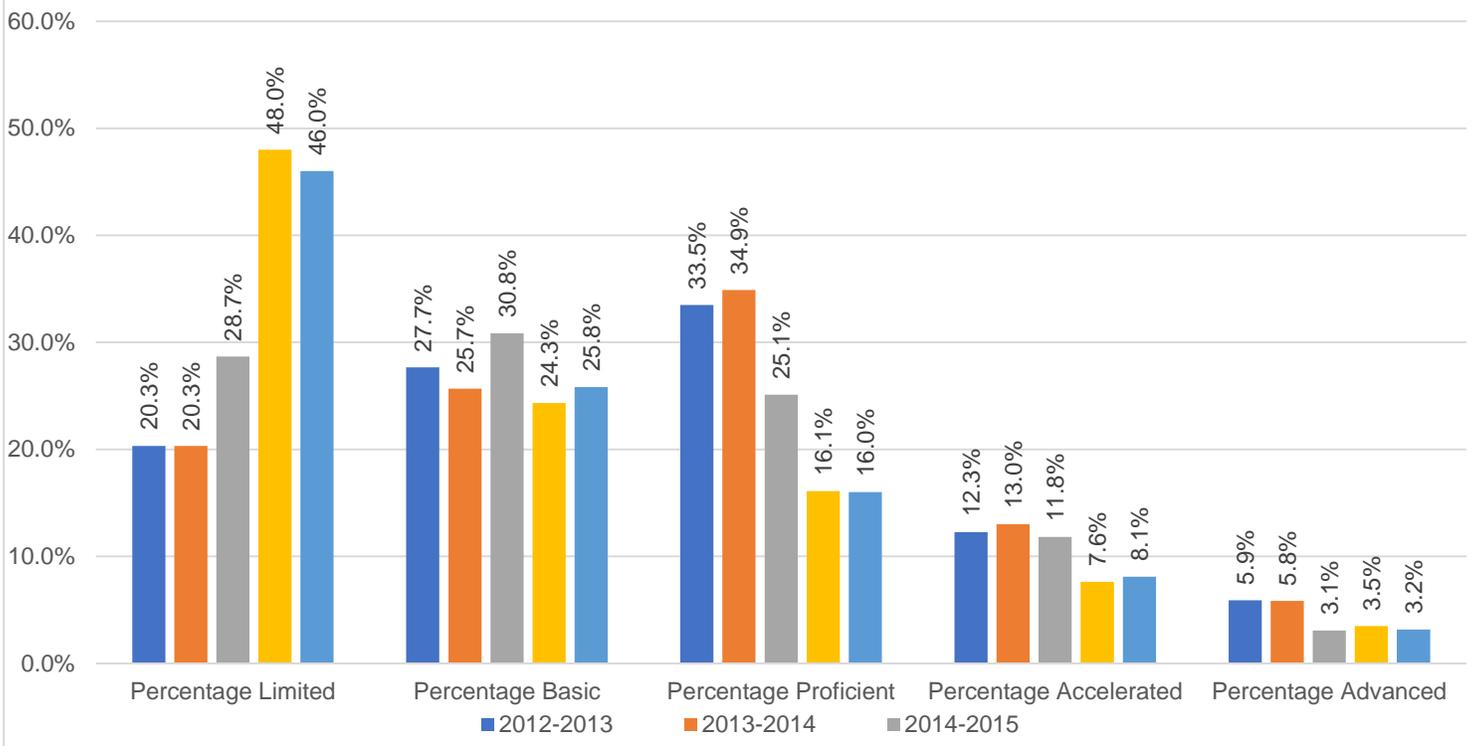
Estimated District Growth Measure								
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard	
Growth Standard		0.0	0.0	0.0	0.0	0.0		
2015 Growth Measure								
Standard Error								
2016 Growth Measure		-5.0 R	1.3 LG	-1.9 R	-3.7 R	-4.8 R	-2.7	
Standard Error		0.7	0.7	0.6	0.7	0.8	0.3	
2017 Growth Measure		-6.2 R	1.3 LG	-5.8 R	-6.8 R	-5.4 R	-4.5	
Standard Error		0.7	0.7	0.7	0.6	0.8	0.3	
3-Year-Average Growth Measure								
Standard Error								
Estimated District Average Achievement								
Grade	3	4	5	6	7	8		
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0		
2014 Average Achievement								
2015 Average Achievement	40.9	38.9	37.1	34.1	34.9	27.8		
2016 Average Achievement	40.8	35.4	38.8	36.1	31.1	30.1		
2017 Average Achievement	37.7	34.0	36.5	32.7	28.9	25.6		
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
	2017	663	676.2	20	680.0	25	-3.7 R	0.6
Geometry	2016	324	680.7	26	676.1	21	4.6 DG	0.9
	2017	453	671.9	23	671.2	22	0.8 Y	0.8

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

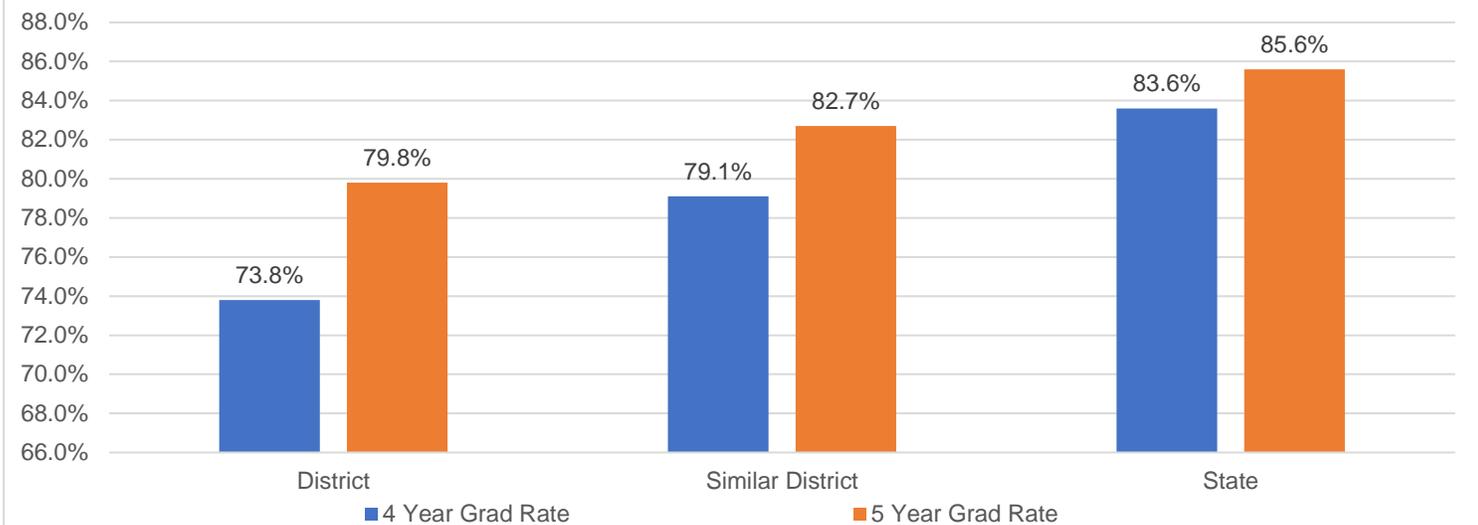
Figure B-13 Source: SAS® EVAAS web application, SAS Institute Inc.

