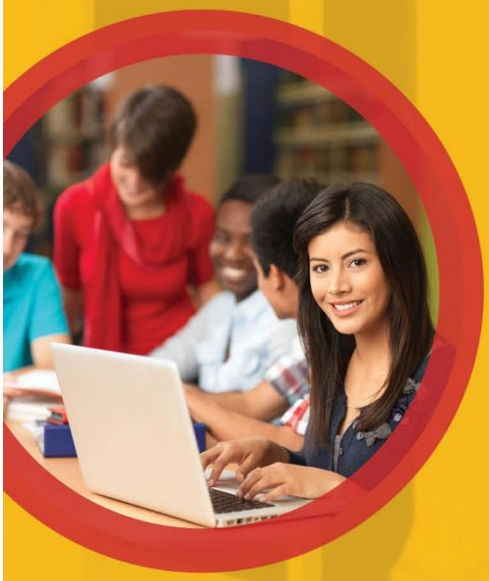

# Ohio

# Youngstown City School District

REVIEW CONDUCTED JAN. 25-29, 2016

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Ohio | Department of Education

# Youngstown City School District

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# Youngstown City School District Review Executive Summary

This review carefully considered the effectiveness of system-wide functions using the Ohio Department of Education's six district standards: leadership, governance and communication; curriculum and instruction; assessment; human resources and professional development; student support; and fiscal management. The site visit to the Youngstown City School District was conducted from Jan. 25-29, 2016. The following summary highlights some of the strengths, challenges and recommendations, which are further explained in the report.

## STRENGTHS

- The district has developed an improvement plan called the One Plan, which outlines the goals for raising student achievement.
- The district has adopted and is supporting implementation of core programs designed to develop students' conceptual understanding of mathematics required by Ohio's Learning Standards.
- The district has collected, disseminated and analyzed student data to drive decisions concerning student learning in the elementary grade levels.
- The district partners with Youngstown State University to implement programs involving its education students and district elementary students.
- The district has implemented positive behavioral intervention and supports to enhance academic and behavior outcomes for students.
- The district's Five-Year Forecast indicates a positive balance.

## CHALLENGES

- The district does not have systems and processes in place to address the instructional needs of its lowest performing school.
- Although the district has curriculum maps posted for all core subject levels, district-created documents either do not exist or lack specific components (e.g., resources, instructional strategies, vocabulary, differentiation strategies, etc.) that could promote desired instructional practices in all classrooms.
- District online formative assessments are not consistently administered across the district on a frequent basis. Therefore, data from this source cannot be monitored and used to guide instruction.
- The district lacks a comprehensive evaluation system that reflects a professional growth-based approach.
- Although the framework for Positive Behavioral Intervention and Supports (PBIS) is visible across the district, it is not implemented with fidelity.
- The district does not effectively allocate nor plan its fiscal resources to directly support district goals.

## RECOMMENDATIONS

- At East High School, ensure learning needs are addressed by implementing a teacher-based team common planning time for at least 40 minutes per week, and implement building leadership team meetings of at least 120 minutes per month.
- Revise existing curriculum documents by adding the specific standard, learning targets, strategies, resources, academic vocabulary, differentiation strategies, assessments, required depth of knowledge, and/or text expectations of the grade level.
- Consider replacing the district's online assessment program with a system that is easy to navigate and can provide assessments that are appropriate for all students.

- Implement a systemic operational approach to district processes in order to facilitate effective human resource management for the district.
- Establish a process that allows accessibility for students with disabilities to participate in the district's Choice Programs of interest that would support their academic and behavior needs.
- Create a five-year general fund financial forecast that accurately forecasts for future years all known revenue and expenditure activity and includes assumptions on items that are not fully known. Fully explain all trends and changes forecasted in future years in the accompanying notes.

# Youngstown City School District Review Overview

## PURPOSE

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

## METHODOLOGY

Reviewers collect evidence for each of the six district standards above. A district review team consisting of independent consultants with expertise in each of the standards review documentation, data and reports for two days before conducting a five-day district visit that includes visits to individual schools. The team conducts interviews and focus group sessions with 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 on-site review, the team meets for two days to develop findings and recommendations before submitting a draft report to the Ohio Department of Education. District review reports focus primarily on the system's most significant strengths and challenges, with an emphasis on identifying areas for improvement.

## SITE VISIT

The site visit to the Youngstown City School District was conducted from Jan. 25-29, 2016. The site visit included 49.5 hours of interviews and focus groups with approximately 144 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted four focus groups with elementary, middle and high school teachers; elementary, middle and high school students representing grades 3 through 12; and approximately 32 parents and community members.

A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendix B provides information about enrollment, expenditures and student performance. The team also conducted building observations and observed classroom instructional practices in 64 classrooms in 12 schools. Appendix C contains the instructional inventory tools used to record observed characteristics of standards-based teaching and the building observation form to take note of the climate and culture of the district's buildings. Appendix D lists the district documents that were reviewed prior to and during the site visit.

[1] Ohio Revised Code 3302.10

## DISTRICT PROFILE

Youngstown City Schools are located in Mahoning County. According to the United States Census Bureau, the estimated population of Youngstown City as of July 1, 2015, was 64,628[2], which represents a 3.5 percent decrease in population since the 2010 Census. Approximately 81.4 percent of the population graduated from high school[3]. The median household income in Youngstown City is $24,361, with 37.4 percent of the population living below the poverty line. In comparison, the median household income in Ohio is $48,849, with 15.9 percent living below the poverty line. According to the Bureau of Labor and Statistics, the seasonally adjusted March 2016 unemployment rate for the Youngstown-Warren-Boardman metropolitan area was 6.5 percent, compared to 5.1 percent for Ohio.

The average teacher salary in Youngstown City Schools had increased from 2011-2012 to 2013-2014 but declined over the most recent academic year. At the same time, the percentage of courses taught by highly qualified teachers has remained about the same. Teacher attendance has declined during this period. The percentage of teachers with master's degrees or higher has declined (see Table 1, Appendix B).

The racial makeup of the city of Youngstown is 43.0 percent Caucasian, 42.6 percent African American, 10.0 percent Hispanic, 0.6 percent Asian, 0.3 percent American Indian or Alaska Native, 3.2 percent multiracial and 0.2 percent other race[4]. The racial makeup of the school district (2014-2015) is 14.8 percent Caucasian, 63.7 percent African American, 15.2 percent Hispanic, and 6.2 percent multiracial (see Figure 1, Appendix B).

According to data submitted by the district, the number of students attending a school operated by the Youngstown City School District is on the decline. Since the 2009-2010 school year, the district's enrollment decreased by approximately 18.3 percent, however, there was a rise in enrollment in 2014-2015 (see Figure 2, Appendix B). There have been shifts in the district's demographics in recent years. Approximately 64 percent of students are African American, which represents a decrease from the 2009-2010 school year when African Americans made up about 69 percent of students. During that same period, the percentage of Caucasian students has declined from about 17 percent to approximately 15 percent, and the percentage of Hispanic students has increased from about 9 percent to about 15 percent. During the same time period, the percentage of students identifying as multiracial increased by 1.2 percent (see Figure 1, Appendix B).

The district currently is reporting almost 100 percent of its students as being economically disadvantaged. This is because the district is participating in the Community Eligibility Option program, which requires this reporting in order to provide free lunches to all students regardless of income (see Figure 3, Appendix B). In terms of other student groups, students identified as gifted decreased by 2.4 percent between Fiscal Years 2010 and 2015. Students identified as having limited English proficiency increased 1.4 percent during the same time period. The percentage of students with disabilities, with IEPs, decreased by about 2 percent.

Fewer than half of the children who live in the Youngstown City School District are choosing to attend schools inside of the district. Approximately 14 percent chose to travel to neighboring districts for their education. Almost three in 10 went to community schools and about 11 percent are using one of the state's scholarship opportunities and are attending private schools. (See Figure 4, Appendix B.)

## STUDENT PERFORMANCE

Information about student performance includes: (1) the differentiated accountability status[5] of the district; (2) the progress the district is making toward narrowing proficiency gaps as measured by the gap closure component; (3) English language arts performance; (4) mathematics performance; (5) Performance Index; (6) Value-Added performance; (7) four- and five-year cohort graduation rates and annual dropout rates; (8) disciplinary rates; (9) prepared for success after high school; (10) attendance rates; and (11) K-3 literacy. Information on the district's financial data (12) also is included.

[2] 2015 Population Estimate (as of July 1, 2015). United States Census Bureau, American Fact Finder
[3] 2010-2014 American Community Survey 5-Year Estimate, United States Census Bureau, American Fact Finder
[4] 2014 American Community Survey, Demographic and Housing Estimates, United States Census Bureau, American Fact Finder
[5] Differentiated accountability defines the roles and expectations of the school district and ODE based upon the performance of the local school district.

1. **The district report card summary.**
   A. On its 2014- 2015 report card, the district received a "C" grade in K-3 Literacy Improvement, a "D" grade in the Performance Index, and an "F" grade in Indicators Met, Annual Measureable Objectives (AMO), all four measures of progress (Value-Added), and the four- and five-year graduation rates.

2. **The district is not narrowing the proficiency gaps.**
   A. Youngstown faces significant achievement gaps and those gaps are not narrowing fast enough. Every one of the district's student groups is performing below the state's expectations in reading, and the district received an "F" letter grade for its 2015 Gap Closing measure (see Figure 5, Appendix B). Only about 15 percent of students with disabilities passed their 2015 reading tests, while most other student groups have failure rates of 50 percent or more[6].

   B. No subgroup met the state's expectations for math proficiency, and even fewer students were proficient in math than in reading. More than eight out of every 10 students who have disabilities failed their math assessments in 2015. More than 60 percent of the African American students failed their math tests, and for the other subgroups, the failure rate ranges from about 51 to 70 percent (see Figure 6, Appendix B).

3. **The district's English language arts performance.**
   A. When reviewing reading data across time, Youngstown performed below the state's expectations in reading for the last four years, and although some small gains were seen from the 2011-2012 through the 2013-2014 school years, 2014-2015 saw significant declines. Even prior to 2014-2015, the reading deficits were not closing fast enough (see Figure 7, Appendix B).

   B. The district met none of the state indicators for reading in 2014-2015 and fell below the state's expectations. At all grade levels, a significant number of students failed the state's reading assessment. In grades 7 and 8, approximately 70 percent of the students did not pass their tests (see Figure 8, Appendix B).

   C. The district showed slight increases in some grades' reading scores across the years, but the most recent test scores show declines (see Figure 9, Appendix B).

4. **The district's mathematics performance.**
   A. Youngstown's math data places the district below the state as a whole (see Figure 10, Appendix B).

   B. Youngstown is performing similar to its 'peers' in math in early grade levels, but the district falls far short of the state's expectations for math in 2014-2015. At all grade levels, students are failing their math tests. In grade 8, nearly 85 percent of students are failing. Youngstown met no indicators in 2014-2015 (see Figure 11, Appendix B).

   C. In 2014-2015, only grade 11 saw an increase in math scores (see Figure 12, Appendix B).

5. **The district's Performance Index[7] scores.**
   A. Youngstown City School District's Performance Index for 2014-2015 was 68.9, which is the lowest score in four years. Prior to 2014-2015, the district had seen increases in the Performance Index between FY12 and FY14. However, the district is still behind the state as a whole (see Figure 13, Appendix B).

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[6] The red line in Figure 5 represents the state's expectations for each subgroup in reading.

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

**6. The district's Value-Added performance[8]**

A. Table 2 shows Youngstown City School District's 2015 Value-Added data. The district received an "F" for its overall Value-Added grade in 2015. Only two of the five grades evaluated showed positive gains.

**7. Graduation[9] and dropout rates[10].**

A. The Ohio Department of Education released new graduation rate data in January 2016. Youngstown City Schools received a grade of "F" on the 2015 report card for both its four-year and five-year graduation cohort rates. Almost 35 percent of the district's students do not graduate on time, and the district's five year rates do not show much improvement. The district's graduation rates for both measures trail the state and similar district averages (see Figure 14, Appendix B).

B. Many students are failing to graduate and that percentage increased in recent years. Gains made between the class of 2010 and the class of 2012 have decreased in the classes of 2013 and 2014 (see Figure 15, Appendix B).

C. Figure 16 in Appendix B shows the number of Youngstown students who dropped out from a secondary school grade (grade 9 and higher) in each of the last three years, showing some decrease in 2014-2015.

8. **Disciplinary Actions per 100 Students.**

A. For all discipline types, the district's disciplinary actions per 100 students exceeds the state average, with a decrease in 2014-2015 (see Figure 17, Appendix B).

**9. Prepared for Success[11]**

A. The elements reported in Figure 18 in Appendix B come from Youngstown's class of 2014 and show that few students exited high school with an element that deems them to be Prepared for Success. About one in three students in the class of 2014 took the ACT, and the percentage scoring remediation free was 1.8 percent.

B. Four percent of students in the class of 2014 earned an industry recognized credential, 3.1 percent graduated with an honors diploma and no students scored 3 or higher on an AP exam or scored 4 or higher on an IB exam. Thirteen and one-half percent of students earned dual enrollment credit.

**10. Attendance Rates**

A. During FY12, FY13, FY14 and FY15, Youngstown City School District's attendance rate was lower than the state average, with the gap expanding in recent years (see Figure 19, Appendix B).

B. A student is deemed to be chronically absent when he or she misses at least 10 percent of the days when school is in session – usually about 17 to 18 days in the normal school year. In the last three years, the percentage of students missing 10 percent of the school year or more has grown from 22 percent to almost one-third of the students (see Figure 20, Appendix B).

C. About 40 percent of Youngstown's students miss fewer than 5 percent of their school days. Another 28 percent miss more than 5 percent of the days but less than 10 percent. Twenty-two percent, i.e., more than 1000 students miss between 10 percent and 19.9 percent of their school days, while another 402 students (nearly 9 percent of the district's enrollment) miss at least one day of school per week, placing them in the Severely Chronically Absent category (see Figure 21, Appendix B).

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[8] Student growth, or growth standard, represents the minimum amount of progress students in the district should be expected to make in a grade.
[9] Graduation rate is the percentage of students that received a regular or honors diploma during or before the end of the school year.
[10] As defined by the U.S. Department of Education, dropout rate represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate.)
[11] Beginning in 2014, the Ohio Department of Education released additional data about each district's graduates in a component called Prepared for Success. These elements show the extent to which a district's students are prepared for college or a career.

D. Table 3 in Appendix B shows the percentage of Youngstown City School District students in each grade who have missed at least 10 percent of the school year. The percentages increase slightly as the students grow older.

**11. K-3 Literacy[12]**

A. About 64 percent of the 575 Youngstown students identified as being not on track later improved to being on track (see Table 4, Appendix B).

**12. Financial Data**

A. Youngstown City School District spends less on classroom instruction than its peer comparison group average and the state average. Among the 49 districts in the district's comparison group, Youngstown ranks 49th in terms of percent spent in the classroom (see Figure 22, Appendix B).

B. During the 2014-2015 school year, the district spent more than the state average on its students (see Figure 23, Appendix B).

C. Youngstown City School District had a total budget of $132.4 million for the 2014-2015 school year. More than 70 percent of its revenue came from the state, with local money making up the second highest percentage (see Figure 24, Appendix B).

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

In order to address reading deficits early, the K-3 Literacy Improvement looks at how well districts are doing in working with struggling readers in the early grades.

# Youngstown City School District Review Findings

## STRENGTHS

### Leadership, Governance and Communication

**1. The district has developed an improvement plan called the One Plan, which outlines the goals for raising student achievement.**

A. A review of the One Plan showed that the district incorporated recommendations from the 2014-2015 Academic Recovery Plan and from the Ohio Department of Education's 2014 District Review Report.

B. According to the One Plan, which was recently revised on Dec. 7, 2015, the district cites two goals, which are as follows:

- Goal One: By the 2016-2017 school year, the students of Youngstown will be college and career ready as evidenced by the following measures, which are included on the Ohio School Report Cards:
  - Performance Index of 85 (rated "C" on the district report card) for two consecutive years;
  - Academic performance indicators: 14 indicators out of 22 met; and
  - K-3 Literacy Measure grades maintained at a 'C' or above.

- Goal Two: By the 2016-2017 school year, Youngstown City Schools will demonstrate improvement in the climate and conditions that support community, families, students and staff as measured by:
  - An increase in student attendance to 93 percent in elementary schools; 91 percent in middle schools and 90 percent for high schools;
  - An increase of staff participation in professional development to 95 percent; and
  - An increase of the four-year graduation rate to a minimum of 80 percent for all student groups**.**

**IMPACT**: When the district creates an improvement plan that outlines clear priorities based upon student needs, with adult and student indicators, the plan can provide guidance and monitor progress toward achievement.

### Curriculum and Instruction

**1. The district's curriculum leadership ensures the consistent use, alignment and effective delivery of the district's English language arts curriculum.**

A. The district has aligned its English language arts curriculum guides to Ohio's Learning Standards and has made them available to teachers at the building level and on the district website.

B. The district's literacy model of instruction has resulted in positive gains in reading growth of grades K-3 students, as measured by the reading diagnostic assessment and the grade 3 English language arts Ohio Achievement Assessment.

- According to the Ohio Department of Education, the "K-3 literacy improvement measures how well districts and schools are helping young student who are reading below grade level." It measures how well schools moved students who were identified as "not on track" to read at grade level to being "on track" within a specified time period.
- Building-level K-3 Literacy Improvement grades on the 2015 Ohio School Report Cards are as follows: Paul C. Bunn – A; William Holmes McGuffey and Williamson – B; Harding, Martin Luther King and Taft – C.

C. Building-level instructional coaches receive training on The Ohio State University's Literacy Collaborative instructional model two to three times per year.

D. Classroom teachers at the elementary level receive more than 40 hours of professional development through building instructional coaches over a two year period on the research-based model of literacy instruction.

**IMPACT:** When the district ensures that curriculum documents and taught curriculum are aligned to state standards across grade levels and schools, improved student achievement may occur.

**2. The district provides additional time and support for individualized instruction for elementary students who are not on track to achieve proficiency in reading.**

A. As evidenced through interviews with administrators and teachers, as well as documentation from the university partner, elementary students not meeting grade-level expectations in reading receive intervention specific to their individual needs**.**

- Reading Recovery, a one-to-one, research-based reading intervention, is offered to first grade students at two elementary buildings, Paul C. Bunn and William Holmes McGuffey.
- Leveled Literacy Intervention is implemented by licensed teachers across all elementary schools.
  - Leveled Literacy Intervention is a small-group supplemental literacy intervention that provides reading and writing supports for the lowest achieving students at their grade level.
  - Teachers and administrators shared that having licensed teachers as Leveled Literacy Collaborative tutors has been instrumental to the success of the intervention program during the 2015-2016 school year.
- Through Project Pass, a grant-funded partnership with Youngstown State University, approximately 300 second grade students are tutored by Youngstown State University education students. The goal of this program is to help the grades 2-3 students reach their literacy goals for the school year.

**IMPACT:** When the district provides its students, who are not on track to meet grade level expectations with additional instructional time and targeted intervention specific to their learning needs, it may increase the likelihood of the students attaining proficiency on state standards-based assessments.

**3. The district has adopted and is supporting implementation of core programs designed to develop students' conceptual understanding of mathematics required by Ohio's Learning Standards.**

A. Evidence found in both written documents and interviews with curriculum department leaders reveals that the district is providing professional development on Carnegie Learning to grades 6-12 teachers and on Bridges Mathematics to grades K-5 teachers. The district is using both external consultants and district mathematics coaches to conduct the trainings.

