Youngstown City School District Spring Review Report

REVIEW CONDUCTED MAY 4-8, 2015

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

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Spring District Review Report

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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 and effective use of data; human resources and professional development; student supports; and fiscal management. The spring site visit to the Youngstown City School District was conducted from May 4-8, 2015. The following summary highlights some of recommendations that are "Completed," "In Progress," "In Progress and Ongoing" and "Not in Progress," which are further explained in the report:

Completed:

- Arrange training sessions for the board in an effort to clarify roles of the board and the professional staff and to eliminate micromanaging actions by the board because micromanaging can slow down or even upend critical decisions and actions that affect student achievement.
- Limit the number of paid board meetings to two per month. This limitation will not apply in the event that the board has to hire a superintendent or treasurer. Meetings with search providers, interviewing candidates and Youngstown and deliberating about who should be offered employment are not subject to the two meetings per month restriction. In addition, this restriction does not apply to board meetings convened for training purposes.
- All administrative appointments will be recommended to and approved by the academic distress commission. For the purpose of this Academic Recovery Plan, administrators will be defined as leadership and special assistance positions and whose primary responsibility is the assistance or supervision of adults, not the support and instruction of students, i.e., individuals being offered administrative contracts.
- Create a timeline for school improvement with measurable annual objectives.
- Appoint a district personnel committee to monitor the movement of personnel due to school closings, new initiatives, budgetary cuts, reorganization, or state and local mandates.

In Progress:

- Conduct resource mapping of internal and external supports and resources to provide alignment of services and easier access for staff and families. Explore resources from the UCLA Mental Health in Schools website (http://smhp.psych.ucla.edu/) for resource mapping tools and additional information on developing a continuum of support for students and families.
- Fully implement the Positive Behavior Intervention and Supports (PBIS) framework in all schools. Establish systems of supports to include strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments.
- Foster the belief that all students can learn when they are meaningfully challenged and skillfully supported. Establish the expectation that every adult's primary purpose for working in the Youngstown City School District is to help all students achieve at high levels.

In progress and ongoing:

- Recommendations about curriculum, instruction and assessment, as well as matters regarding support services for students will be presented by the superintendent to the Youngstown Academic Distress Commission for its approval.
- Develop a communications plan whereby the superintendent provides weekly written updates to all board members and commission members apprising them of key district goals and initiatives, current events and developments, progress toward goal attainment and important new challenges.
- Dedicate at least one of the two monthly board meetings to school building presentations and celebrations of student success. Invite students who will be honored and their families to attend the board meetings when they will be recognized.

- Continue to review board policies to ensure compliance.
- Align all district resources to Ohio's New Learning Standards, and assure that any curriculum items purchased are aligned with the standards. Provide training to the district staff whenever new curriculum resources are purchased.
- Provide training for all staff throughout the district on the Ohio Improvement Process Five-step Process. Use the Ohio Leadership Advisory Council's video series to introduce the concept and contact State Support Team 5 to provide training at no cost to the district. The building leadership teams and teacher-based teams should meet during the school day to allow for regular use of the Five-step Process.
- Continue to use academic monitors to help oversee the academic processes and development in the district and to report findings to the Youngstown Academic Distress Commission to ensure that the curriculum is being presented with fidelity and instruction is reaching all students effectively.
- Expect that all teachers use student and classroom-level reports available in SchoolCity to inform instruction.
- Provide training for teachers in understanding and using value-added information to critique their own success in helping students realize a year or more of growth each year they are in school**.**
- Assure that available technology is sufficient to administer online assessments. Conduct an audit of electronic instructional tools and make repairs and purchases to meet classroom needs.
- Create, distribute and implement a clear and concise district personnel goal plan for Youngstown City School District showing, at-a-glance by school, the personnel categories, experiences, licenses required and National Board Certified/Highly Qualified Teacher status.
- Join networks that attempt to recruit minority teachers to work in urban districts, and participate in recruitment events at historically African American colleges and universities in an effort to hire minority teachers and administrators.
- Conduct exit interviews for all teaching and administrative staff who leave the school district (for reasons other than termination, retirement or "reduction in force") to determine their reasons for leaving the district and whether they are leaving for employment in another district. Use the data from the exit interviews to inform strategies for improvement within the district or buildings.
- Monitor Ohio Teacher Evaluation System and Ohio Principal Evaluation System processes, and track the completion of evaluations quarterly. Present reports of the status of evaluation compliance quarterly to the board of education and the Academic Distress Commission at the November, February and May meetings.
- Create and distribute a district-wide professional development calendar and monitor the calendar. Conduct quick satisfaction surveys after each professional development session.
- Continue the work of the Quaglia Institute for Student Aspirations program coordinated by the Quaglia Institute. Develop buy-in on the basic tenets of the program from all staff in schools where Quaglia is being used. Expand the Quaglia Institute for Student Aspirations program to more schools in the district. Establish a committee to review the Quaglia outcome data.
- Celebrate student and staff achievements publicly and frequently, either at board meetings or in other public venues (e.g. Chamber of Commerce meetings, service organization meetings such as Rotary or Kiwanis Clubs, or parent-teacher organization meetings).
- Monitor suspension and expulsion data monthly at the building level and quarterly at the district level.
- Include the district's and buildings' goals in the decision-making process relative to establishing the district's and schools' annual budgets. Where feasible, include building staff and administrators in the budget preparation process.
- Survey the parents of Youngstown students attending schools in other districts and who have exercised Educational Choice options to determine if changes to the district's transportation criteria would bring their children back to the district. Based on the survey results, prepare a cost and benefit analysis to determine what impact possible changes could bring to district finances.
- Analyze the district's per-pupil spending to determine how much the Youngstown City School District spends per pupil compared to similar districts. Review operations and spending to determine areas that can be reduced without compromising student programs. Propose changes in operations appropriately.

Not in Progress:

- Review board policy and guidelines regarding who among the board members may speak officially on behalf of the board. If this is unclear in policy or guidelines, determine who will speak officially on behalf of the board and modify the policy to reflect this.
- Create a team of teachers, administrators and curriculum staff to develop formative and summative assessments. Provide adequate professional development for this team on assessment creation. Develop and follow a yearly assessment calendar for staff, students and the community and include it in the district's instructional framework document.
- Appoint a committee to chart, monitor and evaluate both the frequency and number of assessments throughout the school year.
- Make ProgressBook® modules available for students and parents in all schools, and monitor to make sure parents and students are using the system.
- Develop a process to collect and evaluate outcome data to assess the impact of all student support programs and community/agency partnerships.
- Celebrate the ethnic diversity and multicultural richness of students, the community and staff. Provide all staff professional development on the value of diversity and multiculturalism and the importance and appreciation for the demographic diversity of the classroom; communication practices; instructional practices; relevant content and classroom management techniques that work most effectively with diverse populations of students related to race, ethnicity, culture, socio-economic status, and ability levels.
- Continue to implement a staff recognition plan that will recognize and celebrate staff for achievement and performance including leadership excellence at all levels of the organization.
- Continue recent school choice options but prepare a cost benefit analysis to assure that funding for those options does not force the district into fiscal distress.

Youngstown City School District Review Overview

Purpose

Conducted under Ohio law[1], district reviews and spring 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 use of data; human resources and professional development; student support; 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

Spring reviews collect evidence for each of the six district standards above. A district review team, consisting of independent consultants with expertise in each of the standards, reviews documentation, data and reports before conducting a district visit that includes visits to individual schools. The team conducts interviews and focus group sessions with such stakeholders as board of education members, teachers' association representatives, administrators, teachers, parents and students. Team members also observe classroom instructional practices. Subsequent to the spring on-site review, the team meets to develop findings 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 anemphasis on identifying areas for improvement. For the spring district review, which informs this report, there is a different outcome. This report is designed to provide the status of the Academic Recovery Plan created by the district's academic distress commission in 2014 and any of the department's District Review Recommendations given in May 2014 that were not in progress during the November 19-21, 2014, Mid-Year Review.

Spring Review Site Visit

The spring review site visit to Youngstown City School District was conducted from May 4-8, 2015. The site visit included 40 hours of interviews and focus groups with approximately 84 stakeholders. The review team conducted five focus groups with elementary, middle and high school teachers, principals, students and parents.

A list of review team members, information about review activities and the spring site visit schedule are in Appendix A. Appendix B provides information about enrollment, expenditures and student performance. The team also observed classroom instructional practices in 19 classrooms in five schools. Appendix C contains the instructional inventory tool used to record observed characteristics of standards-based teaching. Appendix D lists the documents that were reviewed prior to and during the site visit.

District Profile

Youngstown City School District is located in Mahoning County, Ohio. According to the United States Census Bureau, the estimated population as of July 1, 2013, was 65,184, representing a 2.7 percent decrease since the 2010 Census[2]. At least 80 percent of the city's population graduated from high school. The median household income is $24,421, with 35.6 percent of the population living below the poverty line. In comparison, the median Youngstown City School District teacher salary has increased from $52,616 in Fiscal Year 2011 to $55,113 in FY14 (see Table 1 in Appendix B). According to the Bureau of Labor and Statistics, the April 2014 unemployment rate (seasonally-adjusted) for Youngstown-Warren-Boardman, OH-PA Metropolitan Statistical Area was 6.7 percent compared to 5.7 percent for Ohio.

The district's enrollment continues to decline. The district has experienced a 25 percent decrease in enrollment between 2008-2009 and 2013-2014 (see Figure 1 in Appendix B). There also have been shifts in enrollment demographics. The percentage of black students decreased from 69 percent to 65 percent and the percentage of white students decreased from 18.2 percent to 15.2 percent over the same time period (see Figure 2 in Appendix B). However, the percentage students that are Hispanic, economically disadvantaged or limited English proficient have all increased as seen in Figure 3 (see Appendix B). The 2013-2014 enrollment

[1] Ohio Revised Code 3302.10

[2] 2008 – 2012 American Community Survey 5-Year Estimates

numbers by school, race and special population are included in Table 2, Appendix B.

Youngstown is comprised of the following 15 schools, six of which include specialty programs that have admission requirements. Schools with specialty programs are noted with an asterisk. Enrollment by school is shown in Table 2 (see Appendix B).

1. *Chaney Campus, Grades 6-12; offers Science, Technology, Engineering and Math (STEM), Visual Performing Arts, and College and Career programs;
2. *Choffin Careers and Technical Center/Adult Education, Grades 11-12, preK;
3. *Discovery Program at Kirkmere, Grades 3-8;
4. *Discovery Program at Volney, Grades 3-8;
5. *Discovery Program at East, Grades 7 and 8;
6. East High School, Grades 9-12;
7. Harding Elementary, Grades preK-6;
8. Martin Luther King Elementary School, Grades preK-6;
9. Paul C. Bunn Elementary School, Grades preK-6;
10. Programs of Promise at Wilson School, Grades 2-12;
11. *Rayen Early College Middle School, Grades 6-8;
12. Taft Elementary, Grades K-6;
13. William Holmes McGuffey Elementary School, Grades preK-6;
14. Williamson Elementary School, Grades preK-6; and
15. *Youngstown Early College High School, Grades 9-12.

Student Performance

Information about student performance includes: (1) the differentiated accountability status of the district, including the ranking[3]; (2) the progress the district and its schools are 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 performance; (6) annual dropout rates and four- and five-year cohort graduation rates; and (7) suspension/expulsion rates. Data is reported for both the district and all schools and student subgroups that have at least three years of sufficient 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. The data reported in Appendix B is the most recent available.

1. The district is High Support Status[4] as of fall 2014.

A. Youngstown City School District is receiving high state support in FY15, based on its 2013-2014 Ohio School Report Card.

2. Youngstown City School District received a grade of D for the Performance Index and progress of gifted students and students with disabilities. However, the district received a grade of F on the indicators met, annual measureable objectives, four-year and five-year graduation rates and progress of all students (overall) and students in the lowest 20 percent in achievement. The district is not narrowing proficiency gaps.

A. Youngstown did not meet the 2014 Annual Measurable Objectives for reading (84.9 percent), math (80.5 percent) or graduation (78.2 percent), which resulted in a grade of F (see Figure 4 in Appendix B).

B. Most subgroups show an upward trend in passing rates for both reading and math. The 2013-2014 reading passing rates for economically disadvantaged, African American, Hispanic, limited English proficient, and individualized education program subgroups are the highest in four years (see Figure 5 in Appendix B). In general, most subgroups continue to show higher passing rates in reading than math (see Figure 6 in Appendix B).

3. The district's English language arts performance and student growth[5].

[3] Differentiated accountability defines the roles and expectations of the school district and ODE based upon the performance of the local school district.

[4] High Support Status represents the districts performing in the lowest 5 percent in the state.

[5] Student growth, or growth standard, represents the minimum amount of progress you should expect students in a district to make in a grade.

A. Youngstown City School District did not meet any state indicators for reading in 2013-2014.The district's reading passing rates at grades 4, 5 and 6 were greater than similar districts, but all grades still remain lower than the state (see Figure 7 in Appendix B). Most grades show an upward trend in reading passing rates. Grades 6 and 7 increased by approximately 17 and 10 percentage points respectively from 2012-2013 to 2013-2014, resulting in the highest passing rates for those grades in four years (see Figure 8 in Appendix B).
B. The district was able to make at least one year of growth in reading in 2014 for grades 4, 5, 6 and 8, but it continues to struggle in grade 7. However, the grade 4 reading three-year average remains green[6] (see Figure 9 in Appendix B).

4. The district's mathematics performance and student growth.
A. The district did not meet any state indicators in math in 2013-2014. Only the math passing rate in grade 5 exceeded that of similar districts (see Figure 10). In addition, passing rates for all grade levels in math were lower than the state. However, math passing rates for grades 5, 6, 7, 8 and 10 show an upward trend (see Figure 11 in Appendix B).
B. All grade levels on the fall 2014 math value-added report show a decrease in progress in 2014 from the previous year. However, only grade 6 continues to show below expected growth for three consecutive years. All but grade 6 made one year's growth for the three-year average (see Figure 12 in Appendix B).

5. The district's Performance Index[7] scores.
A. Youngstown's Performance Index score for 2013-2014 was 77.7. As seen in Figure 13, Appendix B, the Performance Index trend has risen steadily over the past four years.
B. The sum of points received for accelerated and proficient test scores continues to increase, while the sum of points for basic and limited test scores declines.

6. Graduation rates[8] and dropout rates[9].
A. Youngstown received a grade of F on the fall 2014 Ohio School Report Card for the four-year and five-year graduation cohort rates. Graduation rates also fell below similar districts and the state (see Figure 14). However, there is an upward trend for both four- and five-year rates (see Figure 15 in Appendix B).
B. The number of dropouts for 2013-2014 increased to 130, which reflects 23 percent more students than 2012-2013 (adjusted to 106 total dropouts) (see Figure 16 in Appendix B).

7. The district's rates of in-school suspensions, out-of-school suspensions and expulsions by district and school.
A. With the exception of expulsions per 100 students, the district's disciplinary actions continue to exceed those of the state (see Figures 17A-D in Appendix B). Youngstown City School District's "All Discipline Types" and "Other Discipline Types" categories continue to trend upward, resulting in higher 2013-2014 rates than comparison school districts.
B. Disobedient/disruptive behavior and fighting/violence continue to be the top two reasons for out-of-school suspensions, as can be seen in the number of occurrences per year (see Table 3 in Appendix B). There has been a tradeoff between out-of-school and in-school suspensions for disobedient/disruptive behavior and fighting/violence. While the out-of-school suspensions have decreased, the number of students receiving in-school suspensions has increased by approximately 84 percent in the past three years.

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[6] Green indicates that students make more than a year's progress in a single year.

[7] 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 the purposes of assigning the letter grades, a Performance Index score of 120 is considered to be a "perfect" score." Districts and schools will receive one of five letter grades from A through F based on the percentage of total possible points earned.

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

[9] 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 schools and have not earned a high school credential (either a diploma or an equivalency credential such as a General Education Development [GED] certificate).

Youngstown City School District
Review Recommendations Status and Academic Recovery Plan Status

Review Conducted May 4- 8, 2015

LEADERSHIP, GOVERNANCE AND COMMUNICATION
Ohio Department of Education District Report Recommendations
Youngstown Academic Distress Commission Academic Recovery Plan Status

I. **Arrange training sessions for the board in an effort to clarify roles of the board and the professional staff and to eliminate micromanaging actions by the board because micromanaging can slow down or even upend critical decisions and actions that affect student achievement. Training to be arranged by the Youngstown Academic Distress Commission panel and paid for from district funds. (p. 8)**
   - **A.** The status of this recommendation is "Completed."
   - **B.** Although a formal training session for the board has not been conducted and the clarification of roles for board members has not been provided, the academic distress commission recommended Mark Freeman, an educational consultant, to meet with the Youngstown Board of Education members and district administration personnel to clarify roles and conduct training. According to board members and board meeting minutes, Mr. Freeman conducted one-on-one meetings with board members and district administrators to gather information on major challenges of the district.
   - **C.** Board meeting minutes and two board members and administrators interviews validate that the consultant made 11 recommendations at the Youngstown Board of Education meeting on Dec. 9, 2014.
   - **D.** Board minutes and a video recording on the *Youngstown Happenings website* from the Jan. 6, 2015, meeting show that board members along with administrators identified "the best course of action" based on the following recommendations from the consultant:
     1. **Improve communication between the superintendent and board members.**
        The board's response to the recommendation:
        - The superintendent was asked by the board to continue to prepare and distribute "Friday Notes" each week and a monthly list of activities occurring in each building and district-wide called "In the Know."
        - At the board's direction, the superintendent gave a state of the district address on Jan. 22, 2015.
     2. **Eliminate caucus as part of meetings.**
        The board's response to the recommendation:
        - The board meetings will begin at 5:30 p.m. and caucus will be eliminated on a trial basis for the first few months.
     3. **Eliminate board committees and replace with "work sessions" as needed.**
        The board's response to the recommendation:
        - Board committees will be eliminated and replaced with work sessions, which by Ohio Law[10] prohibit any type of formal board action such as making recommendations, motions and voting.
        - The board will hold two regular meetings and one work session.
     4. **The superintendent should attend board meetings including executive sessions.**
        The board's response to the recommendation:
        - The board will hold further discussions on whether or not the superintendent must attend all board meetings and executive sessions except when the board is discussing his evaluation.
     5. **Board agenda, proposed resolutions and information items should be transmitted to the board on a regular schedule. Addendums to the agenda should be used as needed.**
        The board's response to the recommendation:
        - Addendums to the agenda will be used only as needed.
     6. **A "statistical abstract" or "fact book" should be developed for the board and the public to reduce the need for special reports.**

[10] Ohio Revised Code Section 121.22 (Ohio's Sunshine Law)

The board's response to the recommendation:

- The board asked the superintendent to draft a standard district information fact book by March 6, 2015, for review. The draft of the fact book was to include district demographics, past enrollment and future enrollment projections, personnel data and highlights of the individual school buildings.