**Figure B-13A: Youngstown City SD Proficiency Percentage Trend**

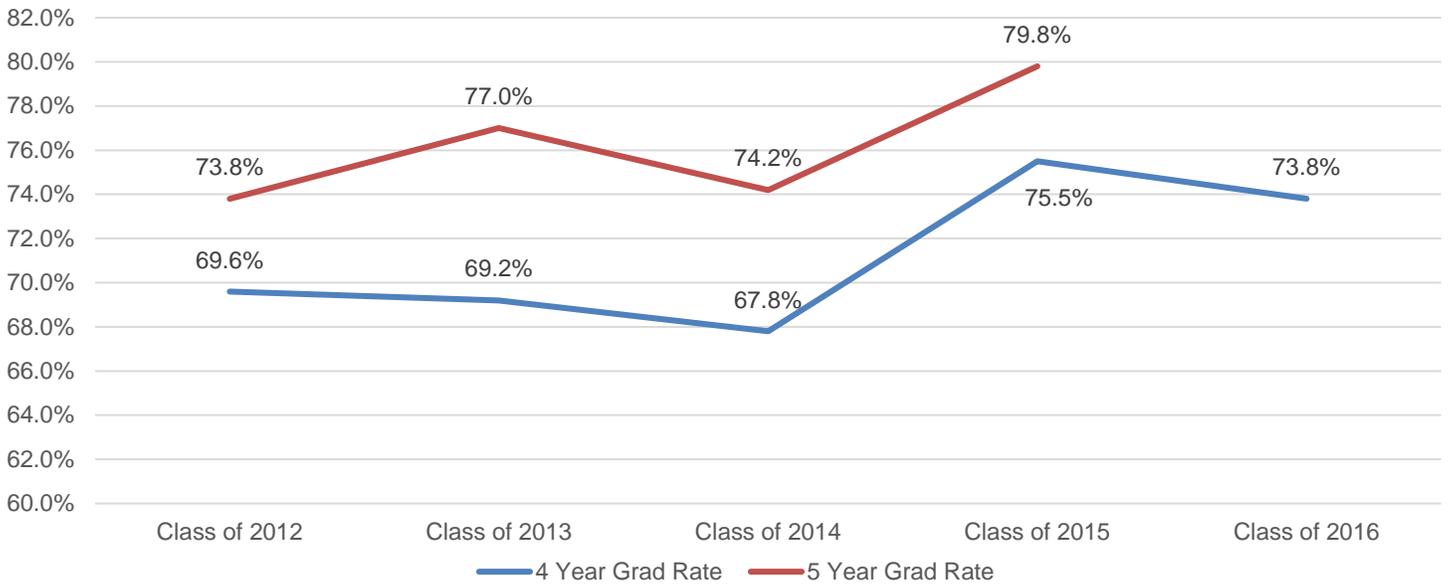


Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Score	75.507	75.222	62.921	55.459	57.084

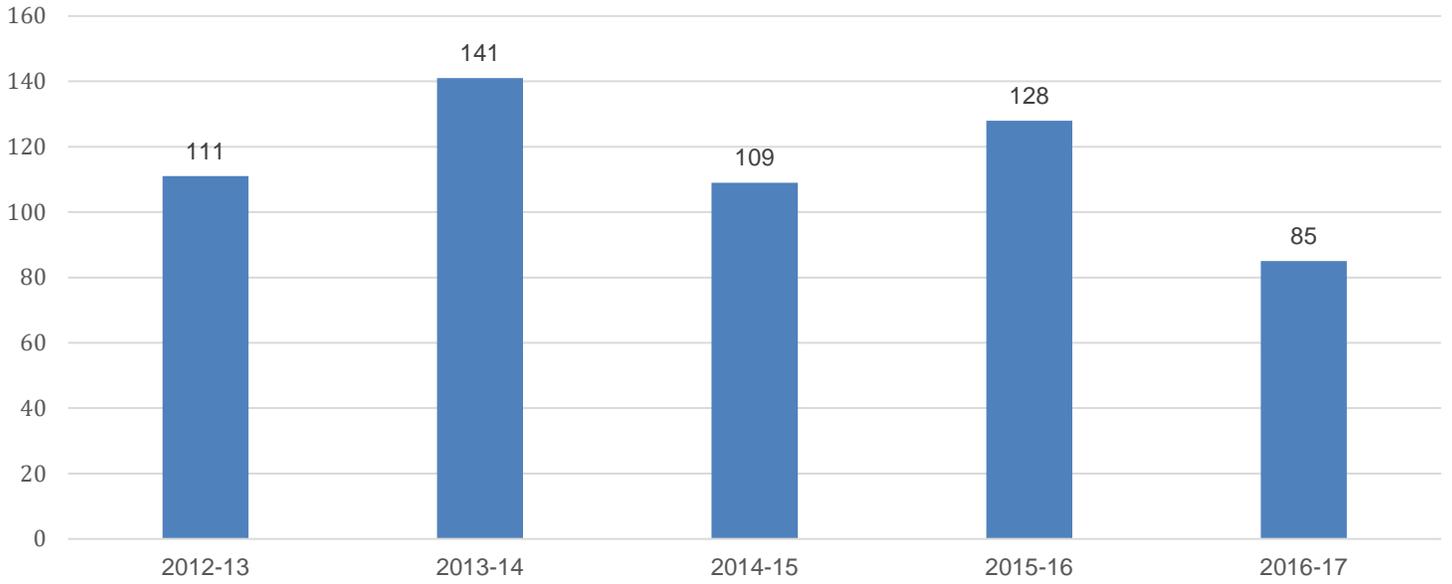
**Figure B-14: Youngstown City SD Graduation Rate Comparison**



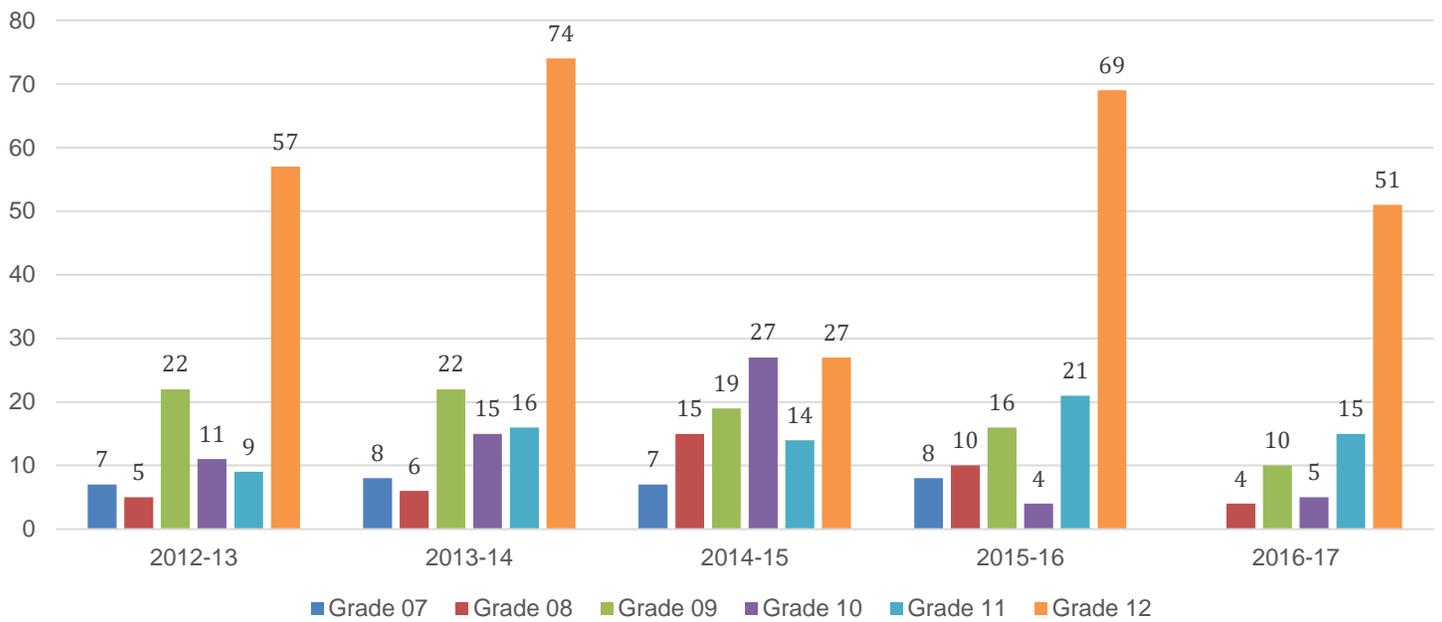
**Figure B-15: Youngstown City SD Graduation Cohort Rates**