- According to a district summer professional development listing, a common core Math Academy was offered for grades K-5 teachers to build understanding of the instructional shifts required by Ohio's Learning Standards.
- Elementary teachers received 1.5 days of training on the components of the newly adopted math program, and follow-up building-level trainings were offered to provide support in implementation.
  - Building-level instructional coaches provided teachers with support in implementing the components of the Bridges Mathematics series at the elementary level.
- Teachers at the middle and high school levels received ongoing support from mathematics instructional coaches and a consultant from Carnegie Mathematics.

    - According to the summer 2015 professional development calendar, training on the implementation of the Carnegie Learning program was offered to teachers.
    - According to interviews, the Carnegie Learning consultant meets with middle and high school teachers on a monthly basis to conduct on-site coaching, model in-class lessons and support online components of the program.
- Teachers and administrators receive weekly communication regarding student progress on independent learning modules designed to meet the students' individual instructional needs and support classroom learning at the elementary grade levels.
    - The Carnegie learning consultant aids the teachers in collecting and analyzing summative and formative assessment data in order to make instructional changes that improve teaching and learning.

**IMPACT:** When the district implements a mathematics curriculum program that is research-based and aligned with Ohio's Learning standards, as well as provides opportunities for educations to learn and implement effective instructional strategies, it may ensure that students will be able to learn to the best of their abilities.

### Assessment and Effective Use of Data

**1. The district has collected, disseminated and analyzed student data to drive decisions concerning student learning in the elementary grade levels.**

A. During the teacher and principal focus groups, it was shared that teachers meet bi-monthly to discuss student data.

B. As evidenced in the teacher-based team meeting minutes, teachers have gathered and interpreted student data as outlined in the Ohio Improvement Process.

C. According to the teacher-based team meeting minutes, teachers have discussed pre- and post-assessment data, discipline and attendance data, and classroom walk-through findings.

D. Meeting minutes at the elementary levels also suggest that teachers have used data to place students in appropriate tiers and provide interventions.

E. According to district leadership team minutes, building-level student data has been communicated during the monthly meetings.

**IMPACT:** By gathering, interpreting and using data in a collaborative environment, the district can ascertain progress toward goals identified in the district and school plans and make mid-course corrections to improve student achievement.

### Human Resources and Professional Development

**1. Professional development provided by the district is focused and designed to meet teachers' needs.**

A. The district is implementing the research-based Literacy Collaborative professional development program through a partnership with The Ohio State University.

- A review of district and building improvement plans, district leadership team, building leadership team and teacher-based team minutes and agendas indicate that the implementation is taking place according to the Literacy Collaborative program guidelines.
- Administrative walk-throughs, instructional rounds, assessment data and classroom observations also confirm that the program is being implemented and monitored.
- Professional development is job-embedded by design with building-level literacy coaches providing support on an individual and small group basis to teachers who are implementing the model.

- A review of professional development exit surveys indicated that teacher feedback is being provided to inform planning.

B. The district has integrated technology into professional development.

- The district has assigned an integration specialist to work directly with the Curriculum department.
- Interviews with central office staff and administrators, building principals, teachers and technology staff confirmed that the integration of technology into professional development is a priority of the district.
- A review of the technology website and district online professional development calendar revealed a variety of technology training for staff that supports the current goals of the district.

C. A part-time technology support position exists at each building to provide support to teachers. Teachers that were interviewed indicated that they valued this support.

**IMPACT:** The implementation of research-based professional development that meets the teachers' needs may increase the depth of knowledge and skills of the teaching staff.

**2. The district ensures that each principal has the authority, guidance and assistance needed to make staffing decisions for their buildings.**

A. According to interviews with building principals and a review of the human resources hiring procedure guidelines, principals are directly involved in the selection process for new staff members in their buildings.

B. Based on a review of human resources hiring procedures, interviews with central office staff, administrators and newly hired teachers, it was found that the district provides process guidance as well as a standardized bank of interview questions that are to be selected from in order to assess all candidates in a standardized manner.

**IMPACT:** Involving building principals in the hiring process to staff their respective buildings has the potential to improve the quality of the instructional staff and align assignments to specific building needs.

**3. The district partners with Youngstown State University to implement programs involving its education students and district elementary students.**

A. The district entered into a partnership with Youngstown State University in order to engage its education students in the Penguins Assistance for Student Success (PASS) Program.

- The PASS program seeks to improve overall reading ability for the district's second-graders through one-on-one tutoring and reading interventions implemented by Youngstown State University students to aide in the passage of the standardize assessments and the Third Grade Reading Guarantee.
- More than 300 Youngstown State University education students participate in the PASS program.
- According to PASS program data, as well as reports and promotional publications reviewed, during the 2014-15 school year, more than 15,000 hours of on- on-one tutoring in reading has taken place through the program.

B. According to interviews with district and Youngstown State University staff, students are completing both the technical observation component and student teaching in the same school.

- When interviewed, newly hired teachers indicated that the PASS program helps to build relationships and provides a connection to their schools with the hope that the education students will seek employment with the district upon graduation.

- A district staff member was quoted as saying, “After working in our schools, these Youngstown State students have changed their perception of working in an urban classroom and want to come to work for us.”

**IMPACT:** The partnership with Youngstown State University has the potential to increase student achievement and provide a source of new teachers for the district.

### Student Supports

**1. The district has established a process to provide intervention supports to students who are not meeting academic and behavioral goals.**

A. According to focus group participants, the district has established a positive student support team and is using this team as a process to select intervention and support for students.

B. The positive student support team (PSST) includes building principals, teachers, parents, support personnel and a community leader. This team selects interventions in order to provide academic and or behavioral supports to students.

- Based on document reviews, interviews and classroom observations, this process is occurring at the elementary, middle school and high school levels. Based on the positive student support document review, it states the following:
  - When a teacher or parent recognizes that a student is at-risk for not meeting academic and/or behavioral goals, determined by pre-set benchmarks for local and district assessments, as well as frequency of poor behavior referrals, the teacher or parent will initiate a positive student support team referral.
  - A positive student support team teacher leader or referring teacher provides the requested information regarding the student's academic and behavior performance concern. Prior to requesting assistance, the classroom teacher or parent completes a needs assessment.
  - The community leader is hired by the school district through one of its community partners, the Methodist Church. Its role on the PSST is to gather student profile information, work with the parents to complete forms in the positive student support team packet and ensures that all documentation is filled out appropriately. According to a participant in the principal focus groups, “Each building has documented referrals and an assigned community leader.”
  - The positive student support team meets to collaborate and develop a student learning plan that provides immediate intervention support to the student.
  - With parental consent, the community leader will make a referral to a local community service agency (such as D&E Counseling) or district community partners to request assistance for students and families based on the identified needs. Some district community partners include the United Methodist Church and Youngstown State University.
  - In an interview with student support personnel, a participant revealed that the “positive student support team is a huge community piece. When a child needs glasses, prescriptions filled, or has a doctor’s appointment, door-to door transportation is provided by the district.”
  - The positive student support team schedules a follow-up meeting in order to review the impact of the interventions. The follow-up time is six weeks after the initial meeting.

**IMPACT:** When the district uses a process to monitor the academic and behavioral progress of its students and uses data to provide intervention supports, it may be able to address the barriers that hinder the students’ abilities to meet pre-determined goals.

**2. The district has implemented positive behavioral intervention and supports to enhance academic and behavior outcomes for students.**

A. According to interviews, the regional state support team provided professional development to the district leadership team and principals on positive behavioral intervention and supports.

B. The district leadership team created four overarching behavior expectations to be displayed in every school building, which are as follows: Be Respectful; Be Responsible; Be Engaged; and Be Safe.

- According to interviews, focus groups and observations, a district-wide email was sent to solicit input from teachers on the overarching behavior expectations.
- The four behavior expectations were posted on the second floor of the district office and in various areas of school buildings.
- A matrix that provides examples of acceptable behavior was posted in the hallways, classrooms and in two out of 14 school buildings observed.

C. The district has purchased a School-wide Information System (SWIS), a Web-based information system for gathering, entering, summarizing and using office discipline referrals to help school personnel use office referral data to design schoolwide and individual student interventions.

**IMPACT:** When the district implements a schoolwide system of support that includes proactive strategies of defining, modeling and reinforcing positive student behavior, this increases the likelihood of a positive learning environment with reduced disruptive behaviors. The implementation of the positive behavioral and intervention supports framework may assist school personnel in adopting evidence-based behavioral interventions to enhance academic and social behavior outcomes for all students.

## Fiscal Management

**1. The district's Five-Year Forecast indicates a positive balance.**

A. Interviews with the current and previous treasurer and a review of the district's Five-Year Forecast and assumptions show a positive and increasing carryover balance for the period of FY16 through FY20.

- The carryover balance in the general fund was $10,580,965 at end of FY15. The projected balance for the end of FY20 is $24,639,183 according to the Five-Year Forecast dated Sept. 29, 2015.

B. The State Foundation document and the Five-Year Forecast show that state funding for FY16 is projected to increase by 2.6 million dollars and by an additional 1.4 million dollars in FY17. At the time of the review, the state budget had not been developed for FY18 through FY20.

C. The district's renewal emergency operating levy passed in November 2015. The levy allows the district to continue operating with a positive fiscal balance. With the passage of the levy, the Five-Year Forecast Assumptions document shows a beginning balance of 29.4 million in 2020.

D. In FY16, the district joined the Stark County Insurance Association to eliminate the district's responsibility of expenses for all health insurance benefits. The new health insurance plan became effective for employees who are members of AFSCME (American Federation of State, County, and Municipal Employees**)** on July 1, 2015, and January 1, 2016, for Youngstown Education Association members. The plan is projected to save the district approximately $4 million per year according to the most recent assumptions from the office of the treasurer.

E. According to the Five-Year Financial Forecast notes, 30 certified staff retired at the beginning of the 2015-2016 school year. The retirements of higher compensated staff and subsequent replacement hirings of lower compensated staff resulted in a net savings of more than $130,000 as demonstrated by a reduction in salaries from $7.58 million in FY15 to a projected $7.45 million in FY16.

**IMPACT:** When the district's Five-Year Forecast shows a positive balance, resources can be allocated to directly support district goals to promote student achievement.

## CHALLENGES AND AREAS FOR GROWTH

### Leadership, Governance and Communication

1. **The board of education does not provide focused oversight of the district to improve student achievement.**

   A. A review of board meeting minutes from June 9, 2015, through Jan. 12, 2016, did not reflect that the board monitors the district's progress toward meeting the goals of the district's One Plan.

   - There is no indication that student achievement data has been discussed to guide policies and decision making, as evidenced by the board meeting minutes.

   B. At the time of the district review, no evidence was presented to show that the board of education has completed an evaluation of the interim superintendent based on mutually agreed upon goals for the district.

   - According to interviews with district administration, fiscal staff and board members, the board has not collaborated with the interim superintendent to develop goals aligned to the interim superintendent's evaluation.
   - The interim superintendent assumed leadership on July 1, 2015. In December 2015, the board voted to extend his contract for an additional six months without an evaluation.

**IMPACT:** When the board of education does not set and prioritize goals and collaborative efforts to develop district goals with the interim superintendent do not occur, the district may miss opportunities to address and impact student achievement.

2. **The district does not have systems and processes in place to address the instructional needs of its lowest performing school.**

   A. East High School is designated by the Ohio Department of Education as a priority building, and it ranks in the lowest five percent of all Ohio schools in academic performance. Due to this ranking, the Ohio Department of Education calls for the district to organize support and resources that facilitate improvement in instructional practices and student performance.

   B. One requirement outlined by the department of education to improve student performance in a priority school is to "implement teacher-based team common planning time for at least 40 minutes per week; and implement building leadership team meetings of at least 120 minutes per month."

   - Based on a review of teacher-based team protocols, between September 2015 and November 2015, East High School's teacher-based teams conducted five one-hour meetings.
   - Although the school's building leadership team schedule showed monthly meetings scheduled for Sept. 17, Oct. 8, Nov. 5, and Dec. 10, 2015, the building leadership team protocols that were reviewed did not confirm that the meetings occurred.

**IMPACT:** When the district does not implement systems and processes to address the needs of its lowest performing school, opportunities to improve instructional practices and student achievement may not be realized.

### Curriculum and Instruction

1. **The district does not collect focused data or thoroughly develop the principals' skills to provide feedback to teachers that promotes the needed shifts in instructional practice for the improvement of student achievement.**

   A. While the district has put in place a comprehensive system of gathering evidence of effective instructional practices, formative instructional practices and climate/conditions for learning, the data collected is broad in scope and not clearly defined or connected across initiatives.

   - The Ohio Department of Education's academic monitor stated, "The information gathered through rounds is not specific enough to do anything with it."

- A district curriculum staff member stated, “We now have the right programs in place. We need to focus on fidelity of implementation, [but] the data collected during district learning rounds does not provide information as to the degree instructional practices that define those programs are being implemented.”

B. Data from classroom visits conducted by the district review team showed patterns of ineffective instructional practices in a significant number of classrooms that contribute to low academic expectations. Observer ratings were on a 6 point scale and ranged from 0-5 with 0 representing “no evidence of the practice occurring” and 5 representing “exemplary implementation.”

- In 15 of 31 (48 percent) lessons observed, students lacked adequate opportunities to be engaged in discussions or activities requiring higher-level thinking. The average score given was 2.23 on a 6-point scale with ratings ranging from 0 to 5.
- In 22 of 43 (51 percent) lessons observed, students lacked opportunities to be engaged in challenging tasks. The average score was 2.09 with ratings ranging from 0 to 4.
- In 13 of 30 (43 percent) lessons observed, students lacked sufficient opportunities to share their thinking or reasoning verbally or in writing. The average score was 2.33 with ratings ranging from 0 – 4.
- In 14 of 30 (47 percent) lessons observed, students lacked adequate opportunities to make connections to prior knowledge, real-world experiences or apply knowledge and understanding to other subjects. The average score was 2.23 with ratings ranging from 0 to 4.

C. According to interviews, although building principals have increased autonomy to address professional development needs at the building level, they are not consistently involved in professional learning opportunities that would deepen their understanding of the instructional practices that support Ohio’s Learning Standards and district-adopted programs.

- According to the Literacy Collaborative Implementation survey responses and interviews with staff, instructional coaches meet monthly with building principals to highlight areas of professional development to watch for during classroom visits. However, principals are not able to consistently attend training with their teachers.
- Agendas for three-hour monthly principal meetings reflect a focus on management issues rather than on professional learning and instructional leadership.
    - Only one monthly agenda included time for the building principals to view the Formative Instructional Practice (FIP) module and lead implementation at the building level.
- Interviews with a Curriculum department member indicated principals could not receive additional professional learning during the instructional day.
- Interviews with Curriculum and Human Resource department members, as well as written agendas from principal meetings reflect that principals have had one limited opportunity to deepen their skills in collecting and calibrating evidence of instructional practice in evaluating teachers.

**IMPACT:** When the district focuses on program implementation rather than on shifts in instructional practice to meet the demands of Ohio’s learning standards, there is a decreased likelihood that students will have an opportunity to increase their learning and meet grade-level standard expectations.

**2. Although the district has curriculum maps posted for all core subject levels, district-created documents either do not exist or lack specific components (e.g., resources, instructional strategies, vocabulary, differentiation strategies, etc.) that could promote desired instructional practices in all classrooms.**

A. According to interviews and written documents, the mathematics maps/pacing guides represent the publisher's (and not the district's) scope and sequence for implementation of the adopted text and/or software programs.

B. According to district curriculum documents provided and posted on the district website:

- Curriculum documents lack specific reference to the text and level being used to ensure all students are working within grade-level text during some component of the adopted literacy framework.
- With the exception of science, curriculum documents do not provide strategies or identify academic vocabulary to be taught to support students in reading and comprehending grade-level material.
- Curriculum documents do not consistently provide specific direction for intervention, strategies, technology integration or assessment.

**IMPACT:** When the district does not complete its own alignment process based on Ohio's Learning Standards or provides only a map based upon moving through the textbook, it may lose the opportunity for teacher input and a heightened awareness of the expectations set in Ohio's Learning Standards, as well as recognition for the need to supplement instruction to meet the diverse needs of its students.

**3. The district lacks a comprehensive system of tiered supports with sufficient staffing across all grade levels and schools.**

A. Evidence collected during classroom visits and walk-throughs indicates differentiation within core instruction is not consistently observed.

- In 20 of 36 (56 percent) lessons observed by district review team members, the use of appropriate and varied strategies to meet all students' diverse learning needs that would address differentiation of content, process and/or products were rated "inadequate." The average score was 2.11 on a 6-point scale. Ratings ranged from 0-5.
- District rounds data shows low percentages of grouping/regrouping of students according to needs.

B. According to interviews and the district website, the availability of intervention services across buildings is not clearly defined or equitably distributed.

- While students in grade 9 are assessed with Scholastic Reading Inventory (SRI), as evidenced through interviews with district personnel and assessment documents, it remains unclear how students are selected for replacement class instruction with Read 180/System 44 at East High School.
- Chaney uses Read 180 as an intervention program for students in grades 7 and 8.
- Harding Elementary School staff provide tutoring services for mathematics.

C. According to interviews with teachers and administrators, inclusionary and co-teaching practices vary by building and are driven by the schedule rather than the specific needs of students.

- A principal shared, "We must look at our inclusion model and how they (teachers) are distributed. We need one inclusion teacher for each grade level."
- A teacher shared, "The inclusion teacher is there for 20 minutes because she has so many students. Co-teaching is not realistic."
- An interview with the state support team referenced challenges with scheduling at East High School due to students with disabilities being scheduled last.

D. While a range of social/emotional supports are provided by community partners, evidence from interviews with building principals suggests a comprehensive approach is lacking.

- A building principal highlighted the existence of an embedded social-emotional learning curriculum at Programs of Promise at Wilson but revealed the district lacked a long-term vision for alternative programs.
- Building principals reported that they were asked to provide a list of desired wrap-around services but have not received any follow-up concerning their requests.

**IMPACT:** The lack of a tiered system of supports with appropriate staffing may result in the academic and non-academic needs of students not being addressed.

### Assessment and Effective Use of Data

1. **District online formative assessments are not consistently administered across the district on a frequent basis. Therefore, data from this source cannot be monitored and used to guide instruction.**

   A. Teacher logins to the district's purchased online assessment program show an approximate 79 percent decrease from October 2015 to logins in November and December.

   B. Staff members cited the following reasons during focus group sessions as to why the district's purchased online assessment program is not used on a regular basis:

   - The application does not provide reliable formative assessments in reading;
   - The application is not user friendly; and
   - The questions in the test bank are "poorly designed" and insufficient to assess students at the upper and lower achievement levels.

**IMPACT:** By not using the district's chosen formative assessment tool frequently, data from this source cannot be monitored and used on a continuous basis to guide instruction and determine individual remedial and enrichment requirements.

2. **District staff does not frequently update the online student information system, Progress Book, in order to keep parents informed of their children's attendance, grades and assignments.**

   A. Parent and community focus group participants agreed that for parents without internet service, it is not evident that the district has made a computer available at each school building to access the student information system. At the time of the district review, it was not evident during building observations that there is a designated computer for parents to access their student's online information.

   B. Participants in principal and teacher focus groups shared that approximately 25 percent of their parents access Progress Book to check their students' grades.

   C. During the student focused group meeting, three of 26 student participants indicated that their parents check grades and homework online.

   D. Principals stated there is no mandated requirement for teachers to update Progress Book frequently, therefore, the student information system is not updated by many teachers on a regular basis. Teacher focus group attendees voiced that the reason for not updating the system regularly is because very few parents access the program.

**IMPACT:** When student data are not communicated in a timely manner to parents and students, these key stakeholders may miss available information to regularly monitor student performance and implement improvement strategies.