7. **Only agenda items will be discussed or acted on at regular board meetings.**
   The board's response to the recommendation:
   - Work sessions will be used by board members for the discussion of old, new and/or unfinished business.
   - Board meetings will be focus only on formal agenda items.

   Board should govern through policy. Policies should receive three readings before formal action is taken. Policy work should be ongoing.
   The board's response to the recommendation:
   - The board will govern through policy.
8. **Oversee personnel through policy and goals**.
   The Jan. 6, 2015, minutes did not reflect any discussion or action on this recommendation.
9. **Academic distress commission actions should not surprise the board. Superintendent has the responsibility to advise the board if it is believed that board action may be overruled.**
   The board's response to the recommendation:
   - To keep the board informed of academic distress commission actions, the superintendent will provide the board with monthly reports on the Tuesday before the monthly academic distress commission meeting. Any new information added after [the Tuesday deadline] will be emailed to the board.
10. **Resolutions should be adopted at the organizational meeting[11] so the district may operate smoothly.**
    The board's response to the recommendation:
    - Resolutions can be adopted at the organizational meeting.

E. Multiple Youngstown administrators indicated that consultant's preliminary work did not include any board training but rather recommendations based on interviews. A board member noted that none of the recommendations were "directly about the education of students."

F. Per the consultant, board members and administrators, there has been no communication with the consultant since his initial recommendations were made on Dec. 9, 2014.

G. At a board meeting, a community member suggested that a board retreat might be helpful. Board members and district administrators indicated that a retreat is being planned for summer 2015. No specific details for a retreat were identified at the time of the site visit.

I. Limit the number of paid board meetings to two per month. This limitation will not apply in the event that the board has to hire a superintendent or treasurer. Meetings with search providers and interviewing candidates, and deliberating about who should be offered employment are not subject to the two meetings per month restriction. In addition, this restriction does not apply to board meetings convened for training purposes. (p. 8)

A. The status of this recommendation is "Completed."
B. District fiscal records show that board of education members have been paid for no more than two meetings per month beginning Sept. 19, 2014.
C. The district treasurer, administrators and board members confirm that members are not paid for work sessions.

II. Recommendations about curriculum, instruction and assessment, as well as matters regarding support services for students will be presented by the superintendent to the Youngstown Academic Distress Commission for its approval. (p. 9)

A. The status of this recommendation is "In Progress and Ongoing."
B. A comparison of board of education minutes and academic distress commission meeting minutes showed that the Youngstown superintendent submitted recommendations for curriculum, instruction and assessment and student support services for approval by the academic distress commission.

[11] Ohio Revised Code 3313.14

III. All administrative appointments will be recommended to and approved by the academic distress commission. For the purpose of this Academic Recovery Plan, administrators will be defined as leadership and special assistance positions and whose primary responsibility is the assistance or supervision of adults, not the support and instruction of students, i.e., individuals being offered administrative contracts. (p. 9)

A. The status of the recommendation is "Complete."
B. Academic distress commission meeting minutes from November 2014 through March 2015 show no administrative appointments having been made.

IV. Develop a communications plan whereby the superintendent provides weekly written updates to all board members and commission members apprising them of key district goals and initiatives, current events and developments, progress toward goal attainment and important new challenges. (p. 9)

A. The status of the recommendation is "In Progress and Ongoing."
B. District administrators provide *Friday Notes* each week to the board of education and the academic distress commission. Monthly copies of *In the Know* are made available by the central office and list upcoming events by individual buildings.

V. Review board policy and guidelines regarding who among the board members may speak officially on behalf of the board. If this is unclear in policy or guidelines, determine who will speak officially on behalf of the board and modify the policy to reflect this. (p. 9)

A. The status of this recommendation is "Not in Progress."
B. At the time of the site visit, no evidence was presented to show that a board member was designated to officially speak on behalf of the board.

VI. Dedicate at least one of the two monthly board meetings to school building presentations and celebrations of student success. Invite students who will be honored and their families to attend the board meetings when they will be recognized. (p. 9)

A. The status of this recommendation is "In Progress and Ongoing."
B. Academic distress committee meeting minutes and Youngstown board of education minutes, in addition to videos, show that since December 2014, administrators from specific buildings have attended board meetings to share highlights of programs and activities that have occurred in their buildings, as well as student success stories.
C. At the academic distress commission meetings, the superintendent shares the highlights shared by the administrators at the board meetings.
D. Four non-voting student board of education members were appointed to the board at its meeting on Dec. 9, 2014. Students periodically update the board on building activities, such as outstanding sports performances, musical presentations and student-driven video presentations on bullying and drug and alcohol abuse. Students also have provided reports on their experiences at Camp Fitch, a leadership training opportunity.

VII. Continue to review board policies to ensure compliance. (p. 9)

A. The status of this recommendation is "In Progress and Ongoing."
B. Interviews with board members and the district policy administrator identify the following procedures for adoption of board policies:
    1. Assigned administrator meets with a contracted policy firm when policy updates are needed;
    2. One board member is assigned to meet with this specific administrator to cover each policy change;
    3. Policy administrator attends each reading to clarify board concerns; and
    4. Policies are approved after three readings.
C. All approved policies are made available to the public on the district website.

CURRICULUM AND INSTRUCTION

Ohio Department of Education District Report Recommendations
Youngstown Academic Distress Commission Academic Recovery Plan Status

I. Create a team of teachers, administrators and curriculum staff to develop formative and summative assessments. Provide adequate professional development for this team on assessment creation. Develop and follow a yearly assessment calendar for staff, students and the community and include it in the district's instructional framework document. (p. 12)

A. The status of this recommendation is "Not in Progress."

B. Although a team of teachers, administrators and curriculum staff was not created to develop formative and summative assessments, according to the teaching and learning staff, they "took the lead in creating the summative assessments to help teachers monitor progress of students." In the fall of 2014, they created district summative assessments for English language arts for grades 4-9; mathematics for grades 3-8 and algebra; science for grades 5 and 8 and physical science; and social studies for grades 4 and 6.

C. According to teachers, district documents and observations, teachers independently create formative assessments using Carnegie formative mathematics assessments and tools such as SchoolCity, an online assessment tool, which is available for teachers to create their own formative assessments.

D. The teaching and learning staff provides professional development for individual teachers on assessments, based on multiple interviews and documents reviewed, however, because the diverse team was not created, professional development on assessment creation could not be provided.

E. Based on multiple interviews and the district website, a yearly assessment calendar for 2014-2015 was developed and included in the district's instructional framework. A calendar for 2015-2016 has been drafted.

- The district assessment calendars included assessments for grades kindergarten through 12.
- According to the meeting minutes, district leaders and teachers discussed the administration of assessments based on the calendar in district leadership team, building leadership team, and teacher-based team meetings.

II. Align all district resources to Ohio's New Learning Standards, and assure that any curriculum items purchased are aligned with the standards. Provide training to the district staff whenever new curriculum resources are purchased. (p. 12)

A. The status of this recommendation is "In Progress and Ongoing."

B. Based on district curriculum maps and interviews with the teaching and learning staff, district resources are aligned to Ohio's New Learning Standards.

- District curriculum maps are posted on the district website and are based on the Ohio's New Learning Standards for English language arts, mathematics, science and social studies for grades preK through 12, and for dance, drama, music and visual arts, grades kindergarten through 12.
- Teaching and learning staff reported that the literacy collaborative and the Carnegie Learning mathematics programs provide teachers with research-based resources that are aligned with Ohio's New Learning Standards in English language arts and mathematics.

C. Teaching and learning staff reported that they provide training on resources in the classrooms with teachers. Based on teacher-based team meeting notes, classroom walk-through notes and teacher interviews, the teaching and learning staff provide training on literacy collaborative and Carnegie Learning mathematics.

III. Appoint a committee to chart, monitor and evaluate both the frequency and number of assessments throughout the school year. (p. 12)

A. The status of this recommendation is "Not in Progress**."**

B. A committee has not been appointed, however, according to teacher and district interviews, the curriculum department is currently responsible for monitoring and evaluating the frequency and number of assessments.

- Teaching and learning staff reported the following:
  - ➢ "We look at the assessment schedule. We evaluate and adjust it."

- ➢ "The district assessments were to be administered three times, but the third assessment was changed to an optional assessment if teachers needed it."
- ➢ "The district tests got out too late this school year. We need to change that next year."
- ➢ "We continually evaluate the assessments "because teaching and learning staff realized "there were too many math extended response questions" and that "needs to change."

- Teachers declared, "We have more flexibility on when to give short cycle assessments, and the schedule is flexible to meet our needs.
- District leadership said, "We have supported teachers and adjusted the number of assessments to get through all of the testing."

C. The district's 2014-2015 assessment calendar lists the state and district assessments by month for grades kindergarten through 12.

- State assessments listed on the district's calendar include: Kindergarten Readiness Assessment, diagnostic screeners and full assessments, teacher- and district-generated student learning objectives assessments, grade 3 Ohio Achievement Assessments, performance-based assessments, Next Generation performance-based assessments, end-of-year assessments, end-of-course assessments, Ohio Graduation Tests, and alternative assessments for special education students.
- District assessments listed on the calendar include: benchmarking assessments, short cycle assessments, SAT, Otis-Lennon School Ability Test, unit assessments, Ohio graduation practice test, running records, district performance assessments, high-frequency word list test, and Brigance.

IV. Provide training for all staff throughout the district on the Ohio Improvement Process Five-step Process. Use the Ohio Leadership Advisory Council's video series to introduce the concept and contact State Support Team 5 to provide training at no cost to the district. The building leadership teams and teacher-based teams should meet during the school day to allow for regular use of the Five-step Process. (p. 12)

A. The status of this recommendation is "In Progress and Ongoing."

B. Based on meeting agendas and multiple interviews, State Support Team 5 trained new principals in the Ohio Improvement Process Five-step Process in August 2014, and all principals are responsible for training the teachers.

- Multiple interviews and teaching and learning meeting agendas and minutes indicate the district leadership team and teaching and learning staff continue to provide support on the Ohio Improvement Process Five-step Process throughout the year.
  - ➢ District leadership reported that they continually "oversee and model the process for teachers and set the expectations" on how to form effective teams, how to utilize the Five-step Process meeting form, coming to teacher-based team meetings prepared with data and digging deeper into the data.
  - ➢ Teachers reported, "District leadership observed our teacher-based team meetings and provided suggestions."
  - ➢ Teaching and learning staff reported that they attend "every teacher-based team meeting to facilitate the Five-step Process."
- State Support Team 5 reported they continue to support teams on the Five-step Process throughout the year. They stated, "Principals get feedback from the State Support Team 5 on teacher-based teams' implementation of the process, such as how to assemble teams, what's working and not [working]. We give recommendations on how to better use the Five-step [Process] documents."
- The State Support Team 5 provides feedback on teacher-based team meeting notes. It was revealed, "After a teacher-based team meets, the team sends us their meeting notes with their comments on it, and we add our comments."

C. In multiple interviews and teacher focus groups, it was reported that the secondary teachers needed more training in the Five-step Process. The elementary teachers were further along in the process than the secondary teachers.

- When elementary teachers, teaching and learning staff, and State Support Team 5 were asked if

elementary teachers were "just starting," "almost there" or "accomplished" in utilizing the Ohio Improvement Process Five-step Process, comments included:

- ➢ Seven out of twelve teachers interviewed reported that elementary teachers are "accomplished" in knowledge of the process, and five out of 12 teachers reported that elementary teachers are "almost there" with their skills.
- ➢ Building leadership teams at the elementary level have progressed a lot in the Ohio Improvement Process Five-step Process; and
- ➢ The primary teachers are more collaborative and use the process in their teacher-based team meetings.

- When secondary teachers, teaching and learning staff, and State Support Team 5 were asked if secondary teachers were "just starting," "almost there" or "accomplished" in utilizing the Ohio Improvement Process Five-step Process, comments included:
  - ➢ High school teachers were "almost there" in their knowledge and skills with utilizing the Ohio Improvement Process Five-step Process "but not accomplished. They reported, "We are in the learning process and developing."
  - ➢ High school teacher-based teams experienced difficulty when using the Ohio Improvement Process Five-step Process due to the fact that their classes are content specific. When social studies teachers were teamed with English teachers, it narrowed their work because the data they collected was not relevant for all subject areas.
  - ➢ A district leader stated, "The high school needs more in-depth training on the process."

D. Based on multiple interviews, meeting schedules, meeting minutes and the Youngstown City School District Instructional System document, building leadership teams and teacher-based teams utilize the Ohio Improvement Process Five-step Process in their meetings, which occur during the school day according to their contract. Ohio Leadership Advisory Council videos are utilized to introduce the Ohio Improvement Process Five-step Process.

- According to district leadership, a yearly meeting calendar and the Oct. 2014 academic distress commission meeting minutes, building leadership teams meet monthly during the school day.
- One principal stated the building leadership teams meet after the district leadership team meets and typically focuses on the agenda items from the district meeting.
- Teacher-based team meetings are scheduled twice per month. In interviews, elementary teachers reported they meet two to four times a month and district leadership verified that teachers for grades kindergarten through 2 often meet once a week or more.

V. Continue to use academic monitors to help oversee the academic processes and development in the district and to report findings to the Youngstown Academic Distress Commission to ensure that the curriculum is being presented with fidelity and instruction is reaching all students effectively. (p. 13)

A. The status of this recommendation is "In Progress and Ongoing**."**

B. According to interviews and meeting agenda and minutes, the Youngstown Academic Distress Commission appointed two academic monitors for the 2014-2015 school year. One academic monitor serves elementary schools and one for high school.

- Academic monitors participate in weekly conference calls with the Ohio Department of Education, the academic distress commission and the Youngstown City School District, and they attend monthly academic distress commission meetings. They observe instruction in the classroom and share their findings with the principals and send weekly reports to the Youngstown Academic District Commission.
- According to district leadership, Youngstown Academic Distress Commission reports are located in the Superintendent's office.

VI. Refine the practices of the district leadership team, building leadership team, and teacher-based teams to promote staff modeling of professional behavior that support student achievement. Make distributed leadership the primary purpose of these professional learning communities, not allowing them to devolve into gripe sessions or sessions where the primary accomplishment is "admiring the problem." (p.1012)

A. The status of this recommendation is “In Progress and Ongoing.”
B. Based on building leadership team and teacher-based team 2014-2015 agendas and minutes and teacher interviews, the teams follow the Ohio Improvement Process Five-step Process and review student data. Teachers stated data from recent assessments is shared and strategies for improvement are developed to address students’ needs according to the data.
C. District and building administrators expressed the need for more training on the data analysis portion of the Five-step Process. One administrator noted, “Sometimes teachers don’t know how to interpret the data.”
D. According to building leadership team minutes, one school is using veteran teachers as mentors for teacher-based teams that need support using the Ohio Improvement Process Five-step Process.

ASSESSMENT AND USE OF DATA

Ohio Department of Education District Report Recommendations
Youngstown Academic Distress Commission Academic Recovery Plan Status

I. Create a timeline for school improvement with measurable annual objectives. (p. 13)

A. The status of this recommendation is “Completed.”
B. School improvement timelines and measurable annual goals have been created by the Youngstown Academic Distress Commission. According to the Academic Recovery Plan for Youngstown City Schools Report dated Oct. 2, 2014, on pages 5-6, long term improvement (two-year) goals by the end of the 2016-2017 school year are as follows:
   - The Youngstown City School District will have achieved a Performance Index score of 85 for two consecutive years.
   - The Youngstown City School District will have achieved a value-added rating of “C” for two consecutive years.
   - The Youngstown City School District will meet proficient standards in 14 out of 22 academic performance indicators.
   - The four-year graduation rate will exceed 80 percent.
C. In addition to the long-term goals detailed above, the district also has developed annual short term goals using 2013-2014 as the base year. Goals for 2015, 2016 and 2017 are:
   - Reduce student offenses that result in suspensions from school by 10 percent per year over the next three years.
   - Increase the percent of students proficient in mathematics by an average of 11 percent (see Appendix A [of the 2014-2015 Academic Recovery Plan for Youngstown City Schools] for grade-level breakdown) as measured by state assessments using the 2013-2014 results as the baseline measure.
   - Increase the percent of students proficient in reading by an average of 10 percent (see Appendix A [of the 2014-2015 Academic Recovery Plan for Youngstown City Schools] for grade-level breakdown) as measured by state assessments using the 2013-2014 results as the baseline measure.
   - Achieve a composite district value-added rating of “met expected growth” for all subgroups [based upon income, race, ethnicity and disability] for two out of the next three school years.
   - Reduce the education gap between Youngstown City School District and the state of Ohio subgroup by 10 percent per year as measured by state assessments using the 2013-2014 results as the baseline measure.
   - Increase the district’s four-year graduation rate to at least 80 percent in 2015, 82 percent in 2016 and 84 percent in 2017.
   - Increase the student attendance rate to 95 percent in the elementary schools, 94 percent in the middle schools, 92 percent in the high schools and to 85 percent in the alternative school. Increase staff attendance rate to 95 percent.
   - Increase staff participation rate for professional development to 95 percent.
   - Increase the district’s positive interaction with parents/guardians as reflected in an annual satisfaction survey.