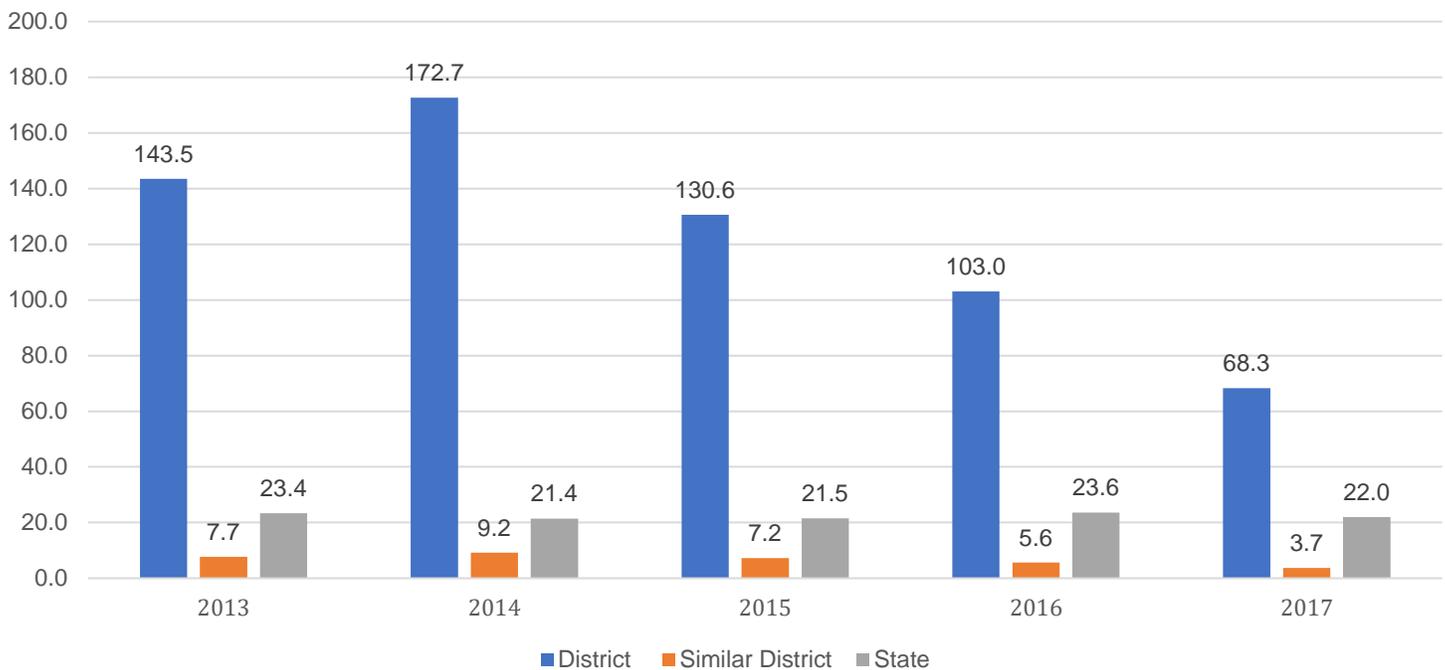
**Figure B-16: Youngstown City SD Total Dropouts**



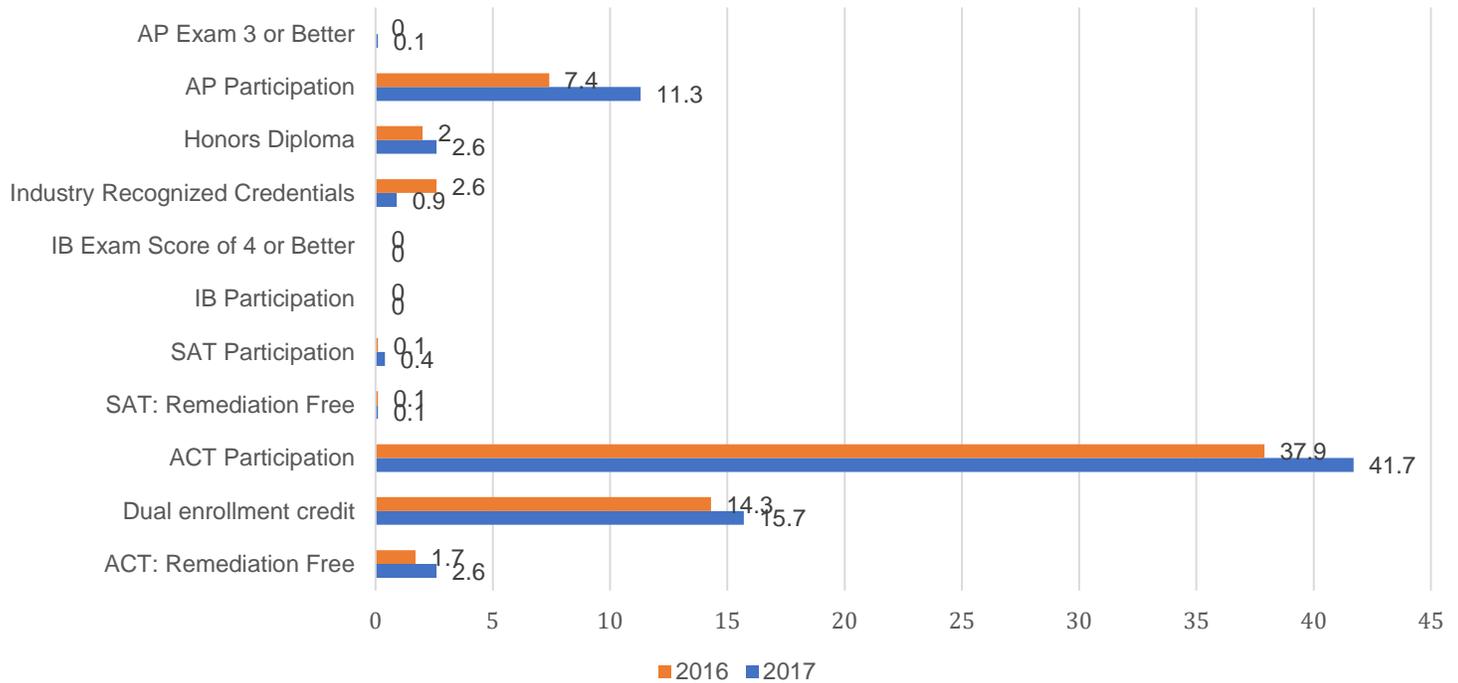
**Figure B-16A: Youngstown City SD Dropouts by Grade, 2012-13 to 2016-17**