3. **The district does not have in place a normed assessment that is standards based and state approved that will establish benchmarks at the beginning of the school year and assess student growth frequently throughout the school year.**

A. During interviews with the Curriculum department staff, it was indicated that there is a need for better assessments, and the department is currently investigating vendor-created assessments.

B. Interview and focus group participants revealed that some teachers create their own assessments while other teachers create assessments based on questions taken from the district's online assessment program.

**IMPACT:** By not having a normed, standards-based, state approved assessment to monitor student growth throughout the year, next step strategies may not be identified in a timely manner to determine individual student remedial and enrichment needs.

### Human Resources and Professional Development

**1. The district lacks a comprehensive evaluation system that reflects a professional growth-based approach.**

A. Based on a random review of 50 percent of administrative personnel files, it was noted that certificated and classified evaluation documents are not current or consistent, nor does the evaluation process reflect a professional growth-based approach.

- During interviews with central office administrators, it was stated that individual administrators have made attempts at starting a growth-based evaluation system, but no district-wide approach currently exists.
- Existing evaluation documents reviewed were primarily in checklist formats with little evidence of goal setting or growth targets.

B. Interviews with district administrators and board members revealed that administrative turnover has created an atmosphere of uncertainty and has contributed to a lack of consistency in the approach to the evaluation of staff.

**IMPACT:** The lack of a growth-based system of evaluation for all staff members may hinder increased performance and contribute to continued staff turnover in the district.

**2. The Human Resources office lacks systematic processes in order to provide an effective system for documentation, record keeping, data analysis and communication.**

A. A random review of 69 personnel files revealed a lack of consistency in the documents included in files.

- Forty-two teacher files did not contain evaluation documents for the 2014-2015 school year.
- Nine administrator files did not contain evaluation documents.
- Ten teacher files did not contain certification/licensure verification.
- Four certificated administrator files did not contain certification/licensure verification.
- Certification/licensure had to be verified through the Ohio Department of Education's CORE portal and evaluation data through the Ohio eTPES website.

B. According to interviews with district administrators, building principals and teachers sharing the existing system makes it difficult to produce needed documents or data in an efficient, timely or useful manner.

C. Newly hired teachers reported inconsistencies in the communications received from the Human Resources office during the initial stages of the hiring process, including information for the new hire orientation meeting.

**IMPACT:** When the district does not employ systematic processes to maintain appropriate documentation, inaccurate records and data analyses may be produced to communicate misinformation about the district's staff attendance, licensure and resource allocation.

3. **The teacher and principal evaluation process, while aligned to the state model, is currently not being consistently used with a focus on professional growth.**
   A. Principals and teachers stated that it has been a challenge to meet the time requirements of the Ohio Teacher Evaluation System process and, therefore, the conversations and collaboration needed for a professional growth model have been difficult to achieve.
   B. Teachers described inconsistencies in the approach to the implementation of the Ohio Teacher Evaluation System in the district.
      - A random review of 24 evaluations in progress in the eTPES system and personnel files corroborated a lack of consistency in approach to the teacher evaluation system.
   C. Principals indicated that due to a six-month vacancy in the position of director of Human Resources, all of their evaluations for the 2014-2015 school year had to be administered by the interim superintendent.

**IMPACT:** The inconsistent implementation of the Ohio Teacher Evaluation System and Ohio Principal Evaluation System in the district may prevent an opportunity for the district to develop growth and improvement in both instruction and leadership within the organization.

## Student Supports

1. **Although the district has a process to provide intervention supports to at-risk students, there is no tiered continuum of support services to address the academic needs of all students.**
   A. Based on document reviews and interviews, the district does not use varied instructional resource materials to support the academic and behavior needs for all students.
   B. According to interviews and the positive student support team folder, the intervention strategies provided are not accessible to all students.
      - Response to intervention is a multi-tiered approach to high-quality instruction and universal screening. Tier I is standards-based core learning for all students. Tier 2 is needs-based learning to provide additional small group support. Tier 3 is intensive support that can be individually based on a student's need. In Tier 2, kindergarten through fifth grade students not making adequate progress in the core curriculum are provided intervention instruction by LLI-certified and trained tutors for 30, five days a week.
      - According to interviewees and focus groups, leveled literacy intervention is the only researched-based intervention currently being implemented in the elementary school.
        - Fewer than 50 percent of students in grade 6 also receive this support, however, due to personnel shortage, this intervention is not offered to all students in grade 6.
      - Through the Project PASS program, 300 Youngstown State University students tutored students in grade 2 to prepare them to meet the requirements of the Third Grade Reading Guarantee. According to the Ohio Department of Education, "a student in grade 3 must achieve a promotion score [on state achievement assessment] at some time during the third grade year."
      - According to student focus group participants, a structured afterschool tutoring program is not provided for all grade levels.

- The district is not implementing the Read 180 instructional program as designed. Read 180 is designed to last for 90 minutes. It is a reading intervention program and is a comprehensive system of curriculum, instruction, assessment and professional development.
- According to interviews, at the middle school level, components of Read 180 is used as an intervention support to a Critical Reading class. A shortened model was created by a teacher in the district to include all components of Read 180. The class has a 45- to 50-minute model consisting of a small reading comprehension group, online academic vocabulary, independent reading and writing.
- According to interviews, at the elementary level, math coaches provide support to students in the classroom on a one-on-one basis, in small groups or assist with instruction. At the middle school, math coaches are available after school to provide students with homework support and tutoring.
- According to the principal focus group participants, there are no math coaches assigned to the high school. The principals revealed that the lack of intervention support in mathematics at the high school level is due to limited supplemental educational programs and personnel shortages.
    - An interviewee said, "[There are] no coaches at the high school level; middle school [staff] have a little more help than high school."

**IMPACT:** When the district does not have a tiered continuum system of support, this may reduce its ability to address learning needs for all students.

**2. Although the framework for Positive Behavioral Intervention and Supports (PBIS) is visible across the district, it is not implemented with fidelity.**

A. According to document reviews, interviews, focus groups and observations, there is no clear explanation as to what baseline data was used for implementing PBIS, what action steps would be taken in the process nor what kind of evaluation process would be used.

- An interviewee said, "The district picked out four schools that had the [highest discipline problems] to do PBIS training. The training was inadequate."

B. The district leadership team and principals received PBIS training on Aug. 21, 2015. Principals received additional professional development during an early release day on Oct. 26, 2015.

- The first year for implementation of PBIS is "laying the ground work," according to an interviewee.
- The state support team said, "The initial [professional development] for PBIS was a full day and the remaining [professional development] was on an early release day." They also said, "Year one is laying the ground work," regarding PBIS.
- Principals were responsible for training teachers on the implementation process for PBIS.
- The posting of the four overarching district expectations varied from building to building, being visible upon entering some buildings, in some classrooms or hallways, on some lockers and in conference rooms.
- In focus groups, students were unable to recall or identify any of the components of PBIS.

**IMPACT:** When there is inconsistency in the implementation of Positive Behavioral Intervention Supports, this may reduce the ability of the district in identifying and teaching behavioral expectations.

## Fiscal Management

**1. The district does not effectively allocate nor plan its fiscal resources to directly support district goals.**

A. The Five-Year Forecast does not indicate funds are allocated to cover the yearly salary step increases for district employees in FY18, FY19 or FY20.

B. The district advanced $950,000 from its general fund to the adult education program to cover cost of the first semester of FY15.

- The district offers adult education programs for the community through its adult education department at Choffin Career Technical Center. Program participants pay to enroll in their selected programs and receive certification upon completion of the required coursework.
- According to interviews with the director of the career center, the treasurer and assistant treasurer, the district lost its accreditation for the adult education programs. As a result, the enrolled adult education students who applied for Pell Grants or direct student loans in fall 2015 did not receive funds to pay for their classes.
- District administration decided to still offer the courses for the adult education students without payment and advanced $950,000 from the district's general fund.

C. The district failed to spend $1,651,786 of Title I Federal Grant money for the 2015 grant year, which ended Sept. 30, 2015.

- The district receives Title I Federal Grant dollars to provide education support for economically disadvantaged students.
- The district received an initial allocation of $5.6 million in the fall of 2014 to spend on specific salaries and benefits for teachers and tutors, professional development, supplies and equipment.
- In January 2016, the district treasurer requested from the Ohio Department of Education authorization to carryover the unspent funds into the 2016 fiscal year for spending.
- Authorization to carryover 2015 funds into 2016 for spending had not been granted at the time of this review.

**IMPACT:** When the district does not accurately forecast future cost increases, nor reallocate resources to non-students and does not spend federal resources in a timely manner, services and learning opportunities for students may be jeopardized.

**2. The district does not have a transparent comprehensive budget.**

A. Per interviews with the superintendent and treasurer, the district began allowing principals to make budgeting decisions on centrally allocated building budgeted amounts in the 2016 fiscal year as a first step in allowing staff to participate in the budgeting process.

B. Building principals agreed they were each given an amount for which to address building needs for services, supplies, textbooks and technology equipment, however, the superintendent nor the treasurer provided guidance to the principals on how to prioritize budget funding to meet improvement needs of their individual buildings.

C. The president of the board of education and the superintendent acknowledged that no goals for the district's budget have been set for the superintendent, and therefore, the district and building principals do not have directives or specific goals from the superintendent on improvement priorities.

D. A review of the budget and appropriation documents revealed that building- and department-level budget details, as well as district budget goals, were not provided to district stakeholders for review.

**IMPACT:** When the district does not subscribe to a transparent budget development process that includes all appropriate stakeholders, nor sets school and district improvement goals to share with all district stakeholders, opportunities to properly allocate funds and resources to address may be missed.

# Youngstown City School District Review Recommendations

## Leadership, Governance and Communication

1. Seek professional development from the Ohio School Boards Association to increase board of education members' understanding of their accountability.
    - Encourage board members to collaborate with the interim superintendent to develop performance goals aligned to the district's improvement plans and communicate the evaluation criteria.
    - Require all building principals to give monthly updates on attendance, discipline and student performance rates in their respective buildings.
    - Create a reference handbook for board members to readily access information on board policies, procedures and meeting protocols.

**BENEFIT:** Collaboration between the board of education and the interim superintendent can promote a sense of urgency on the part of the district to set district goals and use student performance data to improve academic achievement for all students.

2. At East High School, ensure learning needs are addressed by implementing a teacher-based team common planning time for at least 40 minutes per week, and implement building leadership team meetings of at least 120 minutes per month.

**BENEFIT:** Implementation of the Ohio Improvement Process may build staff collaboration and teacher empowerment while systemically ensuring data Is used to inform and improve instruction for improved student performance.

## Curriculum and Instruction

1. Develop a common understanding of the instructional shifts needed to fully implement Ohio's Learning Standards. Make use of free professional development activities that can be used at the district, department and building levels on websites such as achievethecore.org or engageny.org.
    - Define the types of teacher and student behaviors that would be observed when district programs and resources across all content areas are implemented as they were designed. Collect data and use the specific information to support teachers in planning and provide direction for feedback, instructional coaching and teacher evaluation.
    - Refine the district walk-through document to collect evidence of implementation of adopted models and programs. Include members of the building leadership team and the principal in district walk-throughs to promote deeper understanding and direction for follow up.
    - Build leadership's capacity to recognize and provide feedback to teachers regarding key instructional practices that represent the level of challenge required by Ohio's Learning Standards and district-adopted programs and models aligned to the standards.

**BENEFIT**: When the district focuses on common shifts in instructional practice, aligns its supports and helps all staff understand how its adopted programs support those practices, it creates a culture of adult learning to support implementation.

2. Revise existing curriculum documents by adding the specific standard, learning targets, strategies, resources, academic vocabulary, differentiation strategies, assessments, required depth of knowledge and/or text expectations of the grade level.

**BENEFIT:** More detailed curriculum documents may provide focused guidance on instruction for both new and experienced teachers.

3. Conduct a comprehensive analysis of existing academic, social, emotional and behavioral curricula currently in place to determine how the curricula meets the diverse needs of students.
   - Examine, document and compare the processes used by elementary, middle and high schools to determine how students qualify for intervention and the types of services provided.
   - Determine how progress is monitored.
   - Conduct a gap analysis and plan next steps to build and implement a comprehensive and responsive system of supports.

**BENEFIT:** A district-wide analysis of the current support system focuses the district on critical needs and supports the development of a long-term, sustainable plan. By establishing data points, the impact of student supports can be evaluated and modifications made as needed.

### Assessment and the Use of Data

1. Consider replacing the district's online assessment program with a system that is easy to navigate and can provide assessments that are appropriate for all students.

**BENEFIT:** Teachers would have a user-friendly program that could provide high-quality benchmark and formative assessments for students at all achievement levels.

2. Increase parent access and decrease timeframe to enter student records in the online student information system.
   - Send home frequently passwords and written instructions to parents explaining how the program operates and the information that it provides.
   - Place an instructional video on the school's website demonstrating how the student information system can be accessed by parents and students.
   - Establish a parents' room in each school building containing at least one computer for parents' use.
   - Partner with local libraries to establish an area within the library where parents could access their children's records online.
   - Provide at least quarterly, hands-on training sessions for parents.
   - Mandate specific guidelines and requirements for teachers as to what information is to be placed in the student information system and how often it is to be updated. Develop a system for administrators on how they will ensure that the program is regularly updated.

**BENEFIT:** Parents and families would have increased online access to their student's attendance record, grades, and homework assignments on a regular basis. This will give parents opportunities to provide intervention strategies to keep their children on track.

3. Form a committee of teachers and administrators to investigate a vendor-created assessment that is affordable and can provide benchmarks and formative assessments to monitor student growth.

**BENEFIT:** A state-approved, vendor-created assessment program could provide teachers with benchmarks and formative assessments throughout the year. Data would be readily available to both teacher-based teams and building leadership teams to monitor student growth and serve as a basis to drive instruction in the classroom.

### Human Resources and Professional Development

1. Implement a systemic operational approach to district processes in order to facilitate effective human resource management for the district.

- Revise the human resources operational handbook to include a detailed description of the various processes that are managed by the Human Resources office. This could include roles and responsibilities of the Human Resources staff with respect to those processes and also could detail the responsibilities that district staff members have when interacting with those processes.
- Consider implementing a district-wide electronic human resource management system that can integrate all necessary human resource functions into one interface and has the ability to create data and reports in multiple formats.

**BENEFIT:** The development of a systemic human resource management system can provide transparency, efficiency and functionality of district operations.

2. Develop and implement a comprehensive professional growth-based evaluation system for all employees that is aligned to job responsibilities and expectations.
   - Implement a process to update the existing job descriptions to actual responsibilities through a collaborative process that involves all employees.
   - Create an evaluation system that focuses on professional growth through the development of goals and actions to achieve those goals. Include a monitoring system that provides evidenced-based checkpoints throughout the process.
   - Formalize all timelines, procedures and expectations associated with the system and incorporate these into board policy and regulations.
   - Prepare an operational handbook for evaluation that details all aspects of the process to be made available to all staff.

**BENEFIT:** Establishing a district-wide evaluation system that supports the professional growth of all staff and has the potential to improve all aspects of district operations and contribute to a culture of continuous improvement.

3. Refine the district's use of the Ohio Teacher Evaluation System and Ohio Principal Evaluation System process to ensure that the professional growth of teachers and principals is the primary focus of the evaluation process.
   - Increase the number of Ohio Principal Evaluation System certified evaluators in the district. Use a team-based approach to facilitate interrater reliability through calibration and regular collaboration among the team members. Ensure that there is alignment between principal professional goals and district goals. Solicit staff feedback in order to refine the process annually.
   - Increase professional development opportunities for Ohio Teacher Evaluation System evaluators. Collaborate as an administrative team around the evaluation process with an emphasis on interrater reliability, calibration and the growth component of the system. Ensure that there is alignment between teacher professional goals and district/building goals. Solicit staff feedback in order to refine the process annually.

**BENEFIT:** By refining the focus of teacher and principal evaluation around the professional growth component, the district has the potential to see an increase in effective instructional leadership practices. Staff retention also may be improved due to relationships that are developed as the participants work through the process.

### Student Supports

1. Provide additional training and professional development on the implementation of Positive Behavioral Intervention and Supports (PBIS). Review the Positive Behavioral Intervention and Supports at pbis.org for more information on the process and implementation.
   - Adopt the use of an information system to quickly identify patterns of specific student behaviors.

- Utilize Positive Behavioral Intervention and Supports with the Positive Student Support process and establish a Response to Intervention framework to evaluate student data outcomes and identify and address academic and behavior needs for all students.

**BENEFIT:** Ongoing training is necessary to properly plan for and implement Positive Behavioral Intervention and Supports with fidelity. Using the website as a resource may assist with the development of a Response to Intervention framework and also may help the district to build an arsenal of resources and materials to support a multi-tier system that provides an opportunity to examine academic and behavior data and allows for immediate and appropriate intervention for all students.

2. Establish a process that allows accessibility for students with disabilities to participate in the district's Choice Programs of interest that would support their academic and behavior needs.
   - Select researched-based, state-approved vendor assessments to ensure valid student academic data for program acceptance for all students.
   - Implement a monitoring system for school personnel to ensure equity and access to district Choice Programs for students with disabilities.
   - Provide additional programs of interest in order to ensure accessibility for students with disabilities in the district Choice Programs.

**BENEFIT:** Having a process to ensure access and equity for students with disabilities to participate in district Choice Programs that is aligned to address their academic and behavior needs could increase the participation of under-represented subgroups in accelerated and advanced programs.

### Fiscal Management

1. Create a five-year general fund financial forecast that accurately forecasts for future years all known revenue and expenditure activity and includes assumptions on items that are not fully known. Fully explain all trends and changes forecasted in future years in the accompanying notes.
   - Implement a plan by which the adult education department will reimburse the district's general fund for its cash loan/advance from the general fund.
   - Monitor all grants to ensure that funds are properly used in the manner and amount planned. Seek approval of the appropriate controlling governing body immediately if budgetary changes are needed.

**BENEFIT:** An accurate financial forecast can provide the board and administration with a financial base upon which to plan for the future and to assess operations and planning. Detailed notes can assist appropriate stakeholders in better understanding trends, assumptions, opportunities and risks included in each forecast. Additionally, close monitoring and rapid response to changing district needs may help eliminate the possible loss of grants.

2. Set and share district improvement goals with all district stakeholders.
   - Provide training for all principals and any department heads to independently prepare their budgets based upon shared district and individual building improvement goals. Include topics such as board of education and administrative expectations; types of expenditures previously paid through these budgets; three years of detailed expense history and district goals to be met.
   - Include teachers and other support staff in the budgeting process.

**BENEFIT:** Developing the district's budget with participation from district and building principals and teachers may provide stakeholders with understanding of district improvement priorities and spending decisions. Training district staff on how to prepare individual budgets may help ensure funds are prioritized for spending to best meet operating needs for student improvement.