II. Expect that all teachers use student and classroom-level reports available in SchoolCity to inform instruction. (p. 13)

A. The status of this recommendation is “In Progress and Ongoing.”
B. The Youngstown City School District Professional Development Plan shows that SchoolCity training was provided.
C. An informal survey was administered to district personnel (administrators, central office personnel, principals, coaches and teachers) during the site visit to gauge responses to general questions. Eighty-one percent of the 53 district personnel surveyed rated the district as “almost there” or “accomplished” using SchoolCity reports to inform classroom instruction. Some representative responses from the staff surveys included:
   - "The first, third, fourth and fifth grade teachers are creating assessments on SchoolCity then they use that data to discuss in their teacher-based teams.”
   - "Professional development has been given throughout the year so SchoolCity usage has increased from last year."
   - "We use SchoolCity for instruction and interventions but could use more content in the program in kindergarten through grade two, and we need social studies questions."

III. Make ProgressBook® modules available for students and parents in all schools and monitor to make sure parents and students are using the system. (p. 13)

A. The status of this recommendation is “Not in Progress.”
B. According to interviews conducted with administrators, coaches and teachers, ProgressBook® is used to show students and their parents the students’ grades and assignments, but it is not used in all schools to make specific modules, lessons or other resources available to parents and students.
C. An informal survey was administered to administrators, principals, coaches and teachers during the site visit to gauge responses to general questions. Fifty-seven percent of the 47 staff members surveyed rated the district as “just getting started” with regards to making ProgressBook modules and resources available to students and parents. Some representative responses from the staff surveys included:
   - “ProgressBook is used as a grade book and for attendance purposes.”
   - “We have not been successful over the past two years getting staff members to post their lessons to ProgressBook.”
   - “I’m not sure what modules could be put on ProgressBook.”
   - “Only one parent has actually signed on [for ProgressBook in this building].”

IV. Provide training for teachers in understanding and using value-added information to critique their own success in helping students realize a year or more of growth each year they are in school. (p.13)

A. The status of this recommendation is “In Progress and Ongoing.”
B. An interview with teachers indicated that value-added training has been provided during the 2014-2015 school year by the state support team.
C. An informal survey was administered to district personnel during the site visit to gauge responses to general questions. When asked, “How would you rate you understanding of value-added?” Twenty six percent of the 35 administrators, principals, coaches and teachers surveyed said they were “accomplished,” while 74 percent rated their level of understanding as “just getting started” or “almost there.” Some representative responses from the staff surveys included:
   - “Battelle [for Kids] and our state support team have gotten our principals and support staff solidly trained. But understanding among our teachers varies greatly.”
   - “We’ve covered it in our professional development, but I wouldn’t say we are comfortable with it.”
   - “... I see many teachers struggle with value-added.”

V. Assure that available technology is sufficient to administer online assessments. Conduct an audit of electronic instructional tools and make repairs and purchases to meet classroom needs. (p. 13)

A. The status of this recommendation is “In Progress and Ongoing.”
B. Based on interviews with the district’s technology support staff, audits of electronic instructional tools have been conducted in every building during the 2014-2015 school year to determine the district’s readiness for online state testing. As a result of this audit, two laptop carts were added to every building, new computers installed in several labs and the district servers were updated. Laptop carts were seen in two classrooms visited.

C. An informal survey was administered to administrators, principals, instructional coaches and teachers during the site visit to gauge responses to general questions. Eighty six percent of the 52 staff members surveyed reported that the district was "accomplished" or "almost there" with regards to using technology to administer online formative and summative assessments.
Some representative responses from the staff surveys included:
- "We started early this year with all our technology. Students practiced online testing and by the end of the year they were comfortable with it."
- "State online assessments have been administered successfully along with Carnegie modules and Read180 curriculum."

VI. Executive cabinet members and central office staff should attend building and teacher-based team meetings to observe how the meetings are conducted and make recommendations as necessary to improve the practice. (p. 13)

A. The status of this recommendation is "In Progress and Ongoing."
B. Based on a review of building leadership and teacher-based team minutes and interviews with principals, teachers and instructional coaches, meetings are attended by central office staff or executive cabinet members.
C. An informal survey was administered to administrators, principals, instructional coaches and teachers during the site visit to gauge responses to general questions. Ninety nine percent of the 52 staff members surveyed rated the district as "accomplished" or "almost there" when asked to rate cabinet members and central office staff participation at building level and teacher-based team meetings. Some representative responses from the staff surveys included:
- "There are central office staff at both building level and teacher level team meetings, helping with the Ohio Improvement Process."
- "Central office always has a member at our building level meetings. Occasionally someone from central office or the Ohio Department of Education monitor will attend our teacher-based team meetings."

HUMAN RESOURCES AND PROFESSIONAL DEVELOPMENT

Ohio Department of Education District Report Recommendations
Youngstown Academic Distress Commission Academic Recovery Plan Status

I. Create, distribute, and implement a clear and concise district personnel goal plan for Youngstown City School District showing, at-a-glance by school, the personnel categories, experiences, licenses required and National Board Certified/Highly Qualified Teacher (HQT) status. (p.14)

A. The status of this recommendation is "In Progress and Ongoing."
B. In March 2015, the human resources department developed the "*Youngstown City School Fact Book-2015*. The fact book outlines the vision, mission, history, profile and current goals of the district."
C. The 28-page booklet is a detailed guide that includes information on the various certificates and licenses held by educators; Ohio principal and teacher evaluation system ratings; annual measurable objectives; discipline data; support services for parents, students and teachers; and other relevant information.
D. According to statements made by the human resources staff, the fact book was presented to the board of education during a board meeting. However, nothing further has been discussed on how to utilize the book.

II. Join networks that attempt to recruit minority teachers to work in urban districts, and participate in recruitment events at historically African American colleges and universities in an effort to hire minority teachers and administrators. (p.14)

A. The status of this recommendation is "In Progress and Ongoing".
B. According to interviews with the human resources staff, the district has partnered with the Ohio 8 Coalition, a strategic alliance composed of superintendents and union presidents from Ohio's eight urban school districts: Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo and Youngstown. Statements from the human resources staff included:
- "The coalition meets frequently to discuss strategies and share best practices in an effort to recruit and hire diverse candidates to urban districts."

- "The Ohio 8 Coalition has focused on developing a plan to improve the urban experience for teachers and students."
- "I consult with them about relevant challenges and issues we face as a district."

C. The district is seeking to recruit and hire diverse candidates through various initiatives.
- The human resources department attended 10 job fairs between January 2015 and March 2015, which included historically black colleges and universities such as Central State University and Wilberforce University. According to the human resources staff, 322 candidates inquired about positions. To date, none have been hired.
- The district hosted their third annual job fair on Tuesday, April 21, 2015, from 4-8 p.m. at Choffin Career and Technical Center. The job fair was advertised on the district's website, television, radio, social media outlets and printed brochures were distributed throughout the community.
- According to the job fair recap document provided by the human resources staff, 157 people attended the fair. Principals conducted 71 on-site teacher candidate interviews. Three candidates were offered positions on the spot. One preK teacher accepted, one counselor declined and the district is currently awaiting a response from a 7-12 math teacher candidate. Fourteen substitute teaching applications were submitted at the fair. There were approximately 45 to 50 minority candidates.
- The human resources staff is currently seeking full-time and substitute, certified and non-certified positions including teachers with licensure in integrated mathematics 7-12; comprehensive science 7-12; intervention specialists K-12; early childhood intervention specialists; visually impaired; preK-3 with 4/5 endorsements; and middle childhood 4-9.
- The district also is seeking substitute positions including teachers, secretaries, paraprofessionals, bus drivers and custodians.
- Based on the 2014-2015 retirements, resignations and terminations spreadsheet provided by the human resources staff, the district is anticipating 52 vacancies for the 2015-2016 academic year.

D. The human resources staff is planning to attend the Evanta Human Resource Summit on June 10, 2015, in Cincinnati. According to the conference materials, this event is a space where human resources executives in every industry, from manufacturing and retail to finance and education, can discuss strategic and tangible solutions on how to recruit and retain qualified talent. The human resources staff stated:
- "This is another initiative to help us develop various strategies on how to recruit qualified candidates."
- "This conference is not education-specific. There will be human resources managers from all sectors sharing best practices."
- "I'm looking forward to bringing some strategies back to the district."

III. Conduct exit interviews for all teaching and administrative staff who leave the school district (for reasons other than termination, retirement or "reduction in force") to determine their reasons for leaving the district and whether they are leaving for employment in other districts. Use the data from the exit interviews to inform strategies for improvement within the district or buildings. (p. 14)

A. The status of this recommendation is "In Progress and Ongoing."

B. According to comments made by the human resources department staff, an electronic exit interview was created in the fall of 2014. At the time of the mid-year review, the tool was in draft form. The tool has now been completely developed and is ready for implementation. However, it has not been needed since its development.

C. The exit interview asks a variety of open-ended, multiple choice and rating questions in an effort to gather data that will inform strategies for improvement within the district or buildings. Interview questions include: reason(s) why employees are leaving the district; the likelihood of them returning to the district in the future; the fairness of their compensation; and how valued and accepted they felt as employees of the district.

D. The human resources staff will send the link to the exit interview via email to employees who have notified the district of their planned separation. Comments from the human resources staff included:
- "We hope to get a high response rate in order to use the data to make better decisions."
- "I think this was a great idea, we need it."

IV. Appoint a district personnel committee to monitor the movement of personnel due to school closings, new initiatives, budgetary cuts, reorganization, or state and local mandates. (p. 15)

A. The status of this recommendation is "Completed."
B. According to the human resources staff, a district personnel committee has been established. The committee is comprised of the superintendent, deputy superintendent, assistant superintendent, director of adult education, the chief of business and executive director of special education.
C. The human resources staff stated there has not been any movement of personnel due to school closings, budgetary cuts, reorganization, or state and local mandates. However, Choffin Career and Technical Middle school went from whole-day to half-day sessions due to low enrollment. The human resources staff stated, "Only 200 students were enrolled, which was not cost effective for the district."
D. According to meeting agendas, the personnel committee provides updates during senior staff weekly meetings, as well as monthly academic distress commission meetings.

V. Monitor Ohio Teacher Evaluation System and Ohio Principal Evaluation System processes, and track the completion of evaluations quarterly. Present reports of the status of evaluation compliance quarterly to the board of education and the academic distress commission panel at the November, February and May meetings. (p. 15)

A. The status of this recommendation is "In Progress and Ongoing."
B. The human resources staff created an Ohio Teacher Evaluation System principal manual that was distributed to principals and assistant principals in the fall of 2014 during a district-wide training. The manual outlines the steps, requirements and timelines related to the Ohio Teacher Evaluation System, inclusive of both state requirements and district requirements. An electronic version of the manual also is available and accessible online to district administrators.
C. Various documents have been updated in the principal manual since the last district review in November 2014. These items include: the April calendar updates and revised district forms; the Ohio teacher evaluation school improvement example; self-assessment forms; district guidelines for accomplished teachers; 2014-2015 ratings as of April 30, 2015; and 2014-2015 final summative ratings.
D. New sections also have been added to the manual. These include: various emails to principals and Ohio Teacher Evaluation System evaluators as of April 2015; student growth workshop materials for principals; final summative rating information; and a roster verification of all educators on the Ohio Teacher Evaluation System.
E. The human resources department also keeps an Ohio Teacher Evaluation System notebook of completed and required documents received by principals and other evaluators. The notebook is kept in the human resources office.
F. The district continues to utilize the online, up-to-the-minute system of recording Ohio Teacher Evaluation System and Ohio Principal Evaluation System evaluations. This document is monitored on a weekly basis by the human resources staff. The reports are added to the final summative tab of the Ohio Teacher Evaluation System notebook.
G. The human resources staff stated, "We require more than what the Ohio Department of Education does."

VI. Create and distribute a district-wide professional development calendar and monitor the calendar. Conduct quick satisfaction surveys after each professional development session. (p. 15)

A. The status of this recommendation is "In Progress and Ongoing."
B. A professional development calendar has been developed and was distributed to all administrative and teaching staff members at the beginning of the school year. The calendar includes all professional development course offerings for the 2014-2015 academic school year. The sessions offered by the district to all employees are managed and monitored by the teaching and learning staff.
C. The Resident Educator Program professional development sessions are monitored by the human resources department staff. The Resident Educator Program provides a new teacher with support, beginning with a mentor and extending to additional professional support during his or her first five years of teaching.
D. The district staff is able to access and register for professional development sessions through PDExpress, a comprehensive Web-based professional learning system that enables the district to easily automate and manage professional development courses and offerings.

E. District leadership meeting and curriculum team meeting agendas indicate that the professional development calendar is discussed weekly. A themed training is provided monthly, which principals facilitate during their monthly professional development sessions with their staff.
F. The district has currently adopted the Formative Instructional Process, which focuses on how to change instruction using formative assessments. This is a district-wide initiative and is being implemented in each building.
G. The teaching and learning staff stated that pre- and post-surveys are administered to staff, using Survey Monkey, for each professional development session in an effort to gather feedback and data. Multiple teacher and principal interviews confirmed this.

VII. Establish a protocol outlining when and how administrators and staff members will be reassigned. Allow the district's central office staff, administrators and teachers to create a stable system for determining criteria for district moves. Create a timeline for school improvement with measureable annual objectives. Review the information cited in the Quaglia Institute Impact Report to the district regarding school improvement efforts, which states, "Most experts agree that – especially when change to a school culture, staff morale, community outlook etc., is part of an improvement effort - three to five years is not an unrealistic term in which to realize outcomes." (p. 22)

A. The status of this recommendation is "In Progress and Ongoing."
B. The human resources staff stated in the past the district would reassign staff based on seniority. According to Ohio Revised Code 4117.08, the academic distress commission has reinstated the management privileges of the district, allowing the district to transfer and reassign employees as needed.
C. The human resources staff developed a document outlining the process for reassignment of teachers in March 2015. According to the document, if a reassignment is required, the central office team comprised of the superintendent, assistant superintendent, executive directors and supervisors, along with building principals, meet to discuss the necessary changes. The affected teacher(s) are involved in the process, if possible. The date and time of the change is communicated to all affected parties. The document lists the following six reasons why a reassignment of a teacher may occur:
   - If a teacher is not highly qualified for the position, the teacher is moved to a position where he or she is highly qualified;
   - If a class size is too small — not enough students — position attrition will take place. The principal will choose where the teacher would be reassigned;
   - If a teacher retires during the year, a new teacher will be hired, or a teacher from another building will be reassigned to fill that vacancy;
   - If there is a resignation during the year, a teacher may be reassigned if he or she has the proper certification;
   - Teachers are reassigned when disciplinary action by way of a move is necessary; and
   - If deemed by central office administrators or building principals that a teacher is too ineffective to perform in a classroom, the teacher may be moved to another position such as a substitute, team teaching or a non-teaching position such as in-school suspension monitor.
D. New hiring procedures with timelines also have been created by the human resources staff, which outlines when various positions will be posted throughout the year. This included teacher postings, summer school staff, supplemental postings such as tutors and external postings.
   - A principal stated, "This timeline serves as a guide to alert us when deadlines to submit posting requests to the human resources department are required."
   - "We based [the timeline] on anticipated available positions for the next academic year."
E. The human resources department created a 2015-2016 staffing questions and answers document that addresses frequently asked questions related to staffing procedures. The document speaks to the role of the academic distress commission and the process and procedures for filling vacancies. This document was sent to principals and teacher union representatives via email in March 2015.
F. In March 2015, the district adopted the Applitrack system in an effort to streamline the hiring and assigning processes. This software is a collection of online human resources solutions designed to help automate all processes related to the employee lifecycle: from recruiting, screening, tracking and hiring applicants to onboarding new employees and managing all the related forms and files.

G. Principals now have the responsibility of managing the application process through Applitrack software for postings of vacant positions in their buildings. Principals are granted access to the software for the purposes of reviewing applications and resumes.
   - Principals are required to develop an interview committee comprised of a minimum of two staff members (e.g., teachers, coaches, assistant principals, etc.) to assist with the interview process for all candidates. The principals are given standard questions from the human resources department, which must be asked of all candidates interviewed.
   - The committee is required to use a standardized rubric to score each candidate. A recommendation is then made to the human resources department by way of a selection of candidates form. The list of interview questions asked to each candidate must be attached.
   - Principals also are required to complete a denial of candidate form that outlines the reason(s) why the other candidates were not chosen for the position. The list of interview questions asked to each candidate must be attached.
   - Various principals stated that they are instructed to place unassigned internal staff before external candidates.

H. Through interviews and focus group discussions, it was revealed that principals did not receive formal training on how to use the Applitrack software. In March 2015, an email was sent to principals from the human resources department introducing the tool and its purpose. Principals stated:
   - "We didn't receive any form of training on how to use Applitrack."
   - "Training would have been ideal."
   - "I'm not fond of this thing, but maybe once I understand how to use it, it may become helpful".
   - "Once I get more comfortable with it, it will be okay."

I. Through various interviews and focus groups, it was revealed that the teaching and learning staff has no involvement in the hiring process for teachers and staff. Comments from the teaching and learning staff included:
   - "It would only make sense for us to be involved, we are responsible for facilitating the implementation of the district's instructional framework."
   - "It would be advantageous to have a voice so that we are aligned."
   - "I just work with who shows up. I have no involvement."