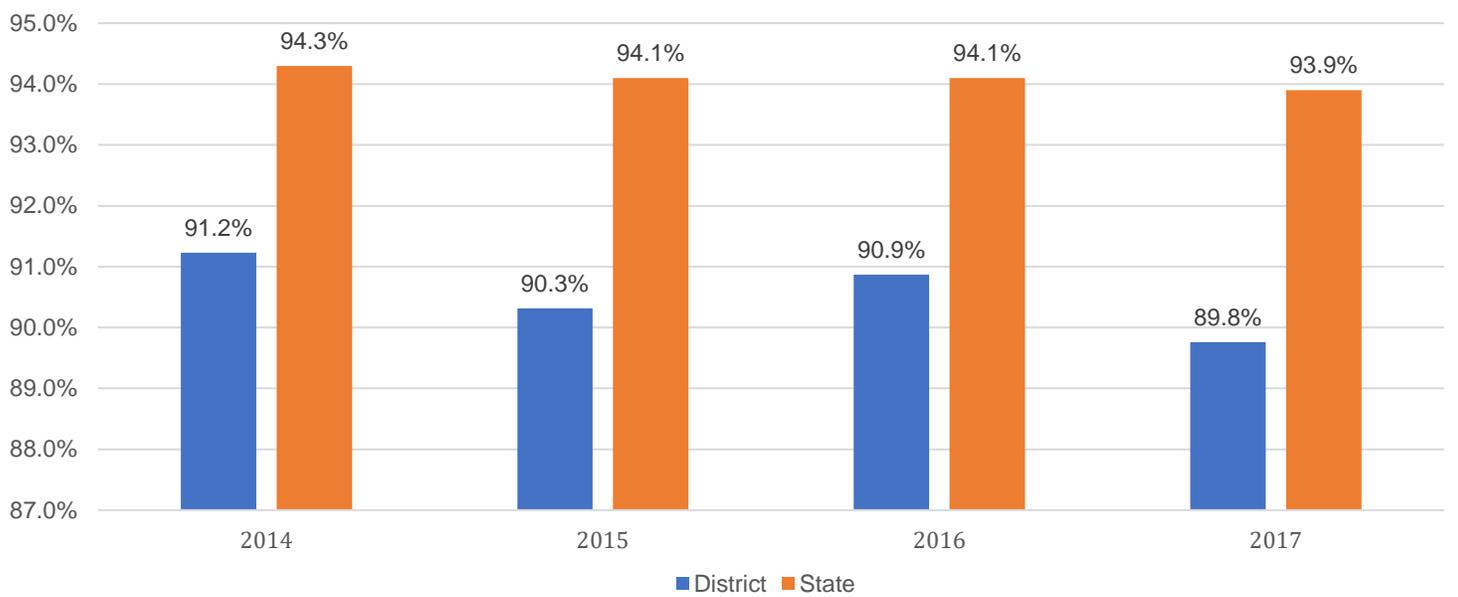
**Figure B-17: Youngstown City SD Trends in Disciplinary Actions per 100 Students As compared to State and Similar Districts**



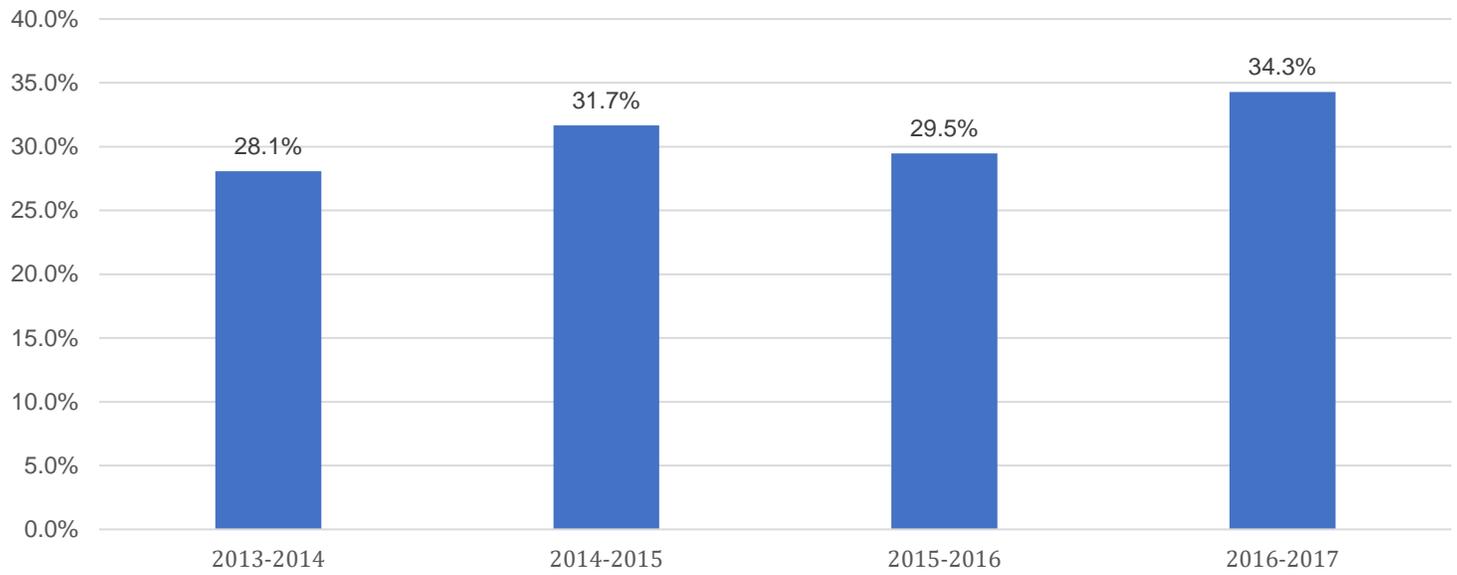
**Figure B-18: Youngstown City SD Prepared for Success 2-Year Comparison**



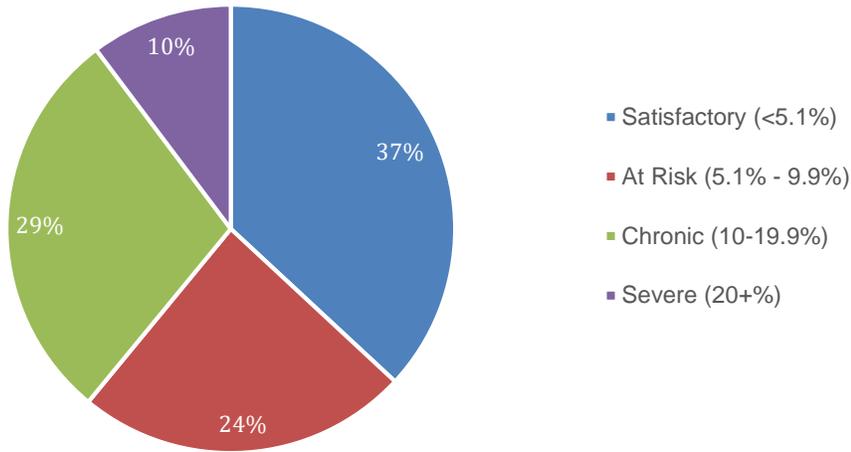
**Figure B-19: Youngstown City SD Attendance Rates Compared to the State**