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

**The review was conducted from Jan. 25-29, 2016 by the following team of Ohio Department of Education staff members and independent consultants.**

1. Clairie Huff-Franklin, Director, Academic Distress Commissions and Education Reform
2. Alice Dewar, Leadership Governance and Communication
3. Sally Levine, Curriculum and Instruction
4. Timothy Jenkins, Assessment and Effective Use of Data
5. Jeffrey Royalty, Human Resources and Professional Development
6. Cynthia Vaughn, Student Supports
7. Gary Ghizzoni, Fiscal Management

## District Review Activities

The following activities were conducted during the review:

**Interviews**

- District Superintendent
- Academic Monitor
- Assistant Superintendent for Human Resources
- Board of Education members
- Cafeteria Supervisor
- Carnegie Representative
- Chief of Maintenance
- Chief of Operations and Business Affairs
- Chief of Security
- Counselors
- Curriculum Director
- Curriculum supervisors
- Director of Career Tech/Adult Education
- Director of Communications and Public Relations
- Director of Food Services
- Director of Special Education
- Educational Service Center Representatives
- Education Management Information System (EMIS) Supervisor
- EMIS Coordinator & Technology
- Executive Director of Teaching and Learning
- Federal Programs
- Former Treasurer Utility Administrator
- Human Resources Staff
- Leveled Literacy Intervention (LLI) Coordinator
- Local Professional Development Committee (LPDC) Coordinator
- Manager of Education Technology
- Manager of Community Partnerships
- Math and Literacy Coaches
- Newly hired teachers
- Parent Liaison
- Principals
- Psychologists
- Public Relations

- Special Education Supervisors
- State Support Team 5 (SST5)
- Educational Service Center Staff Representatives
- Supervisor of Student Services
- Technology Staff
- Treasurer
- Teacher on Special Assignment (TSA) Education Technology Staff
- Teacher on Special Assignment (TSA)/Resident Educator
- Youngstown Education Association president and member

**Focus Groups**

- Elementary, middle and high school teachers
- Building principals and assistant principals
- Elementary, middle and high school students
- Parents
- External partners of the district that included behavior and mental health partners, county foundation, local community college dean, local business partners, and government officials

**Onsite Visits**

- 12 Building observations
- 64 classrooms observations at all school levels

**Youngstown City Schools – Site Visit Schedule**

**Day 1—January 25, 2016**

| **Location 1: Caucus Room** | **Team workroom** | **Location 2: Room 214** | **Meeting room at central office (for 6-8)** | **Location 3: Room 302** | **Another meeting room at central office (Room 301; Board Room; Dining Room)** |
|---|---|---|---|---|---|
| ***Time*** | ***Activity*** | ***Time*** | ***Activity*** | ***Time*** | ***Activity*** |
| 7:30-7:45 | **ODE DRT Team Meeting – Location (Caucus Room)**<br>**ALL DRT Members** | | | | |
| 7:45-8:00 | **Orientation with District Leaders and Principals – Location – (Board Room)**<br>**ALL DRT MEMBERS** | | | | |
| 8:00-9:15 | **Principal Focus Group-Mixed Location – (Board Room)**<br>**LG&C, C&I** | **8:00-9:15** | **Principal Focus Group-Mixed Location-(Room 301)**<br>**A&D, HR/PD** | **8:00-9:15** | **Principal Focus Group-Mixed Location-(Room 302)**<br>**SS, FM** |
| 9:30-11:00 | **Student Support Interview (Room 301)** | 9:30-11:00 | **Leadership & Governance/Fiscal Interview Location – (Room 302)** | 9:30-11:00 | **HR & PD Interview (focusing on OTES/OPES) Location –(Room 214)** |
| | Director Spec. Ed<br>Supervisor<br>Student Services<br>**SS, A&D** | | Superintendent<br>Treasurer<br>Consultant<br>**LG&C, FM** | | Assistant Superintendent/HR<br>HR Coordinator<br>TSA/Resident Educator<br>**HR/PD, C&I** |
| 11:00-12:15 | **DRT Meeting/Working Lunch ALL DRT MEMBERS**<br>**Caucus Room** | | | | |
| | | | | | |
| 12:15-1:45 | **Student Support Interview**<br>**Location- (Room 301)** | 12:15-1:45 | **Assessment & Data Interview 1**<br>**Location – (Room 302)** | 12:15-1:45 | **Leadership/ HR-PD Location – (Room 214)** |
| | SST Team<br>**SS, C&I,** | | Manager Education Technology<br>TSA Education Technology<br>Computer Technician<br>**A&D, FM** | | Assist Sup. HR<br>Director Teach &Learn<br>**LG&C, HR/PD** |
| 1:45-2:15 | **Doc Review ALL DRT MEMBERS**<br>**Caucus Room** | | | | |

| **Location 1: Caucus Room** | **Team workroom** | **Location 2: Room 214** | **Meeting room at central office (for 6-8)** | **Location 3: Room 302** | **Another meeting room at central office (Room 301; Board Room; Dining Room)** |
|---|---|---|---|---|---|
| ***Time*** | ***Activity*** | ***Time*** | ***Activity*** | ***Time*** | ***Activity*** |
| 2:15-3:30 | **Curriculum & Instruction Interview**<br>**Location (Room 301)** | 2:15-3:30 | **Student Support Interview**<br><br>**Location – (Room 302)** | 2:15-3:30 | **Fiscal Interview w/ district Admin staff**<br>**Location – (Room 214)** |
| | Dir, T&L<br>Curriculum Supervisors<br><br>**C&I, A&D** | | Manager Community Partnership & Alliance<br>Chief of Security<br>Parent Liaison Coordinator<br>LLI Coordinator<br>Supervisor of Special Education<br><br>**SS, HR/PD** | | Treasurer<br>Chief of Operations<br>Supervisor Title I<br><br>**FM, LG&C** |
| 3:30-5:00 | **Doc Review ALL DRT MEMBERS**<br>**Caucus Room** | | | | |
| 5:00-6:00 | **Parent and Community Focus Group**<br>**Location (Board Room)**<br>Non-Staff Elementary, MS/HS parents<br>**ALL DRT MEMBERS** | | | | |
| 6:00-6:30 | Review Team Meeting: **ALL DRT MEMBERS**<br>**Caucus Room** | | | | |

**Draft Site Visit Schedule**
**Day 2—January 26, 2016**

| **Location 1:** | **Team workroom/ selected classrooms** | **Location 2:** | **Meeting room at central office (for 6-8)** | **Location 3:** | **Another meeting room at central office** |
|---|---|---|---|---|---|
| ***Time*** | ***Activity*** | ***Time*** | ***Activity*** | ***Time*** | ***Activity*** |
| 8:00-8:30 | **DRT Meeting ALL DRT MEMBERS**<br>**Caucus Room** | | | | |
| 8:30-10:00 | **Fiscal Interview**<br><br>**Location- (Room 301)** | 8:30-9:45 | **Leadership & Governance Interview**<br><br>**Location – (Room 302)** | 8:30-10:00 | **Curriculum and Instruction Interview**<br>**Location – (Dining Room)** |
| | Accountant<br>Treasurer<br>Consultant<br><br>**FM** | | Director of Communications<br>Chief of Security<br><br>**LG&C, SS** | | Carnegie MSP team, Math Coaches and Literacy Coaches<br><br>**C&I, A&D** |
| 8:30-10:00 | **Document Review: Personnel Files HR/PD** | | | | |
| 10:00-11:15 | **Elementary Student Focus Group**<br>(23 Students)<br>**Location – (Board Room)** | 10:00-11:15 | **Middle School Student Focus Group**<br>(12 Students) **Location – (Room 214)**<br>**HR/PD, LG&C**<br>**High School Student Focus Group**<br>(16 Students) **Location – (Room 302)** | 10:00-11:15 | **Fiscal Interview**<br><br>**Location – (Room 301)**<br><br>Director of Communications<br>Director of Career Tech/Adult Ed |
| | **C&I, Observer** | | **SS, Observer** | | **FM** |
| 11:30-1:00 | **DRT Meeting/Working Lunch ALL DRT MEMBERS**<br>Caucus Room | | | | |
| | | | | | |
| 1:00-2:15 | **HR/PD Interview**<br>**(Room 301)** | 1:00-2:15 | **Student Support Interview**<br>**Location – (Room 302)** | 1:00-2:15 | |
| | **HR Staff**<br><br>**HR/PD, LG&C, FM** | | **Special Education Supervisors**<br>**Curriculum Supervisors**<br><br>**C&I, SS, A&D** | | |

| Location 1: | Team workroom/ selected classrooms | Location 2: | Meeting room at central office (for 6-8) | Location 3: | Another meeting room at central office |
|---|---|---|---|---|---|
| ***Time*** | ***Activity*** | ***Time*** | ***Activity*** | ***Time*** | ***Activity*** |
| 2:30-4:00 | **Data & Assessment /Fiscal Interview**<br>**Location- (Room 301)**<br><br>Manager Education Technology<br>TSA Education Technology<br><br>**A&D, FM** | 2:30-4:00 | **Curriculum & Instruction Interview Location – (Board Room)**<br><br>YEA President<br><br>**C&I, LG&C, HR/PD** | 2:30-4:00 | **Student Support Interview Location – (Room 302)**<br>Chief of Security<br>Truancy Coordinators<br>District Parent Coordinator<br><br>**SS, Observer** |
| 4:00-5:00 | **Document Review**<br>**Location (Caucus Room)**<br>**ALL DRT MEMBERS** | | | | |
| 5:00-6:00 | **Community Partners Focus Group**<br>**Location (Room 302)**<br>Exec. Director Human Relations - City of Youngstown<br>Community Initiative to Reduce Violence – City of Youngstown<br>Instructor, Teacher Education – Youngstown State University<br>Neighborhood Planner – Youngstown Neighborhood Development Corporation<br>Alliance for Congregational Transformation Influencing Our Neighborhoods (ACTION)<br>Interdenominational Ministerial Alliance of Youngstown<br>Literacy Initiative Chairperson – The Links Incorporated, Youngstown (OH) Chapter<br>Professor and Dean – Beeghly College of Education, Youngstown State University<br><br>**ALL DRT MEMBERS** | | | | |
| 6:00-6:30 | Review Team Meeting: **ALL DRT MEMBERS**<br>**Caucus Room** | | | | |

**Site Visit Schedule**
**Day 3—January 27, 2016**

| **Location 1:** | **Team workroom/ selected classrooms/ location for focus group** | **Location 2:** | **Meeting room at central office (for 6-8)/selected classrooms** | **Location 3:** | **Another meeting room at central office/ location for focus group** |
|---|---|---|---|---|---|
| ***Time*** | ***Activity*** | ***Time*** | ***Activity*** | ***Time*** | ***Activity*** |
| 8:00-8:45 Review Team | **DRT Meeting ALL DRT MEMBERS**<br>Caucus Room | | | | |
| 8:45-10:15 | **Classroom Visits**<br>School Cluster #1: Choffin, East, Harding, M.L. King, YEC<br>Cluster #2: Bunn, Taft,<br>Cluster #3: Kirkmere, McGuffey, Volney, Chaney/REC | 8:45-10:15 | **Classroom Visits**<br>School Cluster #1: Choffin, East, Harding, M.L. King, YEC<br>Cluster #2: Bunn, Taft,<br>Cluster #3: Kirkmere, McGuffey, Volney, Chaney/REC | 8:45-10:15 | **Classroom Visits**<br>TBD |
| 10:15-10:30 | **Travel time, if needed** | | | | |
| 10:30-12:00 | **Classroom Visits**<br>School Cluster #1: Choffin, East, Harding, M.L. King, YEC<br>Cluster #2: Bunn, Taft,<br>Cluster #3: Kirkmere, McGuffey, Volney, Chaney/REC | 10:30-12:00 | **Classroom Visits**<br>School Cluster #1: Choffin, East, Harding, M.L. King, YEC<br>Cluster #2: Bunn, Taft,<br>Cluster #3: Kirkmere, McGuffey, Volney, Chaney/REC | 10:30-12:00 | **Classroom Visits**<br>TBD |
| 12:00-1:00 | **DRT Meeting/Working Lunch ALL DRT MEMBERS** | | | | |
| | | | | | |
| 1:15 – 2:15 | **Student Support Interview Location (Room 301)** | 1:15 – 2:15 | **HR/PD Interview Focus on Prof Dev Location – (Room 214)** | 1:15 – 2:15 | **Assessment Interview Location – (Room 302)** |
| | Psychologists<br>Counselors<br><br>**SS, C&I** | | LPDC Coord. and<br>Curriculum Team Rep.<br><br>**HR/PD, FM** | | EMIS Supervisor<br>Staff and Student Data Teams<br><br>**A&D** |
| 1:15-2:15 | **Meeting with Superintendent LG&C** | | | | |
| 2:15 – 3:30 | **SST5 Support Team Interview Location – (Room 214)** | 2:30 – 3:30 | **Leadership Interview Location – (Room 301)** | | **Fiscal Interview Location (Room 302)** |
| | SST Staff<br>ESC Reps | | HR Superintendent<br>Union Rep | | Transportation<br>Food Services<br>Warehouse<br>Custodians/Grounds |

| **Location 1:** | **Team workroom/ selected classrooms/ location for focus group** | **Location 2:** | **Meeting room at central office (for 6-8)/selected classrooms** | **Location 3:** | **Another meeting room at central office/ location for focus group** |
|---|---|---|---|---|---|
| ***Time*** | ***Activity*** | ***Time*** | ***Activity*** | ***Time*** | ***Activity*** |
| | **SS, C&I** | | **HR/PD, LG&C** | | **FM** |
| 3:30 – 4:00 | **DRT Meeting ALL DRT MEMBERS-Caucus Room** | | | | |
| 4:00 -5:00 | **Board of Education Interview Location – (Room 214)**<br><br>**LG&C, A&D** | 4:30 -5:30 (flex time to meet district needs) | **Board of Education Interview Location – (Room 302)**<br><br>**SS, HR/PD** | 4:30 -5:30 (flex time to meet district needs) | **Board of Education Interview Location (Room 301)**<br><br>**C&I, FM** |
| 5:00 – 5:30 | **Review Team Meeting Location – (Caucus Room) ALL DRT MEMBERS** | | | | |

**Site Visit Schedule**
**Day 4—January 28, 2016**

| **Location 1:** | **Team workroom/ selected classrooms/ location for focus group** | **Location 2:** | **Selected classrooms** | **Location 3:** | **Meeting room at central office/selected classrooms** |
|---|---|---|---|---|---|
| ***Time*** | ***Activity*** | ***Time*** | ***Activity*** | ***Time*** | ***Activity*** |
| 8:00-11:00 | **Classroom visits**<br><br>**ALL DRT MEMBERS** | 8:00-11:00 | **Classroom visits**<br><br>**ALL DRT MEMBERS** | 8:00-11:00 | **Classroom visits**<br><br>**ALL DRT MEMBERS** |
| 11:00-12:00 | **DRT/ Working Lunch ALL DRT MEMBERS** | | | | |
| 12:00- 3:00 | **Emerging Themes Meeting (Pt. 1)**<br>**Location: Mahoning County ESC 100 DeBartolo Place Youngstown, Oh 44512 Suite 220**<br>**ALL TEAM MEMBERS** | | | | |
| 3:30-4:30 | **Teacher Focus Group**<br>**Location (Board Room)**<br>High School/Middle School<br>**LG&C, SS, C&I, A&D** | 3:30-4:30 | **New Hire Focus Group**<br>**Location (Room 214)**<br>High School/Middle School Teachers<br>**HR/PD, FM** | | |
| 4:30-5:30 | **Teacher Focus Group**<br>**Location (Board Room)**<br>Elementary<br>**LG&C, SS, C&I, A&D** | 4:30-5:30 | **New Hire Focus Group**<br>**Location (Room 214)**<br>Elementary Teachers<br>**HR/PD, FM** | | |
| 6:00-9:00 | **Emerging Themes Meeting (Pt. 2)/Working Dinner**<br>**Location: Mahoning County ESC 100 DeBartolo Place Youngstown, Oh 44512 Suite 220**<br>**ALL DRT MEMBERS** | | | | |

**Site Visit Schedule**
**Day 5—January 29, 2016**

| **Location 1:** | **Team workroom/ selected classrooms/ location for focus group** | **Location 2:** | **Selected classrooms** | **Location 3:** | **Meeting room at central office/selected classrooms** |
|---|---|---|---|---|---|
| ***Time*** | ***Activity*** | ***Time*** | ***Activity*** | ***Time*** | ***Activity*** |
| 8:00-10:00 | **DRT Final Morning Meeting Location (Caucus Room)**<br>**ALL DRT MEMBERS** | | | | |
| 10:00-10:45 | **Meeting with Superintendent re Emerging themes Location – (Caucus Room)**<br>**ODE DIRECTOR, DRT MEMBER** | | | | |
| 11:00-11:45 | **Meeting with leadership team re Emerging themes Location – (Board Room)**<br>**ALL DRT MEMBERS** | | | | |
| 11:45-3:00 | **Working Lunch/ Q & A/ Compliance Monitoring Tool**<br>**ALL DRT MEMBERS** | | | | |

Standards Key

A&D = Assessment & Effective Use of Data
C&I = Curriculum & Instruction
F&M = Fiscal Management
HR/PD = Human Resources/Professional Development
LG&C = Leadership, Governance & Communication
SS = Student Supports