STUDENT SUPPORTS

Ohio Department of Education District Report Recommendations

I. Conduct resource mapping of internal and external supports and resources to provide alignment of services and easier access for staff and families. Explore resources from the UCLA Mental Health in Schools website (http://smhp.psych.ucla.edu/) for resource mapping tools and additional information on developing a continuum of support for students and families.(p.10)

A. The status of this recommendation is "In Progress."

B. According to a district administrator, school administrators completed a spreadsheet that lists all external partners and supports being provided for students, staff and families at their respective schools. The spreadsheet was divided into elementary, middle and high school levels, listing external partners, the type of services provided, contact information, goals, targeted grades or students, and number of students served.

C. At the time of the site review visit, no evidence was presented related to the mapping of internal supports.

II. Develop a process to collect and evaluate outcome data to assess the impact of all student support programs and community/agency partnerships. (p. 7)

A. The status of this recommendation is "Not in Progress."

B. At the time of the site visit review, no evidence of a process to collect and evaluate outcome data was presented.

Youngstown Academic Distress Commission Academic Recovery Plan Status

I. Continue the work of the Quaglia Institute for Student Aspirations program coordinated by the Quaglia Institute. Develop buy-in on the basic tenets of the program from all staff in schools where Quaglia is being used. Expand the Quaglia Institute for Student Aspirations program to more schools in the district. Establish a committee to review the Quaglia outcome data. (p.10)

A. The status of this recommendation in "In Progress and Ongoing."
B. The Quaglia Institute for Student Aspirations is a framework that fosters student aspirations and subscribes to three guiding principles: self-worth, engagement, and purpose; and eight conditions of those principals: belonging, heroes, sense of accomplishment, fun and excitement, curiosity and creativity, spirit of adventure, leadership and responsibility, and confidence to take action.
C. According to district staff, Quaglia is being implemented in 13 of the 15 schools in the district. Each school has adult mentors and student leaders who implement the framework. According to district and school staff, Quaglia Institute for Student Aspirations staff have provided on-site support and training during the three years the district has participated as a Quaglia Institute for Student Aspirations demonstration site. A district staff member shared, "Although the Quaglia three-year demonstration site ends this year, Quaglia will continue to provide a year of limited support to sustain the program by training two staff members from each school."
D. District personnel stated in an interview that a crosswalk between Quaglia and the Positive Behavior Interventions and Support framework is being developed by the Quaglia Institute staff and the State Support Team 10 to enable staff to see the alignment of the two and show how they can enhance the effectiveness of each initiative to support a positive school climate.
E. According to the 2014 district professional development course catalog, the following course offerings related to Quaglia and project aspire are as follows:
   - Introduction to Quaglia;
   - Project aspire;
   - A four-part book study on *Student Voice-The Instrument of Change*; and
   - Quaglia review.
F. A district staff member stated that, "the DLT is the committee" when asked if a committee had been created to review Quaglia outcome data. This statement was corroborated by the meeting agenda and minutes.
G. No evidence of a plan to collect outcome data was presented at the time of the site visit review.

II. Fully implement the Positive Behavior Intervention and Supports framework in all schools. Establish systems of supports to include strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. (p.10)

A. The status of this recommendation is "In Progress."
B. According to a district staff member and the March 17, 2015, district leadership team meeting agenda, the three-year Positive Behavior Intervention and Supports implementation plan is moving forward with the development of a crosswalk between Quaglia Aspirations framework and Positive Behavior Interventions and Support to show the alignment of the two frameworks. Quaglia Institute staff and State Support Team 10 are collaborating with the district leadership team to complete the crosswalk.
C. A district staff member stated that the Quaglia framework has been implemented in 13 of the district's 15 schools, and the plan is to implement in the remaining two schools beginning in August 2015.
D. According to documents reviewed, a Positive Behavior Intervention Supports three-year implementation plan was outlined on Oct. 28, 2014, and reviewed on Nov. 14, 2014, during a district leadership meeting.
   - According to a district staff member, four schools with the highest rates of attendance and discipline problems will be the first schools to be trained and implement the Positive Behavior Interventions and Support framework.
   - According to the March 17, 2015, district leadership agenda, the adult Quaglia school leader will "roll out" the plan and use the building leadership team and the teacher-based team structure to communicate and monitor implementation and impact.
E. Statements from district staff and a review of the positive student support team guide showed the positive student support team representatives implement the district-wide student intervention process for teachers to refer students struggling academically or behaviorally. The district's expectation is that every school has a positive student support team. The team may consist of teachers, support staff, a community leader, a mental health specialist and other specialists as needed. The following district

strategies to assess the effectiveness of the positive student support team process have been implemented during the 2014-2015 school year:

- The needs assessment results revealed that 75 percent of teachers surveyed said they were "knowledgeable" of the positive student support process and believe the process is effective at their schools. All of the needs assessment respondents reported that the three-tiered intervention process needs significant change.
- District staff members shared a positive student support team training PowerPoint that will be used to train school team leaders for the 2015-2016 school year.

III. Foster the belief that all students can learn when they are meaningfully challenged and skillfully supported. Establish the expectation that every adult's primary purpose for working in the Youngstown City School District is to help all students achieve at high levels. (p.10)

A. The status of this recommendation is "In Progress."

B. A *Youngstown City School District Co-Teaching Initiative Plan* was shared, which consisted of a district objective to increase the number of students receiving inclusion services; goals to reduce the number of self-contained special education classrooms and replace them with resource rooms; professional development needed; and a timeline for implementation. According to special education staff, the co-teaching plan is being implemented successfully in many classrooms but experiencing resistance by school teachers in some schools.

C. Teachers and district staff expressed the following concerns:

- "There is a need for more professional development."
- "Some students only get 15-20 minutes of support in the inclusion room."
- "Human resources needs to be proactive in how they assign inclusion teachers — needs to be teachers who are a good fit."
- "More time needed for inclusion teacher and intervention specialist to meet and plan."
- "Can't just fit IEP [individualized education program] students in the literacy collaborative framework…..some IEP students need functional skills."

D. A special education transition coordinator position has been created to assist teachers and support students with an individualized education program.

E. A transition plan template and a checklist has been developed to use with all 14-year-old students with an individualized education program to guide them toward graduation with a post-secondary goal. The template contains the following components with a checklist to guide the plan:

- Course of study
- Instruction
- Age-appropriate transition assessment
- Education and training
- Employment
- Adult living
- Linkages with adult services
- Related services

F. In an effort to support teachers to meaningfully challenge students, building leadership team agendas and meeting minutes reflect recommendations to create high expectations and utilize their Webb Depth of Knowledge wheel to help them start questions with higher-order thinking words.

IV. Celebrate student and staff achievements publicly and frequently, either at board meetings or in other public venues. (e.g., chamber of commerce meetings, service organization meetings such as Rotary or Kiwanis Clubs, or parent-teacher organization meetings. (p.10)

A. The status of this recommendation is "In Progress and Ongoing."

B. According to teachers, Quaglia leaders, parent advocates, community leaders and students are recognized in varying degrees at the school level. Quaglia school teams, teachers and principals celebrate student success in academics, behavior that exemplifies good character traits and/or improved attendance. Principals recognize student achievements as part of their weekly emails to staff, maintaining a student of the month bulletin board, and giving "shout-outs" in school newsletter articles, school announcements and morning meetings with students.

C. The district's website is updated with announcements recognizing students and staff. Examples noted include a list of top students in the class of 2015 and links to local newspaper articles highlighting students and staff.
D. According to a parent liaison, a parent conference was held in April to honor parents with over 400 people in attendance. The mayor was the guest speaker.
E. Students and staff have presented at monthly board meetings.

V. Monitor suspension and expulsion data monthly at the building level and quarterly at the district level. (p.10)

A. The status of this recommendation is "In Progress and Ongoing."
B. According to 2014-2015 meeting agendas and data reports read, principals review attendance and discipline data at their monthly district leadership meetings.
C. The district's attendance policy has been revised and is awaiting board approval for implementation in the 2015-2016 school year. The new policy contains restrictive guidelines for monitoring attendance at the building level, which defines excused and unexcused absences; procedures for home visit referrals; and timelines for court referrals including reporting and required documentation. Letters are provided at the beginning of the school year from the superintendent with attendance expectations.
D. According to a district staff member, a newly hired truancy intervention coordinator will work with school teams and families to monitor attendance and assist with interventions and truancy hearings.

VI. Celebrate the ethnic diversity and multicultural richness of students, the community and staff. Provide all staff professional development on the value of diversity and multiculturalism and the importance and appreciation for the demographic diversity of the classroom; communication practices; instructional practices; and relevant content and classroom management techniques that work most effectively with diverse populations of students related to race, ethnicity, culture, socio-economic status, and ability levels. (p.10)

A. The status of this recommendation is "Not in Progress."
B. Although there was no evidence presented specific to professional development for staff on diversity or multicultural richness of students, district and school staff interviewed shared the following:
   - "School-based Quaglia student and adult teams have sponsored multicultural activities along with anti-bullying programs."
   - "Parent advocates sponsor at least two family nights annually of which some have a multicultural theme such as a Hispanic Family Night."
   - "An ombudsman and parent liaison are available to assist families with communication and mediation."
   - "An interpreter is available to translate in English language learner classrooms and communicate with non-English speaking parents."

VII. Continue to implement a staff recognition plan that will recognize and celebrate staff for achievement and performance including leadership excellence at all levels of the organization. (p.10)

A. The status of this recommendation is "Not in Progress."
B. Although no formal staff recognition plan was presented, student and staff achievements are posted on the district website.
   - The teacher of the year is congratulated on the website.
   - An announcement is posted with information about the upcoming teacher of the year celebration dinner on May 26, 2015, in which the teacher of the year and all nominees will be recognized. Jim Tressel will be the guest speaker.
C. Teachers shared that informal staff recognition by the principal and staff at the school level via newsletters, emails and meetings is common.

VIII. Convene a committee to review school choice acceptance criteria and develop a plan to be more inclusive of all students. (p.10)

A. The status of this recommendation is "Not in Progress."
B. No evidence was presented that a formal committee was convened at the time of the site visit review.

C. According to district staff comments and a district planning document, since spring 2015, at least 10 percent of students accepted to programs will be drawn from those who do not meet the application criteria based on parent/student interviews.
D. The school choice application process has been streamlined by loading school choice applications onto Google Docs to provide instant access for principals, counselors and others as needed.
E. The district ombudsman works with families appealing the denial of their child's school choice application to a specialty program.

FISCAL MANAGEMENT

Ohio Department of Education District Report Recommendations
Youngstown Academic Distress Commission Academic Recovery Plan Status

I. Include the district's and buildings' goals in the decision-making process relative to establishing the district and school annual budgets. Where feasible, include building staff and administrators in the budget preparation process. (p.16)

A. The status of this recommendation is "In Progress and Ongoing."
B. The treasurer indicated that he is in the preliminary stages of working with ACCESS, the district's data acquisition site, to train staff in Requisition Approval Manager. The program permits electronic approval for online requisitions and will support building staff and administrators with participating in the purchasing and budgeting process.
C. According to an email message from the treasurer, a meeting took place on April 23, 2015, to discuss fiscal procedures. The deputy superintendent of student affairs, state and federal programs and a Title I consultant were present at the meeting and the following topics were discussed:
   - Building budgets for general fund and title funds;
   - Coordinating general fund and title fund budgets;
   - Requisition Approval Manager for electronic requisition approval; and
   - Fixed costs: software, staffing, literacy collaborative, etc.

II. Survey the parents of Youngstown students attending schools in other districts and who have exercised Educational Choice options to determine if changes to the district's transportation criteria would bring their children back to the district. Based on the survey results, prepare a cost and benefit analysis to determine what impact possible changes could bring to district finances. (p.16)

A. The status of this recommendation is "In Progress and Ongoing."
B. According to a committee meeting agenda titled "Fiscal Management-Bringing Students Back" and dated Oct. 8, 2014, a survey was to be mailed to the parents of students that are attending other districts on Oct. 27, 2014. The agenda indicated that the district was incapable of running addresses for students attending charter or private schools because the state department had not released them. The survey was mailed only to parents of students that were still being transported by the district. As of Dec. 3, 2014, approximately 337 responses have been received by the chief of maintenance and business affairs.
C. The chief of maintenance and business affairs provided a list of compiled survey results. The survey was divided into areas that questioned parents about academics, specialized programs, athletic programs, transportation, neighborhood school and safety. According to the results of the responses from the surveys, there are no parents that would return their children to the district.
D. The treasurer stated that he is unable to prepare a cost and benefit analysis because of the survey results.

III. Analyze the district's per-pupil spending to determine how much the Youngstown City School District spends per pupil compared to similar districts. Review operations and spending to determine areas that can be reduced without compromising student programs. Propose changes in operations appropriately. (p. 16)

A. The status of this recommendation is "In Progress and Ongoing."

B. The treasurer isolated the largest area of variance as the cost of health care. Contract negotiations with the classified bargaining unit are in process. If negotiations are successful, the board will ask the teacher's union to consider reopening their current contract that expires June 30, 2016.
C. A written analysis on the district's per-pupil spending will be prepared when negotiations with all bargaining units are complete.

IV. Continue implementing changes in the design of accounting systems, work flow and checks and balances in an effort to improve internal control to help catch and correct errors and improve communication. Provide accounting staff with training as changes are made to operating procedures. (p. 16)

A. The status of this recommendation is "In Progress and Ongoing."
B. The treasurer indicated that the Plante Moran recommendations, from the Ohio Department of Education Mid-year Review report page 27, are being implemented according to the following:
   - Accounts payable and receivable responsibilities, such as purchase orders and check processing, have been moved from the business office to the treasurer's office.
   - After the November 2014 mid-year review, certificated and non-certificated payroll entries were realigned into two separate positions in the treasurer's office. The treasurer specified that the process has been simplified but will require ongoing training, which is currently being provided by an outside consultant.
C. Additionally, a new accounting specialist position has been created in a long-term effort to attract skilled accountants into the treasurer's office. At the time of the on-site review, the position had not yet been filled.

V. Prepare an analysis for Fund 34 on an annual basis and determine if and when required resources will be insufficient to meet the district's capital improvements plan. Prepare a menu of options to address underfunded or unfunded capital improvement needs and present those options to the board of education and the Youngstown Academic Distress Commission. (p. 16)

A. The status of this recommendation is "In Progress and Ongoing."
B. The *Long-term Funding Recommendations for the Maintenance of Facilities* and corresponding *Maintenance Fund Forecast for Years 2015 through 2040* documents dated April 28, 2015, identify potential sources of additional funding. Part of the capital improvement plan is to pay for maintenance of facilities from three different funds:
   - Maintenance Fund 034;
   - Permanent Improvement Fund 003; and
   - General Fund 001.
C. According to the treasurer, the long-term funding recommendations plan is to be developed and approved by the board of education. Once approved, it will be made public and updated annually by the chief of maintenance and business operations and will be made part of the annual budget.

VI. Continue recent school choice options but prepare a cost benefit analysis to assure that funding for those options does not force the district into fiscal distress. (p. 16)

A. The status of this recommendation is "Not in Progress."
B. At the time of the site visit, there was no evidence that a cost benefit analysis has been developed.
C. The treasurer is hesitant with the request to prepare a cost benefit analysis because the district has "no strategic plan."

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

Review Team Members

The following team of Ohio Department of Education independent consultants conducted the review at Youngstown City School District May 4-7, 2015.

1. Alice (Abby) L. Dewar, Leadership, Governance, and Communication
2. Shirley Curtis-Curriculum and Instruction
3. Mike White-Assessment and Effective Use of Data
4. Karen Hopper-Student Support Services
5. Autumn Russell-Human Resources and Professional Development
6. Rhonda Baldwin-Fiscal Management

District Review Activities

The following activities were conducted during the review:

Interviews

District Superintendent
District Deputy Superintendent of Academic Affairs
Assistant Superintendent of Human Resources
District Treasurer
Chief of Maintenance and Business Affairs
Director of Communications and Public Relations
Youngstown Board of Education President and Vice President
Private Consultant for Youngstown Administrators and Board of Education Members
Technology Director and Technology Staff
District Policy Administrator
Executive Director of Teaching and Learning
Executive Director of Special Education
Building-Level Student Support Services Personnel
State Support Team Region Consultants
Quaglia School Leaders
Math Coaches and Assessment Team
Literacy Coaches
Special Education Supervisors
Curriculum Specialists
District Ombudsman
Parent Liaison
Community Liaison

Focus Groups

Ohio Improvement Process District Leadership Team Focus Group
Elementary Teachers Focus Group
Middle School Teachers
High School Teachers
Student Focus Group
Parent and Community Partners Focus Group

Onsite Visits

1. Mahoning County ESC Alternative School
2. Discovery Program at Volney 3-8
3. Discovery Program at Kirkmere 3-8
4. Discovery Program at East 7-8
5. Wilson School of Promise
6. Taft Elementary School
7. Williamson Elementary School

8. Paul C. Bunn Elementary
9. Harding Elementary
10. Martin Luther King Elementary
11. McGuffey Elementary
12. Choffin Career Center
13. Chaney Campus
14. East High School
15. Rayen Early College
16. Youngstown Early College

Spring Site Review Schedule

May 4-8, 2015

Time	Wednesday 11/18	Thursday 11/19	Friday 11/21
8:30 -9:30 a.m.	Special Education Director	1) Executive Director of Teaching and Learning 2) Chief of Maintenance and Business Affairs; 3) Director of Communications and Public Relations	New Administrator Focus Group
9:30-10:30 a.m.	1) Assistant Superintendent, Human Resources 2) EMIS & Testing; Student Services 3) Math & Literacy Coaches	1) Newly Hired Teachers 2) State/Federal Programs 3) Curriculum Specialists	1) State Support Team Five 2) Consultants 3) Technology Director
10:00-11:30 a.m.	District Treasurer	Board of Education President	
10:30-11:30 a.m.	1) Deputy Superintendent of Academic Affairs 2) EMIS & Testing	District Leadership Team Cancelled (District thought this was Administrative Team.)	Building Visits Programs of Promise at Wilson Discovery Program at Kirkmere
Noon	Lunch		
12:30-3:30 p.m.	Building Visits: Taft Harding MLKing McGuffey Bunn	Building Visits: Williamson Chaney Choffin Career East Campus Youngstown Early College	Discovery Program at Volney; Discovery Program at East; Rayen Early College
2:30-3:30 p.m.	Student Focus Group		2:30-4:00pm DRT Debrief at Mahoning County ESC
3:30-5 p.m.	1) Student Services 2) Superintendent 3) Teacher Focus Group	3:30 -4:30 p.m. Quaglia Teams 3:30-5 p.m. Parent Focus Group	School visit on Wed.