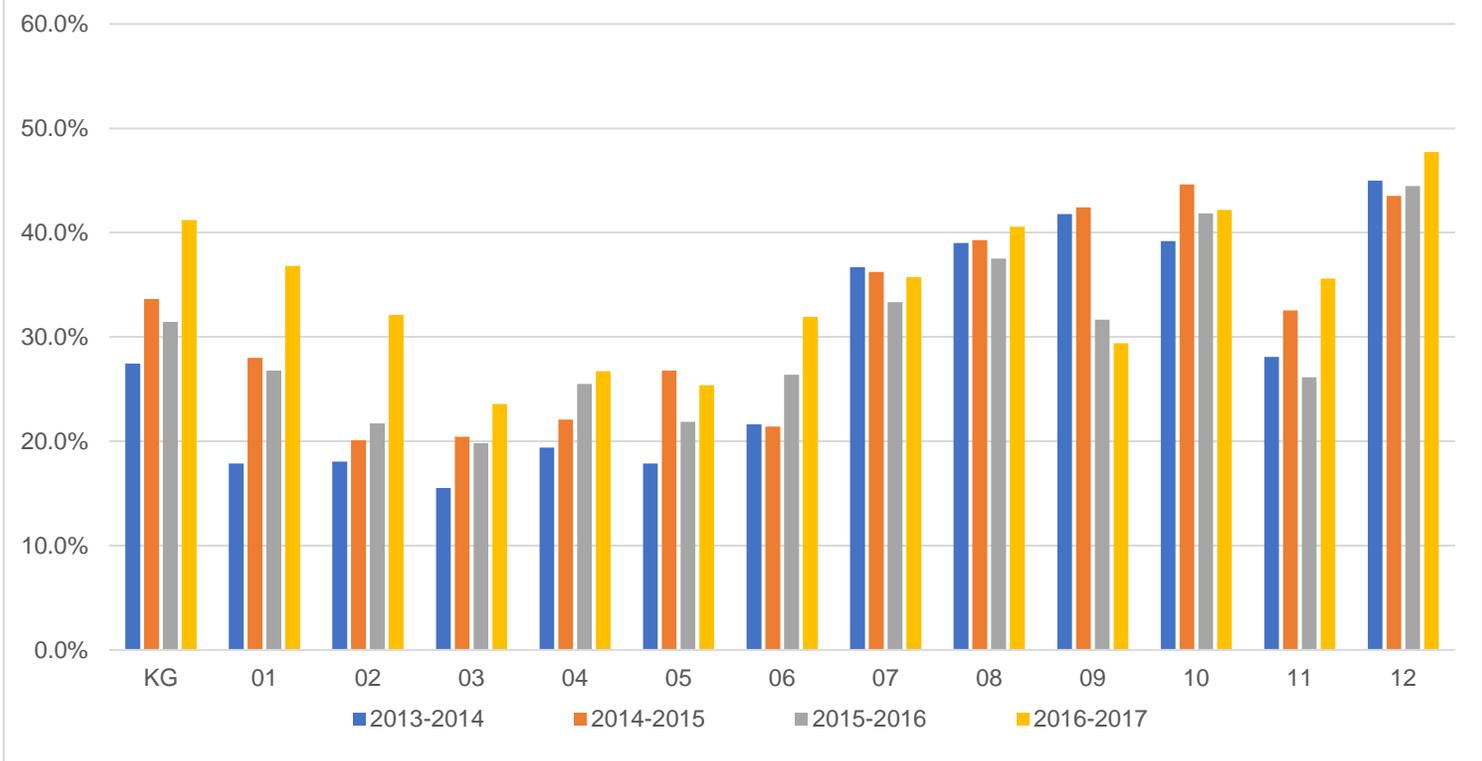
**Figure B-20: Youngstown SD Chronic Absenteeism Rate Over Time**



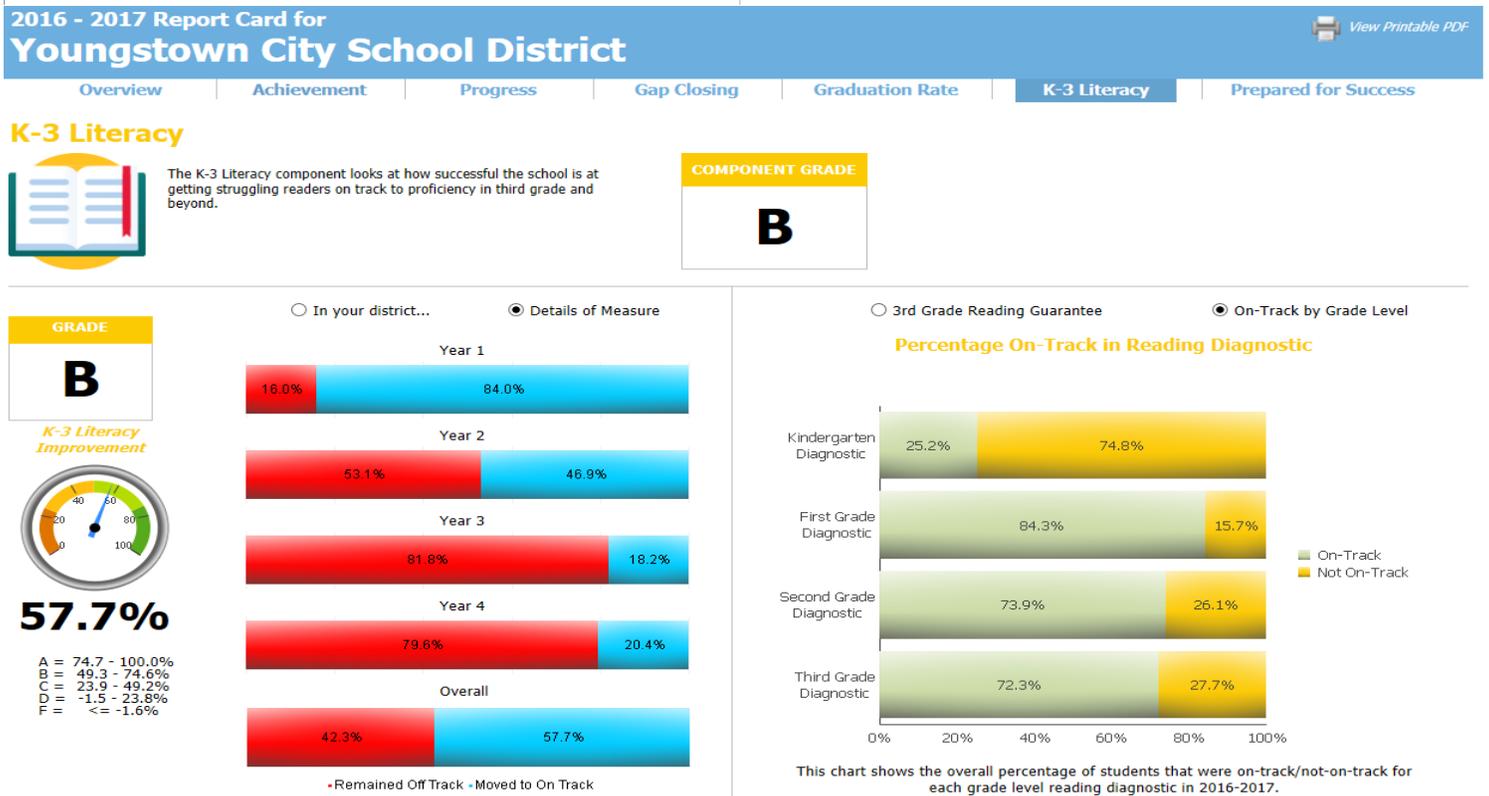
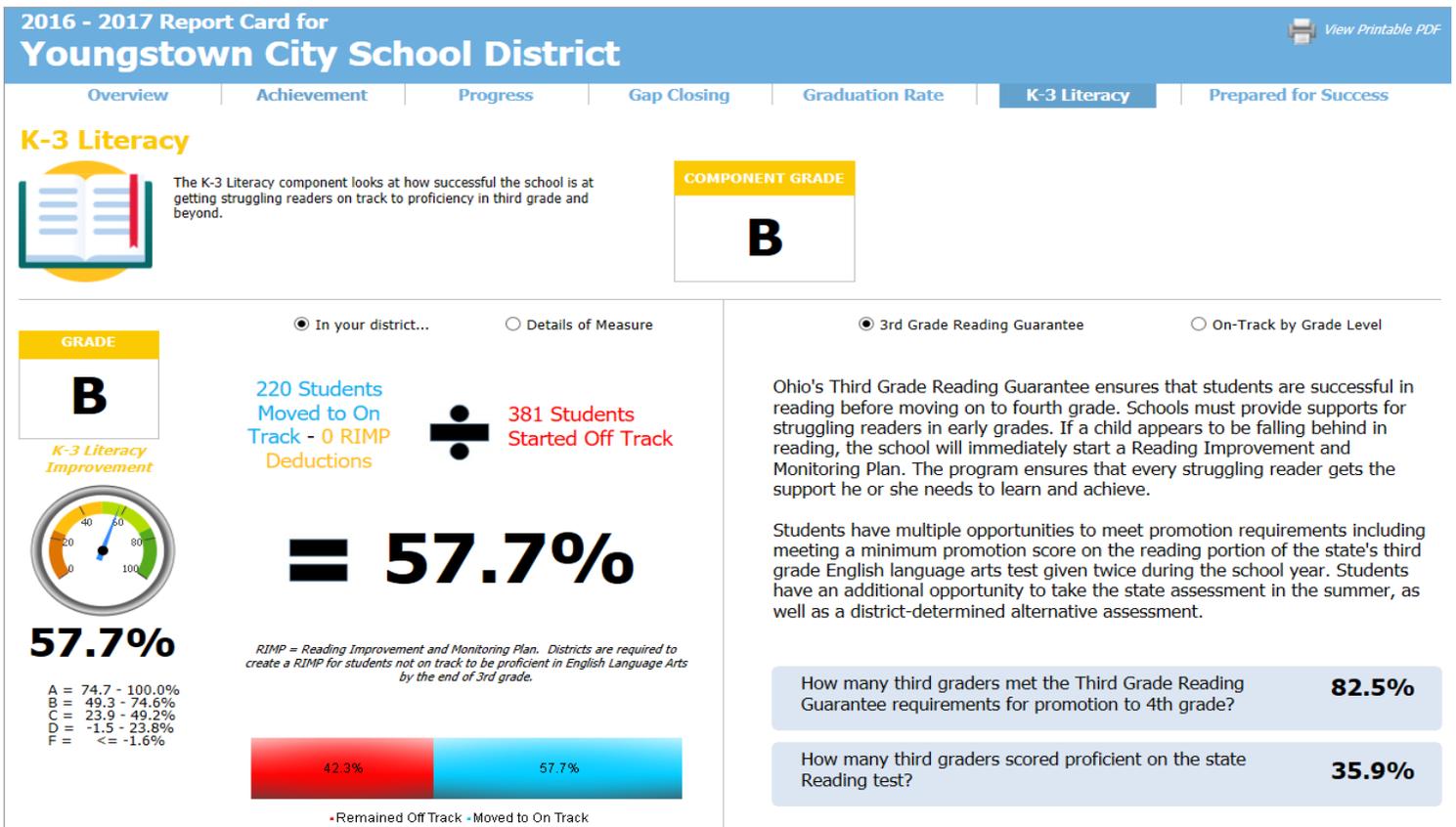
**Figure 21: Youngstown City School District Absenteeism**