# Appendix B: Figures and Tables Related to Accountability

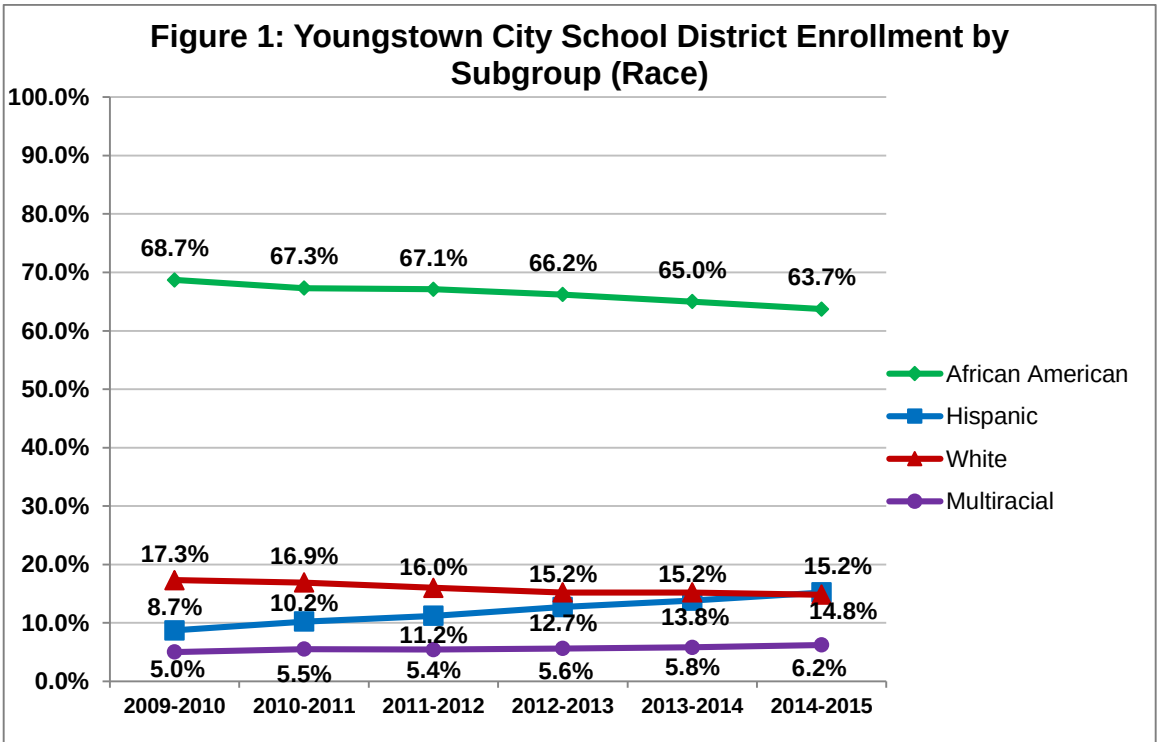


Figure 1 Source: Ohio Department of Education Office of Accountability

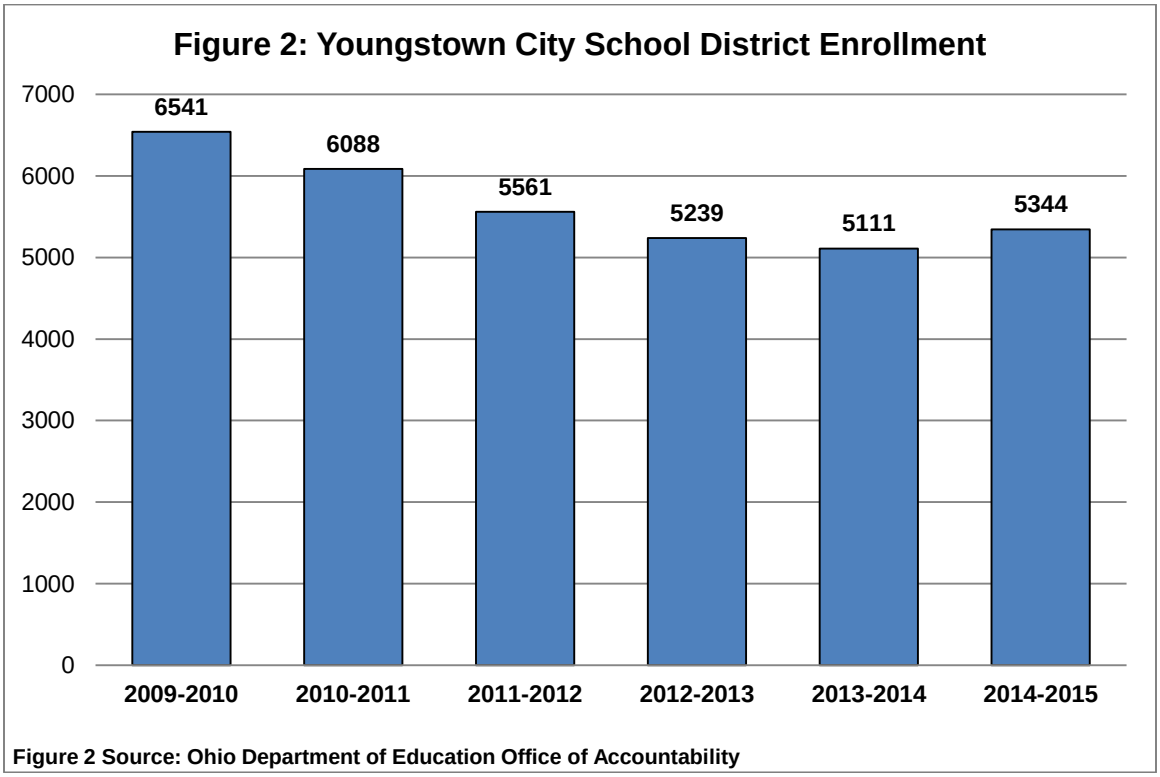


Figure 2 Source: Ohio Department of Education Office of Accountability

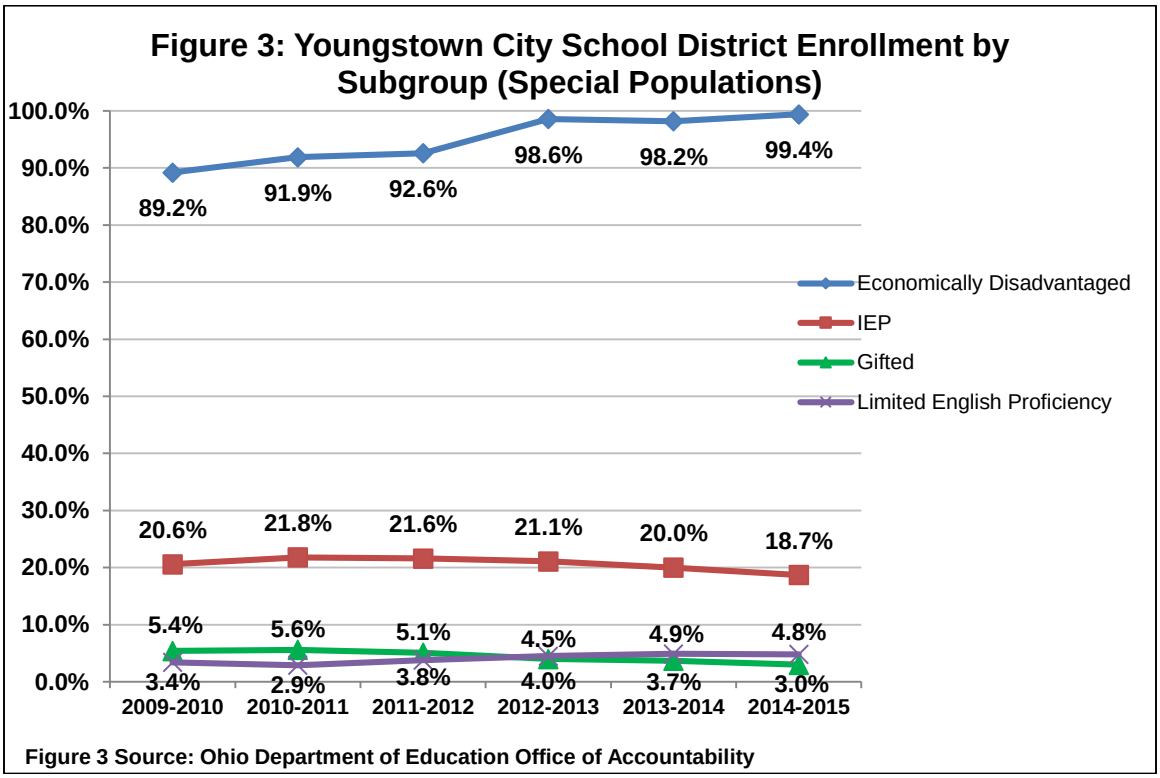


**Figure 3 Source: Ohio Department of Education Office of Accountability**

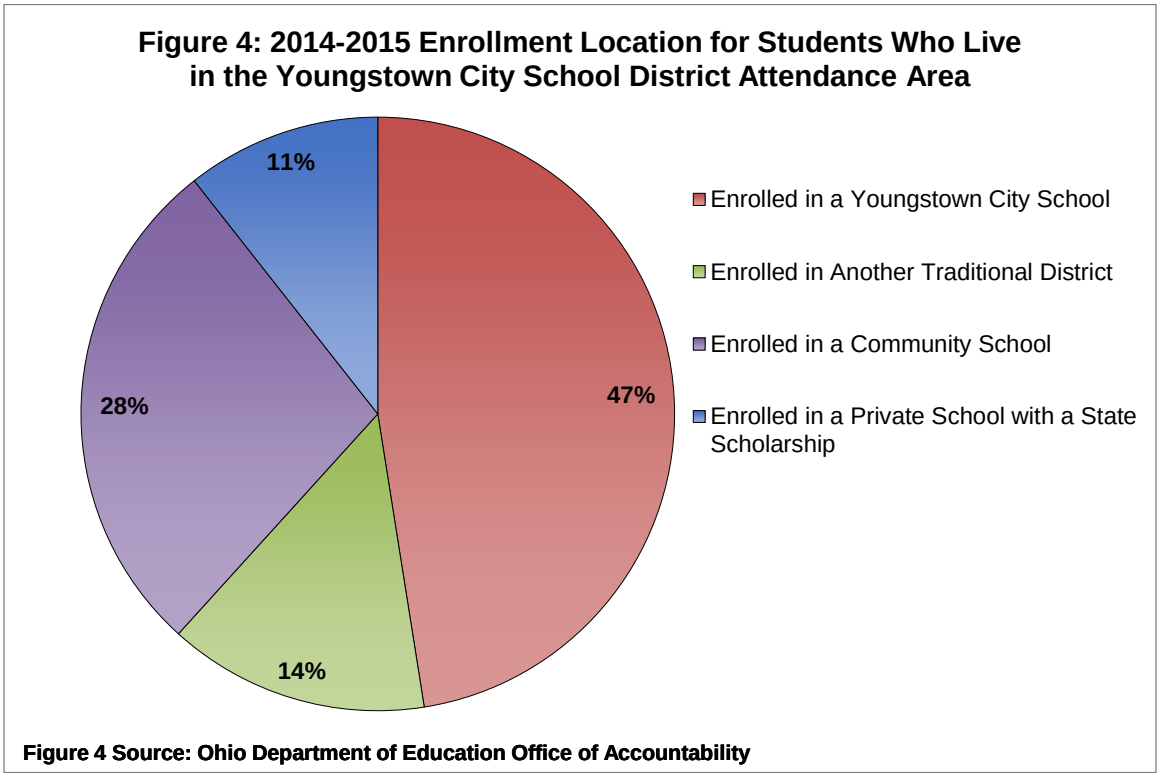


**Figure 4 Source: Ohio Department of Education Office of Accountability**

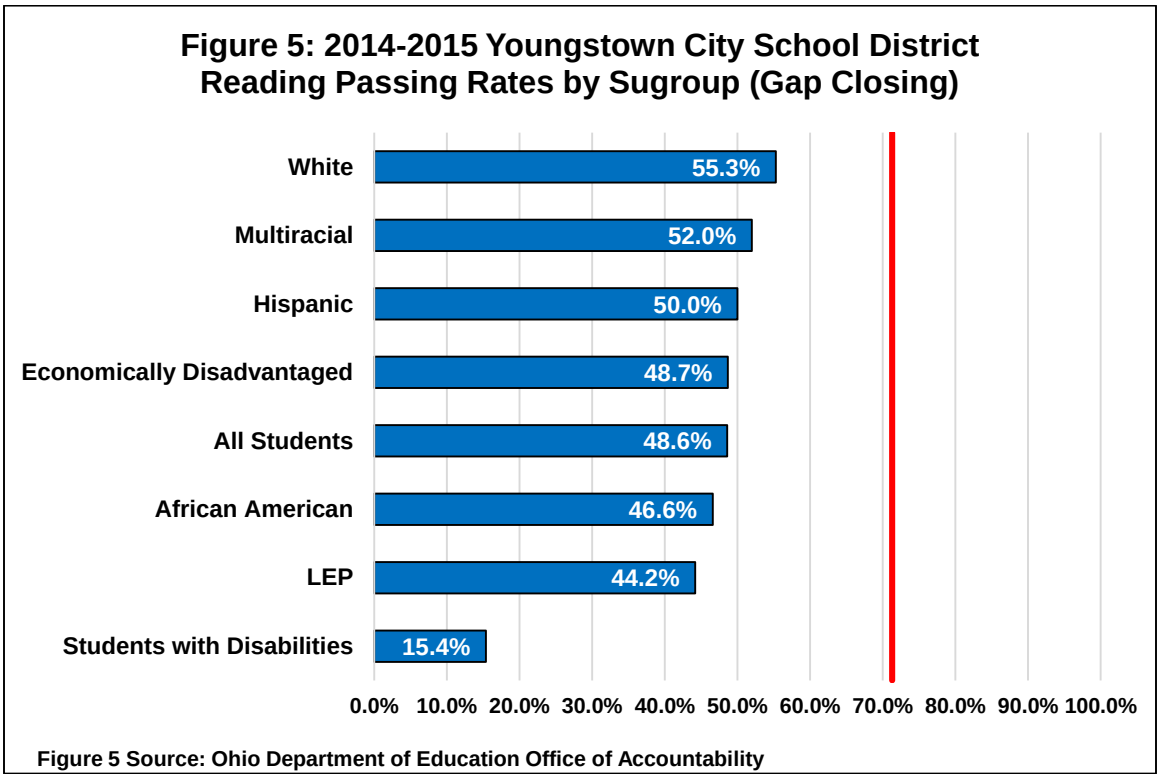
Figure 5: 2014-2015 Youngstown City School District Reading Passing Rates by Sugroup (Gap Closing)
White
55.3%
Multiracial
52.0%
Hispanic
50.0%
Economically Disadvantaged
48.7%
All Students
48.6%
African American
46.6%
LEP
44.2%
Students with Disabilities
15.4%
0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0% 90.0% 100.0%
Figure 5 Source: Ohio Department of Education Office of Accountability

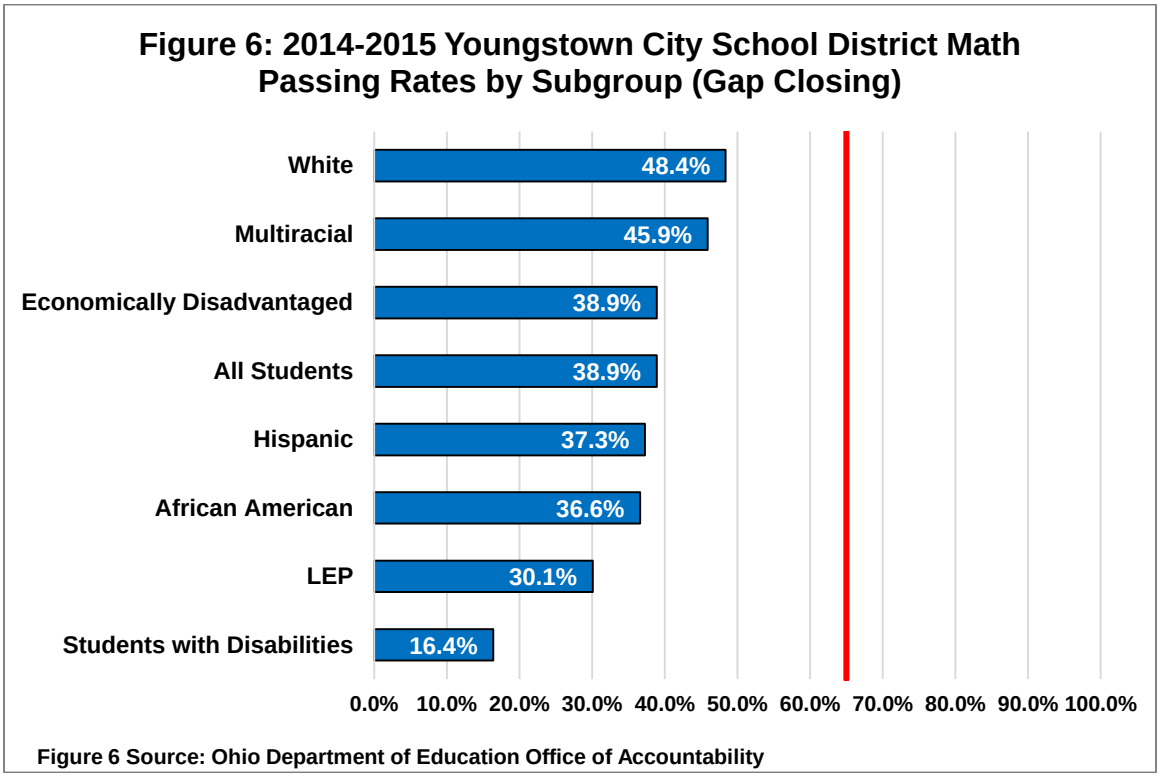
Figure 6: 2014-2015 Youngstown City School District Math Passing Rates by Subgroup (Gap Closing)
White
48.4%
Multiracial
45.9%
Economically Disadvantaged
38.9%
All Students
38.9%
Hispanic
37.3%
African American
36.6%
LEP
30.1%
Students with Disabilities
16.4%
0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0% 90.0% 100.0%
Figure 6 Source: Ohio Department of Education Office of Accountability