Appendix B: Enrollment, Expenditures, Performance

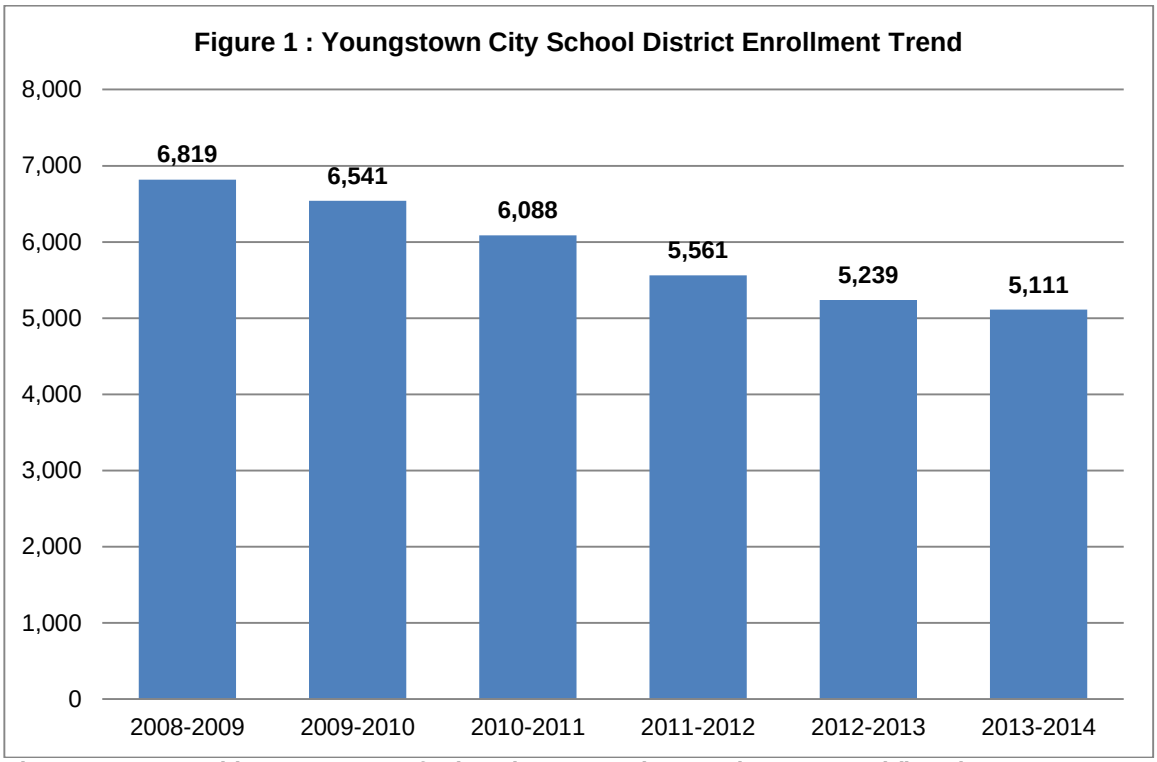

Figure 1 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

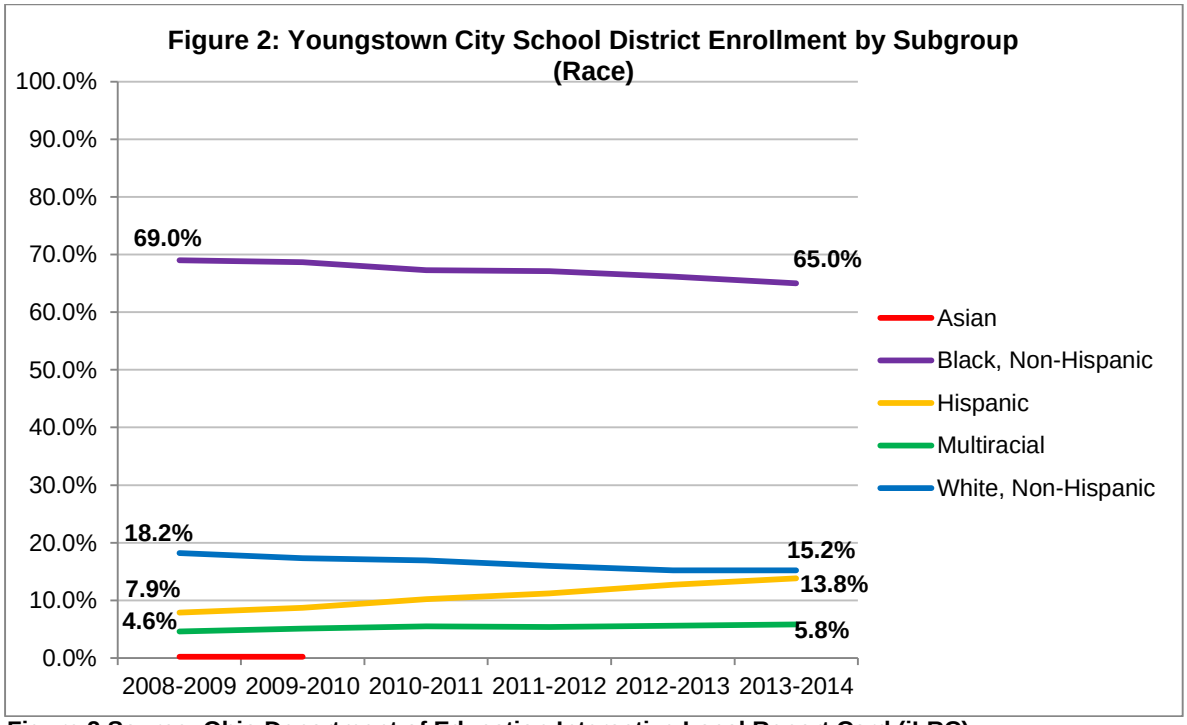

Figure 2 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

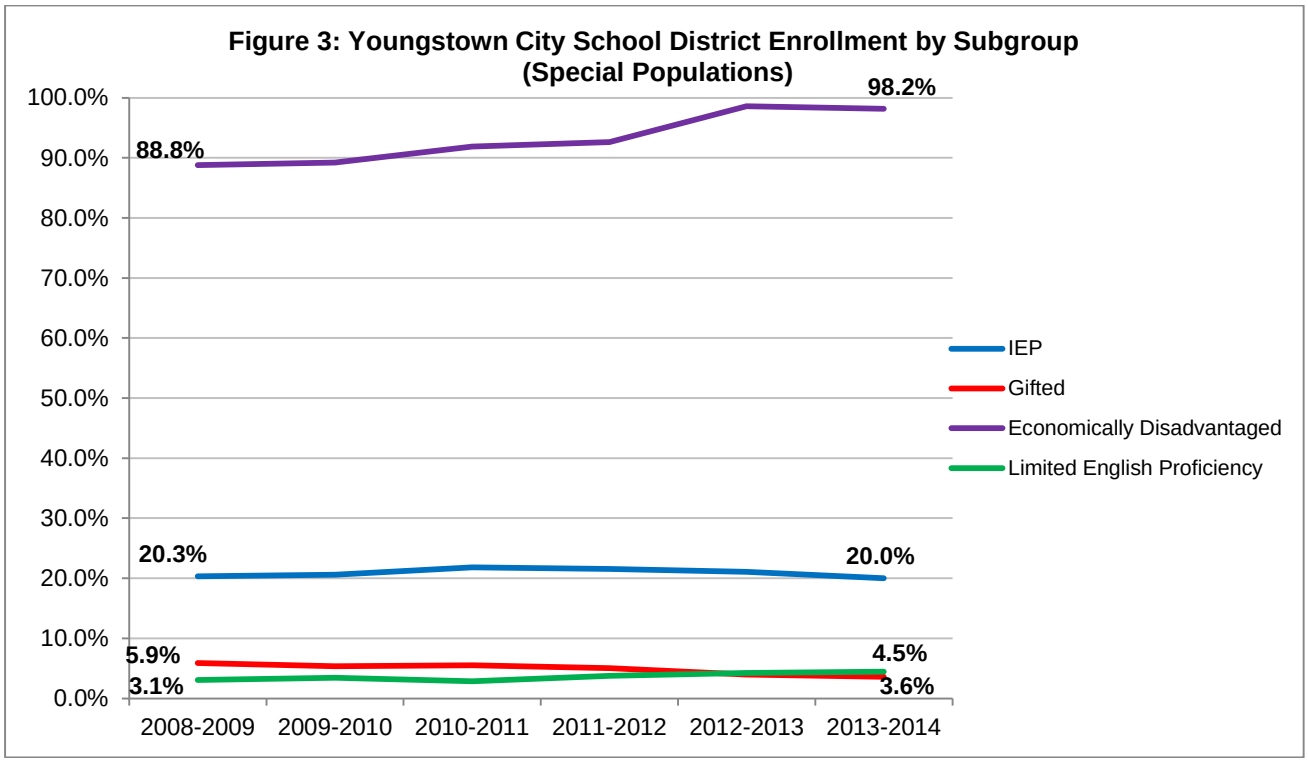

Figure 3 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

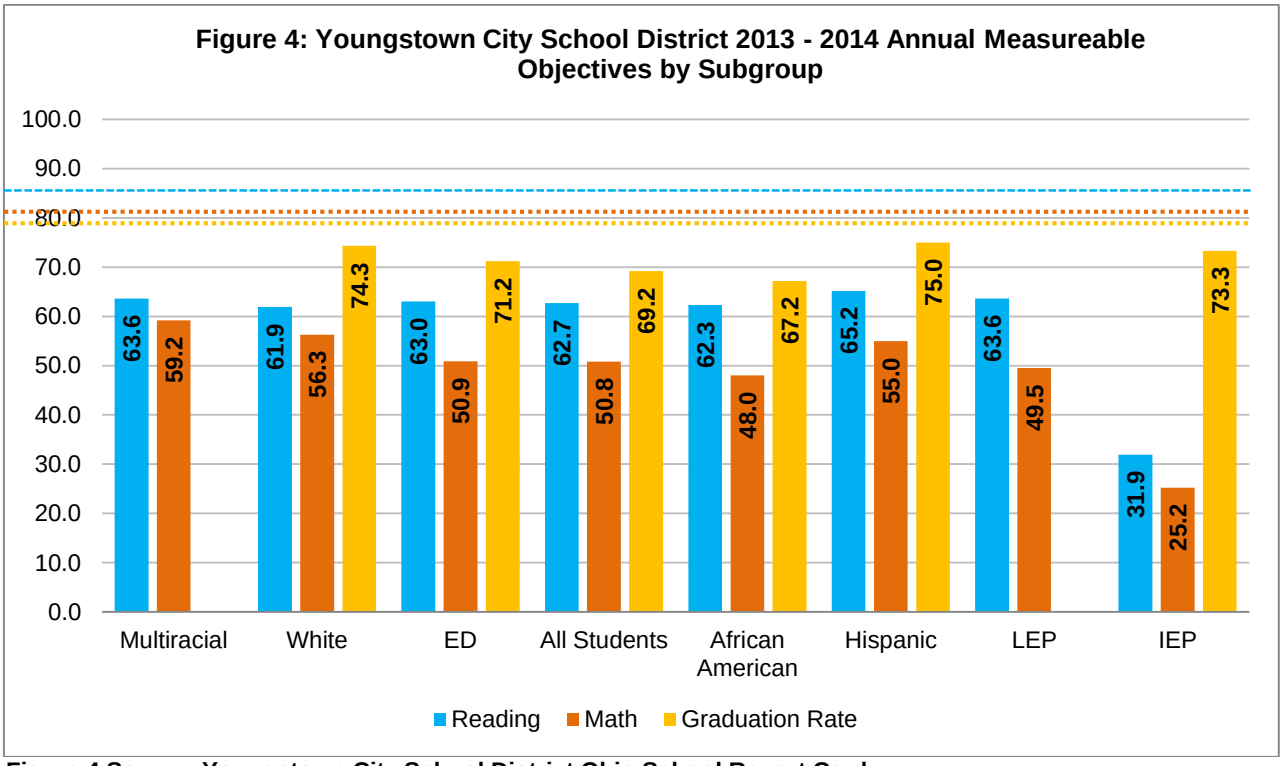

Figure 4 Source: Youngstown City School District Ohio School Report Card

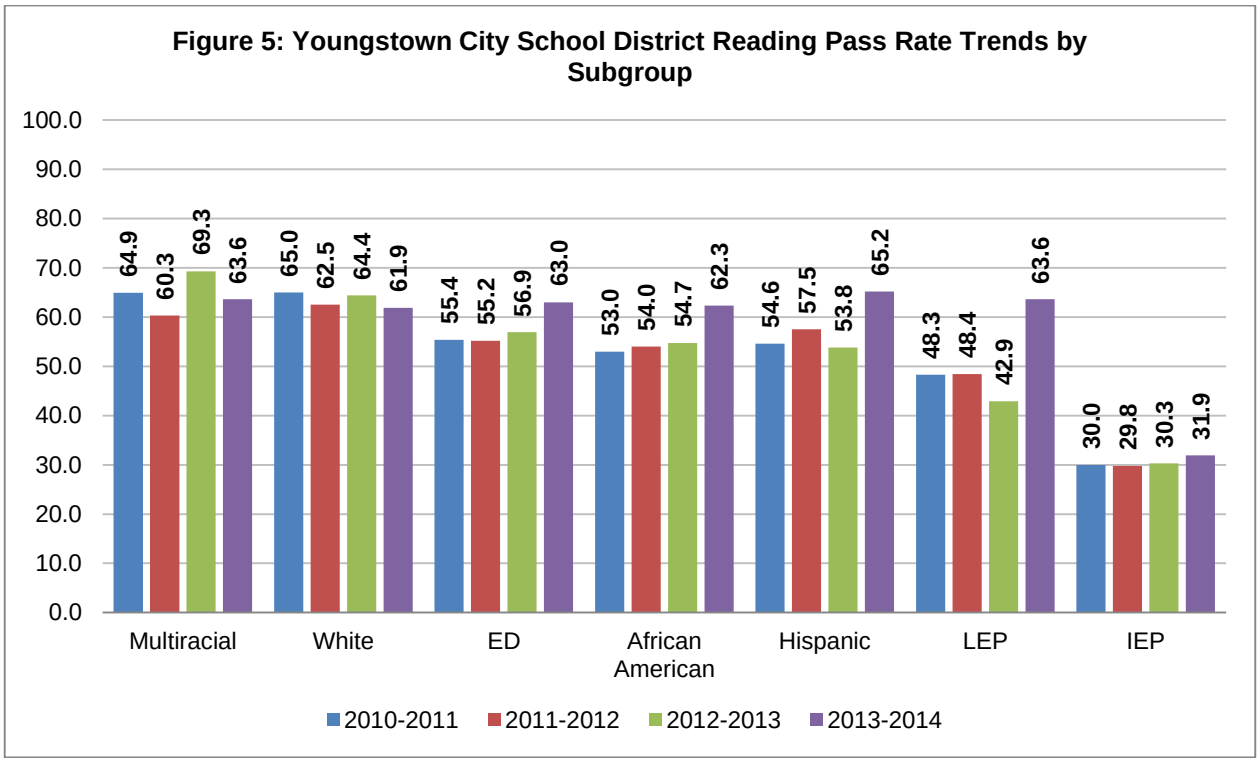

Figure 5 Source: Youngstown City School District Ohio School Report Card; Archived Report Cards

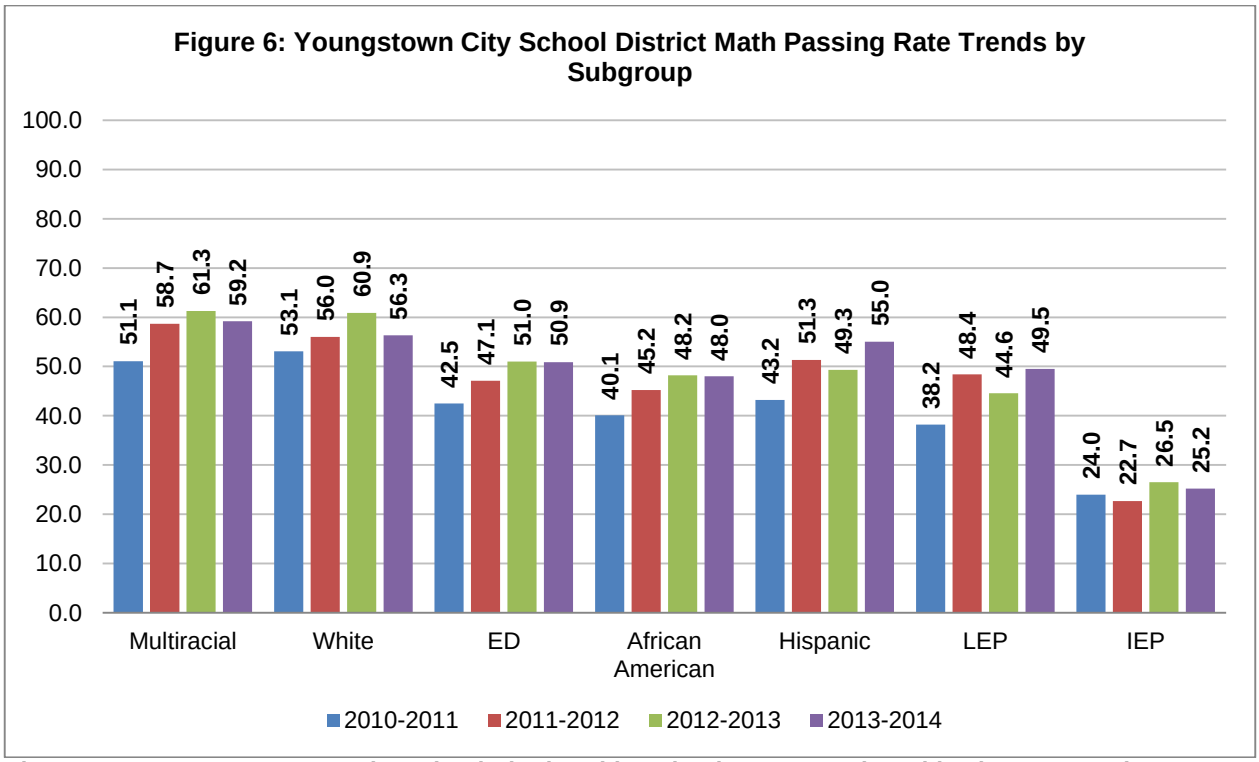

Figure 6 Source: Youngstown City School District Ohio School Report Card; Archived Report Cards