**Figure B-22: Youngstown City SD Absenteeism Rate By Grade Level Over Time**

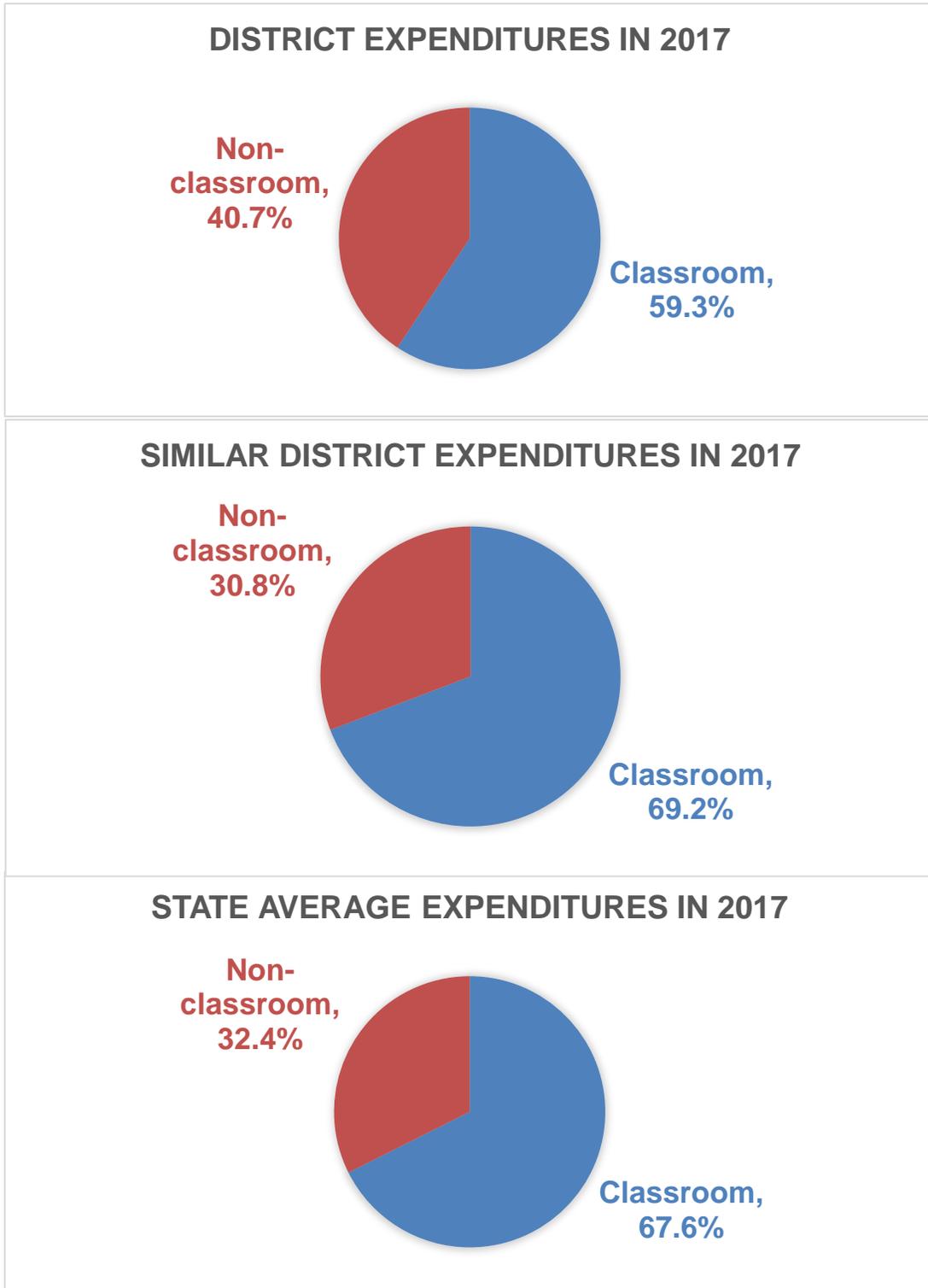


**Figure B-23: Youngstown City School District Percent of On-Track Students – Kindergarten through Third Grade 2-Year Comparison**