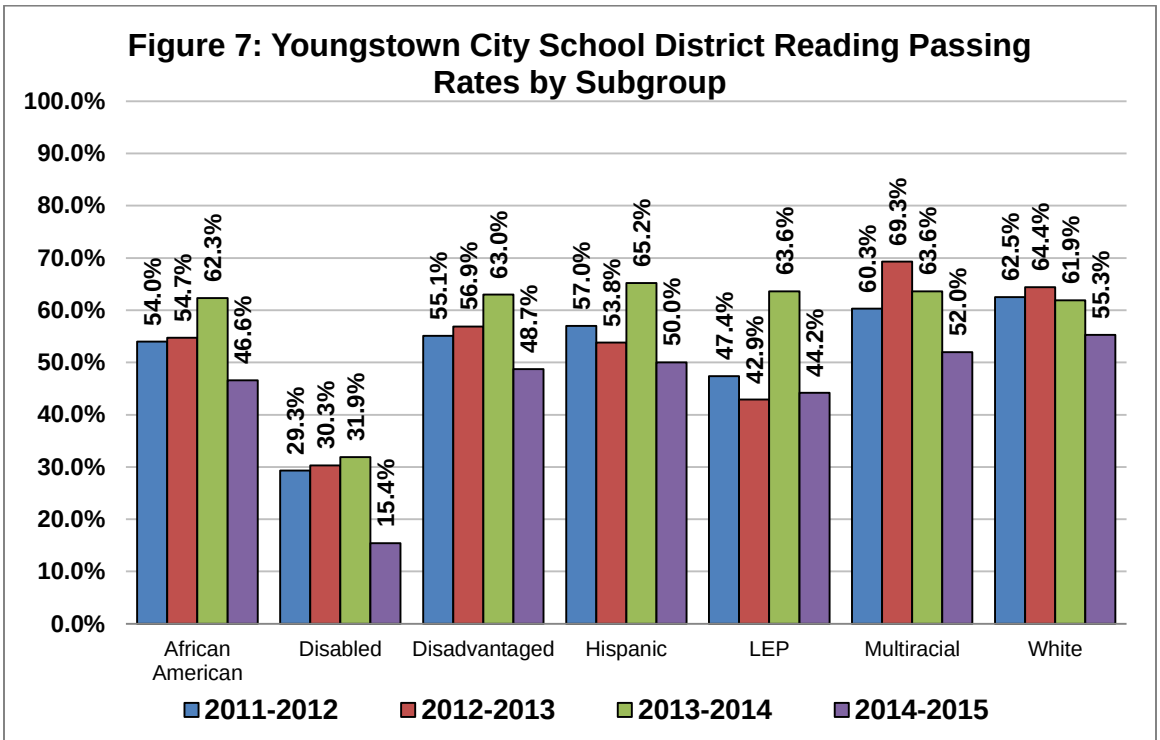


**Figure 7 Source: Ohio Department of Education Office of Accountability**

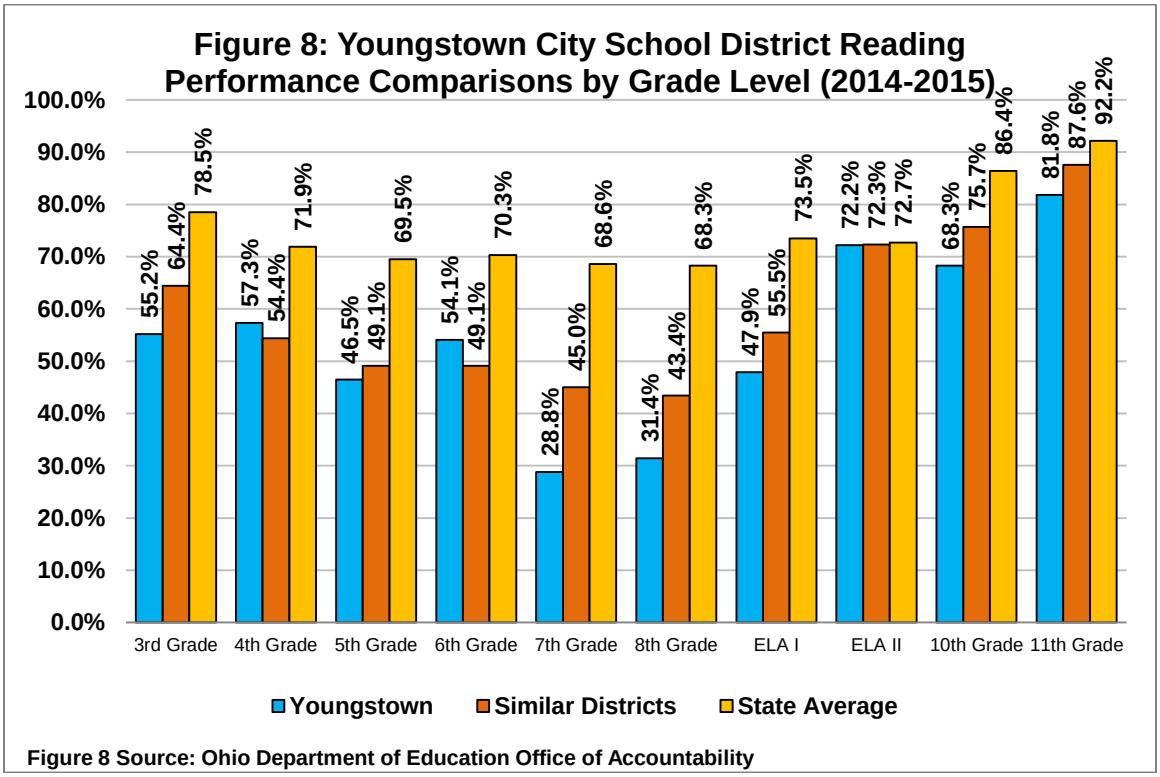


**Figure 8 Source: Ohio Department of Education Office of Accountability**

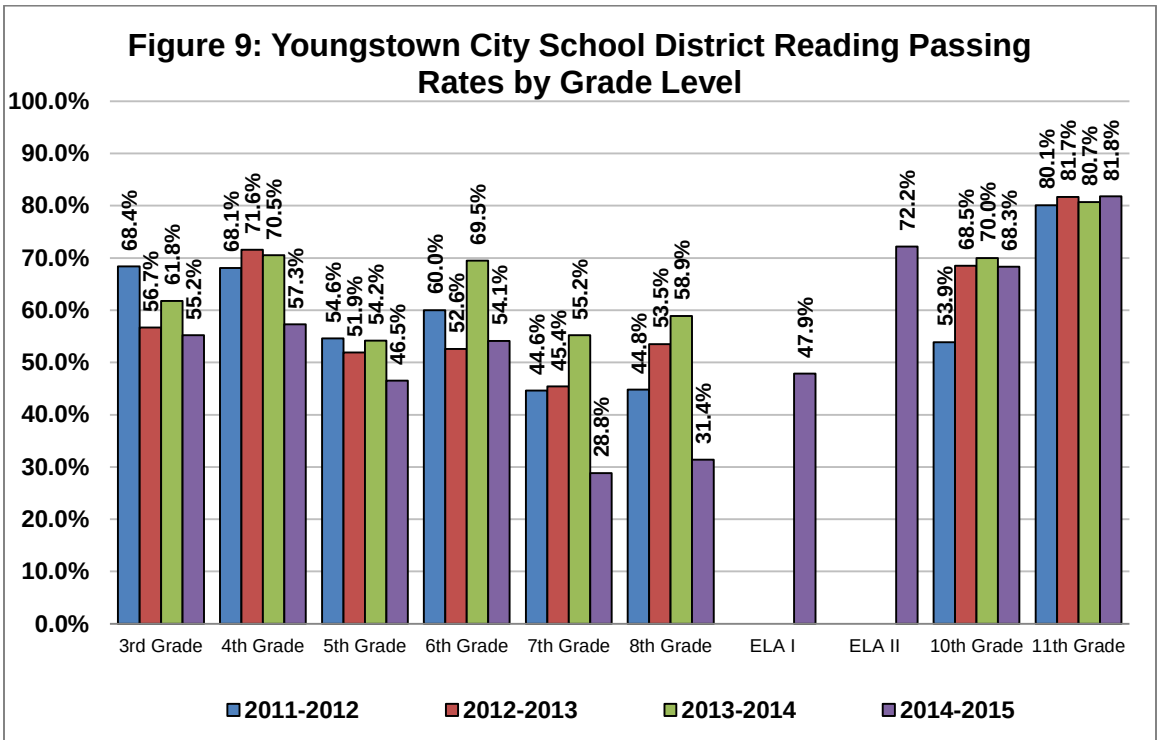


**Figure 9 Source: Ohio Department of Educaton Office of Accountability**

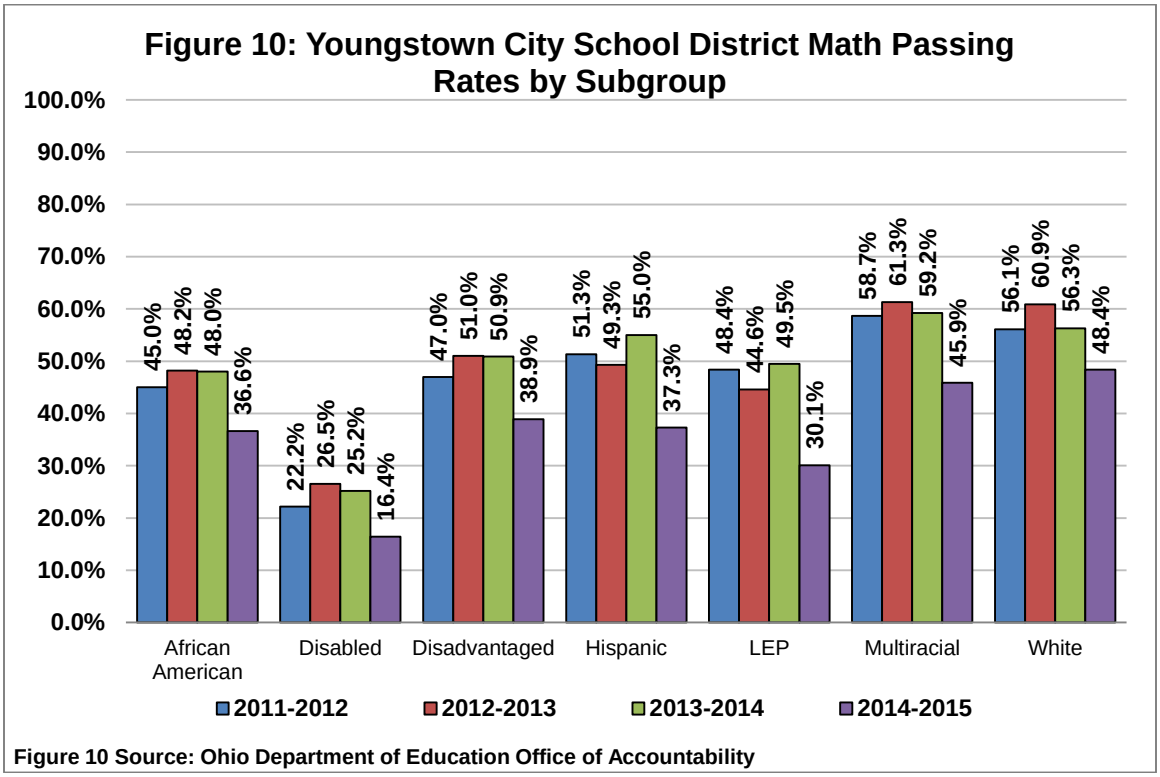


**Figure 10 Source: Ohio Department of Education Office of Accountability**

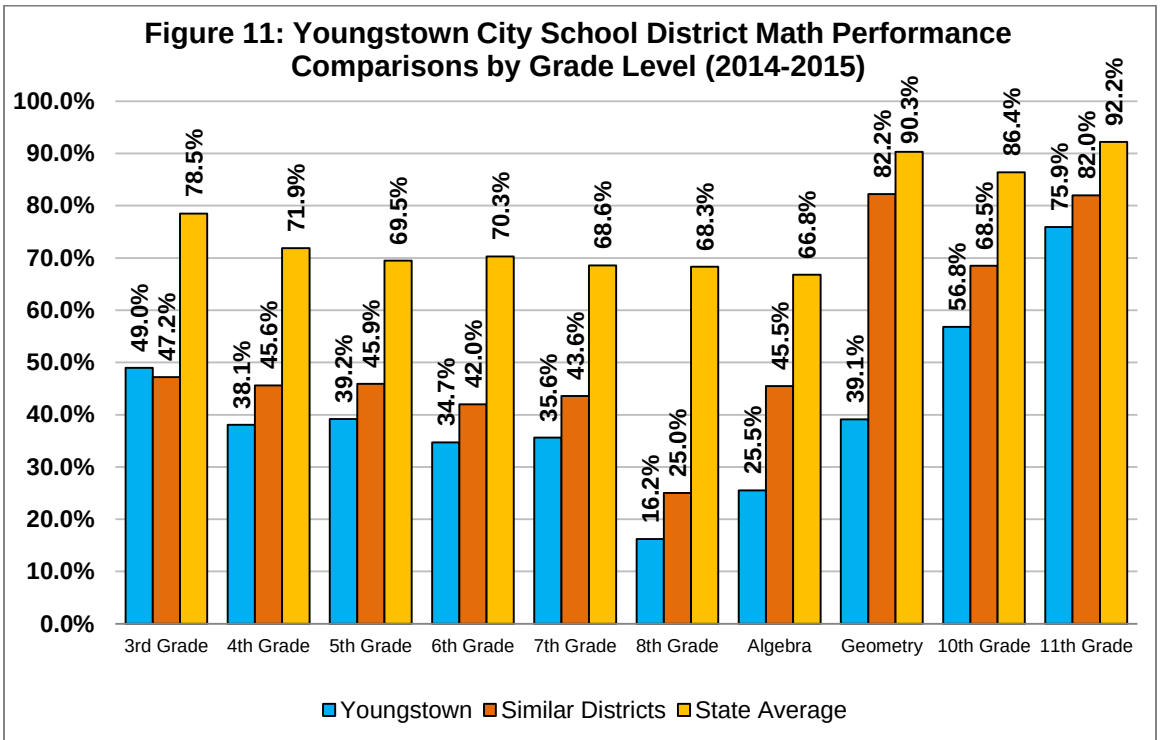


**Figure 11 Source: Ohio Department of Education Office of Accountability**

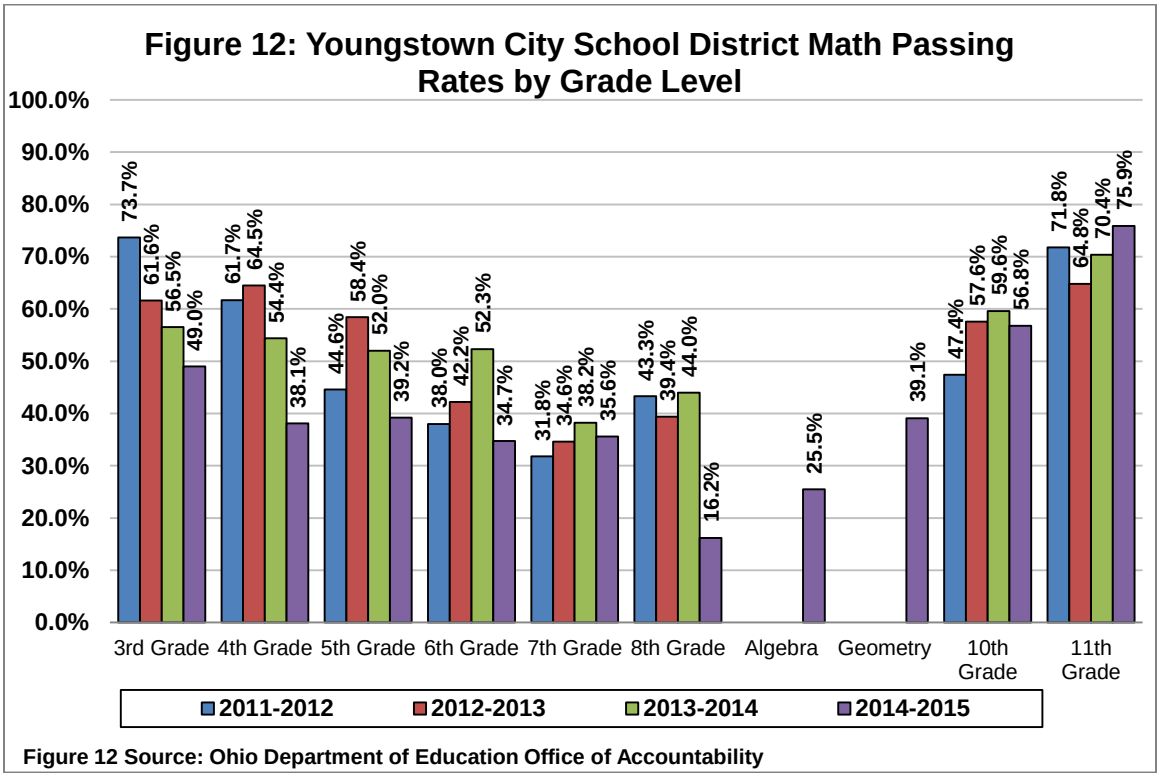


**Figure 12 Source: Ohio Department of Education Office of Accountability**

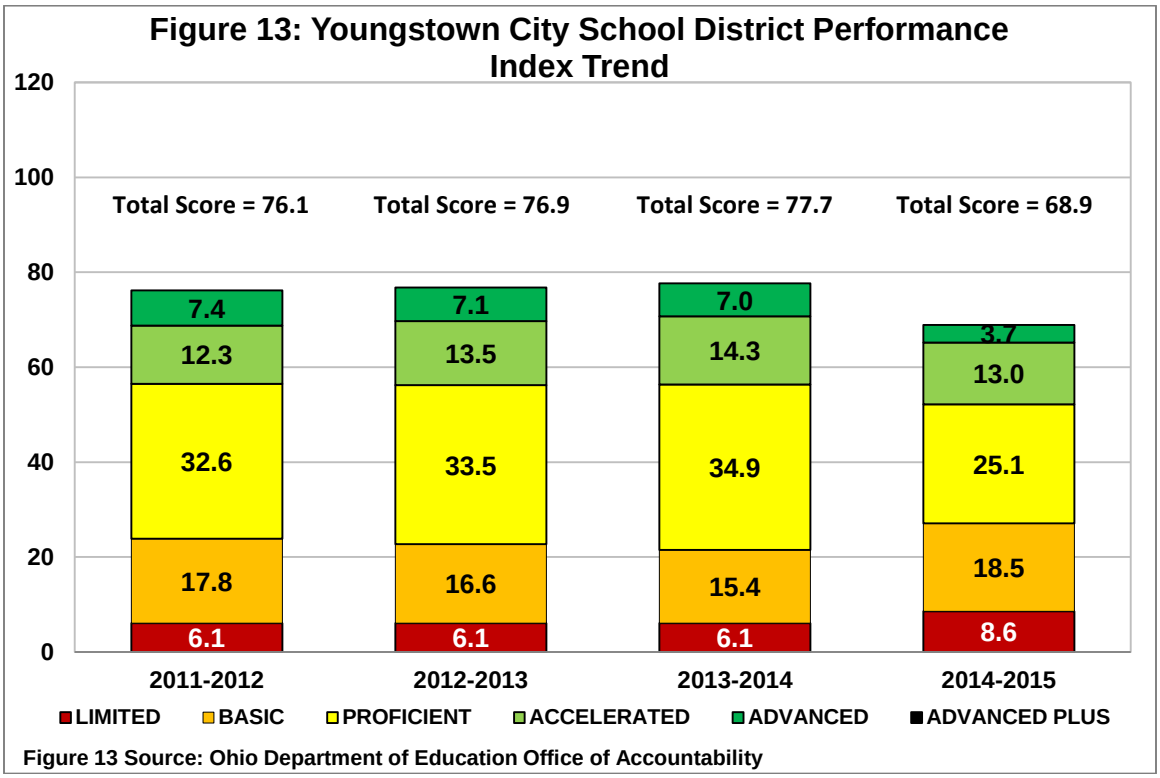


Figure 13 Source: Ohio Department of Education Office of Accountability

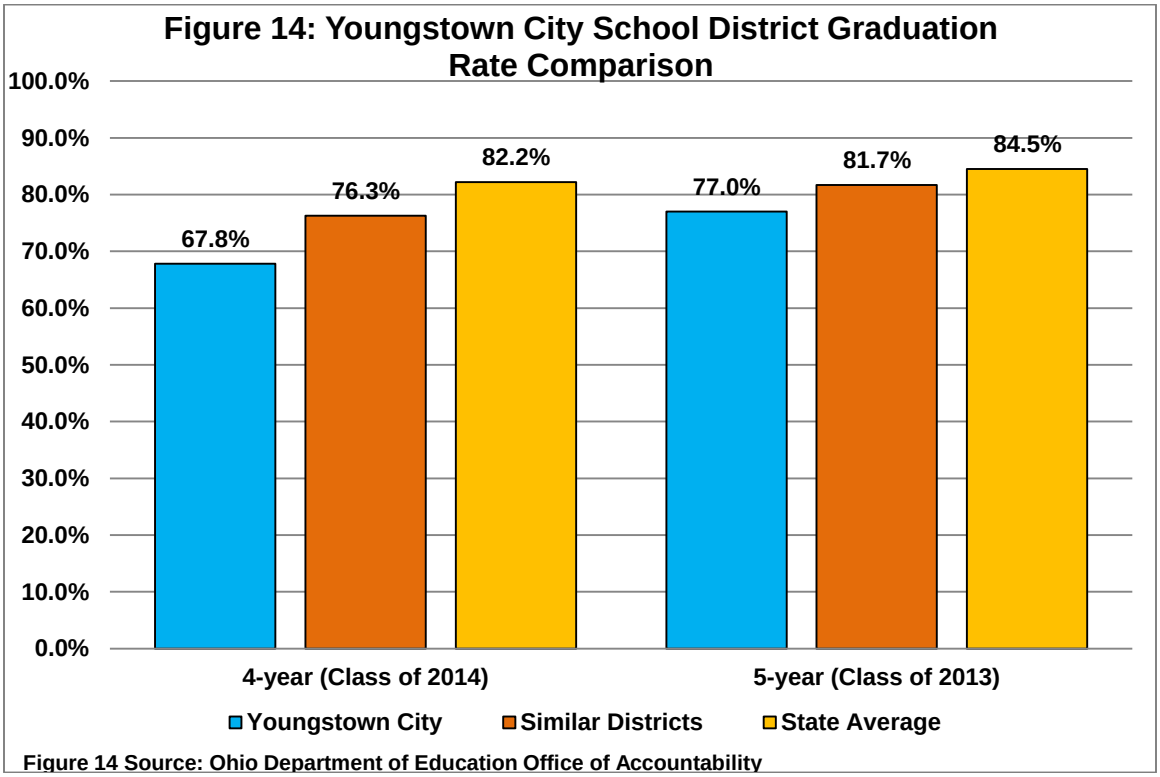


Figure 14 Source: Ohio Department of Education Office of Accountability

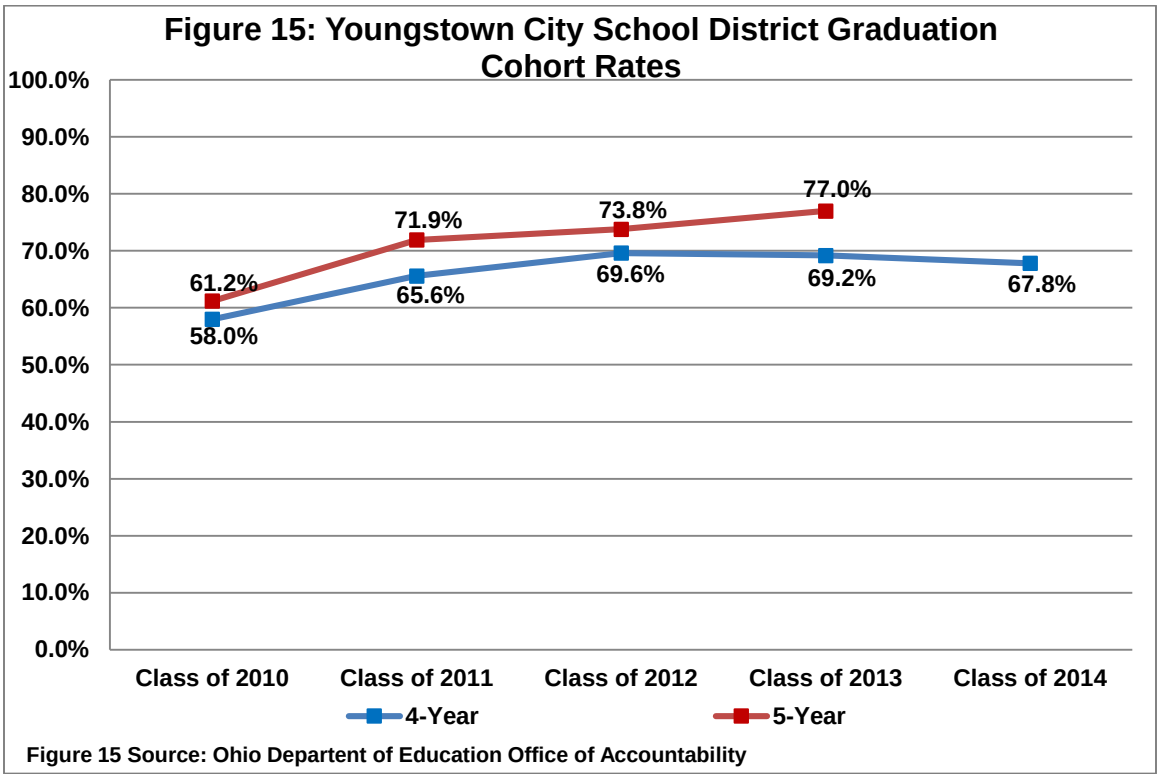