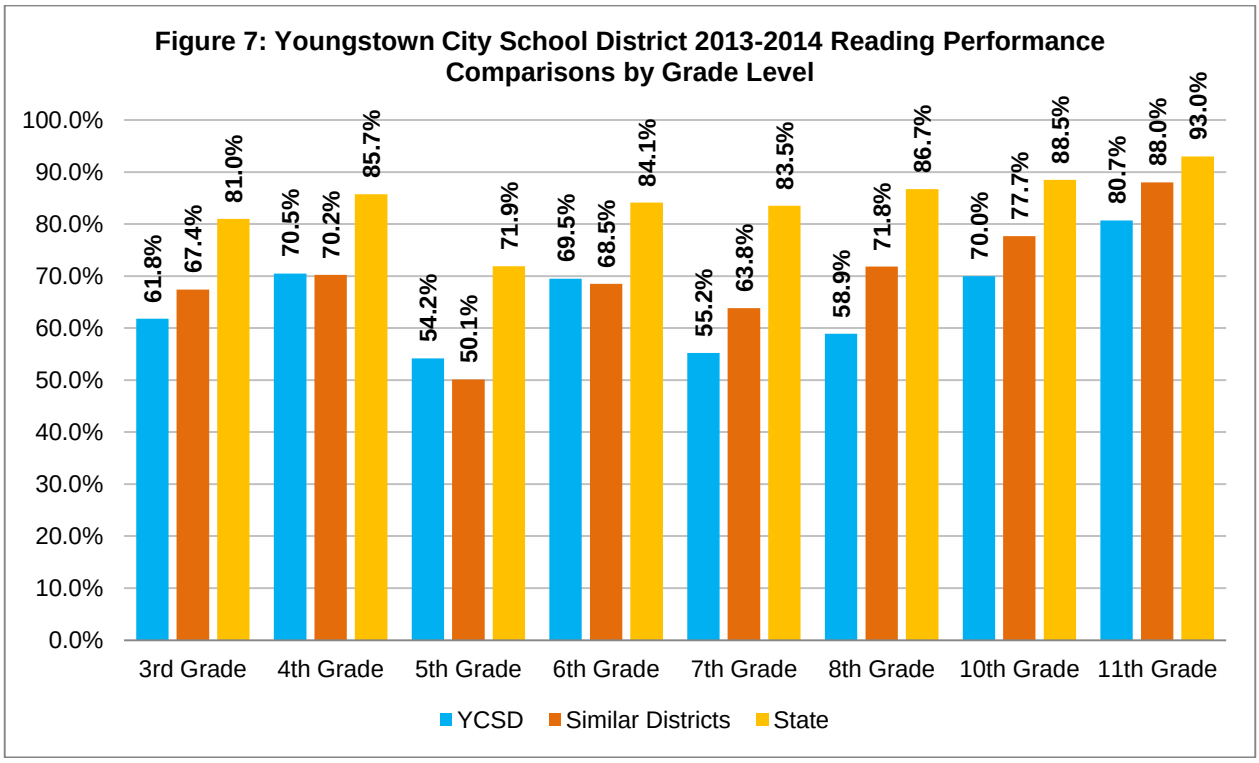

Figure 7 Source: Youngstown City School District Ohio School Report Card

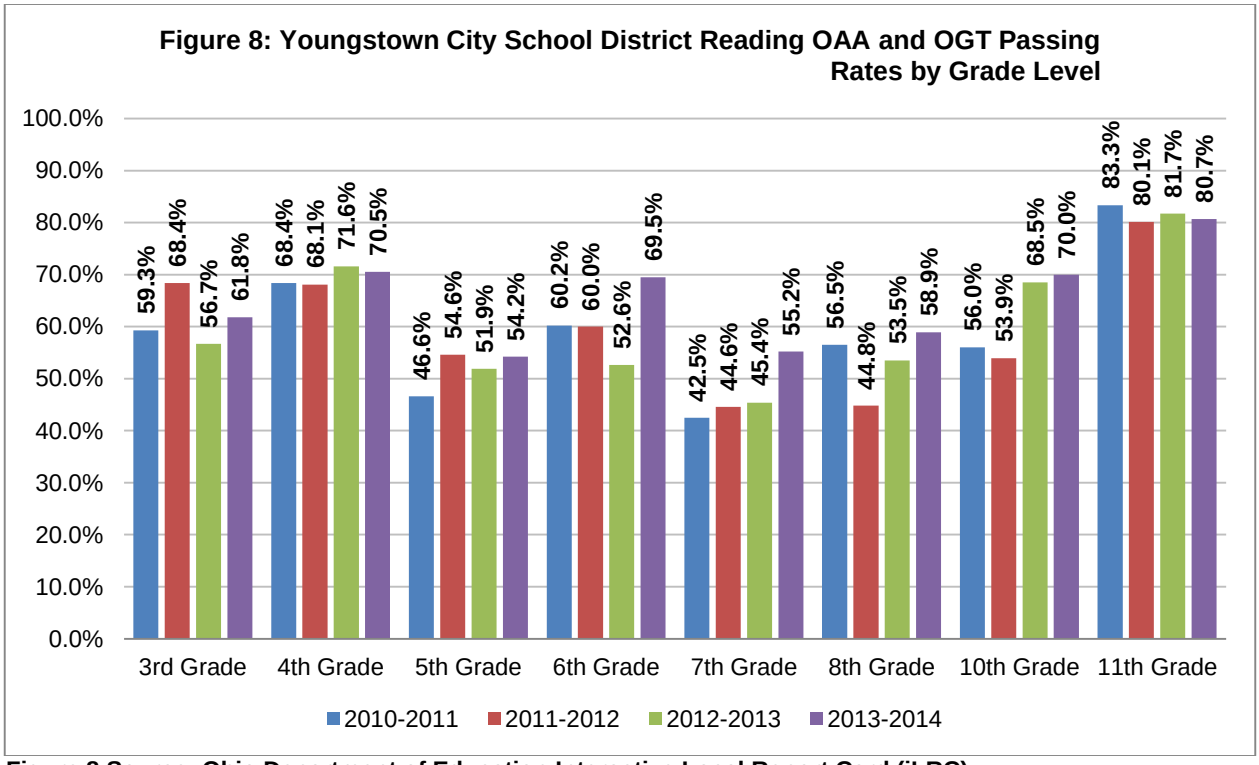

Figure 8 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

Figure 9: Youngstown City School District Fall 2014 Reading OAA Value-Added Report

	Estimated District Mean NCE Gain					
Grade	3	4	5	6	7	8
Growth Standard		0.0	0.0	0.0	0.0	0.0
State 3-Yr-Avg		0.7	0.1	-0.0	-0.4	0.8
2012 Mean NCE Gain		3.6 DG	-0.3 Y	-1.7 R	-2.8 R	-3.6 R
Std Error		0.8	0.7	0.7	0.7	0.7
2013 Mean NCE Gain		-1.0 O	-2.1 R	-5.3 R	-2.0 R	-0.0 Y
Std Error		0.8	0.8	0.7	0.7	0.7
2014 Mean NCE Gain		2.4 DG	0.6 Y	1.4 LG	-1.9 R	-0.7 Y
Std Error		0.8	0.8	0.8	0.7	0.7
3-Yr-Avg NCE Gain		1.7 DG	-0.6 O	-1.8 R	-2.2 R	-1.4 R
Std Error		0.5	0.5	0.4	0.4	0.4

DG	Estimated mean NCE gain is greater than the growth standard by at least 2 standard errors.
LG	Estimated mean NCE gain is above the growth standard by at least 1 standard error but less than 2 standard errors above it.
Y	Estimated mean NCE gain is at most 1 standard error below the growth standard but less than 1 standard error above it.
O	Estimated mean NCE gain is more than 1 standard error below the growth standard but by 2 standard errors or less.
R	Estimated mean NCE gain is below the growth standard by more than 2 standard errors.

Figure 9 Source: SAS® EVAAS web application, SAS Institute Inc.

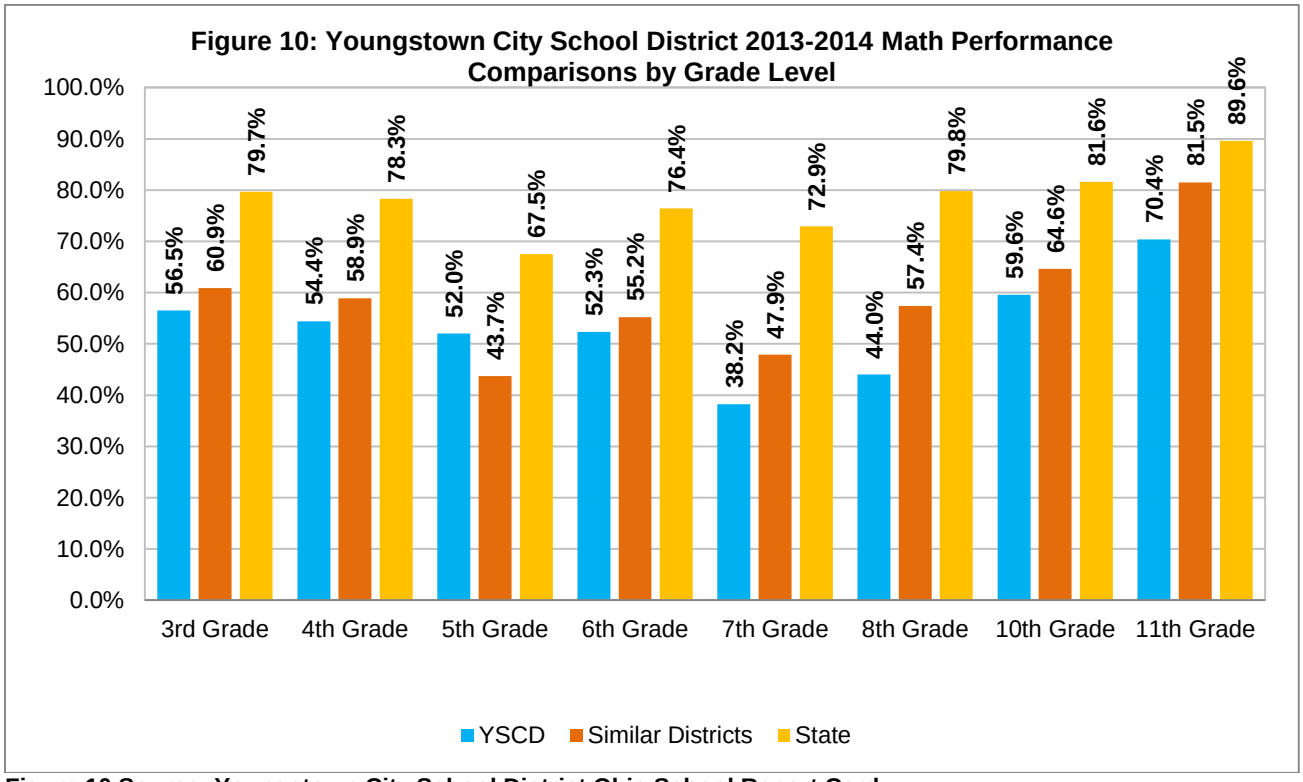

Figure 10 Source: Youngstown City School District Ohio School Report Card

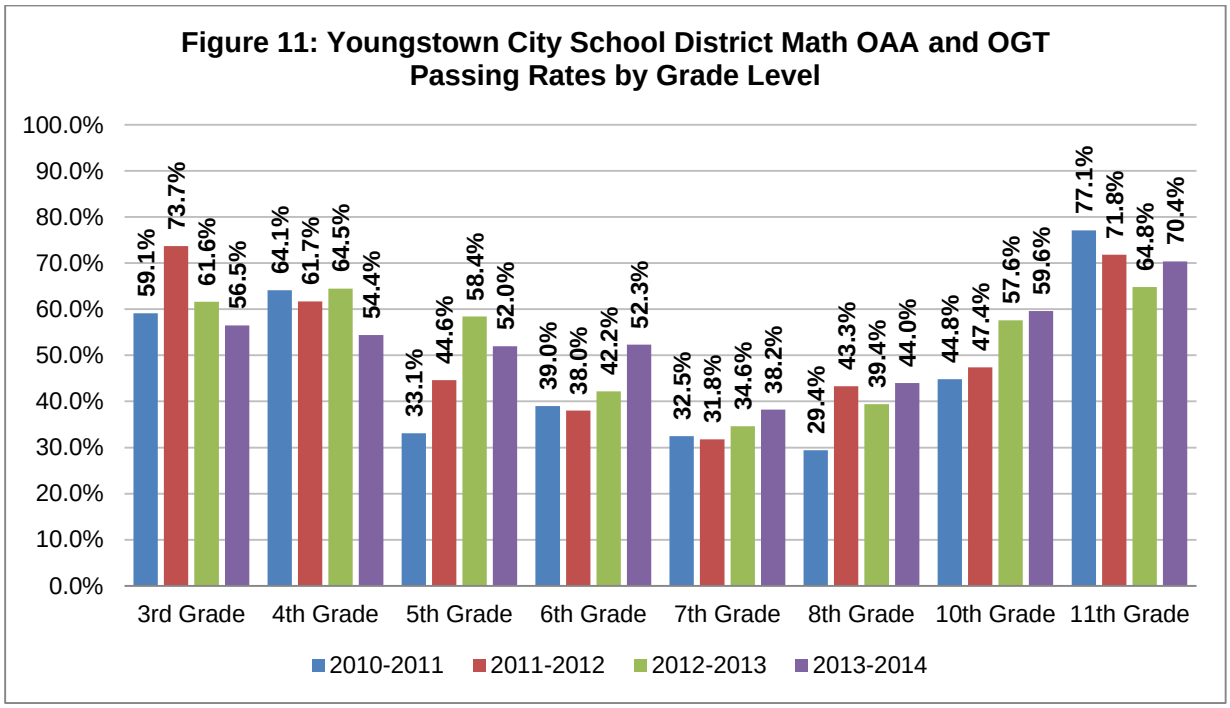

Figure 11 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

Figure 12: Youngstown City School District Fall 2014 Math OAA Value-Added Report

	Estimated District Mean NCE Gain					
Grade	3	4	5	6	7	8
Growth Standard		0.0	0.0	0.0	0.0	0.0
State 3-Yr-Avg		0.2	-0.1	-0.3	0.8	0.8
2012 Mean NCE Gain		3.7 DG	-1.0 O	-3.6 R	1.1 LG	-0.3 Y
Std Error		0.8	0.6	0.6	0.6	0.6
2013 Mean NCE Gain		-1.2 O	1.8 DG	-4.2 R	0.8 LG	0.3 Y
Std Error		0.8	0.7	0.6	0.6	0.6
2014 Mean NCE Gain		-2.8 R	-0.8 O	-6.0 R	-3.0 R	-1.4 R
Std Error		0.7	0.7	0.7	0.6	0.6
3-Yr-Avg NCE Gain		-0.1 Y	-0.0 Y	-4.6 R	-0.4 O	-0.5 O
Std Error		0.4	0.4	0.4	0.4	0.4

DG	Estimated mean NCE gain is greater than the growth standard by at least 2 standard errors.
LG	Estimated mean NCE gain is above the growth standard by at least 1 standard error but less than 2 standard errors above it.
Y	Estimated mean NCE gain is at most 1 standard error below the growth standard but less than 1 standard error above it.
O	Estimated mean NCE gain is more than 1 standard error below the growth standard but by 2 standard errors or less.
R	Estimated mean NCE gain is below the growth standard by more than 2 standard errors.

Figure 12 Source: SAS® EVAAS web application, SAS Institute Inc.