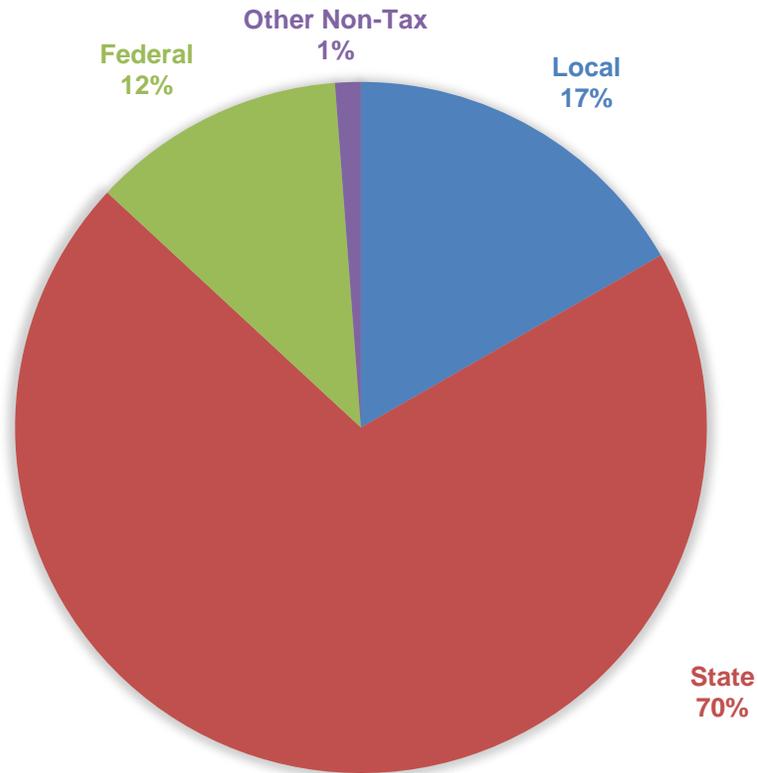


**Figure 24: Ohio School Report Cards**

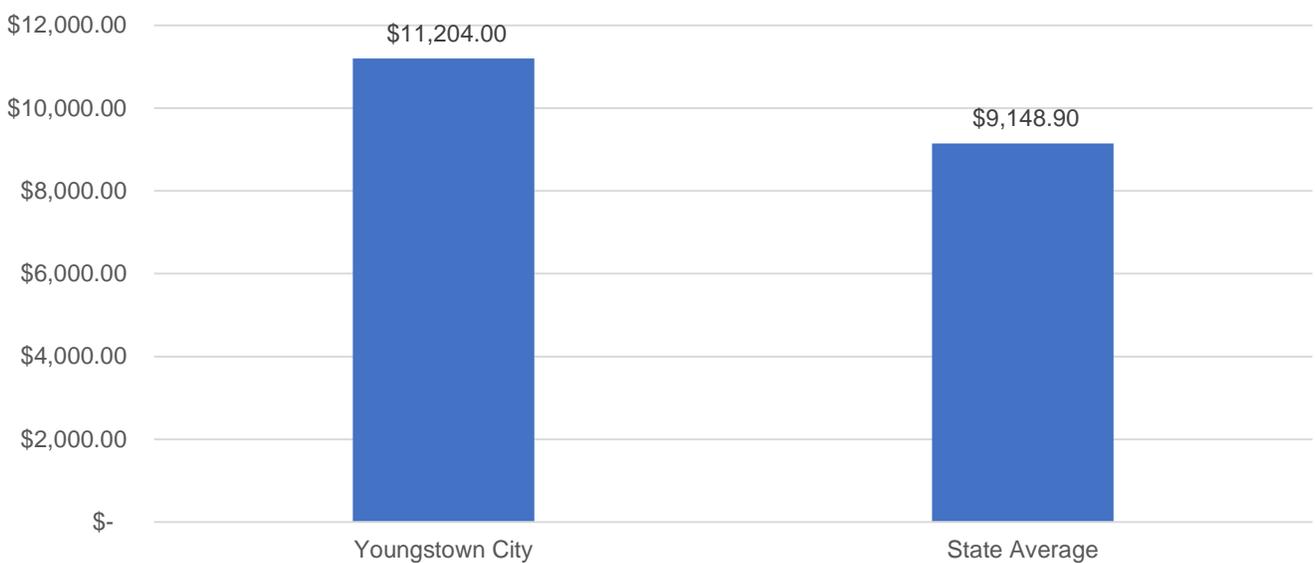
**Figure B-24: Youngstown City School District 2016-2017 Percent of Funds Spent on Classroom Instruction Compared to Similar Districts and the State**