Figure 15 Source: Ohio Departent of Education Office of Accountability

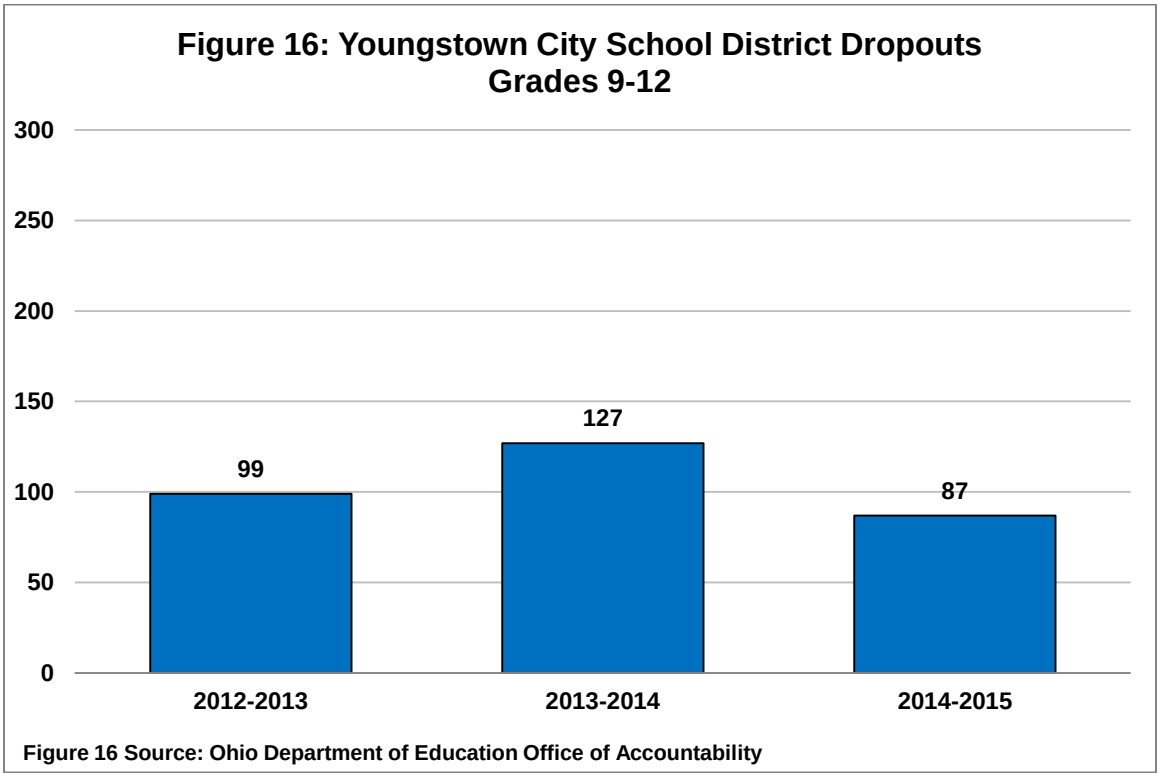


Figure 16 Source: Ohio Department of Education Office of Accountability

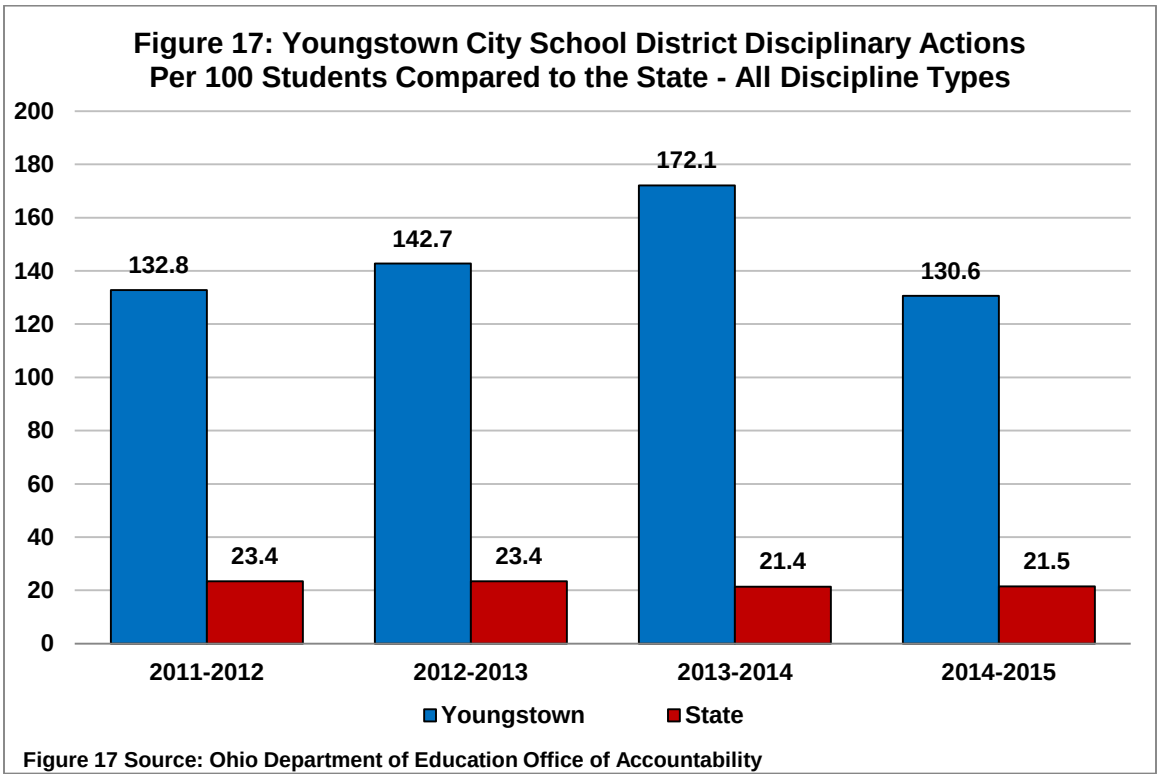


Figure 17 Source: Ohio Department of Education Office of Accountability

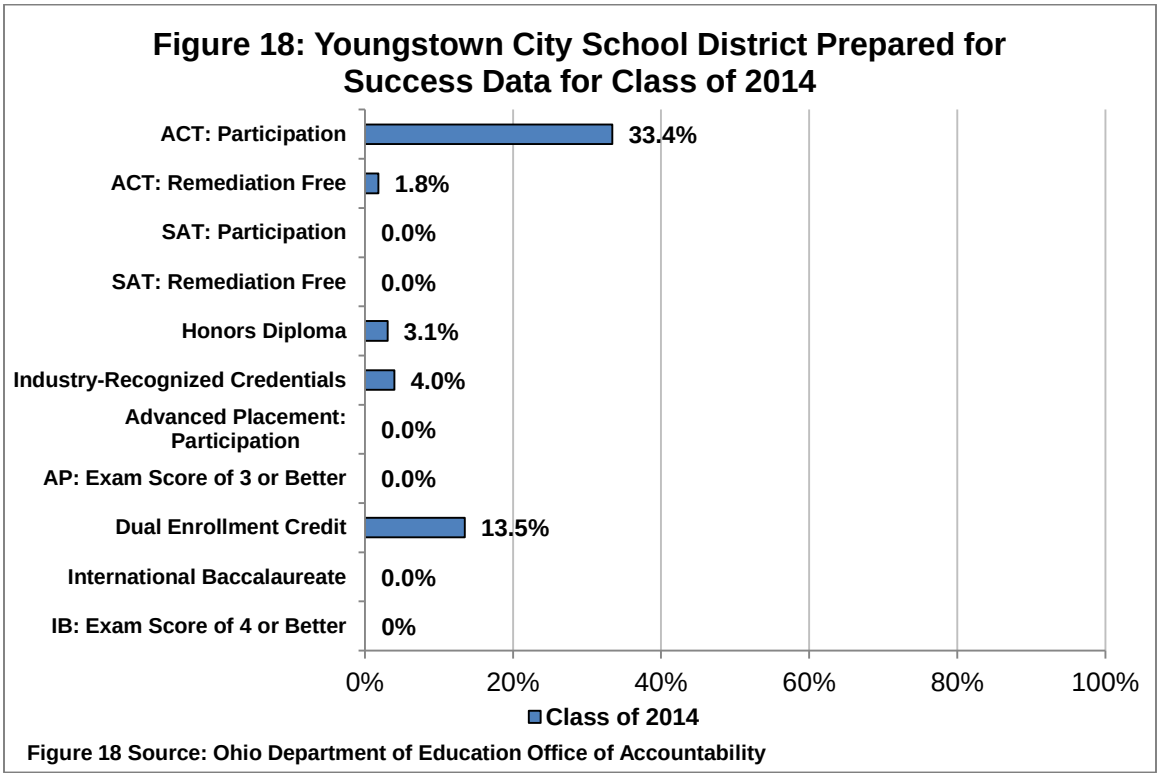


Figure 18 Source: Ohio Department of Education Office of Accountability

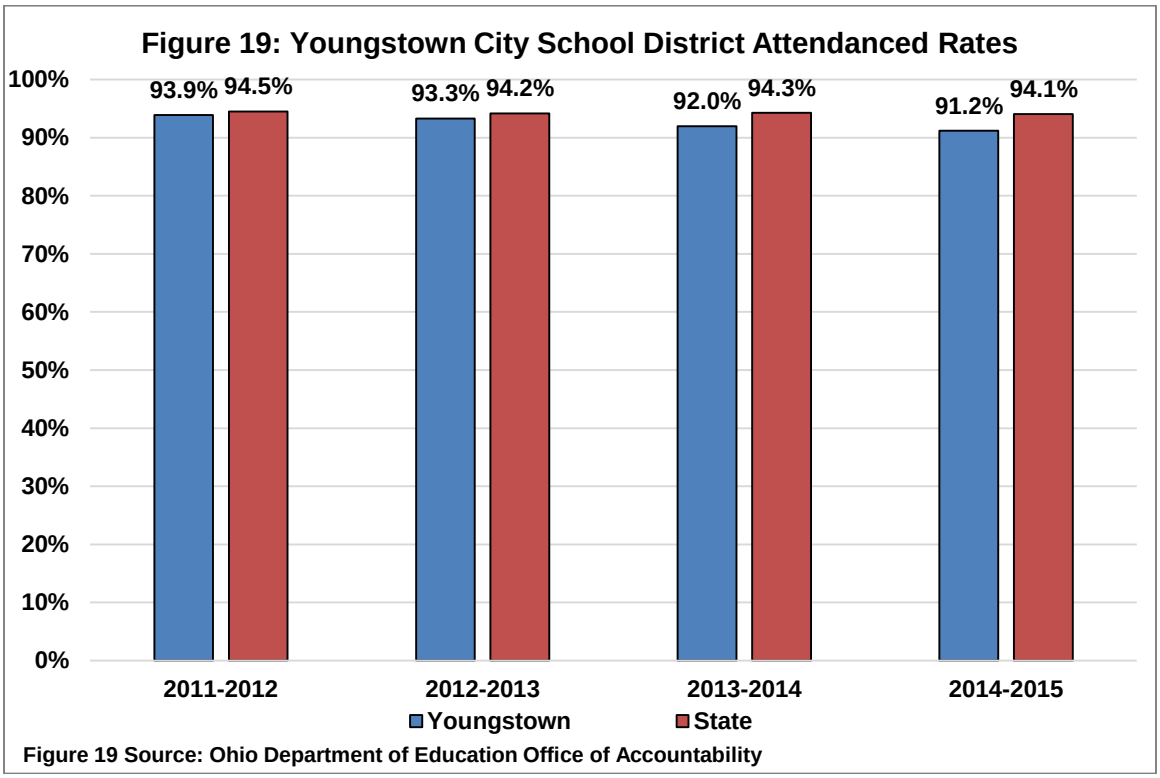


Figure 19 Source: Ohio Department of Education Office of Accountability

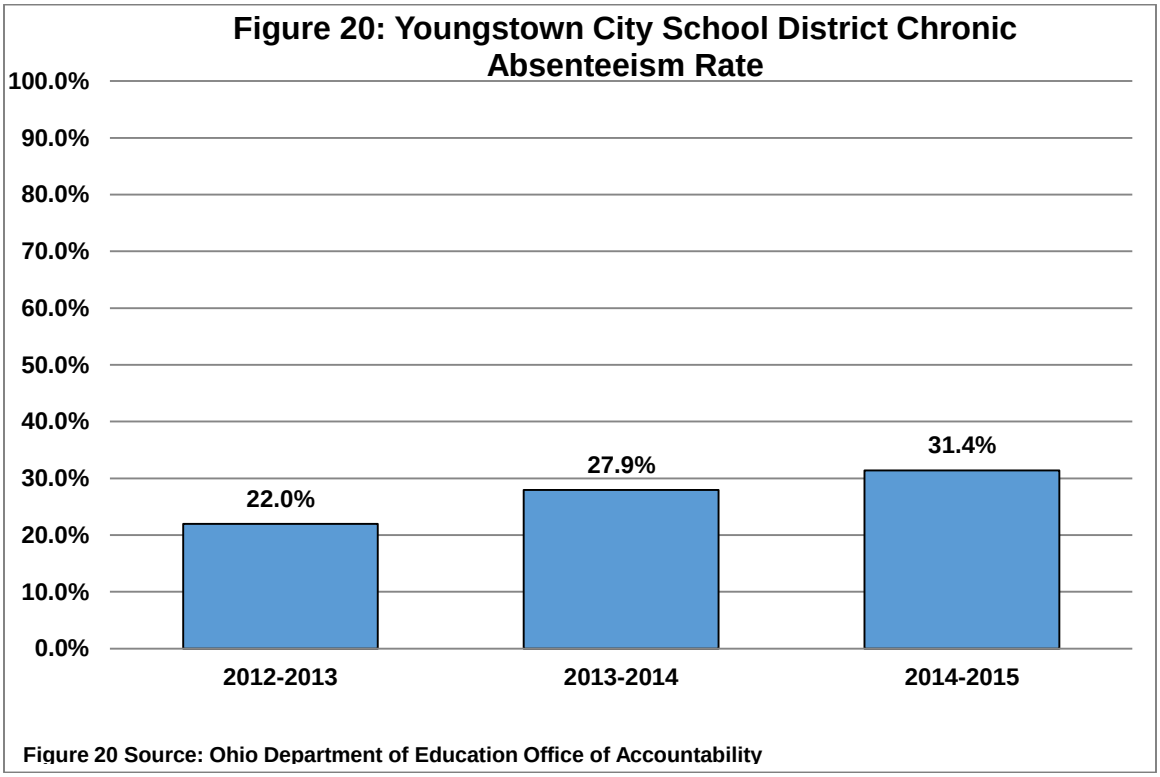


Figure 20 Source: Ohio Department of Education Office of Accountability

**Figure 21: Youngstown City School District Absenteeism Data 2014-2015**

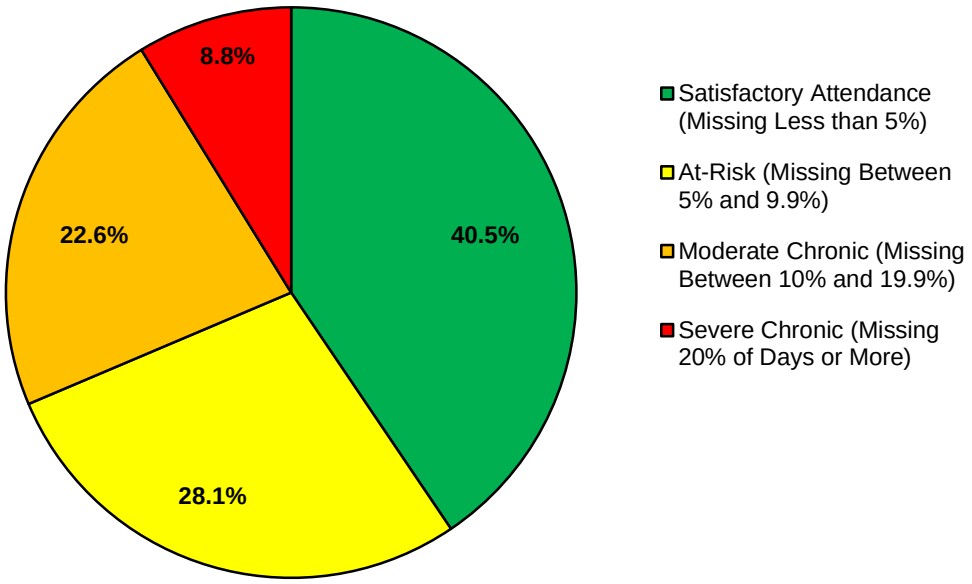


**Figure 21 Source: Ohio Department of Education Office of Accountability**

**Figure 22: Youngstown City School District 2014-2015 Percent of Funds Spent on Classroom Instruction Compared to Similar Districts and the State**