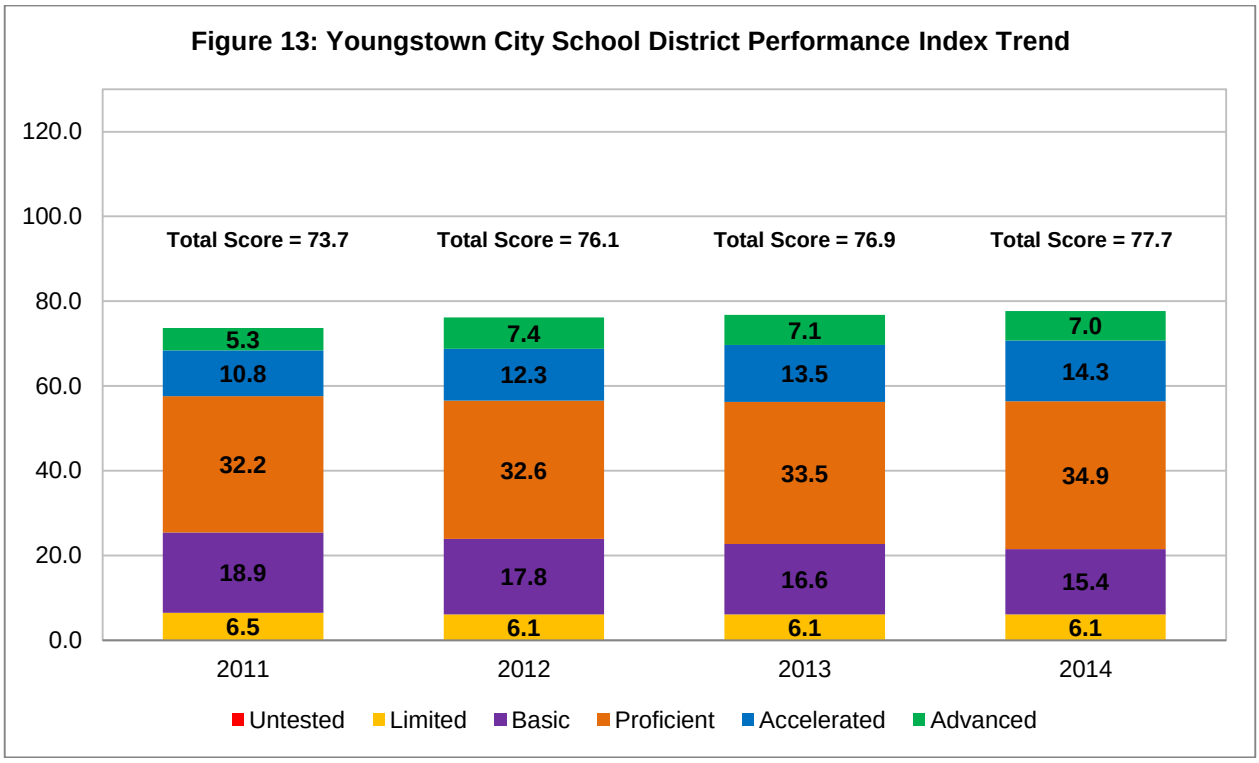

Figure 13 Source: Youngstown City School District Ohio School Report Card

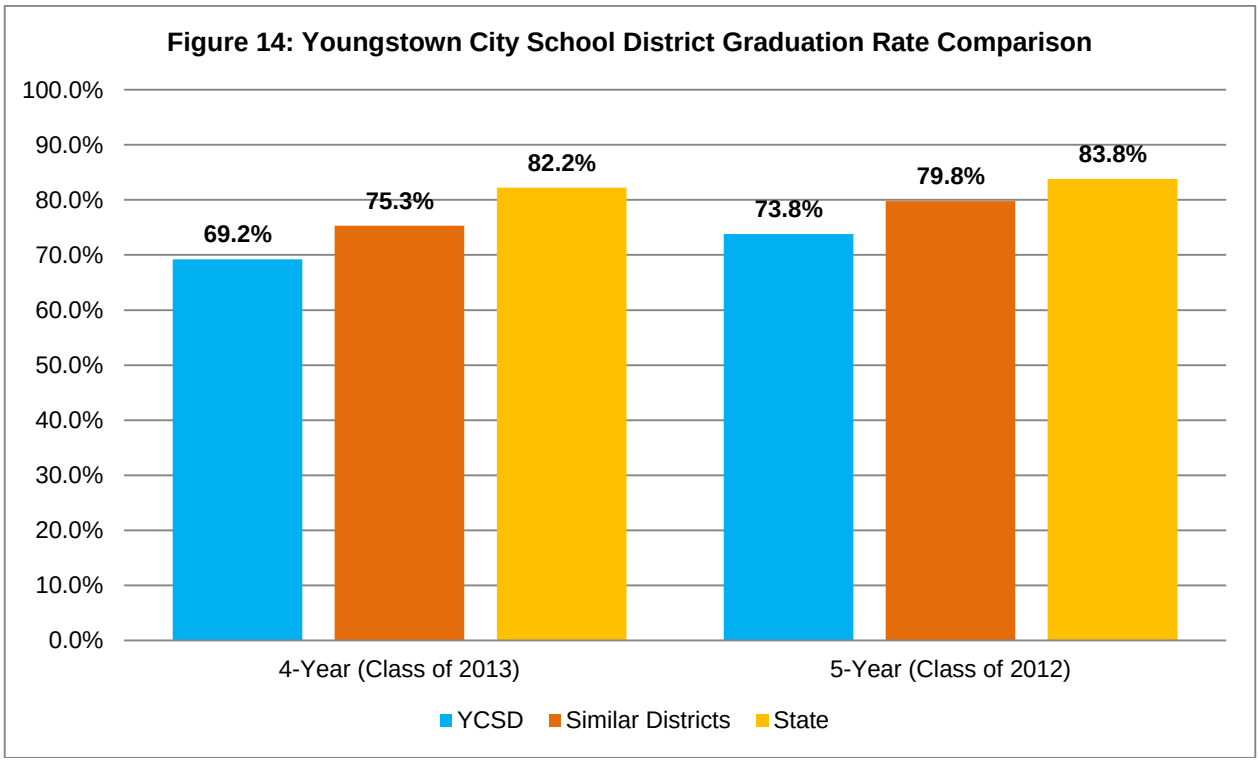

Figure 14 Source: Youngstown City School District Ohio School Report Card

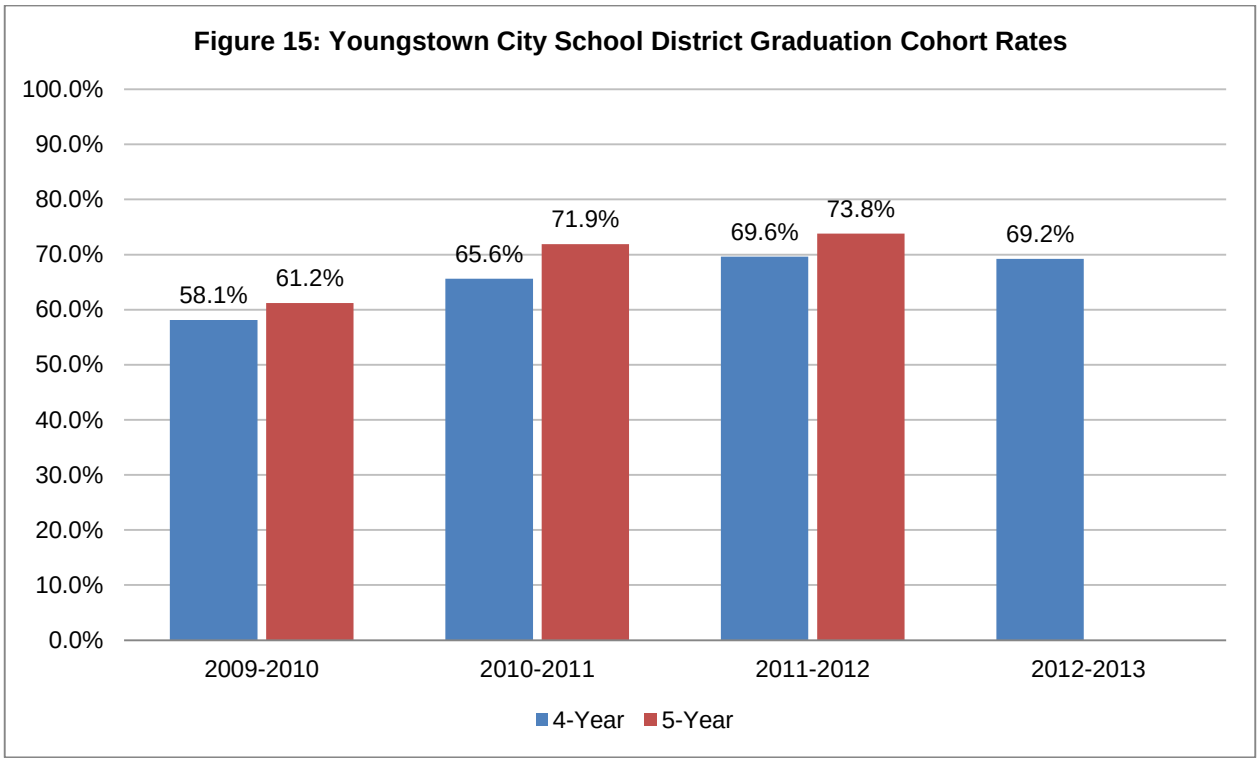

Figure 15 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

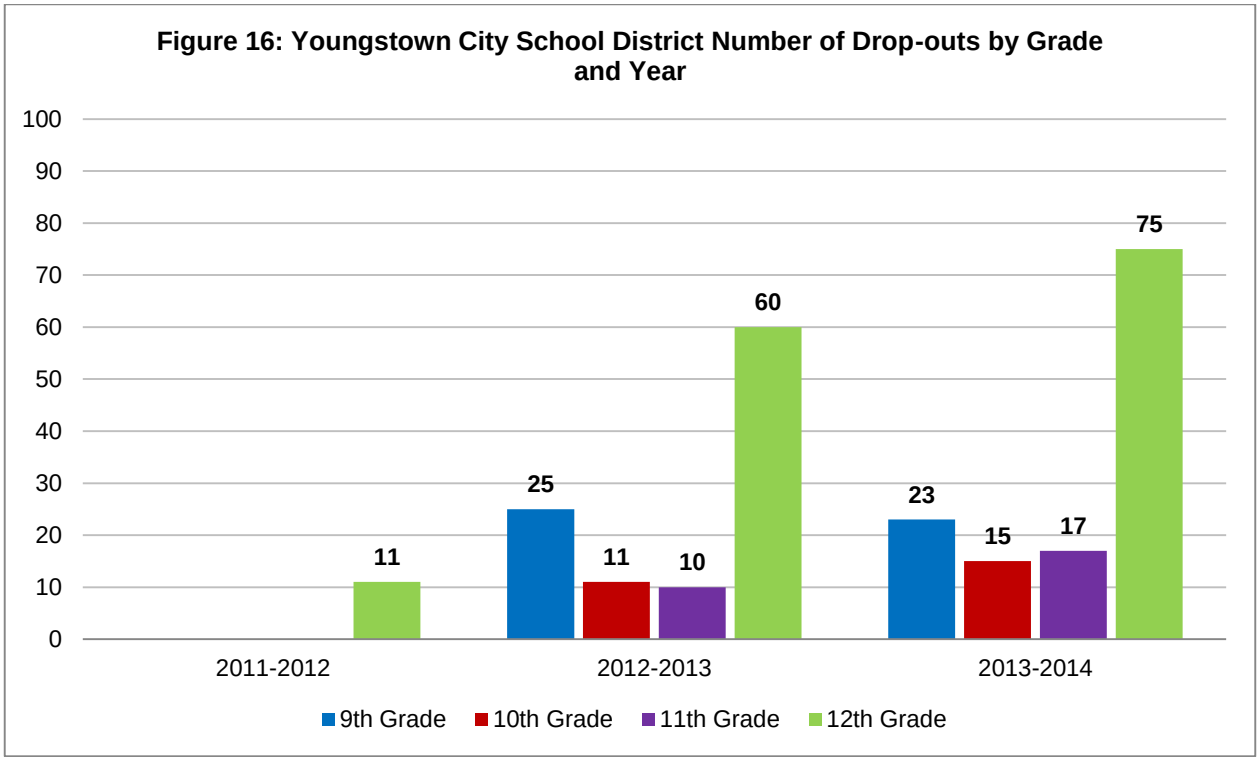

Figure 16 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

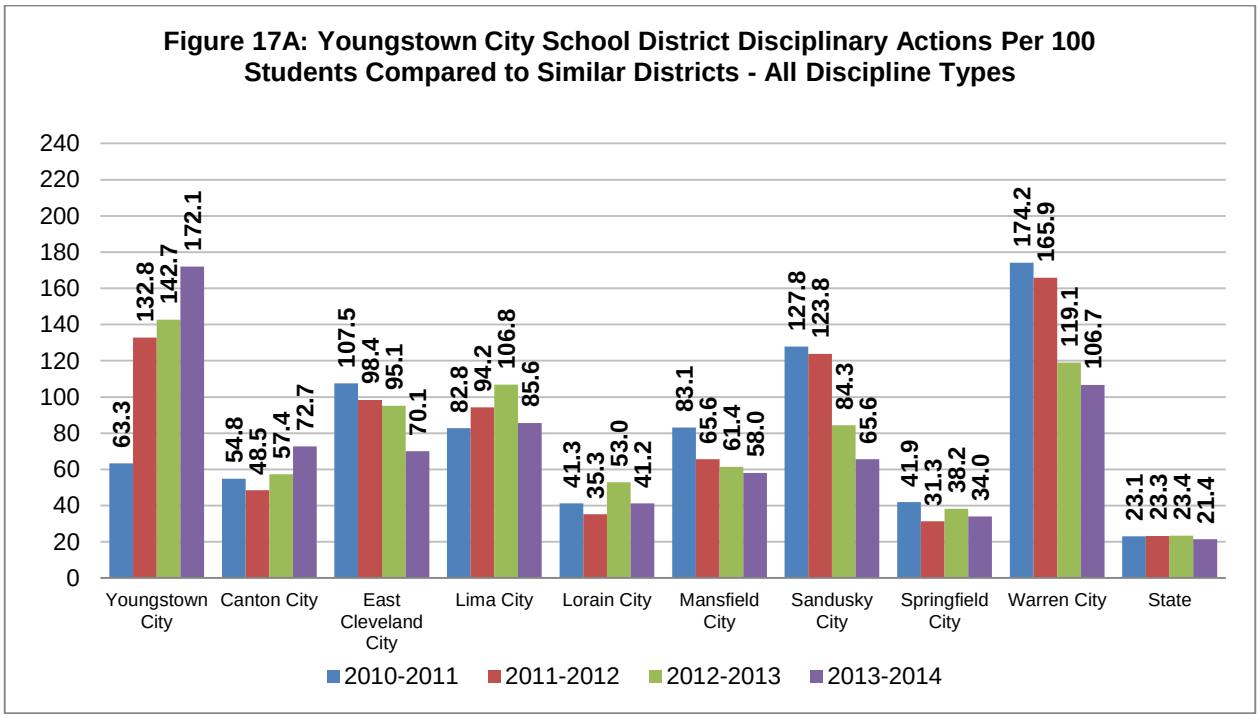

Figure 17A Source: Ohio Department of Education Interactive Local Report Card (iLRC); Ohio Department of Education Similar District Methodology

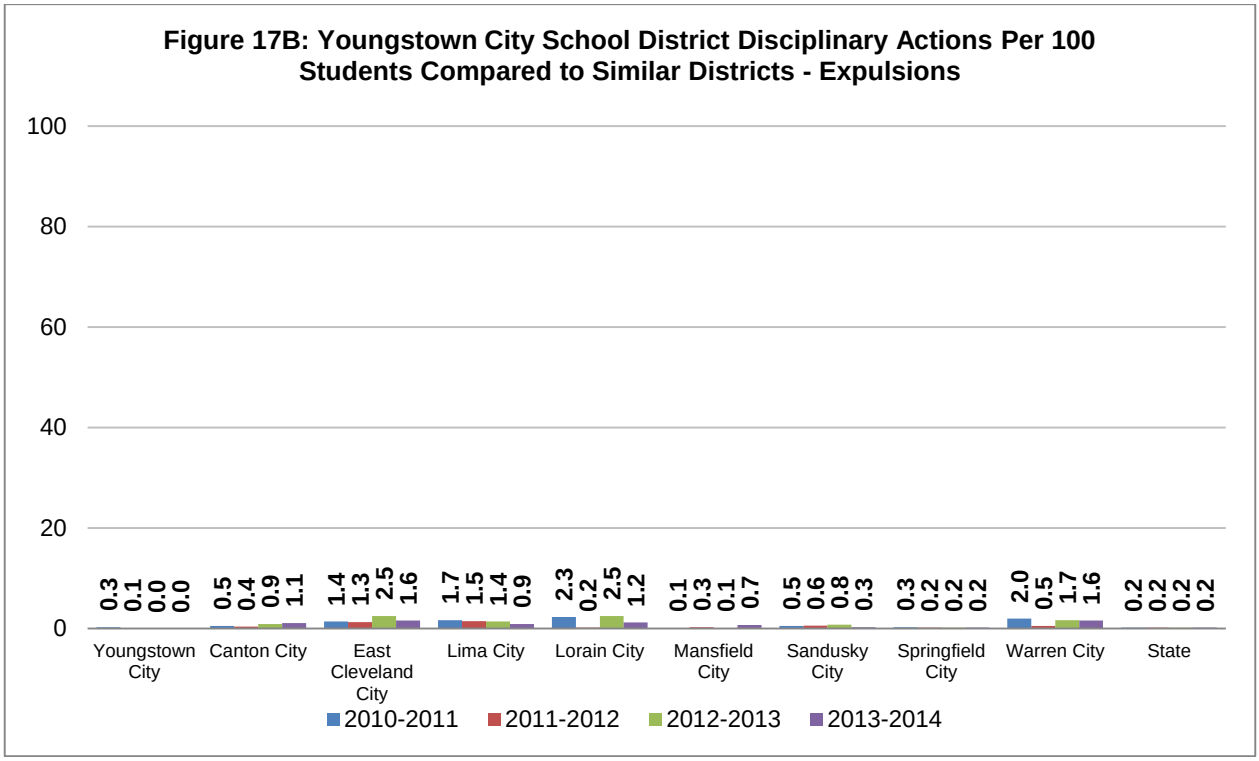

Figure 17B Source: Ohio Department of Education Interactive Local Report Card (iLRC); Ohio Department of Education Similar District Methodology