**Figure B-25: Youngstown City SD Sources of Revenue in 2017**



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

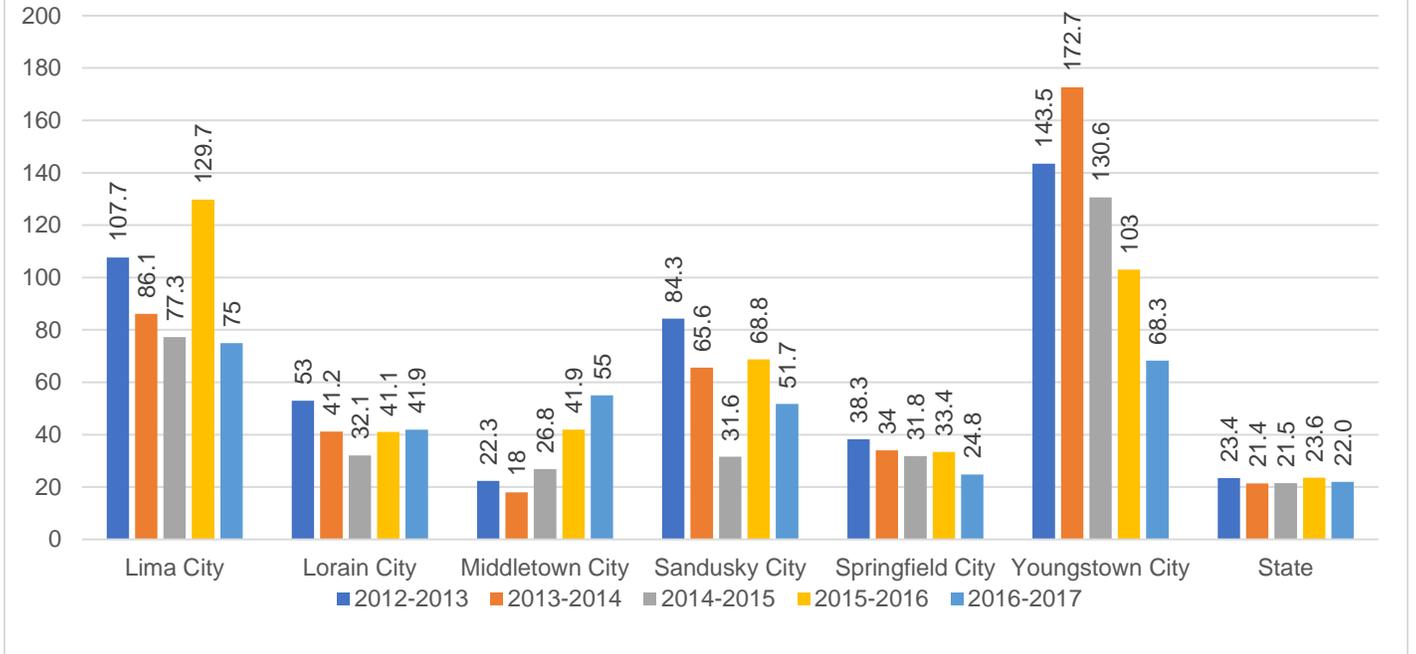


**Table B-1: Youngstown City School District Teacher Demographic Data**

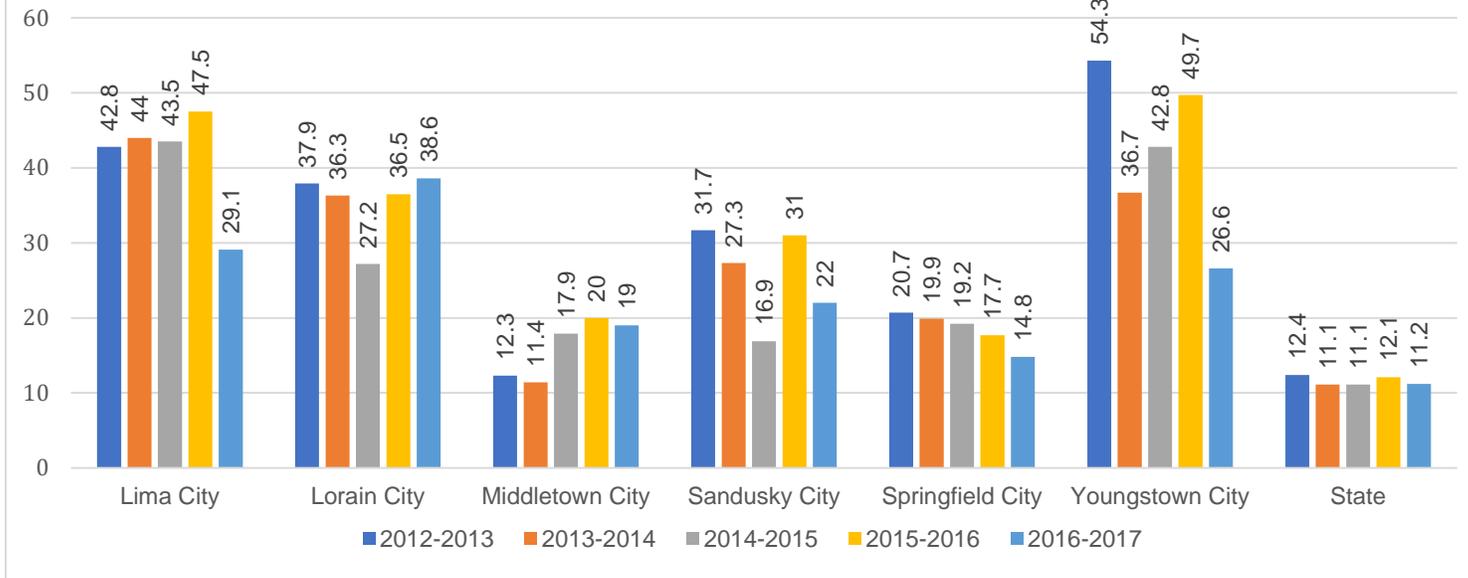
<b>YEAR</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Average Teacher Salary</b>	\$51,539	\$52,528	\$52,974	\$52,372	\$56,096	\$49,892
<b>Highly Qualified Teacher %</b>	98.6	99.1	100	99.5	98.2	95.8
<b>Teacher Attendance</b>	93.3	93.5	92.5	92.8	93.7	93.6
<b>Percent of Teachers with Masters or Doctorate</b>	54.8	56	54.4	49.1	45.2	37.9

## Appendix C: Additional Figures and Tables

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



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



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

Name of Building	Total Number of Students by Race				Total Number of Students by Special Populations		
	African American	Hispanic	Multi-Racial	White	Special Education	Economically Disadvantaged	English Language Learners
Youngstown Virtual Academy	22	NC	NC	NC	NC	35	NC
Youngstown Early College	169	32	NC	19	NC	230	NC
Paul C Bunn Elementary School	158	65	41	134	66	398	NC
Chaney Campus VPA & STEM	408	94	37	89	120	629	26
Rayen Early College	115	33	17	21	NC	185	NC
Harding Elementary School	285	51	40	47	56	423	NC
M L King Elementary School	232	181	21	33	60	467	83
East High School	733	169	56	90	295	1049	68
Taft Elementary School	215	87	37	50	73	389	40
William Holmes McGuffey Elementary School	443	82	56	183	152	766	16
Williamson Elementary School	360	68	60	41	49	535	NC

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

Discipline Reason	2015					2016					2017			
	Emergency removal by district personnel	In-School Alternative Discipline	In School Suspension	Out of School Suspension	Removal by a hearing office	Emergency removal by district personnel	Expulsion	In-School Alternative Discipline	In School Suspension	Out of School Suspension	Emergency removal by district personnel	Expulsion	In School Suspension	Out of School Suspension
Disobedient/ Disruptive Behavior	357	7	4168	1405	1	326		5	2245	1771	269		1697	789
False alarm/ Bomb threats										3				1
Fighting/ Violence	74	1	25	583		41	1		30	505	56	1	52	384
Firearm Look-a-likes				7					1	5	1		1	8
Harassment/ Intimidation	11		8	185		53			72	227	14	2	32	121
Theft	1		2	19		5			8	27			5	5
Truancy			25										1	
Unwelcome Sexual Conduct	2		2	10						3			3	4
Use/Possession of explosive/ incendiary/ poison gas										1				
Use/Possession of a Gun										1				
Use/Possession of alcohol				2						4				
Use/Possession of other drugs				16						19				20
Use/Possession of tobacco			1	18						8	1			2
Use/Possession of weapon other than gun/explosive				24		1	1			17		1		16
Vandalism	3	1	3	18		1			10	16	2		2	11

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

Building	2013-2014	2014-2015	2015-2016	2016-2017
Youngstown Virtual Academy	7.2	8.1	21.1	5.7
Youngstown Early College	10	13.4	28.3	2.2
Paul C Bunn Elementary School	8.8	11.8	21.5	20.4
Chaney High	46.5	36.3	24.6	25.4
Rayen Early College	17.6	24.9	16.3	10.8
Harding Elementary School	22.6	51.6	54.9	25.1
M L King Elementary School	14.6	18.3	14.1	7.3
East High School	77	91.9	109.7	59.7
Taft Elementary School	3.5	13.7	27.6	9.5
William Holmes McGuffey Elementary School	33.2	16.3	23	16.7
Williamson Elementary School	22.4	45.6	67.4	30.1
Choffin Career Center	15.1	7.6	3.7	6.1

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

Expenditure	Youngstown City SD Expenditure per Student	Comparable District Average	State Average
Administration	\$2,780.19	\$1,872.92	\$1,548.26
Building Operations	\$4,298.08	\$2,576.71	\$2,200.71
Instruction	\$8,695.72	\$6,994.30	\$6,739.46
Pupil Support	\$1,078.14	\$813.88	\$701.24
Staff Support	\$1,245.33	\$583.92	\$413.45

Table C-4 Source: FY 2017 CUPP Report

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

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

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

*Instructional Expenditure per Pupil* includes all the costs associated with the actual service of instructional delivery to the students. These items strictly apply to the school buildings and do not include costs associated with the central office.

They include the salaries and benefits of the teaching personnel and the other instructional expenses. Data Source: Report Card 2017.

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

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

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

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

Expenditure	Youngstown City SD	Comparable District Average	State Average
Salaries	37.19%	46.80%	53.07%
Fringe Benefits	15.57%	18.89%	21.06%
Purchased Services	44.34%	30.47%	21.10%
Supplies and Materials	1.83%	2.78%	3.07%
Other Expenditures	1.07%	1.06%	1.70%

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

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

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

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

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

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

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



# Standards I II and V: Instructional Inventory

Date: \_\_\_\_\_ Time in: \_\_\_\_\_ Total time: \_\_\_\_\_

Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_

District IRN: \_\_\_\_\_ School: \_\_\_\_\_ Building: 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.								

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
9. The teacher communicates clear 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.]								

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
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.								
The teacher uses Formative Instructional Practices (FIP) to enhance student learning.								
Student performance data, including formative assessment results, is displayed in classrooms, hallways, etc.								
<b>SOUND INSTRUCTIONAL PRACTICES</b>								
Differentiated instruction in the classroom is demonstrated through remediation, enrichment, or grouping strategies.								
Standards-based instruction is demonstrated through the use of clear learning targets.								
<b>ACCESS TO TECHNOLOGY</b>								
Working technology (e.g. smart boards, laptops, desktops, tablets, etc.) are available for student use.								
<b>USE OF TECHNOLOGY</b>								
Students are using technology as part of their classroom instruction.								
The teacher integrates the use of technology in instruction.								

## Standard VI: Fiscal Inventory

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

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

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

Class: Gen ED ELL Special ED Self Contained Title I

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

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

## Fiscal Inventory – General Building and Facilities Review

**Warm, Dry, Safe =**

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

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

# Building Observation Report

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

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

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

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

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

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

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

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

## Appendix E: List of Documents Reviewed