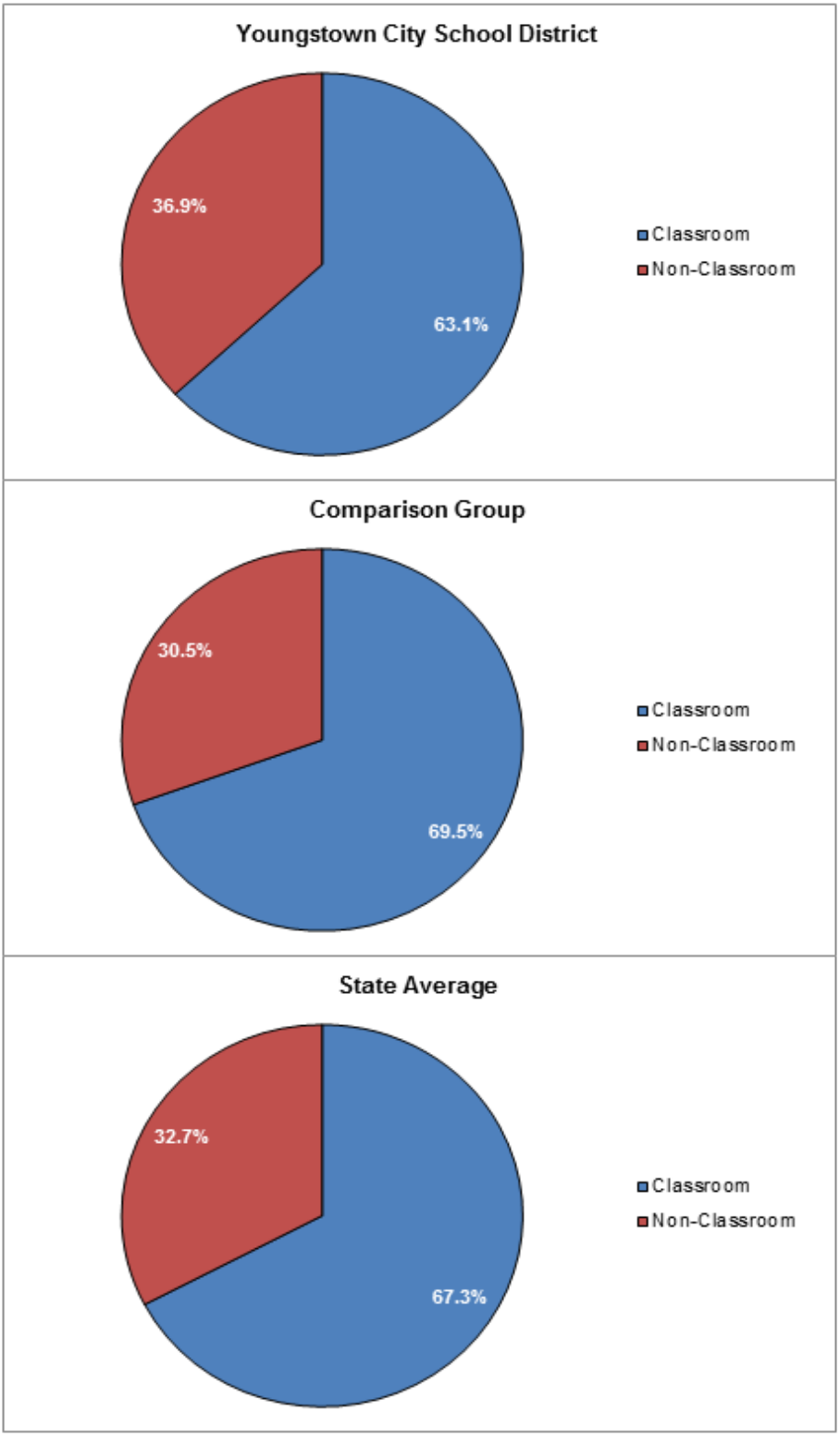


Figure 22 Source: Ohio Department of Education Office of Accountability

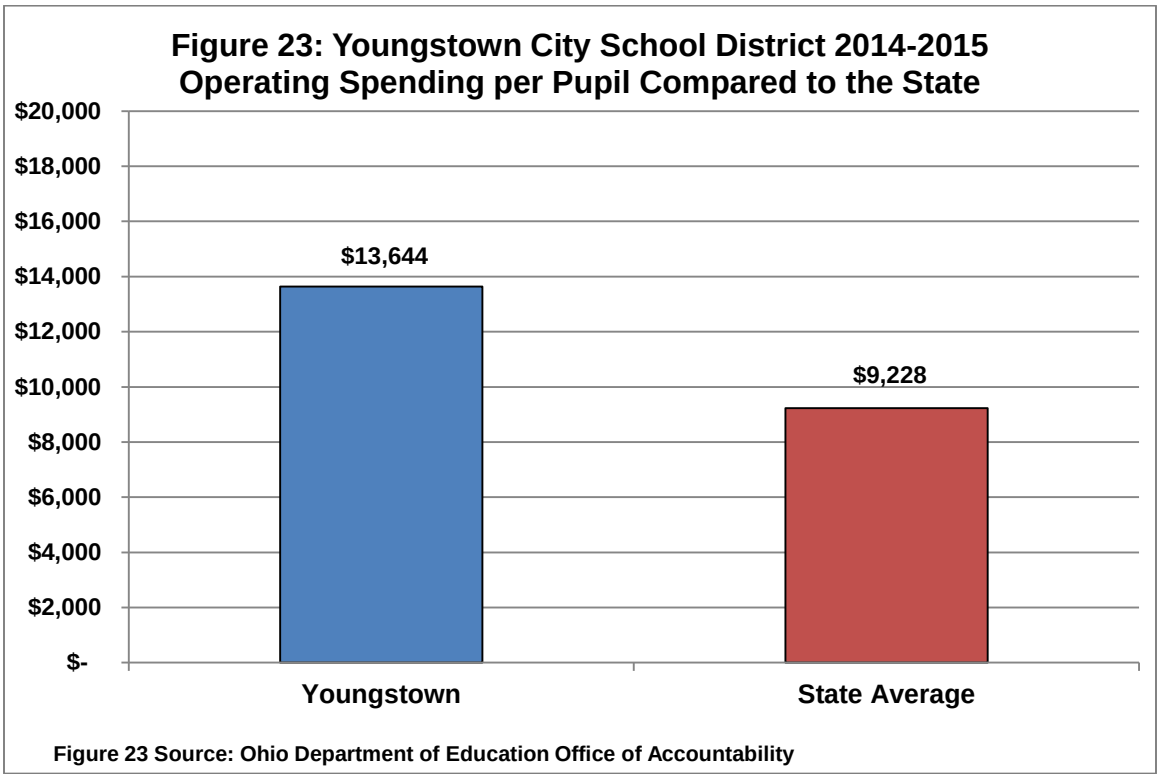


Figure 23 Source: Ohio Department of Education Office of Accountability

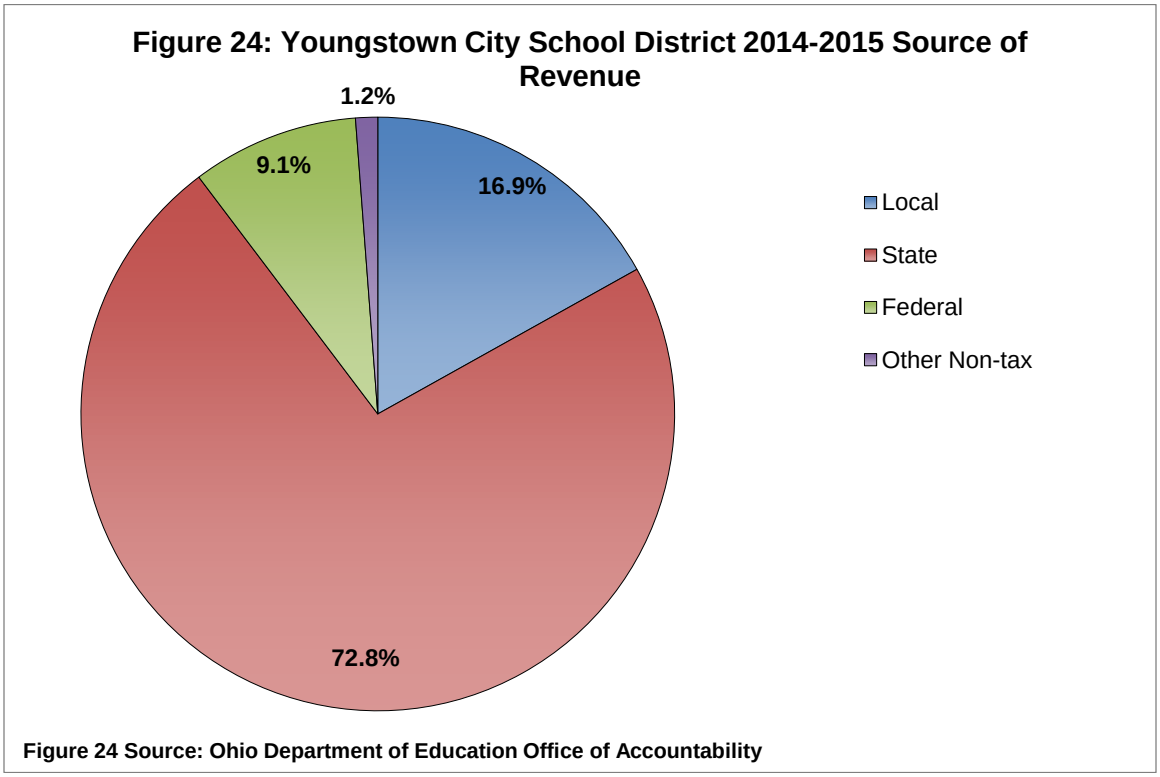


Figure 24 Source: Ohio Department of Education Office of Accountability

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

| Year | Teacher Salary Average | % of Core Courses Taught by Highly Qualified Teachers | Teacher Attendance | % of Teachers with Masters or Doctorate Degrees |
|---|---|---|---|---|
| 2011-2012 | $51,539 | 98.6% | 93.3% | 54.8% |
| 2012-2013 | $52,528 | 99.1% | 93.5% | 56.0% |
| 2013-2014 | $52,974 | 100.0% | 92.5% | 54.4% |
| 2014-2015 | $52,372 | 98.8% | 92.8% | 49.1% |

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

**Table 2: Youngstown City School District 2015 Value-Added Report**

| Test Grade | Progress Score | | |
|---|---|---|---|
| | English Language Arts | Mathematics | All Tests |
| All Grades | -4.39 | -4.95 | -6.06 |
| 4th Grade | 4.62 | 2.27 | 4.52 |
| 5th Grade | -0.27 | 2.06 | 1.02 |
| 6th Grade | 1.43 | -7.86 | -3.73 |
| 7th Grade | -13.16 | -2.82 | -10.96 |
| 8th Grade | -3.50 | -5.96 | -6.11 |
| High School | 7.28 | -4.99 | 1.82 |

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

A = 2.00 and up
B = 1.00 to 1.99
C = -1.00 to 0.99
D = -2.00 to -1.01
F = below -2.00

**Table 2 Source: Ohio Department of Education Office of Accountability**

## Table 3: Youngstown City School District Chronic Absenteeism Data by Grade

| Grade Level | 2013-2014 | 2014-2015 |
|---|---|---|
| KG | 34% | 27% |
| 01 | 28% | 18% |
| 02 | 20% | 18% |
| 03 | 20% | 15% |
| 04 | 22% | 19% |
| 05 | 27% | 18% |
| 06 | 21% | 21% |
| 07 | 35% | 37% |
| 08 | 39% | 39% |
| 09 | 42% | 42% |
| 10 | 44% | 39% |
| 11 | 32% | 28% |
| 12 | 43% | 45% |

**Table 3 Source: Ohio Department of Education Office of Accountability**

## Table 4: Youngstown City School District K-3 Literacy Improvement

| Not On-Track at Point A | | Improving to On-Track at Point B | |
|---|---|---|---|
| Kindergarten Reading Diagnostic School Year 2013-2014 | 272 | 1st Grade Reading Diagnostic School Year 2014 - 2015 | 227 |
| 1st Grade Reading Diagnostic School Year 2013-2014 | 94 | 2nd Grade Reading Diagnostic School Year 2014 - 2015 | 53 |
| 2nd Grade Reading Diagnostic School Year 2013-2014 | 117 | 3rd Grade Reading Diagnostic School Year 2014 - 2015 | 65 |
| 3rd Grade Reading Diagnostic School Year 2014-2015 | 92 | 3rd Grade Reading OAA School Year 2014 - 2015 | 24 |
| | | Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan | NC |
| Totals | 575 | | 369 |
| **2015 K-3 Literacy Improvement Measure** | | **64.2%** | **C** |

**Table 4 Source: Ohio Department of Education Office of Accountability**

# Appendix C: Inventory Forms and Building Observation Form

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

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

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

# Standards I, II & V: Instructional Inventory

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

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

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

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

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

| Instructional Inventory Items | 0 | 1 | 2 | 3 | 4 | 5 | No Data Collected | Evidence |
|---|---|---|---|---|---|---|---|---|
| **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. Classroom lessons, instructional delivery and assessments reflect instructional shifts demanded by Ohio's Learning Standards. | | | | | | | | |
| 7. The teacher demonstrates knowledge of subject and content. | | | | | | | | |
| 8. The teacher applies Webb's Depth of Knowledge to design and implement curricular activities, instruction, and assessments. The teacher provides opportunities for students to engage in discussion and activities aligned to higher levels of thinking. | | | | | | | | |
| 9. The teacher communicates clear learning objective(s) aligned to Ohio's Learning Standards. | | | | | | | | |

| Instructional Inventory Items | 0 | 1 | 2 | 3 | 4 | 5 | No Data Collected | Evidence |
|---|---|---|---|---|---|---|---|---|
| 10. The teacher implements appropriate and varied strategies that meet all students' (including, but not limited to ELL, SPED and Gifted) diverse learning needs that would address differentiation of content, process, and/or products. | | | | | | | | |
| 11. The teacher implements teaching strategies that promote a learning environment where students can take risks such as make predictions, judgments and investigate. | | | | | | | | |
| 12. The teacher conducts frequent formative assessments to check for understanding and inform instruction. | | | | | | | | |
| 13. The teacher uses available technology to support instruction and enhance learning. | | | | | | | | |
| **LEARNING** | | | | | | | | |
| 14. Students are engaged in challenging academic tasks. | | | | | | | | |
| 15. Students articulate their thinking or reasoning verbally or in writing either individually, in pairs or in groups. | | | | | | | | |
| 16. Students recall, reproduce knowledge or skills, apply multiple concepts, analyze, evaluate, investigate concepts and/or think creatively or critically to solve real-world problems. (Webb's Depth of Knowledge) [Please circle all that apply and provide examples.) | | | | | | | | |
| 17. Students make connections to prior knowledge, real world experiences, or can apply knowledge and understanding to other subjects. | | | | | | | | |
| 18. Students use technology as a tool for learning and/or understanding. | | | | | | | | |
| 19. Students assume responsibility for their own learning whether individually, in pairs, or in groups. [Please provide examples.] | | | | | | | | |
| 20. Student work demonstrates high quality and can serve as examples. | | | | | | | | |
| 21. Students are engaged in productive learning outcomes. | | | | | | | | |

# Standard III: Assessment and Effective Use of Data Inventory

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

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

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

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

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

| Inventory Item | 0 | 1 | 2 | 3 | 4 | 5 | NDC | Evidence |
|---|---|---|---|---|---|---|---|---|
| **DATA AWARENESS** | | | | | | | | |
| 1. Aggregated performance data is displayed for stakeholders to view. | | | | | | | | |
| **DATA ACCESS** | | | | | | | | |
| 2. Working technology (i.e. smart boards, laptops, desktops, or tablets) are available for students to use on a frequent basis. | | | | | | | | |
| **DATA USE** | | | | | | | | |
| 3. Students show competency in using available technology to conduct research, display their work, and take assessments. | | | | | | | | |
| 4. Teachers integrate the use of technology in instruction. | | | | | | | | |

# Standard VI: Fiscal Management Inventory

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

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

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

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

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

| Inventory Item | 0 | 1 | 2 | 3 | 4 | 5 | NDC | Evidence |
|---|---|---|---|---|---|---|---|---|
| **CLASSROOM RESOURCES** | | | | | | | | |
| 1. Textbooks and supplemental curriculum materials are available in the classroom. | | | | | | | | |
| 2. Teaching aids (e.g. handouts, flash cards, blackboard, pictures, audio CDs, video tapes, DVDs, etc.) are available in the classroom. | | | | | | | | |
| 3. Technology (e.g. computers, laptops, tablets, calculators, whiteboards, etc.) are available for use in classroom instruction. | | | | | | | | |
| 4. There is sufficient seating for students (e.g. desks and chairs). | | | | | | | | |
| **FACILITY MAINTENANCE** | | | | | | | | |
| 5. Classroom is in generally good condition (i.e. no water leaks, no exposed wires, no broken glass, lightbulbs or equipment). | | | | | | | | |
| 6. Lighting in the classroom is adequate to provide appropriate learning environment. | | | | | | | | |

# Building Observation Report

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

**District:** _____ **Time Out:** _____

**Building:** _____

**Reviewer:** _____

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

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

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

# Appendix D: List of Documents Reviewed

2014-2015 Local Report Card
2015-2016 Current Inventory Replacement
2015-2016 Student and Parent Handbooks
Academic Distress Commission agendas and minutes
Academic Recovery Plan for Youngstown City Schools - October 2, 2014
Administrative Salary Schedule
Advances and Transfers for Fiscal Year 2015
Application and Minutes from Community Partnerships Meetings
Applications for School Choice Programs
Board of Education Agendas and Minutes
Board of Education Policy
Budget Presentation 2016
Building Leadership Team Meeting Agendas and Minutes
Building Leadership Team Meeting Schedules
Building level school improvement plans
Building level staff handbooks
Carnegie Consultant feedback, Carnegie reports and consultant walkthrough data
Carnegie Learning Systems guides
CCIP School Improvement Plans
Community partnership application and meeting minutes
Curriculum Guides
Curriculum Maps
Curriculum Resources
Curriculum Revisions – Appendix G
Data Analyses - Discipline data
District and individual usage document for the School City Program
District Assessment Analysis Fall 2015-2016
District Improvement Plan
District Leadership Team meeting agendas and minutes
District Learning Rounds Data Fall 2015
District Profile Report
District Website - OTES/OPES summative data,
District Website - staff attendance reports
EMIS data for discipline, attendance, and grades
Enrollment head count for 2014-15 and projected 2015-16
Faculty Handbook
Financial summary report
Five-Year Forecast and Assumptions in detail
Fiscal Year 2016 Budget Presentation
Human Resources and Professional Development – Organizational Chart
Human Resources Hiring Procedure Document
Human Resources Operational Handbook
Job Descriptions
Literacy Collaborative Fidelity of Implementation Survey
Leveled Literacy Interventions company descriptions
Long-Term Funding Assumptions and Recommendations for Facilities and Maintenance
Management Letter Auditor of state from June 30, 2014
Numerous Articles in the Vindicator
Ohio Department of Education district review reports
Ohio Improvement Process District "One Plan"

Ombudsman report for East High School
OPES Goal Setting Document
Organization Chart
OTES Administrative Manual
OTES Summative Completion Status Report
OTES/OPES sample documents
PARCC Fall 2015 Block EOY Results
PARCC Fall 2015 results
PASS Program data and promotional materials
Positive Behavioral Intervention and Supports documents
Planning Time Schedules
Positive Student Support Team Referral packets
Proactive Support Plan - 2015
Professional Development Calendar
Professional Development Course Catalog
Professional development exit surveys
Professional Development Opportunity List
Quaglia Student Aspirations evaluations
Random review of Personnel files, admin and teacher
School Choice application
School City program documentation
Settlement Sheet for January 2016
SRI proficiency report
Staff attendance reports
Student Aspirations Research Study 2015
Student Attendance and Discipline Data
Student roster – Intensive English Program
Student Test Data
Teacher attendance data
Teacher-Based Team meeting agendas and minutes
Teachers on Improvement Plans
Teachers on special assignment list
Third grade reading guarantee data
Vindicator articles related to Youngstown City Schools
Walkthrough and Instructional Rounds reports
Youngstown City Schools Community Connectors Grant Program
Youngstown City School District board policies and administrative guidelines
Youngstown City School District organizational chart 2015-2016
Youngstown City Schools Research Study 2015
Youngstown Education Association negotiated agreement and memorandum of understanding
Youngstown Organizational Chart
Youngstown programs of study
Youngtown State University Project Pass program and data