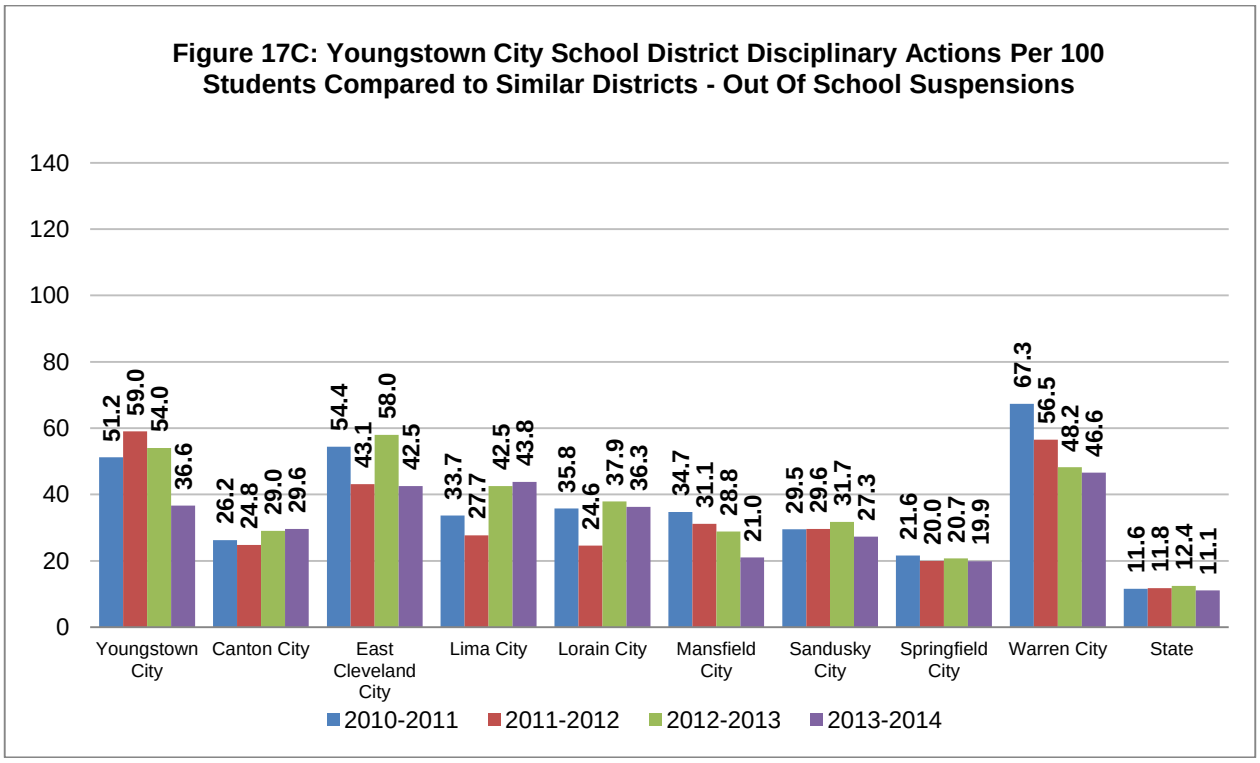

Figure 17C Source: Ohio Department of Education Interactive Local Report Card (iLRC); Ohio Department of Education Similar District Methodology

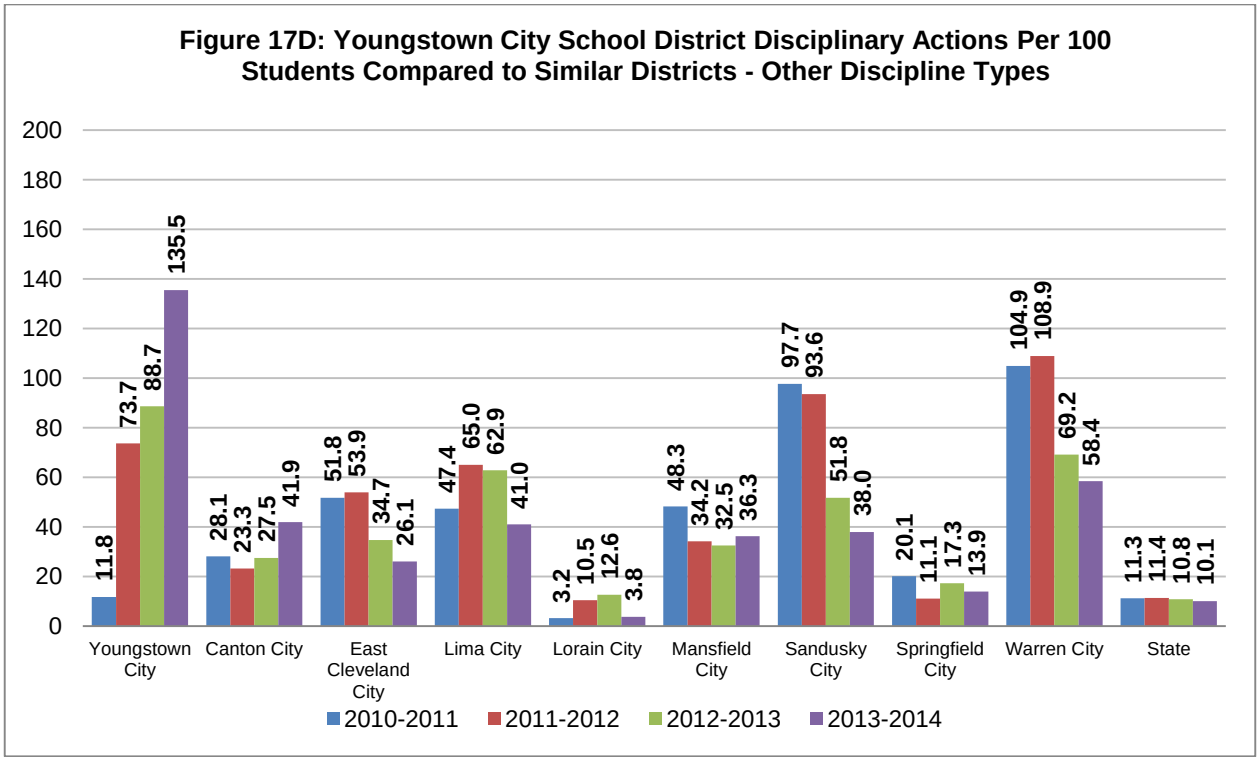

Figure 17D Source: Ohio Department of Education Interactive Local Report Card (iLRC); Ohio Department of Education Similar District Methodology

Table 1: Youngstown City School District Teacher Demographic Data

Year	Teacher Average Salary	Teacher Median Salary	% Core Courses Taught by Highly Qualified Teachers	Teacher Attendance	% of Teachers with Masters or Doctorate Degrees
2010-2011	$50,661	$52,616	96.0%	94.8%	55.1%
2011-2012	$51,539	$53,142	98.6%	93.3%	54.4%
2012-2013	$52,528	$54,869	99.1%	93.5%	55.6%
2013-2014	$52,974	$55,113	100.0%	92.5%	53.9%

Table 1 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

Table 2: 2013-2014 Youngstown City School District Enrollment by Race and Special Populations

Total Number of Students by Race					Total Number of Students by Special Populations		
Name of Building	**African American**	**Hispanic/ Latino**	**White**	**Multi-Race**	**Economically Disadvantaged**	**English Language Learners**	**Special Education**
Chaney Campus VPA & STEM	418	65	84	19	584	18	61
Choffin Career Center	18				33		
East High School	961	176	120	53	1264	53	421
Harding Elementary School	332	61	42	23	456		79
M L King Elementary School	208	117	26	13	361	86	70
Paul C Bunn Elementary School	128	42	139	43	346		66
Rayen Early College	111	20	15		154		
Taft Elementary School	263	81	57	26	421	40	83
William Holmes McGuffey Elementary School	372	69	229	56	718	16	187
Williamson Elementary School	329	52	33	37	444	10	45
Youngstown Early College	155	16	15	13	199		
Youngstown Virtual Academy	28				39		

Table 2 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

Table 3 - Youngstown City School District Discipline Occurrences (District Level)

Discipline Reason	2011-2012			2012-2013			2013-2014		
	Out of School Suspension	In-School Suspension	Emergency Removal by District Personnel	Out of School Suspension	In-School Suspension	Emergency Removal by District Personnel	Out of School Suspension	In-School Suspension	Emergency Removal by District Personnel
Truancy				35	77			15	
Fighting/ Violence	642	24	36	606	12	41	495	44	24
Vandalism	34			23			23		
Theft	25			19			17		
Use/Possession of weapon other than gun/explosive	17						11		
Use/Possession of tobacco	30			17			13		
Use/Possession of other drugs	19			30			33		
Disobedient/Disruptive Behavior	2256	3541	415	1820	4212	267	1114	6535	275
Harassment/ Intimidation	205	32	11	242	10	13	144		
Unwelcome Sexual Conduct	32			12			10		

Table 3 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

Table 4: Youngstown City School District Out of School Suspensions per 100 Students (Building Level)

Building	2011-2012	2012-2013	2013-2014
Chaney Campus VPA & STEM	39.6	42.6	46.5
Choffin Career Center	27.2	42.4	15.1
East High School	61.6	101.5	76.0
Harding Elementary School	32.2	17.3	22.5
Kirkmere Elementary School	20.0	19.5	
M L King Elementary School	7.3	22.9	14.6
P. Ross Berry 8th Grade Academy	165.6	162.5	
Paul C Bunn Elementary School	16.3	17.2	8.8
Rayen Early College	39.6	25.6	17.6
Taft Elementary School	13.2	6.8	3.5
University Project Learning Center	263.2	345.8	
Volney Rogers Middle School	107.0	99.8	
William Holmes McGuffey Elementary School	34.0	23.0	33.2
Williamson Elementary School	19.5	6.9	22.4
Wilson Middle School	109.0	46.5	
Youngstown Early College	2.5	8.5	10.0
Youngstown Virtual Academy	39.7	46.6	7.2

Table 4 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

Appendix C: Instructional Inventory and Sample Informal Survey

Instructional Inventory

Date: _____ **District IRN:** _____ **School:**_____ **Bldg:** ES MS HS
Subject: _____ **Grade Level:** _____ **# Students:** _____ **#Teachers:** _____ **#Assistants:**_____
Class: Gen ED ELL Special ED Self Contained Title I **Time in:** _____ **Total time:** _____
Part of Lesson Observed: Beginning Middle End **Observer:** _____

0 = No Evidence 1 = Partial Evidence (with comments) 2 = Clear and Consistent Evidence N/A = Not Applicable

O	*1*	*2*	*N/A*	*Inventory Item*	*Evidence*
	LEARNING ENVIRONMENT				
				1. The tone of interactions between teacher and students and among students is positive and respectful.	
				2. Behavioral standards are clearly communicated and disruptions, if present, are managed effectively and equitably.	
				3. The physical arrangement of the classroom ensures a positive learning environment and provides all students with access to learning activities.	
				4. Classroom procedures are established and maintained to create a safe physical environment and promote smooth transitions among all classroom activities.	
				5. Multiple resources are available to meet all students' diverse learning needs.	
				TEACHING	
				6. The teacher demonstrates knowledge of subject and content.	
				7. The teacher plans and implements a lesson that reflects rigor and high expectations.	
				8. The teacher communicates clear learning objective(s) aligned to Ohio's New Learning Standards.	
				9. The teacher implements appropriate and varied strategies that meet all students' diverse learning needs.	
				10. The teacher uses appropriate modifications for ELL and SPED students such as explicit language objective(s); direct instruction in vocabulary; presentation of content at multiple levels of complexity; and, differentiation of content, process, and/or products.	

O	1	2	N/A	Inventory Item	Evidence
				11. The teacher uses questioning techniques and provides multiple opportunities for students to engage in higher order thinking such as use of inquiry, exploration, application, analysis, synthesis, and/or evaluation of concepts. [Circle all that apply.]	
				12. The teacher implements teaching strategies that promote a learning environment where students can take risks such as make predictions, judgments and investigate.	
				13. The teacher paces the lesson to match content and meet students' learning needs.	
				14. The teacher conducts frequent formative assessments to check for understanding and inform instruction.	
				15. The teacher makes use of available technology to support instruction and enhance learning.	
				LEARNING	
				16. Students are engaged in challenging academic tasks.	
				17. Students articulate their thinking or reasoning verbally or in writing either individually, in pairs or in groups.	
				18. Students remember, understand, apply, analyze, evaluate and/or create concepts (Bloom's Taxonomy). [Please circle all that apply and provide examples.]	
				19. Students make connections to prior knowledge, real world experiences, or can apply knowledge and understanding to other subjects.	
				20**.** Students use technology as a tool for learning and/or understanding.	
				21. Students assume responsibility for their own learning whether individually, in pairs, or in groups. [Please provide examples.]	
				22. Student work demonstrates high quality and can serve as examples.	
				23. Students are engaged in productive learning outcomes.	

A Checklist for Standard III:
Assessment and Effective Data Use
Building _____ **Grade** _____

"Where We Are"			
Indicator I	**Just Getting Started**	**Almost There**	**Accomplished! *(Evidence)***

Technology			
1 .The district has an effective Student Information System.			
2. I have the data I need to make decisions about effective instruction and intervention.			
Data Collecting and Sharing			
1. The district has in place an accurate, balanced (formative and summative) set of assessments that can be easily used.			
2A. The district and schools have policies and practices in place to ensure regular collection and distribution of data?			
2B. I know who is responsible for data analysis and distribution at the school level? At the district level? *Please Circle.*	No No	Yes Yes	School Level District Level
	Just Getting Started	**Almost There**	**Accomplished! (Evidence)**
3. Organized, user-friendly and timely student achievement data and reports are readily available to all staff, especially to teachers, to measure progress.			
4. There is regular and ongoing discussion among staff and other stakeholders of reports concerning student achievement and other topics.			
Indicator II A			
Data Teams/PLCs			
1. Individual teachers and data teams use data to inform decision-making in their classrooms.			
2. Data teams are organized at our school. Give an example/evidence of how their work has changed instructional practice.			
3. Our district uses data to identify and provide intervention for at-risk students and low performing schools. Describe one of these interventions.			
	Just Getting Started	**Almost There**	**Accomplished! (Evidence)**
4. Our teacher and building based teams are well organized.			
Indicator II B			

1. The district has established a culture and system for using student assessment results for school and educator improvement and to improve student achievement.			
2. The district initiates, modifies, or discontinues resources/programs following the review of data.			
3. Goals are established or adjusted to address challenges revealed by data monitoring and/or analysis.			
4. Give an example of effective staff training and support regarding the use of student achievement data to improve performance.			

Indicator III			
Balanced Assessment	**Just Getting Started**	**Almost There**	**Accomplished! *(Evidence)***
1. The assessments in place represent a balanced system of formative (short cycle) and benchmark assessments to guide instruction.			
2A. Remedial and enrichment initiatives are in place to address the results of the balanced system of assessments.			
B. We monitor the effectiveness of these initiatives and adjust them as necessary.			
3. Give an example of how the results of benchmark and formative assessments used at the school and grade levels.			

Appendix D: List of Documents Reviewed

1. ADC Agendas and Minutes (November 2014 thru April 2015)
2. Approved Academic Distress Commission Youngstown Academic Recovery Plan
3. Assessment and Use of Data Training Schedule and Feedback Assessment
4. Board meetings Spreadsheet (July 1, 2014 thru May 1, 2015)
5. Board of Education Agendas and Minutes (November 2014 thru April 2015)
6. Board Policies and flow chart for policy approval
7. Calendar of assessment testing dates Assessment
8. Community Survey
9. Curriculum Resources
10. Curriculum Maps and Units
11. Academic Monitoring of Processes and Development
12. District developed assessments - samples
13. District Organizational Chart
14. District Report Card
15. District Website
16. DLT, BLT and TBT meeting agendas
17. DLT, BLT and TBT meeting minutes
18. Documents from the Ohio 8 Urban Conference
19. Fund 34 Fiscal Management
20. Fund 463 Budget Detail
21. Handbook of current building employees and licensures
22. Individual building plans
23. Lists of curriculum staff
24. Marketing Plan for Youngstown City Schools
25. Meeting agendas and minutes
26. Memos/Directives to members
27. Needs Assessment of Positive Student Support Team Procedures Survey
28. News Releases of district testing
29. One Plans for buildings
30. OPES and OTES Notebooks
31. PBIS Development Meeting (October, 28)
32. PBIS Fact Sheet
33. PBIS Meeting Sign-in Sheet
34. Plan to collect data to measure student outcomes
35. Positive Student Support Team Referral Packet
36. *Vindicator* article April 30, 2015
37. Procedural calendars
38. Project Aspire Certificate
39. Proposed draft of revised Positive Student Support Team
40. ODE Audit Review Google.doc
41. OIP 5-step training schedule
42. Quaglia Aspirations Year 3 of Demonstration Project plan
43. Required reports to document interventions and monitor students
44. Results from “Bringing Students Back” survey
45. School Choice Programs Marketing and Ad Campaign
46. Staff member list who viewed OLAC videos
47. Student Quaglia team rosters
48. Student Services Manual
49. Supervisory directives/checklists on goals of the building level programs
50. Teacher walk-through notes
51. Technology Plan
52. Training agendas/calendars for 2014-15\
53. Alignment of the Common Core to the Literacy Collaborative Framework
54. Updated list of school choice options for all students

55. Videos on district testing/learning program
56. Youngstown Fact Book 2015
57. Weekly “Friday Notes and “In the Know” from central administration offices
58. Youngstown “Happening” website
59. Youngstown City Schools Instructional System Framework (i.e. One Plan)
60. Youngstown State of Schools 2015
61. Youngstown Program of Study
62. Youngstown Staff Personnel Files